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**'INTERNATIONALISATION' IN HIGHER EDUCATION:**  
**IMPLICATIONS AND CHALLENGES FOR THE**  
**UNIVERSITY OF CAPE TOWN**

BY

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This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works, of other people has been attributed, and has been cited and referenced.

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## **Abstract**

In 2006 the University of Cape Town (UCT) introduced a policy of ‘internationalisation’, a term widely used in Higher Education, which established the International Academic Programmes Office (IAPO) as the body responsible for co-ordinating the policy throughout the university. This study identifies the challenges to both staff and students in the implementation of that policy, particularly, but not only, in the departments of Historical Studies, Political Studies and Religious Studies, in the Humanities Faculty. The thesis examines the role of IAPO as well as the role of semester study abroad (SSA) students – one category among non-South African students – in the internationalisation process. Some of the problematic aspects of both the policy and its implementation are exposed - for example, the definition of ‘internationalisation’ used in the policy document as well as the ambiguity of certain terms/concepts; the ambiguity of IAPO’s status – whether administrative or academic; the lack of adequate resources to achieve some of the policy’s stated aims; and tensions between IAPO and academic staff, among others. The study found that the presence of SSA students is received positively, in the main, by local students but elicits a mixed response from staff. The thesis argues that notwithstanding the ongoing and increasing popularity of UCT as a study destination for SSA students, the aims of the policy would be better achieved if particular aspects were critically reviewed.

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## Glossary of Terms

|                      |  |
|----------------------|--|
| AAU                  | Association of African Universities  |
| ACER                 | Australian Council for Educational Research  |
| CHED                 | Centre for Higher Education and Development  |
| CIEE                 | Council for International Educational Exchange (American-based study abroad programme) |
| CPS                  | Campus Protection Services   |
| ECTS                 | European Credit Transfer System  |
| Full degree students | – Students studying for their entire undergraduate or post-graduate degree at UCT.     |
| GATS                 | General Agreement on Trade in Services   |
| GPA                  | Grade Point Average  |
| HE                   | Higher Education   |
| HEI                  | Higher Education Institutions  |
| IaH                  | Internationalisation at Home   |
| IAPO                 | International Academic Programmes Office   |
| IEASA                | International Education Association of South Africa                                    |
| IIE                  | Institute of International Education   |
| Interstudy           | American Study Abroad Programme  |
| NAFSA                | North American International Education Association                                     |
| Obs                  | Observatory, a residential area near UCT   |
| OL                   | Orientation Leader   |
| SADC                 | Southern African Development Community   |
| SHAWCO               | Students' Health and Welfare Organisation  |
| Short Loan           | Readings are available for up to 3 hours only from the UCT library in this section.    |
| SOL mate             | Student Orientation Leader (CIEE)  |
| SSA                  | Semester Study Abroad  |
| UCT                  | University of Cape Town  |
| USHEPIA              | University Science, Humanities and Engineering Partnerships in Africa                  |
| WITS                 | University of the Witwatersrand  |

# CHAPTER 1

## INTERNATIONALISATION IN RELATION TO SEMESTER STUDY

### ABROAD STUDENTS

Internationalisation is not a new process; like globalisation, it has been present for a long time. People have always travelled, traders have taken products from one country and traded them in another; Indian spices are not restricted to India; Chinese food can be found all over the world. In other words, there have always been interactions between nations. In popular discourse today, examples such as these refer to the process as something becoming global or incorporating a global dimension of some sort. In Higher Education (HE) the term internationalisation is used to describe this phenomenon. Internationalisation has been taking place for many years but what has changed within HE is the increased acknowledgement of its various elements including the importance of so-called intercultural experiences. The University of Cape Town (hereafter UCT) has adopted the following definition of internationalisation in higher education:

[Internationalisation is] the process of integrating international and intercultural dimensions into the teaching, research and service functions of an institution of higher learning (Knight & de Wit, 1997)

UCT, with the International Academic Programmes Office (hereafter IAPO), is advocating internationalisation using Knight and de Wit's definition. This definition presents certain problems due to the lack of clarity of the terms used and lack of direction given. These are issues I address throughout the thesis.

This thesis is a study of change, albeit the early stages of change brought about by internationalisation of an academic institution, UCT. I examine the literature on internationalisation and focus on the implementation of the policy of internationalisation with reference to Semester Study Abroad (hereafter SSA) students. Particular emphasis is given to three departments in the Humanities Faculty; Historical Studies, Religious Studies and Political Studies, chosen for the extensive number of SSA students enrolled in them.

Ethnographic studies of change at Higher Education Institutions (HEIs) are scarce (Wisniewski, 2000; Weil, 1994; Slowey, 1994) and numerous questions must always be asked to determine the extent of change. Questions suggested by Wisniewski (2000) include: How pervasive is the change or process within the institution? What is the cost to those who initiate it? Is there pervasive “infighting that characterises academic deliberations” (ibid: 5)? Who supports change and who fights it? Who are the winners and the losers? In this thesis I present the policy of internationalisation and its consequences as one kind of change, and the questions outlined by Wisniewski are answered in relation to the changes taking place in the Humanities Faculty at UCT. In answering these questions I answer my research question which examines the implementation of UCT’s policy of internationalisation, and how challenges are experienced by various academic staff, some administrators, local students and SSA students<sup>1</sup>. Before any of these questions can be answered a description of the development of internationalisation in HE is needed as well as background information about UCT and IAPO, the office designated by UCT’s internationalisation policy to be the coordinator of international activities.

#### Internationalisation defined

The paucity of literature on internationalisation by Anthropologists is noticeable and results in a great deal of uneasiness in the discussion for the author due to the nebulosity of the term that is almost equal to that surrounding the term ‘culture’, a concept invariably included in the discussion on internationalisation by educators and students. Internationalisation is a concept that has been disputed and debated and discussed for 20 years and there is still no single definition that is adopted universally, as different institutions value different goals and concepts. Despite this, one of the most frequently cited definitions is that developed by de Wit and Knight (1997) cited above. Since this is the definition adopted by UCT, my research takes this definition into account when analysing my findings.

As long ago as 1980 Harf argued that there was a distinct lack of clarity of terminology in studies within international education, including study abroad (1980 in Arum, 1987). Arum (1987), following Harari (1972 in Arum 1987: 8) argued that he

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<sup>1</sup> SSA students are ‘foreign’ students but for the purposes of this thesis, I use the term ‘foreign’ to refer to full-degree foreign students, and the term ‘SSA’ to refer to *semester* study abroad foreign students.

believed that International Education signifies “all educational activities of any kind involving people from two or more nations, either individually or in formal [study abroad] programs”. Harari (1992) explained that international education is composed of three elements: the international content of curricula; the international movement of scholars training and researching and finally, the use of technical assistance and educational cooperation abroad such as through the UN, UNICEF etc. This study is limited to the international content of curricula and the movement of scholars studying abroad. Harari (1992) emphasised that internationalisation is a “multi-faceted package” that includes content, skills, awareness and attitude towards peoples of the world. It can be achieved by sending faculty members and students abroad as well as including “involvement of foreign students [both full-degree international and SSA students] and their rich mosaic of cultures into the classrooms” (ibid: 53). In the same paper Harari (1992) noted the ‘problem’ of the United States being monolingual, (thus excluding the many people in the USA who do not speak English as their first language) and stressed the importance of foreign language learning to increase students’ ability to cooperate with students from other nations.

It was in the 1980s and early 1990s that discussions about internationalisation in higher education began to include emphasis on the importance of understanding and interacting with people from different nations, cultures and backgrounds. Harari (1992: 75) was one of the earliest researchers to argue that merely having many foreign students on campus does *not* make a university internationalised but curricula changes can do so. Courses on many areas around the globe are necessary in order to understand and learn about “other cultures and societies” and to “learn more about the political and economic interconnectedness of humankind” (ibid. 75). At UCT, SSA students contribute to the internationalisation process as they take what they learn at UCT and express their intention to incorporate it into their future decisions or goals (see chapter 3). In addition, the lecturers to whom I spoke at UCT incorporate comparisons between South Africa and other countries around the world in their curricula (see chapter 4).

Davies (1992) described a strategy for the internationalisation of universities and included: internationalising the curriculum throughout the university in all disciplines; language training; encompassing foreign and local students, as well as exchanges

abroad between students and staff. This strategy is the same as Harari's (1992) proposal (see above). Knight and de Wit (1997; 1999) argued that internationalisation was a process occurring in response to globalisation more generally. Knight and de Wit are noted for their argument that internationalisation is a process not an event, thus taking place over a longer time. Globalisation, frequently used interchangeably with internationalisation, is defined as "the flow of technology, economy, knowledge, people, values [and] ideas... across borders" (de Wit & Knight, 1997: 6). Internationalisation differs from globalisation in that it strives to integrate an international dimension into *education*. As Knight notes, "[the term] international emphasises the notion of 'nation' and refers to the relationship existing between many nations and countries" (2004: 8). Study abroad is part of globalisation in that it involves a flow of people; it is part of Internationalisation at Home (see below) in that it strives to educate students by incorporating multiple points of view as expressed by local and foreign students and assumes that intercultural learning results. Internationalisation of HEIs then is one response to globalisation, as argued by Knight and de Wit (1997, 1999). The process of internationalisation cannot take place through efforts by a handful of individuals but needs to be supported at an institutional level, much like the processes of globalisation and colonisation, neither of which could occur without the support of organisations or governments (Shipman, 2002).

After World War II, as de Wit (1999) explains, rationales for internationalising higher education, in the United States in particular, were political in the drive for the USA to maintain and expand its influence worldwide: "knowledge of other cultures, languages, and systems, became critically important" (ibid: [www.bc.edu/bc\\_org/avp/soe/cihe/newsletter/News15/text.html](http://www.bc.edu/bc_org/avp/soe/cihe/newsletter/News15/text.html)). At the end of the Cold War rationales became more economically focused. In Europe in particular internationalisation is seen as necessary to meet the demands of a more global labour force due to increased migration, and higher education is viewed as an export commodity, in terms of knowledge (de Wit, 1999). It is important to note that class is a factor to be taken into account since HE is mostly confined to the upper middle and higher classes. de Wit argues that internationalisation based on political and economic rationales of the state are no longer applicable as these rationales are predominantly external to Higher Education Institutions (HEIs). This marks the difference between

globalisation and internationalisation, the latter term referring specifically to the internationalising of education. Market-oriented education and departments such as Information Technology and Business increasingly include international and comparative perspectives in order to equip students to work in those areas that have a strong international element.

At UCT, the Humanities Faculty takes this approach in many departments (see Chapter 4) but in the Faculties of Engineering, Health Sciences and Science it is difficult to internationalise the curriculum much beyond drawing on international best practice, as has always been done. In these faculties, the emphasis is on the local situation in South Africa: for example, studying local fauna and flora, or how to build bridges in the best way possible with the materials available locally. The Faculty of Commerce emphasises the need to understand, apply and, ideally, invent localised business methods but certainly makes use of international theories and methods.

Supporters of internationalisation, mostly academics in the fields of Education and Higher Education Policy (Harari, 1992; Davies, 1992; Knight, 1999, 2003), describe internationalisation as being ‘good for people’ and encourage those in HEIs to contribute to it by arguing that students on campus need to be exposed to ‘the international’ in order to benefit from it. Such statements cannot be supported without being tested through ethnographic study of the people the process most affects, mainly academic staff, administrators and students in an HEI. The concept of ‘the international’, and the assumed ‘intercultural’ learning that takes place within the arena of international education, also includes the assumption that foreign students of a specific nationality bring ideas, beliefs and knowledge, as if uniform in their country of origin, to another nation assumed to be very different from them. Nations are complex socio-political constructs and consequently it is problematic to assume that there can be a singular ‘cultural’ aspect shared by every member of each ‘nation’. Many individuals share certain social, religious and political practices and beliefs that transcend the political borders of nation-states (Blanc et al, 1995: 684) and no citizenry is internally homogenous in every aspect.

The definition of internationalisation used by UCT’s policy assumes the ‘beneficial’ aspect of ‘the international’, particularly that of ‘intercultural’ learning. In order to understand the challenges experienced by UCT in implementing the policy on

internationalisation, one needs to look at the problematic aspects of the policy itself including lack of clarity regarding the terms used and lack of guidance on how to achieve the aims of the policy.

### Internationalisation at Home

*If they could not go out into the international world, how could this world be brought to their home campus? Wachter, 2000*

Wachter's question succinctly sums up the idea behind internationalisation at home (hereafter IaH). The argument put forward is that many students and staff on most campuses will not have the opportunity to study or travel abroad to receive an 'international education' and therefore 'the international' should be included in the curricula of the home institution. IaH caters for the non-mobile student. It was at the turn of the 21<sup>st</sup> century that the concept of Internationalisation at Home began to dominate discussions in the field of internationalisation in higher education (Crowther et al, 2000; Nilsson, 2003; Teekens, 2003; Knight, 2004; Hall, 2004).

IaH is defined as "any internationally related activity with the exception of outbound student and staff mobility" (Wachter, 2000: 6). Wachter emphasises the fact that such activities must be interrelated; IaH is intended to create a coherent relationship between the activities. Two major sets of goals were outlined for internationalisation, and IaH in particular: attitudinal goals and cognitive goals (Nilsson, 2003; Qiang, 2003; Teekens, 2003). The attitudinal goals include openness to other cultures, peoples and others' values and an understanding of one's own situation (both individual and collective) and one's own ways of living. The cognitive goals include knowledge about conditions in other countries and about social, economic and political links between countries. Both sets of goals support an international emphasis and writers in this field believe that these goals should be advocated by those who set the curricula for HEIs. Within the attitudinal goals there is what many refer to as 'intercultural learning'<sup>2</sup> (Knight & de Wit, 1997; de Wit, 1999; Teekens, 2003). This phrase encompasses the goals that relate to students learning about others' values, belief systems and ways of life among other things. The phrase used in de Wit's and Knight's definition (1997) can be said to have headed the trend of including this

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<sup>2</sup> Intercultural learning is dealt with extensively in chapter 3

phrase in discussions about internationalisation (Wachter, 2000; Otten, 2000; Qiang, 2003; Teekens, 2003) although allusions to what ‘intercultural learning’ (see Chapter 3) encompasses, had been used earlier (Harari, 1992). This phrase cannot be used or explained without some more in-depth understanding about what it means and the concerns that surround it due to the ambiguity of the term ‘culture’, a term rarely discussed in the literature on internationalisation (see chapter 3).

### Internationalisation in South Africa

There are many international departments at tertiary institutions throughout South Africa that bring students from both Africa and other countries to study for their full degree or a semester of their degree. The sector is growing as each year passes, as South Africa becomes a more and more popular study destination. In the past Europe, America and Australia have been the attractive locations to study abroad for those students able to afford to do so. In the last ten years, Africa has been increasing its role in the study abroad arena, particularly in South Africa. To date little has been written on Internationalisation or IaH within South Africa. Most discussions on the topic have been comparatively short, unpublished papers presented at conferences (IEASA 2004, 2005; CHET, 2004, 2005) including the IEASA (International Education Association of South Africa) conference held in September 2006. de Wit’s & Knight’s (1997) definition of internationalisation is the one used in IAPO’s defined role at UCT, to lead the development of internationalisation at UCT, and supports UCT’s mission statement that promotes globalisation and internationalisation (see Appendix 2). According to Dr. Kishun (2005), president of IEASA, foreign students are the visible form of internationalisation. If we refer back to the terms globalisation and internationalisation it can be argued that students, through a process of globalisation, are moving across borders and this process results in internationalisation taking place. Dr. Himbara (2005), from the centre for Africa’s International Relations at the University of the Witwatersrand (WITS), describes internationalisation as preparing the domestic student population to go out into the world, to help the integration of different ‘cultures’, to increase the sensitivity that enables people to play constructive roles regionally and internationally. Himbara (ibid.) claims that internationalisation promotes the ability for students in an international environment to be ambassadors in an increasingly global world. This is one of the desired goals for the process of internationalisation, but such a result

cannot be claimed without longitudinal studies of students and their movements after they have completed their tertiary education. Some brief cases of students' movements after their semester abroad have been included in chapter 3.

Internationalisation, by definition, is beneficial if it can be shown to increase understanding and cooperation between people and usually, but not exclusively, between countries as well. According to Professor Jan Persens (2005 IEASA conference) from the University of the Western Cape (UWC) "internationalisation is central to the challenge of transformation and restructuring of higher education in South Africa". Professor Persens explains that one of the results of globalisation is the push for internationalisation of the academic curriculum to supply a more global view in the education of students. In order to fulfil the requirements of internationalisation students must learn to live and function in a way that does not judge people from different societies. In other words, to encourage cultural relativism, and not judge other 'cultures' in reference to one's own but to look at a society and its values on the basis of that society's own needs and functions. At the same conference, a representative of the South African department of education, Dr Badsha, asked whether a university, or other higher education institution, can really be a university without an international dimension. Can an education be 'holistic', in this day and age particularly, without a global viewpoint? If one agrees with these views, as I do, then increased internationalisation at UCT will be beneficial to students and staff working and studying at the university, a viewpoint shown to be widely held in reference to academic staff and students in the Humanities Faculty at UCT.

#### The implementation of internationalisation

de Wit's & Knight's (1997: 8) definition of internationalisation, adopted by IAPO, refers to "the process of integrating international and intercultural dimensions into the teaching, research and service functions of an institution of higher learning", such as UCT, but the purported ideals of internationalisation have yet to be demonstrated ethnographically. If one compares the implementation of the process of colonisation to internationalisation one can see clear similarities. Both processes begin with goals of modernisation and/or improvement. Anthropologists mostly think of colonialism in three ways: as the universal, evolutionary progress of modernization; as a particular strategy or experiment in domination and exploitation; and as the unfinished business

of struggle and negotiation or a combination of all three ways (Pels, 1997). I would argue that internationalisation is a process of modernisation, in that it is a process, leading to a desired result, by those who attempt to implement it – that of including ‘the international’ element. It is a strategy for implementing a change in the curriculum to include an international element because that element is deemed to be necessary in the post-modern world and its aims are deemed to be mutually beneficial to all participants. Internationalisation, and its implementation, also relies on a form of exploitation since the fiscal aspect cannot be ignored. In the case of UCT, IAPO would collapse if it were not for the 'exploitation' of rich, traditionally white, American universities who pay for the (promoted) beneficial results of internationalisation, such as intercultural learning. Constant negotiation between affected parties is necessary to fulfil the goal of internationalisation. Money is not the only requirement; there needs to be academic acceptance in order to include internationalisation of the curriculum in the process. Thus academic staff play a vital role in internationalisation.

Internationalisation of the curriculum is already evident in certain departments where a comparison between the local and the global is beneficial to the student, such as Social Anthropology, Environmental and Geographical Sciences and Sociology among others, although these disciplines could be said to have had an internationalised curriculum before the policy was introduced. The most visible manifestation of the process of internationalisation, the SSA students, is taking place at UCT largely within the Humanities Faculty which is ideally equipped to be internationalised in curriculum terms. The Humanities Faculty is appealing to most SSA students (see chapter 4), as there is a strong Southern African element to many of the courses offered, as can be seen from the title and outlines of the courses. Internationalisation is a process and cannot occur unless an institution as a whole supports its occurrence. In order to establish the challenges and benefits of internationalisation, this study focuses on academic staff, IAPO, and on SSA and local students within three departments of the Humanities Faculty.

In chapter 2, I outline the history of the University of Cape Town (UCT) and the International Academic Programmes Office (IAPO) at UCT. I describe how this

office developed and is still developing in the current climate of study abroad being an important part of a student's tertiary education.

In chapter 3, I examine the 'intercultural' aspect of de Wit's and Knight's (1997) definition. The notion of 'intercultural' learning, though problematic, is incorporated into the belief by those working in the international education field, that internationalisation is beneficial to all concerned. I show the SSA students' expectations and desire for intercultural experiences. Intercultural experiences are sometimes achieved, but not to the extent many study abroad students frequently desire. I show how UCT's policy on internationalisation is problematic in terms of the terminology used as well as lacking of clarity in how intercultural learning is to be achieved. With more guidance from the policy, facilitating intercultural experiences is likely to be more successful.

In chapter 4, I look at the teaching/research aspect of de Wit's and Knight's (ibid) definition and I show that the curriculum and teaching methods are adapting to the increasing numbers of foreign students in the Humanities Faculty. IAPO is tasked by the policy with being the coordinator for internationalisation at UCT, but the policy gives no guidance on how classes and curricula are to be internationalised further. Tensions have arisen between academic staff and SSA students as well as between IAPO and academic staff. These tensions are centred on finance, time wastage and IAPO's role in the internationalisation of curricula. Some recommendations towards resolving these tensions are offered.

In chapter 5, I examine services at UCT, the final aspect of de Wit's and Knight's (ibid) definition. Some of the services most affected by the presence of semester study abroad students are becoming increasingly oriented towards the foreign students. However, the strain on resources among many of the services prevents them from internationalising further.

In chapter 6, I sum up the challenges and implications of incorporating the policy on internationalisation into the University. UCT's policy is imprecise regarding its aims and there is a lack of clarity regarding the meaning of the concepts used. Greater clarification of the terms used in the policy, further direction/consideration about

implementing the policy and making additional resources available would allow the internationalisation policy to realise its goals more completely and smoothly.

University of Cape Town

## **CHAPTER 2**

### **THE CONTEXT OF STUDY ABROAD AT UCT**

#### A History of the University of Cape Town

UCT is the oldest university in Sub-Saharan Africa and from 1829 until 1918 was a South African College, inaugurated as a private boys' high school. It later became a co-educational university college until 1918 when it was formally established as a fully-fledged university (Phillips, 1993: 1). During the 1960s, 1970s and 1980s it was dubbed 'Moscow on the Hill' for its sustained opposition to Apartheid. It was only in the 1980s and early 1990s that Black enrolments increased as the country moved toward a more democratic state. South Africa's first democratic elections were held in 1994 when Nelson Mandela was elected president of South Africa. This historical act is one in which people all over the world have expressed great interest and hundreds of tourists are attracted every year to see the prison on Robben Island where former President Nelson Mandela was incarcerated for 27 years. It was in 1995 that universities world wide sought to establish links with UCT following South Africa's readmission into the international arena. It was at this time that UCT actively sought to pursue equity targets, inclusion of formerly marginalised people, in each faculty, as did businesses nation-wide. By 2004, almost half of the university's students were Black. Today UCT boasts one of the most diverse campuses in the country even without the high number of foreign students on campus. All lecturers interviewed commented on the increase in foreign students since the early 1990s, when sanctions were dropped and Mandela became an international figurehead, "South Africa's flower of the month", noted a key informant, although a flower that continues to bloom over 10 years later.

Since the 1970s, UCT has been proud of its international connections, particularly during a time when South Africa was virtually completely shunned from the international community. When signs of change began in the early 1990s, South Africa began to further its links with the rest of Africa. UCT's Deputy Vice Chancellor, Martin West, was invited to attend the AAU (Association of African Universities) convention at its headquarters in Accra, Ghana in 1993. The AAU is a non-governmental organisation that promotes interchange and learning between

universities and technical colleges in Africa ([www.aau.org](http://www.aau.org)). After that convention UCT was able to have links with not only the members of the AAU but with their international partners as well.

A further outcome of the AAU convention in Accra was the development of the USHEPIA Programme (University Science, Humanities and Engineering Partnerships in Africa) developed between Zimbabwe, Kenya, Tanzania, Uganda and South Africa. This partnership furthered relationships between UCT and various universities from these countries and aims to “promote collaboration amongst established African researchers in the generation and dissemination of knowledge, and to build institutional and human capacity in cash-strapped African universities” (IAPO, 2005). The USHEPIA programme is particularly noteworthy as it was a large step towards a South African university becoming an active member of the global community. The USHEPIA Programme began with a grant from the Rockefeller Foundation, intended to increase staff development between universities in order to develop research relevant to the African continent and to reduce the threat of what Castles and Miller (1993: 161) describe as ‘the brain drain’:

[a] growing movement is that of professionals, executives, technicians and other highly-skilled personnel... university-trained people moving from under-developed to highly-developed countries... this is a drain on the resources of the poorer countries.

The USHEPIA programme was established to promote increased sharing of knowledge on the African content. There was an expectation that research conducted at different African universities would be applicable to the particular circumstances on the continent by researchers who live in the same environment, as opposed to researching particular circumstances in Europe or America and finding it more beneficial to remain on those continents to live and work.<sup>3</sup>

It was while the USHEPIA programme was being developed that exchange students from elsewhere in the world began to show an interest in South Africa as a study abroad destination. While Princeton University had been sending students to UCT

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<sup>3</sup> For further reading on ‘Brain Drain’ refer to Mahroum et al. 1999, Mattes & Mniki, 2005

since 1992 (directly enrolled in UCT), Connecticut College sent their first group to UCT for a six-week period along with a staff member of the college in 1994. The increase in interest, from Africa and elsewhere, in sending staff and students to UCT resulted in the establishment of IAPO, both to relieve the increase in the Deputy Vice-Chancellor's workload and to smooth the registration procedure for foreign students.

In 1996, two years after South Africa's first democratic elections, IAPO opened with two staff members, using the resources from the visit by Connecticut College students as well as an allocation from UCT's central funding office. In 2006, IAPO celebrated its 10-year anniversary and in the past ten years, the office has grown and now consists of 23 staff members. There are two staff members in reception; six who administer Semester Study Abroad (SSA) and exchange (outgoing South African) students; two who administer students who are studying their entire undergraduate or post-graduate degree (full degree students) at UCT; two who administer students from elsewhere in Africa (also full-degree students); four in the finance department and a manager for each of these departments, all under the leadership of the Director of IAPO. In addition to each of these departments there is one staff member who is in charge of 'internationalisation at home' a position which is new to IAPO, and still being developed, and which coincides with the development of UCT's policy on internationalisation.

With the increasing number of foreign students at UCT, there has been increased financial gain and service usage within the university. There are more students using university-supplied transport, both on a daily basis and for organised outings. Computer labs and libraries are used more and there is an even greater demand for housing of an international standard close to the campus, with specific requirements such as 'wireless' internet. There are more students in lectures, specifically in the Humanities faculty. Consequently, IAPO has had to increase its staff dramatically over the last 10 years.

#### IAPO and Internationalisation

UCT's policy on internationalisation (see Appendix 3) states that the role of IAPO is to act as the central coordinator for all international initiatives and activities. An

international office is necessary to facilitate the exchange of students and the processing of international full-degree students (Nilsson, 2003). IAPO is thus central to the successful implementation of the process of internationalisation. IAPO is the primary UCT service department for SSA students and is also the first contact SSA students have with UCT as it is the department that facilitates registration and access to all UCT faculties. Since the majority of SSA students register and take classes in the Humanities Faculty, there is a great deal of interaction between IAPO and students and staff in that Faculty. What is problematic, however, is that within the policy, there is no guide to how IAPO is to carry out its role of 'central coordinator', particularly regarding curriculum change. Despite being tasked with 'internationalising' the curriculum, IAPO is seen as an administrative office and not an academic one so tensions arise between academic staff and IAPO (see Chapter 4). One way to avoid such tensions in policymaking is to utilise 'Game Theory' (Sutton, 1999). Game theory was developed in the field of Economics, and is used to understand the interaction between the actors concerned in policymaking, such as between IAPO and academic staff. A limited number of academic staff from all Faculties at UCT were included in discussions on developing the policy on internationalisation together with the director and various members of management at IAPO, but despite these group discussions, there is still no clarity as to how IAPO is to coordinate the internationalisation of curricula at UCT.

#### Group strength

Staff members in IAPO support each other when difficulties arise concerning students. There is an informal agreement among the staff that any problem is simplified by having another person's opinion of it. For example, two years ago a situation arose where nine SSA students from the USA, Germany and Norway lived together and became friends with the son of their landlord. The son, who was a recovering drug addict had a relapse, asked the students for money and made them feel very uncomfortable and they began to "freak out" (key informant, IAPO). This type of situation is very difficult to deal with and the housing coordinator for IAPO referred to a few people in the office for advice. The nine students had to be moved and the house is no longer used by IAPO. Because of situations such as these, there is a strong feeling of cooperation in the office, which students feel as well. The students

and staff are aware that if one person cannot deal with a problem there is a good chance that someone else in the office can help, even if that person is not an employee of UCT but of another organisation affiliated with IAPO. Differences in the university system, in some cases language differences, as well as more general societal differences can be very stressful for many students. The open-door policy and access to support for foreign students 24 hours a day creates a safe-haven within a sometimes tumultuous learning environment, both academic and cultural.

### *The SSA unit*

The section in charge of SSA is the largest in IAPO because the high numbers of SSA students require much more administration on a regular basis, as opposed to the larger number of full-degree foreign students who register at the beginning of their studies and progress through the UCT education system like the South African students. The SSA students have to choose (and be approved for) courses before they even arrive in South Africa and then register to take the courses they have been approved for. Every five to six months the administrators in the SSA office have to administer several hundred SSA students in this manner. The SSA students, administered by the five staff members, are made up of three groups. One group consists of 'individuals' who enrol directly with UCT and who do not go through an intermediary agency of any kind. These students take it upon themselves to find out from their home institutions whether they are allowed to study abroad and obtain permission to do so before applying to UCT. The individual students constitute a minority of SSA students at UCT (99 IN 2006). Another group are those who study at UCT because of an agreement between their home institution and UCT. Two of the agreements currently in place that bring the largest number of students are those between UCT and the universities of Bergen and Oslo and these agreements result in the increasing presence of Norwegian SSA students. The third and largest group of SSA students are 'Programme Students', they are students who come to UCT on a programme organised by a third party who acts as the liaison and administrator between the student's home institution and UCT. The two largest programmes at UCT are CIEE (the Council for International Educational Exchange), which brought 170 students to UCT in 2006 and Interstudy, which brought 91 students in 2006. Both programmes are based in North America and as a result, the majority of SSA students at UCT are from the United States.

One can see from Table 2.1 that over the last six years the number of semester study abroad students has grown from just under 300 in 2001 to just fewer than 700 in 2006. While the large number of students from the SADC<sup>4</sup> (Southern African Development Community) region has almost doubled in six years, the number of SSA students has almost tripled in the same period. The total UCT student number has also grown steadily over this period but not with explosive bursts as in the case of foreign students. This shows that the composition of the University as a whole is changing as the university is steadily becoming more and more internationalised, if one takes the presence of foreign students alone as indicative of internationalisation. As Lara Hoffenberg, manager of the International Academic Programmes Office, proclaimed: “The University is highly internationalised; other universities in the world boast 3% or 4% international, UCT boasts an impressive 17% foreign students [in 2006, excluding SSA students].” Although the policy sets no target percentage of foreign students it is clear that, in terms of the policy, the higher the percentage of foreign students the better, despite the risk of becoming less ‘African’, a worry expressed by academic staff (see chapter 4).

**Table 2.1:** All foreign students at UCT 2000 – 2006

|  | 2001   | 2002   | 2003   | 2004   | 2005   | 2006 * |
|--|--------|--------|--------|--------|--------|--------|
| Total UCT students enrolled                                  | 18 119 | 19 315 | 19 943 | 20 480 | 21 356 | 21 528 |
| Total International Students                                 | 2 536  | 2 789  | 3 544  | 3 915  | 4 417  | 4 304  |
| % All International student registrations at UCT             | 14%    | 14%    | 18%    | 19%    | 20%    | 20%    |
| Total SADC students  | 1 603  | 1 775  | 2 195  | 2 360  | 2 546  | 2 586  |
| % SADC students at UCT                                       | 9%     | 9%     | 11%    | 11.5%  | 12%    | 12%    |
| Total Non-SADC International students from Africa            | ?      | 212    | 286    | 399    | 442    | 538    |
| Total Non-SADC International students (excl. SSA and Africa) | 651    | 639    | 818    | 976    | 1 181  | 507    |
| Total Study Abroad Students                                  | 282    | 375    | 531    | 579    | 690    | 673    |
| Number of countries represented                              | 74     | 81     | 92     | 97     | 96     | 104    |

Source: [www.uct.ac.za/about/iapo/overview/statistics](http://www.uct.ac.za/about/iapo/overview/statistics)

\* 2006 figures are yet to be confirmed. The figures shown here are given as information available at 24 January 2007.

<sup>4</sup> Students from the SADC region pay local student fees on the basis of an agreement between countries within the region. Students from the SADC region are all full-degree students; they are studying their entire undergraduate or post-graduate degrees at UCT.

The 20% of foreign students in the UCT population in 2006 include 12% of students from SADC with the remaining 8% of all foreign students consisting of SSA students as well as students from outside the SADC region in Africa and elsewhere in the world. SSA students comprise 15.6% of all foreign students and 39% of all non-SADC foreign students. UCT is not the only university in South Africa experiencing this process of increasing numbers of foreign students but is leading the internationalisation process in the Western Cape.

At the end of 2005, the IIE (Institute of International Education) released a paper outlining the increase in numbers of American students studying abroad for credit, by 9.6% in 2003/2004 from an 8.5% increase the previous academic year (2002/2003). In the same year, 2003/2004, there was an increased interest in students going to study abroad in developing nations, South Africa being one of the 20 leading host nations, with an increase of 26% of North American students choosing to study there. This increase in interest of students from the USA is noticeable in the numbers of SSA students from the USA at UCT. In 2005, the number of foreign students from the USA was second only to the number of students from Zimbabwe studying at UCT (See Appendix 1) and as a result, most of the data collected for this study relates to students from the USA. Of the SSA students the largest national categories are the USA, Germany and Norway. Universities in Germany were not actively targeted by IAPO; the presence of German students is mainly due to research links between professors. Both the University of Oslo and the University of Bergen were actively targeted by UCT to increase numbers from Scandinavia. IAPO is now carrying out a strategy to target specific countries and institutions to increase the diversity of the international student population that, at UCT at least, is dominated by the high numbers of North American students. "We're fussier now" according to a staff member of IAPO; whereas previously institutions chose UCT, UCT is now trying to choose institutions that fulfil the goal of national diversity (see chapter3).

### Study Abroad Education

Few would dispute that to study abroad contributes to one's overall education and is not merely academic learning in classrooms or lecture halls but also learning about a new place, new people and to have an experience different from that experienced at a student's home institution. It has only been in the last ten years (since South Africa's

first democratic elections and its resulting readmission into the international arena), that Study Abroad programmes have become popular in South Africa. Cape Town in particular is very popular for a number of reasons, not least because aspects of it are very much like Europe or the United States. South Africa has the attractive quality of being exotic 'Africa' as well as having first world conveniences such as running water, a good infrastructure, dance clubs and restaurants in abundance. Cape Town seems like a First World city where English is spoken and is seen as well developed until one explores beyond the usual popular tourist spots. In addition South Africa has universities that maintain a high academic standard that is internationally recognised. Frequently HIV/Aids research or international politics is the focus of SSA students who are majoring in international relations. With this in mind they see study abroad as an important part of their education and preparation for future careers.

*I call a complete and generous education that which fits a man [sic] to perform justly, skilfully and magnanimously all the offices, both private and public, of peace and war... if they [students] desire to see other countries at three or four and twenty years of age to enlarge experience and make wise observation, they will by that time be such as shall deserve the regard and honour of all men where they pass. (John Milton, 1608-1674)*

*Travel, in the younger sort, is a part of education; in the elder, a part of experience (Francis Bacon, 1561-1626)*

As Milton recognised centuries ago, international travel helps a student to perform better; how much more so this is true in today's globalising world where international affairs form part of everyday life for many people. Milton is not speaking about academic education directly but rather how international experiences form part of one's life education. Francis Bacon also refers to travel as an important addition to a young person's education. Both Bacon and Milton were referring to travel in the early 17<sup>th</sup> century, a vastly different time to the 21<sup>st</sup> century in which we now live. Nevertheless, some things have not changed; travel whether for academic or exploration purposes, still remains part of the wealthier population's life. Whether a young man in 1650, or a young undergraduate student in 2005, money is still the deciding factor for the travel experience.

From my research I have seen that SSA students' travel experiences while in South Africa are limited to the amount of available finance for each student; some students travel to Mozambique or Botswana while others stay in Cape Town during the vacation periods to explore locally. Students on scholarship usually have their studies paid for along with accommodation but further travel is for their own account and is thus limited.

International education refers to “all educational activities of any kind, i.e. teaching, studying, doing research or providing technical assistance, involving people of two more nations, either individually or in formal programs” (Arum, 1987: 8), but often it refers to study abroad. In addition to the mobility of students and staff, many people see international education as a valuable and desirable part of the international, intercultural, and global dimensions included in academic education at tertiary institutions (Knight, 2004). Beneath the overarching umbrella of international education falls the sector of international educational exchange that includes both students and faculty members teaching, conducting research or studying abroad (Arum, 1987). Study abroad falls within international educational exchange<sup>5</sup>.

There are many foreign students who study at university, but for the purposes of this thesis, I focus on SSA students only, from the Americas, Europe and the United Kingdom, The Middle East, Asia and Australasia. I have not included foreign students from the African continent who are usually full-degree students, studying at a foreign institution for their entire degree. With an increasing number of foreign students there are many changes that UCT has to make to accommodate them, not the least of which include practical issues of accommodation and space and the associated increased strain on resources. There are also social accommodations that need to be made, some of which are made by the institution and by members of the host community, including local students and staff, although there is very little one can do in terms of preparation for the social consequences of a large number of foreign students arriving in a particular country. For the foreign students too, who are from a particular society

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<sup>5</sup> Study abroad refers to students from tertiary institutions throughout the world studying at another institution in a foreign country and, depending on the study abroad programme, the time period is anything from 4-6 weeks to a whole semester, sometimes increased by the student to two semesters. At the University of Cape Town a semester is 5 months, from either February to June or July to November.

where they are used to acting and living in a certain way, preparation for living in a very different environment is also very difficult. Some basic information can be given by those in the tourism industry such as information on how to act in a particular country, what to expect in terms of hospitality, and some general 'habits' of the local population such as a woman covering her head when entering a mosque. These preparations are aimed more at the short-term visitor than at students who aim to immerse themselves totally in the host society by living there for five months (although 'total immersion' is rarely achieved). Study abroad advisors give students advice on what to expect regarding academics and social expectations at an institution other than their own, as well (Paige et al, 2002). One of the most notable differences can be the size of the student body of an institution. A large number of sending institutions in the USA are private colleges (Scripps College, Pomona College, Mount Holyoke College) and have less than 2000 students, unlike UCT and other state universities with over 20 000 students.

Of course every university is uniquely situated in society. At UCT, race and equity<sup>6</sup> issues play a large part in the institution. Since the end of Apartheid, businesses as well as universities and other tertiary institutions in South Africa, have had to alter their student and staff body to include those from previously disadvantaged backgrounds, in particular black and coloured people<sup>7</sup>. The challenge of equity is one faced throughout the country due to a need to redress the demographic imbalance in formerly white institutions to better represent the 'Rainbow Nation' that is the Republic of South Africa today. A large number, over 4000 in 2006, of foreign students arriving at a South African institution is bound to have some effect. The effect of one category among them, namely the SSA students (just under 700 in 2006), is the focus of this research.

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<sup>6</sup> 'Equity' refers to changes the South African government is making to ensure that previously disadvantaged groups (under the Apartheid government) are now given equal opportunity for work and education. The government has set certain targets to be met in government and private businesses to ensure that there is equitable representation of black, coloured and Indian people as well as women of all races.

<sup>7</sup> Under Apartheid South Africans were classified according to race. Among those categories were black and coloured South Africans. In the South African and Namibian context, the term 'coloured' refers to a rather heterogeneous group of people of mixed Khoisan, white European descent, Malay, Malagasy, black, and South Indian ancestry, especially in the Western Cape (see West, 1988). The term was used as one of the four main population groups identified by apartheid law: blacks, whites, coloureds and Indians. See Frankental and Sichone (2005) for further discussion.

### The challenges facing student travellers

In addition to the academic aspect of study abroad, one cannot forget the tourism attraction. Tourists come in many forms whether they are leisure travellers, working tourists - those who are on business who combine business with pleasure - or students (Nash, 1996). Nash (ibid) refers to leisure travellers as the overarching group of people travelling to a location other than the one in which they reside but I would break it down further into three groups: leisure travellers, business travellers and student travellers. Leisure travellers travel purely for the experience of a new place, usually for a relatively short period. Business travellers travel for the purposes of conducting business, and student travellers are either studying abroad and combining their studies with some leisure travel, going on what has become known as a 'gap year' before continuing to study, or working abroad to pay for future studies. Traditionally, because South Africa was once a British colony and part of the commonwealth, South Africans travel to Great Britain for a year or so to work and travel particularly as the exchange rate for Sterling is favourable on return to South Africa. However, a number of challenges face travellers, particularly those who travel for an extended period.

The challenges SSA students experience while on study abroad at UCT are divided into two categories, social and academic. How do these challenges affect their experience at UCT? Is IAPO in a position to reduce or remove these challenges, if indeed they should do so in their role as service provider and promoters of internationalisation? The challenges students may face while on study abroad have not changed significantly over the last 60 years although the contexts within which these challenges occur have changed. For example, study abroad in the earlier period took place predominantly in the United States, Europe and Australia. Even today these areas of the world are still seen as the 'traditional' study abroad destinations. However, with increasing ease of communication and travel those isolated, perceived-to-be-exotic places such as Africa are not so isolated and it is increasingly recognized that students will, later in life, need to be 'globally competent' and therefore need to have some knowledge of the rest of the world. In every society it is necessary to know something about that place in order to function effectively in business or to prevent social *faux pas*. For example employees of CIEE are encouraged to create a social awareness in their students as to what is deemed proper or improper in the particular

society in which the student has chosen to study - for example, the need for women to cover up in particular areas of Jordan, or for students in France to be aware of the French tradition of kissing on both cheeks in greeting. In South Africa, the situation of safety and how students should behave in order to protect themselves and be aware of their surroundings (like not walking around with a map, looking lost) is emphasised, although being aware of one's surroundings is encouraged in many countries around the world. This need to be globally competent is summed up in Chieffo's & Griffiths' (2004: 165) argument:

As national boundaries have lost their traditional significance over the past thirty years through increased travel, global telecommunications, and international trade and investment, it has become important for individuals to possess firsthand experience with other cultures.

The above quote is problematic as it is not clear what 'traditional' refers to and it is not clear what the authors mean by saying that national (i.e. state) boundaries 'have lost' their traditional significance. I interpret the quote as referring to the state boundaries that, rather than having lost their 'traditional significance', have evolved from being a significant barrier to a more permeable barrier facilitating ease of movement by people across the borders of a state, in Europe in particular. In addition, communication across state borders no longer requires physical movement at all and technology has thus revolutionized both the possibilities for global communication and the need to engage in such global interactions. Students can leave the comfort of home to explore the world and still maintain regular communication with family and friends via email or phone.

Students are increasingly seeking to study abroad and some, because of their study abroad experience, are developing new goals for the future. Rosler & Wendl describe how people's very identities may be affected as individuals move from place to place:

Old, familiar boundaries are blurred ... streams of refugees, displaced and stateless persons, migrants and sojourners, travellers and tourists are crossing borders everywhere. They create... expanding diasporas and global ethnosopes and negotiate increasingly flexible, multiple, translocal identities (Rosler & Wendl, 1999: 1).

For some, the changes in their self-perception are hardly noticed; for others, this aspect of travel can be troubling, as in the case of a female, American student at UCT in 2005. Sarah, born in South Africa, had moved to the USA with her family when

she was a young child and had come to South Africa on various occasions to visit relatives. When she came to UCT for a semester she sounded American, she attended university in America and she was permanently domiciled in America. On the surface and by objective criteria, she was American but she self-identified as South African. Sarah believed she was different from the other American students because she felt she belonged in South Africa. However, South Africans saw her as American and a tourist in the country and that made her increasingly uncomfortable. While living in South Africa as a SSA student she had to grapple constantly with fact that her perceived identity was different from her self-perception. Another student, Jennifer, (a full-degree international student) was in a similar situation of dual-identities, although less conflicted than Sarah. Jennifer is from Zimbabwe, but sees herself as South African. In this instance, Jennifer had been in South Africa for her junior schooling and then went to Zimbabwe to continue her education until her final year of school when she returned to South Africa and is currently at UCT. She considers herself South African despite being born and living for an extended period in another country. Students with a prior association with the place they choose to study abroad have a different experience to those students who are exploring a place for the first time that may result in its own challenges.

SSA students, who combine tourism with academic study, can study abroad for short courses, ranging from three to six weeks usually, or for a semester of about five months, occasionally extending their stay to a full academic year as 10 to 20 students at UCT choose to do each semester. Traditionally SSA students travel for tourism purposes in their mid-semester breaks and/or after their studies are completed but before they return home. A common sentiment expressed by SSA students is reflected in one student's comment:

I chose South Africa to study abroad at because there is a bigger chance of working in London or Dublin [later] but what are the chances of living in South Africa for five months ever?

Students make the most of their study abroad semester because they are aware that they may not have the opportunity to live and travel in South Africa again. The worldwide increase in international travel and the increased knowledge about 'faraway places' through TV and the internet have made tourists more likely to travel to places that they previously thought of as inaccessible or unsafe, such as South Africa. As a

result, students too are now increasingly choosing particular places and universities perceived by them to be unusual or 'exotic' destinations.

### Service Provision

Organisations usually have some kind of mission statement that serves to create a common ethos and institutional 'culture' to create a positive, and therefore productive, working environment (Hirsch & Gellner, 2001). UCT's mission statement advocates striving "for inter-disciplinary and inter-institutional collaboration and synergy; and valu[ing] and promot[ing] the contribution that all our members make to realizing our mission"<sup>8</sup>. Both UCT's mission statement and the internationalisation policy document strive to create a unified institution with a common ethos of research and education towards addressing the challenges facing society and "an institutional culture which values diversity" (UCT's Policy on internationalisation, 2006).

Within the internationalisation policy it is argued that UCT should only participate in bilateral or multilateral agreements with other international institutions where there are mutual benefits for all partners in the agreement. The General Agreement on Trade in Services (GATS), established in 1995 and administered by the World Trade Organisation (WTO), is the first set of guidelines for trade in services can be traded (Knight, 2003). GATS outlines four 'modes of supply', ways in which services can be traded. These modes of supply include 'Consumption Abroad' which is the provision of services for consumers moving to the country of the supplier. In the case of study abroad, the consumer is the student who travels abroad to study where the service is supplied. According to Knight (2003), Consumption Abroad represents the largest share of the global market for education services and she notes that "Trade in higher education services is a billion dollar industry, including recruitment of foreign students, establishment of university campuses abroad, franchised provision and online learning" (ibid: 11).

While it may be said that a university supplies one product – education - study abroad is much more complex than that. Study abroad students are not only coming to UCT to continue their academic education as was shown earlier. Tourism and the

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<sup>8</sup> See Appendix 2 for the full UCT mission statement.

experience of studying at a foreign institution, and all that it involves including accommodation and learning to cope within a new environment, is a major part of study abroad. Within the education system there are other services and products 'sold' or supplied as well as administrative staff, student representatives and student societies that participate in the overarching system of a university. Each of these groups supplies a particular service or product to students and staff. It is important to remember when marketing a programme or service that the macro situation, the benefit of the SSA students to the university, needs to be taken into account as well as the micro situation, activities and services offered within IAPO to provide a particular experience for SSA students, such as volunteer opportunities.

One of the staff members in finance in IAPO commented on the importance of not becoming too personally involved in one area to such an extent that 'the bigger picture' is not taken into account. One example is the demand by American study abroad programmes to send more students on study abroad resulting in the diversity of students being reduced. There is a need to include individual study abroad students<sup>9</sup> as well so that the group of SSA students is not only 'rich white Americans'. In addition to the challenges of diversity within study abroad, there is the additional need to not put the needs of SSA students above those of full degree foreign students. For example, during orientation IAPO needs to make sure there is not such emphasis on study abroad that full degree foreign students feel they are being neglected, as they are an important part of the internationalisation process.

### Methodology

Scheper-Hughes (1995) described the difficulty she faced when observing a community in Cape Town and being seen as an outsider, a 'white woman' in the township, but also someone whose opinion was asked. Scheper-Hughes illustrated the difficulty anthropologists have been facing over recent years of being a part of what is studied; the boundaries of study have been blurred. While in the past anthropologists have left their own environment to research 'the other' it is now more and more

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<sup>9</sup> 'Individuals' refer to those SSA students who apply by themselves to study at UCT. They take it upon themselves to get approval from their home institution to study abroad. The student is billed directly and UCT usually has no contact with the student's home institution. Study abroad *programmes* involve direct contact between UCT and the sending institution, the student is not billed, the sending institution is and there is an already established agreement between the institutions that allows the student to study abroad at UCT. This includes organisations such as Interstudy or CIEE.

common that anthropologists study the so-called familiar environment in which they live (Jordan, 2003). Scheper-Hughes (ibid) described how “anthropological thinking was, in a sense, radically ‘conservative’ with respect to its suspiciousness of all projects promoting change, development, modernization and the like”. This study is concerned with the policy of internationalisation being implemented at UCT, with its aims to ‘develop’ internationalisation in the institution. This shift from observing ‘the other’ to observing one’s own organisation brings with it ethical concerns and difficulties. One difficulty that I experienced, is the constant tension between studying an organisation from within, and therefore tending to accept its aims and agenda unquestioningly, and critically studying the organisation itself - engaging in ‘observant participation’ rather than ‘participant observation’ (Mosse, 2001).

I have worked for a study abroad programme (CIEE) for four years, based within IAPO working with groups of mostly American students and consequently have a good understanding of what SSA students expect on study abroad. By working in this area I also have a good understanding of the views of staff and the difficulties that IAPO faces in trying to fulfil the expectations of both students and staff. It is much more difficult to be critical and ‘objective’ of work that one is participating in more than one is observing. At the beginning of my research, I took it for granted that the aims of IAPO for development of internationalisation on campus are ‘good’ for the students, for UCT and for IAPO because I am a part of that process of ‘internationalisation at home’. I agree with the overall aims of internationalisation in that it is a ‘good thing’, but I had to work hard to overcome this prejudice in order to be critical of the process. There is a constant need to step back out of the role of employee and into the role of researcher to evaluate whether or not changes or processes are beneficial or harmful to those they affect. Stepping into the role of researcher is made that much more difficult when an interviewee may be criticising aspects of the organisation in which the researcher plays a direct role and it takes a great deal of self-restraint not to justify actions but rather to listen carefully to what the interviewee or informant is saying. These tensions are eased somewhat by the commitment on behalf of UCT to academic freedom, critical scholarship and free enquiry as stated in UCT’s mission statement.

This process of internationalisation is particularly noticeable in the Humanities Faculty because of the presence of a large number of SSA students. This study examines the impact of their presence on staff, students and curricula through interviews, both formal and informal, with professors, lecturers, local students and undergraduate SSA students.

Of the 43 students specifically referred to within the research, 12 were from Large, Public Universities; 19 were from Private universities; 6 were from private liberal arts colleges; 2 from women's liberal arts colleges; 3 from small private universities; and 1 from a small, private liberal arts college. Of the group 5 students were European, 1 student was from South America and the remaining 37 were from the United States. 24 participants are female and 19 are male, although gender did not appear to impact on my data. 3 of the students lived in homestays their study abroad semester, 22 lived in houses (usually at least two males were in each house in addition to the female students) and 18 lived in a UCT residence (both male and female). Fourteen Professors/lecturers were interviewed, chosen based on the percentage of SSA students in their classes (four additional lecturers were asked to participate but were unavailable for interviews). Of the 13 UCT students who participated in the study (a total of 25 local students were asked to participate in the study) 10 were South African and 3 were foreign full degree students (2 were from the SADC region). 1 student was registered in the Commerce Faculty; 2 in the Engineering Faculty; 1 in the Science Faculty; 1 in the Performing Arts Faculty; 1 in the Law Faculty and 7 from the Humanities Faculty. Through quantitative data, I show the numbers of students at the University, local and foreign and show how these numbers have increased exponentially over the last six years. Through participant-observation and informal interviews the reasons for this increase in numbers of SSA students choosing South Africa and UCT as a study abroad destination are shown. The study also explored what the students expected before their arrival and how they view their experience in Cape Town at UCT, socially and academically. The group of SSA students are themselves made up of different groups whether race, class, gender, university or country of origin. In addition to the views and beliefs of the SSA students, views of some of the lecturers and Professors at the University who have the most contact with the foreign students in the Humanities faculty are given,

particularly those in the Political Studies, Historical Studies and Religious Studies departments.

The university as a whole includes both academics as well as administrative staff who have a high degree of contact with foreign students so various administrative staff, from IAPO and the Humanities Faculty, were interviewed in both formal and informal interviews. In this manner, I not only show how the process of internationalisation is affecting parts of the University, including both students and staff but show how UCT's policy on internationalisation is hindering the internationalisation process through its lack of clarity and guidance. I show that the SSA students, being one of the indicators of internationalisation, have a positive experience and in the views of many of the staff members in the Humanities Faculty, are having a positive effect on the parts of the University campus they study in, which supports UCT's mission statement and its policy on internationalisation.

All the participants interviewed and/or who answered questionnaires agreed to participate in the study and all informants were given pseudonyms. My research is centred on UCT staff affected by the presence of SSA students, and IAPO who facilitates their presence. My research is intended to assist IAPO in their goal of coordinating internationalisation at the university, and consequently positively affect foreign students experience at UCT in the future.

## **CHAPTER 3**

### **Intercultural Learning: An Expectation of Internationalisation**

The previous two chapters provided the background to this study. As indicated, de Wit's and Knight's definition of internationalisation, which includes an 'intercultural' component, has been accepted by UCT. This component is also advocated by other scholars as necessary for the successful implementation of Internationalisation in HEIs (Harari, 1992; Davies, 1992; Nilsson, 2003; Teekens, 2003; Knight, 2004). 'Intercultural' is a problematic term at best but is used by the literature, students (both foreign and local) and staff in study abroad, with no clear definition on what the term means. There is an assumption that there is a universal understanding that 'intercultural' (reflecting bounded cultures) refers to meeting local people or having local experiences with 'a culture' other than one's own. One of the problematic aspects of UCT's policy on internationalisation is the lack of clarity of some of its basic concepts, such as intercultural, which makes 'integrating an intercultural dimension' a difficult, if not impossible, task. The only way in which UCT can achieve this intercultural dimension is by defining what the term means to both SSA students and staff, since 'meeting local people' is too broad a definition for a country like South Africa that is made up of many self-defined and 'other' defined categories of people, has 11 official languages and, because of its past history, has heightened sensitivity around notions of 'culture' and its purported boundedness.

SSA students include 'intercultural interaction' among their many expectations of their semester study abroad experience and as I show below and there is an assumption by those who use the term that such interaction is beneficial. One of the questions I pondered when beginning my research was whether or not 'intercultural contact' actually takes place, what its implications may be, and whether or not IAPO is in a position to provide such contact. This chapter attempts to answer these questions.

#### **Culture defined**

As outlined earlier, the term 'Intercultural' is problematic since it assumes that two or more people from two or more distinct, independent 'cultures' interact, and assumes

that cultural learning takes place because of this interaction. Borofsky et al (2001: 433) sum up the difficulties experienced by the use of the term culture:

Culture... is not a set term – some natural phenomenon that one can consensually describe (as tends to happen with hydrogen atoms, hamsters and humans). Culture is what various people conceive it to be, and... different people perceive it in different ways for different ends.

Today anthropologists still do not concur on the definition of the term. A commonly cited definition of the term, out of the hundreds that are available, is Edward Tylor's "that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man [sic] as a member of society" (1871: 1). In offering this definition, Tylor moved away from thinking about culture in terms of biology – prevalent at that time - towards thinking about the social and historical forces that influence society (Wright, 1998).

Wright (1998) outlines the 'old ideas of culture' as dependent on the assumption that culture is a bounded entity with defined characteristics containing homogenous individuals who represent an 'authentic culture'. Wright, and others, note that the widespread popular usage of the term today is still based on such old ideas. Borofsky et al (2001: 444) conclude their article by saying that the easiest way to think and talk about 'culture' is to stop thinking of the concept as a thing and instead view it as a "placeholder for a set of inquiries – inquiries which may be destined never to be resolved". In saying this Borofsky et al fall under what Wright refers to as new definitions of culture such as "culture is an active process of meaning making and contestation over definition, including of itself" (Street, 1993: 2, in Wright, 1998). One must bear in mind that it has taken about 100 years for the 'old' definition of culture to evolve into what anthropologists now refer to as 'new' definitions of culture. In the area of Internationalisation, study abroad and tourism, the term culture is used in what Wright refers to as the 'old' way, namely to mean a complex whole that includes artefacts, rituals and customs. The phrase 'intercultural learning' takes for granted these old ideas of culture; it assumes that cultures are bounded and equates 'culture' with nationality. This usage of the term is important to note as this thesis constantly refers to students' need for meeting people from new 'cultures' and learning from those 'other' people. For the purposes of this thesis it is necessary to understand the problematic assumption that people have one 'culture' but to look

beyond it to how people in HE use their understanding of the terms in order to 'internationalise'. In the literature on Internationalisation and IaH, discussions on the use of the term 'culture' are rare. Otten outlined the importance of cultural diversity in HEIs and defined culture as

An invisible, shared design that unconsciously patterns the action of people so that they can interact successfully... a learned system of symbols, knowledge, norms and beliefs that give a relatively stable but modifiable framework for our interpretation of the world... our orientation and social behaviour (2000, 16).

Otten continued to argue that cultural differences are social constructions and are more apparent on interaction between people. These cultural differences are "enshrined in institutions [such as educational institutions] and thus serve to transmit and teach cultural values. Otten explains that one of the difficulties that HEIs face is the tension between desiring stability of thought and tradition on the one hand and the desire and necessity for change as is dictated by the force of today, globalisation. There is an assumption by SSA students that South African students are 'different' from themselves and they wish to learn and socialise with people from a 'different culture' to their own while in South Africa. These assumptions are based on old ideas of 'culture', as if each could be clearly demarcated from all others and had its own knowledge, belief, art, morals, law, customs and rituals (Wright, 1998). The phrase 'intercultural learning/contact/interaction' is used uncritically within the literature and among staff and students within study abroad. Although cultures are not bounded entities, learning certainly takes place between people from different social backgrounds – whether those are 'cultural', national, class-based or any other 'differences' as shown below.

IAPO, being the central coordinator for internationalisation at UCT, is ideally placed to determine the desires of the SSA students and to negotiate with the institution in its attempt to satisfy those desires, such as facilitating 'intercultural contact'. But many of the SSA students complain that they do not meet many local students for various reasons explored in this chapter. Morgan argued that the outcome of study abroad should be "to help the individual acquire a deep understanding of another culture, and to begin to appreciate and develop empathy for people who are different" (1975: 210).

Study abroad/international offices believe they should offer this opportunity, but this goal is not always easy to facilitate.

Van't Land (2005) conducted a study on the ways in which HEIs, belonging to the International Association of Universities (IAU), sought to promote intercultural education. She noted one institution that chose to “seek it [intercultural education] out through integration of international students into regular courses and programs” rather than providing separate classes, or adapting curricula to meet the needs of foreign students as many other HEIs did (ibid: 2). UCT runs its study abroad programmes in a similar fashion with the majority of SSA students<sup>10</sup> enrolling directly in University courses offered, although the policy includes curriculum changes also (see chapter 4). While International offices can try to facilitate situations in which intercultural learning can take place, such as housing, it is still up to the individual student to achieve his/her goal of intercultural learning. IAPO can only facilitate opportunities for meeting local people and having ‘local experiences’ but can do little more than that.

#### An active search for intercultural contact

In the last three years, IAPO has had increasing numbers of SSA students applying to attend UCT (see Table 2.1), predominantly in the Humanities Faculty. It was during this time that negotiations between the Humanities Faculty and IAPO took place to enable more acceptances within the Faculty. In 2006, the Humanities Faculty agreed to accept 700 students for the year, 400 in the first semester (generally a larger intake) and 300 in the second semester. This was the first year that IAPO had target figures for SSA students and the Humanities Faculty had a capping process to restrict the number. The decision to cap was a result of the nationally set targets of student enrolment figures (including SSA students) by the Department of Education in consultation with each university. The government bases its decision to award

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<sup>10</sup> One study abroad programme run by the Council on International and Educational Exchange (CIEE), the ‘Service Learning Programme’ has students enrolled at UCT for only two courses, versus other SSA students who take four on average. Volunteer work is heavily emphasised in this programme with emphasis on the project developed and presented at the end of the semester based on the volunteer work carried out over the five months in Cape Town. This programme was developed from the increasing desire for volunteer-based study abroad experiences and has run for one year with some success as indicated by the increasing numbers of students on the programme (in the three semesters that the programme has been running there have been 4,6 and 9 students registered respectively).

subsidies on the targets for student enrolment. In 2003 there were over 500 SSA students at UCT most of whom were in the Humanities Faculty. In 2005, there was a total of just under 700 students (5% of all foreign students at UCT, see Table 2.1) and of which the majority explicitly express a desire for intercultural contact.

Every semester more and more SSA students choose to come to UCT for two reasons, social and academic. The dominant social reasons that SSA students choose Cape Town and UCT are tourism and their desire for integration with local students, with the concomitant expectation of intercultural learning in the perceived 'different' culture. In their 1991 study, Teichler and Steube found that 'cultural enrichment' was most strongly expected from American students on U.S. study abroad programmes together with a desire to choose academic courses which helped in broadening their "academic and cultural horizons" (ibid: 334). In the same study it was found that students on U.S. and Swedish study abroad programmes found the opportunity to travel of great value, but 96% of the participants in the study (U.S., Swedish, French, British and German students) found the opportunity to become acquainted with local people the most important aspect of their study abroad experience (ibid: 342). Teichler and Steube's study shows the importance that students attach to learning about a new 'culture' as well as the opportunity to travel. While academic goals are of the utmost importance it would be naïve to assume that the added element of tourism, the beaches, the 'Big 5'<sup>11</sup>, the deserts of Namibia and many other attractions<sup>12</sup>, do not play a part in a student's decision to come to South Africa. Most SSA students form their friendship groups, mainly among other SSA students, within the first few weeks of the semester and begin making travel plans for the one week mid-semester vacation shortly afterwards.

Those SSA students who choose not to socialise within the 'international clique' take more time to befriend South African or African students, and many travel with them if the opportunity arises. The latter group are a minority among the SSA students but

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<sup>11</sup> The 'Big 5' refers to the five most dangerous and most sought-after game in Africa and are undeniably a major tourist attraction. They used to be the most desirable animals to hunt although they are no longer hunted today.

<sup>12</sup> The most popular tourism destinations students choose to visit while at UCT are the Garden Route in South Africa and South Africa's neighbouring countries, Namibia, Mozambique, Lesotho and Swaziland and the Victoria Falls in Zimbabwe (although for safety reasons students are currently encouraged to visit these falls from the Zambian rather than the Zimbabwean side).

reflect the ideal example of internationalisation occurring with integration between local and foreign students. One such American student, Jason, befriended local students through learning to deep-sea dive and taking holidays to Mozambique to dive. Jason returned to South Africa after graduating to work with the company through which he learnt to dive and he brings American tourists to Cape Town to go on dive courses and dives from Cape Town. Another American student who was at UCT for two semesters in 2004/5 befriended South African students who lived in Khayelitsha<sup>13</sup> and frequently stayed with these students at their home during term-time. At the end of his year in Cape Town, he lived in Khayelitsha for a month while volunteering with a teaching NGO. This student studied Xhosa in his first semester and made a concerted effort to speak the language as often as possible. His experience represents an ideal example of intercultural learning but came about as a result of his own efforts, not those of IAPO or UCT. This example also represents the perceived ideal for SSA students for intercultural contact with local people who are the least similar to themselves, being black South Africans living in a township as opposed to meeting local white students living in a green, leafy suburb of Cape Town and who are, in many ways, like themselves.

Jason's experience is classified as 'experiential learning', an experience based upon learning by way of direct actions and experience. The idea behind experiential learning is that students will retain the information experienced by their own actions more easily, and in their long-term memory, as opposed to when something is learnt from books, which may be retained for only a short while, as when cramming for a test or exam (Wolsk, 2003). For this reason, IAPO provides the service of experiential learning *opportunities* to facilitate educating and exposing students to environments and societies different from those they are used to. In the words of a key informant at IAPO, "these students may be tomorrow's world leaders" and can benefit from an opportunity to experience learning in an environment different from their homes.

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<sup>13</sup> Khayelitsha is one of the largest 'black townships' in South Africa, with a total of 407 050 people in 2003 ([www.cape.gov.za](http://www.cape.gov.za)) and is situated 25km from Cape Town ([www.khayelitshatelecenter.org.za/contact.html](http://www.khayelitshatelecenter.org.za/contact.html)). The Group-Areas Act (see Field, 2001) came into effect in 1950 and aimed to stop mixed (racial) residential areas in South African cities. Cape Town was divided into specific areas and the legacy of the act remains inscribed on the South African landscape. Since race and class were so aligned under Apartheid, relatively few have overcome class barriers to residential mobility, even though race-based and discrimination is outlawed under the new (since 1994) constitution)

The ‘product’ one might call ‘experience’ is consumed by ‘customers’, in this case students, who have particular needs and desires for their study abroad experience. The administrative staff involved in study abroad provide particular services<sup>14</sup>, such as housing, emergency assistance and tourism opportunities, among others. Suppliers – in this case IAPO and UCT - need to take these needs and desires into account in order to meet the requirements of their particular market. In other words, those developing the study abroad package need to take into account students’ needs and/or desires. The package is affected by the customers as *their* desires are of paramount importance, but those people supplying the particular ‘package’ have their own goals in mind as to what experience is desirable. SSA students have certain assumptions about what ‘local experiences’ might be and these do not always correlate with IAPO’s assumptions.

In one instance a SSA student from the USA was staying in a homestay with a South African family near the University. A homestay is seen by both SSA students and staff to be a potential opportunity to have ‘intercultural contact’. This student was unhappy at first because she expected to stay with a black family in a black township (with expected ‘differences’ of class, and did not like her placement with a white middle-class family. For her there was insufficient obvious difference beyond accents. This is one of the problems with the term ‘intercultural’. Does it simply refer to people that fit one’s assumption of ‘difference’? From my data it seems so. SSA students - mainly white - are excited to come to Cape Town, see the mountain, go to the night-clubs and restaurants but constantly refer to wanting to ‘meet the locals’ *in the black townships*. Meeting people who wear Nike shoes, listen to American music and eat American food do not fit their understanding or assumptions about ‘local people’.

### Volunteering

A study abroad package is designed around the goals the particular study abroad programme supports, such as volunteer/community work which is another endeavour in which students look for, and expect, ‘intercultural contact’. Volunteering is a very popular activity for the SSA students and is encouraged by IAPO, who include a talk

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<sup>14</sup> See Chapter 5 for more details regarding services and internationalisation

from representatives from Students' Health and Welfare Organisation (SHAWCO - UCT's out-reach organisation) in the students' orientation programme every semester. Students participate in several programmes through SHAWCO. One programme very popular with students hoping to study medicine in the future, is the mobile clinics programme run in the evenings by UCT medical students to provide basic health care to residents in the townships around Cape Town. Other volunteer opportunities include working at the Red Cross Children's hospital, with Habitat for Humanity (building houses), tutoring school children, and at a children's home in Khayelitsha. Volunteering provides an additional opportunity for SSA students to build relationships among themselves as well as between themselves and the organisations where they volunteer and the organisation's members. Because volunteer work is done with local people and organisations, it is considered "intercultural contact" and greatly appreciated for that reason, in addition to the rewards of the volunteer work itself. The way students value their study abroad experiences is strongly influenced by the relationships they build up among the people they volunteer with and for and they take their responsibilities very seriously, spending several afternoons each week playing with children in the TB clinic, at a children's home, helping children with their homework, or at a homeless shelter. At the end of the semester students frequently throw parties for the children and some stay in contact with the organisations after returning home and raise funds or organise donations for them. For example, an American student in 2005 became very conscious of her own privileged position through her work at the children's home. After returning home she, along with another SSA student, set up a foundation to assist with the running of the children's home. Through the SSA students, the home now has a mini-van to transport the children, a steady stream of clothing and food for the children and two washing machines. This is one example of mutual benefit resulting from an experiential learning situation: the SSA students learned first hand about the lives and needs of those less privileged than themselves and about their own ability to contribute positively to change that; and the children's home benefited materially.

Over 50% of SSA students choose their courses so that they will have a number of afternoons free to participate in one of the volunteer opportunities offered. Although many of the SSA students volunteer at home too, the (somewhat) ethnocentric idea of helping those with AIDS in Africa is seen as a major advantage of coming to Cape

Town. This is another example of the perception and expectation that going on study abroad is 'different' to home and that students can help solve the problems of the less privileged elsewhere in the world.

A sending institution may also dictate the kind of experience it wants for its students as part of the study abroad experience. For example, Spelman College in the USA encourages students to live in a university residence at UCT and not in a house with other foreign students (but see chapter 5 for difficulties in this regard). There is an expectation (by study abroad staff as well as SSA students) of beneficial intercultural interactions with local students if a foreign student lives in a UCT residence<sup>15</sup>. Students who stay in the Res report it to be easier to have intercultural contact and do frequently befriend their flat-mates along with his/her friends. One American student, David, stayed in the Res and spent so much time with his flat-mates that his fellow SSA students barely saw him and some expressed concern in this regard. On enquiries from staff as to his welfare, it was established that he was quite content and "having the time of his life" with his local friends; he saw no need to befriend other Americans on his semester abroad. This example too meets the ideal of 'intercultural contact'. Nevertheless, no matter how much students desire intercultural contact, examples like this represent the minority of students. Over the last four years I have seen fewer than twenty students a year, usually closer to ten, experience intercultural contact in this manner, a very low percentage considering the high number of SSA students at UCT each year (700).

Not all local students desire contact with foreign students though and even if they are living in the same apartment there is no guarantee of extensive interaction between foreign and local students. Johnson (2006) conducted a study at Stellenbosch University among local and international students to ascertain students' views on Internationalisation, Diversity and Integration on campus. Johnson found that lack of integration was still a concern for foreign students, particularly in the university residences. There are always local students who do not wish to interact socially with the SSA students. One reason is that the local students in the Res open to the limited

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<sup>15</sup> Hereafter the official UCT residence in which some SSA students live is referred to as 'the Res'.

number of SSA students<sup>16</sup>, are senior and post-graduate students and already have established groups of friends. If more residences were to be available for SSA students this would not be the case, but due to space constraints SSA students cannot live in any other residence (see chapter 5). Another reason for local students' reluctance is that the SSA students are usually in Cape Town only for a semester and if a friendship is formed it is distressing to end it a few months later. Some SSA students do not interact with their local flat-mates but nevertheless 'hang out' with other local students in the Res who may be more inclined to befriend the foreign students. While IAPO can provide the opportunities for intercultural contact it cannot guarantee that this will take place. SSA students need to (and usually do after a time) accept the reality that not everyone they meet will want to interact socially. To include intercultural contact as a necessary aspect of internationalisation and to stipulate to an HEI that students must act in a certain way for an institution to be considered internationalised, is not viable and is a notable flaw in the policy. Since IAPO's abilities in this regard are so limited, it seems unnecessary to expand already stretched energies and resources on attempting to increase 'intercultural contact'. If the University and IAPO believe this aspect of the policy to be central to internationalisation, they need to devise proposals that are viable in both financial and personal respects and make considerably more resources available for the purpose (see chapter 5).

Apart from the opportunities to volunteer for experiential learning, students choose to come to South Africa and study at UCT for the chance to experience a place they believe they may be unlikely to experience easily at a later stage. While in South Africa they travel as much as they are able to and experience and see 'the sites' of South Africa. Many of these experiences are not only for leisure (such as the Kruger National Park or the beauty of the Garden Route) but have historical value as well (for example Robben Island, near Cape Town or The Union Buildings in Pretoria). Dr. Margery Ganz, History Professor and the Director of Study Abroad and International Exchange at Spelman College in the USA, commented that students are trying to find a place of great history and wish to do service in the townships as a way of contributing to the local community. Spelman College is a historically black women's

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<sup>16</sup> Only 38 SSA students per semester are able to live in the Res.

college and “seeks to empower the total person who appreciates the many cultures of the world and commits to positive social change” ([www.spelman.edu](http://www.spelman.edu)). When asked why they chose Cape Town, South Africa for study abroad, students reported that they were looking for an experience different from one that they had either been exposed to previously or were likely to be exposed to in the future. The comments below clearly capture the range of expectations and desires of students:

Whatever Africa was – let alone Cape Town – it was going to be DIFFERENT from anything I had seen, experienced, or been able to capture before, and this was a positive thing, a huge draw (key informant, Georgetown University)

I wanted to be in South Africa, I'd heard good things on [my] travels so I wanted to check it out myself (key informant, University of Southern California )

I wanted to see something different from home (France) (key informant, France)

I wanted something fun and adventurous (key informant, University of Massachusetts)

There has been a shift in what Urry (1990) refers to as the ‘tourist gaze’, based on Foucault’s theory that society develops on the basis of surveillance and that people develop under the notion that others are watching them so they need to act in a particular way. Urry contends that tourists go through fads of places or areas they ‘should’ explore. Students come to Cape Town to be a part of a changing nation as they can see from visiting the Apartheid Museum in Johannesburg, to see where the world-famous Nelson Mandela was imprisoned and later released with the eyes of the world on him (the majority of SSA students visit Robben Island every semester), and to experience the perceived difference and ‘exoticism’ of Africa. As a result, many students develop a strong attachment to the country and its people but also learn that South Africa is not as exotic and ‘other’ as they originally supposed although this does not appear to be problematic to students. 10-20 students return to South Africa each year to find their own place in the country to work, volunteer or study further in an effort to contribute to the nation, thus fulfilling a central aim of study abroad.

### SSA students' experience

Word of mouth is a strong advertiser and if students did not have a fulfilling and positive experience, there would be a very small increase in the numbers of SSA students. One of the most pertinent questions for study abroad programme providers is whether the majority of foreign students have a common goal that they wish to achieve, for example, intercultural learning, as their reason for coming to SA and Cape Town in particular. Of the 30 students (European and American) interviewed formally, in some cases two or three interviews, and many more observed (during UCT orientation there are up to 400 students in attendance), the majority mentioned that Cape Town is in many ways a first world city and is just like home at first glance. There is thus safety, a comfort consideration, in their choice of city. South Africa is perceived as both distant and exotic enough to 'supply' intercultural learning, and thus appeals to many people's taste, but is first world enough not to be too daunting. A student from Brown University captured this sentiment: "Cape Town is nice as it is like Europe in many ways but different; it has the challenges Europe does not [have for students to face]" such as the exposure to third world poverty and its associated challenges. Another student from Georgetown University stated that, "I wanted a challenge; I wouldn't be challenged in Europe like I would be here". Similar comments were made by another student regarding how, in the future, American students could expect to travel to Europe and the UK on business very easily, whereas South Africa was not seen to be a place that would feature in corporate travel destinations and was therefore a good choice for study abroad. A student from a small women's college in the USA reported that a key reason for her choice was because she wanted to study racial politics when she started university in the USA. This led her to taking a history course taught by a South African. Since then she had wanted to see post-apartheid South Africa for herself. A German SSA student commented that because Australia was a more popular SSA destination with German students, he had a better chance of being accepted in South Africa. Similarly, a Norwegian student said that she did not want to see other Norwegians so she did not want to go to Australia on study abroad. Half the students, both interviewed and observed, commented that Australian programmes were perceived as 'party places' whereas the South African study abroad programmes are "more serious academically". One American student commented that Australia "is so yesterday" whereas South Africa is the latest popular study abroad destination, supporting Urry's contention of 'fads'.

Many students repeated these sentiments and thus the comments cited represent the majority of opinions on why South Africa is becoming more and more popular as a study abroad destination. From these examples, it is clear that while tourism does play a role in the reasons students come to UCT it is not the sole reason and academic concerns, as well as the chance to experience something new, play a significant role in their choice.

#### Pre-departure preparation for an 'intercultural experience'

Before leaving for a semester programme abroad, students visit their home international department or study abroad office for advice and permission to start the procedure of registering to go abroad. Study Abroad Advisors at the students' home institutions play an important role in the process as they prepare students for the experience and try to give them some idea of what to expect while abroad, how to cope with living in different 'cultures', and how to deal with the reality of their experience. Every year IAPO holds a 'Come and See' event for a week and invites various foreign academic and administrative staff to UCT to learn about the university and see for themselves what is on offer for their students. In addition to the 'Come and See', individual staff members from universities around the world visit UCT throughout the year for individual meetings with UCT staff, including IAPO, so they can better inform their students about UCT in administrative, 'cultural' and academic respects.

Advice on courses, credit transfer and the like is given by the individual international departments and various publications and guidelines are used in order to give the best advice possible and to pre-empt many possible difficulties students may experience in their preparation for and while studying abroad (Paige et al, 2002; Hermans & Pusch, 2004). Such publications, like most university study abroad web sites, cover a multitude of topics such as strategies for 'culture learning' and for students to function in an unfamiliar environment. Much of the guidance given advises students to focus on the positive aspects of the experience, to dwell on the positive experiences of language learning, and suggests strategies for improving understanding of a different language and 'culture'. The advice includes researching the institution, town and country students will be studying at. Students often will have read up on the

country and the city before arriving and are faced at first with the seeming similarities between Cape Town, frequently described by tourists as a ‘little Europe’, and their home town. Those students who have read up on South Africa before arriving have a stronger grasp of the nuances of the politics of the country and the difficulties facing many South Africans regarding the housing shortage, among other things. One American student commented rather derisively of those students who do not read up on their study abroad destination: “In high school I traveled to Cuba... I made a point of reading a history of Cuba before I got there. Some people didn’t even know it was a communist country, I mean *come on!* don’t you read a newspaper?”. By researching prior to arrival, students minimise the degree of perceived difference and ‘othering’ of their study abroad destination. Those students who do not research before arriving tend to be more surprised at the differences they find between the two countries, the people and in some cases the language barriers. Students, who do not prepare well before arriving, tend to stay with other SSA students and seek fewer ‘intercultural experiences’ than others.

#### Academic choices and ‘intercultural learning’

A large proportion of American students choose to major in African studies while at UCT or have taken courses in African studies at their home institutions, which gives them some insight into South Africa. However, due to the popularity of such courses at UCT with SSA students more than local students, the possibility of intercultural learning (as the SSA students understand it) is greatly reduced (see chapter 4 for an in depth discussion on course choice). Many students have commented how few people in the USA know about Africa, contributing to students’ choices of course selection. Some students received a warning to “Be careful you don’t get Aids!” when telling people at home about their plans, while others, who know the country, told students to experience the beauty of the country or to experience the place in which their family originated. However prepared students are for what they are about to do and see in South Africa on study abroad, many still hold to their assumptions about what they will experience, and on arrival experience the discomfort of the unfamiliar. As for any move, whether a new job, a new school or a new city, a period of adjustment is needed. Therefore, despite the SSA students’ desire for experiential and intercultural learning, they nevertheless face the challenge of adjusting to the new environment. As

the pre-departure information warns them they are likely to experience some degree of what is commonly referred to as 'culture shock' (Paige et al, 2002).

### Intercultural experiences and 'culture 'shock'

'Culture shock' is a phrase that circulates in popular discourse but what exactly does it mean? Kalervo Oberg (1960) is generally credited with introducing the term and defined it as an "occupational disease" suffered by people who are introduced to a new environment and culture that is very different from their own (Church, 1982). It is implied, therefore, that people have no control over whether or not they 'catch the disease' of culture shock although there are preparations that can be made to lessen the possibility. This 'disease' is the result of the "forced accommodation of social elements that are normally part of an alien tradition and hence not 'normal' [for the individual concerned]" (Anderson, 1971: 1121). Hermans & Pusch (2004) describe the process of culture shock as usually starting with enjoyment of the new and exciting atmosphere of a foreign place, continuing to a feeling of understanding of the people in this exciting place and proceeding to a feeling of overwhelming confusion and frustration caused by the differences in the foreign environment in comparison to one's familiar environment, languages and practices. Culture shock is not a sudden dramatic feeling but rather the result of a slow and steady build up of the loss of things familiar. The loss of the familiar is something that is initially sought out and desired by most SSA students in order to have intercultural experiences but in reality a number of students choose to remain within their comfort zone of things familiar.

Although the phrase 'culture shock' implies that what is felt is an overwhelming feeling of 'shock' at being in a new environment, in reality the term 'culture shock' is often used merely when it describes the necessary adjustments required. These include factors ranging from the comparatively trivial, such as vocabulary usage - for example, South Africans refer to what the world calls 'traffic lights' as 'robots' - to major adjustments such as language, finances and adjusting to 'new' social customs and norms. Some students comment on electricity differences and the need for multiple adaptors: one American student from Johns Hopkins University in the USA referred to "wrestling with the plugs and adaptors... a big, bulky converter-adaptor into yet another plug into yet another adaptor in the wall". In South Africa this adjustment also includes heightened safety consciousness such as needing to

remember always that while it may be safe to leave the door unlocked at home or walk alone at night to the grocery store, this is not the case in South Africa where safety is a major concern for everyone. This was described by one American student as “It is a way of life... being in a constant state of paranoia”.

A positive attitude towards such adjustments is referred to as ‘cosmopolitanism’ by Hannerz (1996: 103):

[It] entails an intellectual and esthetic openness toward divergent cultural experiences, a search for contrasts rather than uniformity

Cosmopolitanism refers to a willingness to engage with ‘the other’, a willingness therefore, to engage in intercultural and experiential learning. Students who retain a willingness to experience a different country and people tend to cope well with the challenges that the experience entails. Students who make a point of leaving the comfort and safety of their SSA peers in order to make the most of their experience are rewarded with greater intercultural learning and the personal satisfaction of being faced with challenges and overcoming them. One of the quickest ways in which to overcome such challenges is to put aside one’s assumptions and ethnocentrism and be open to the contrasts and divergent experiences that Hannerz refers to. Anna, from a small women’s college in the USA, held a positive attitude from the moment she stepped out of the airport until the time that she left (a year later) and whenever possible she sought out non-SSA students. The only times Anna appeared in the IAPO offices was to pass the time between lectures and relate her latest experiences with her South African friends (which included fire-dancing on one of the beaches in Cape Town). Anna had researched South Africa and Cape Town before arriving and had some idea of what to expect and started out with the attitude that she was here to use the opportunity to learn and experience all she could. She is now trying to return to South Africa to work. Although most SSA students express the desire for intercultural learning, cosmopolitanism is not something that can be provided for them, it is an attitude that students need to adopt in order to achieve the rewards of experiential learning.

For many students not from Africa, the slow internet services<sup>17</sup> are a major frustration. Others experience a challenge as a result of vocabulary and language differences. Some of these differences are easily and quickly adopted; others are more challenging. For example, Dorothy classified herself as half Native-American on her application form. South Africans however, described her as ‘coloured’<sup>18</sup>, a new concept to her which she found both confusing and alienating. Comments I received from minority<sup>19</sup> students on study abroad are often centred on the former Apartheid government’s distinctions between ‘black’ people. Many of the small number of black American students who come to UCT on study abroad are classified by South Africans as coloured, which offends some students and confuses others. It is not uncommon to see groups of SSA students congregating according to race at various organised events. At one CIEE organised event early on in the semester (although the segregation did not change throughout the semester) the students seated themselves for lunch and all the black and coloured students sat together, with one white SOL mate and one coloured SOL mate, and all the white students sat together according to residential arrangements (see below). Three of the black students were from the same university, a traditionally black institution; two other black students were scholarship students. The white SOL mate chose to sit with the group – and indeed to interact more with this group than any other group of SSA students – because, she claimed, she “felt a greater affinity with coloured and black students than with ‘rich white kids’” and said that among her own friends this is also true [that most of her personal friends are black or coloured and not rich]. There is a great deal of room for more research on race issues confronting study abroad students.

Every foreign student faces at least some of these challenges and this learning experience confronts them in a foreign environment and without familiar support networks. Because SSA students often experience culture shock, institutions offering study abroad need to maintain a strong support structure to aid students in coping with the challenges they will inevitably face at some point during their stay. This support structure at UCT includes staff members available for foreign students 24 hours a day

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<sup>17</sup> See chapter 5 for a discussion on student services at UCT

<sup>18</sup> See footnote 7

<sup>19</sup> ‘Minority’ is an American term referring to those Americans who are not white, Anglo-Saxon, or descended from British and Northern-European settlers who are regarded as the traditionally dominant and privileged group in America (World Book Dictionary, 1983).

in case of emergencies, Campus Protection Services and the Student Wellness Centre staffed by psychologists and medical doctors (see chapter 5 for a detailed discussion of services at UCT).

Making use of these services provides further contact with local people, although not always in the positive manner in which students expect it. Students who are victims of crime – most commonly, but not only, theft - report to the police if something was stolen, and then to IAPO, so that UCT is aware of such incidents. Depending on the severity of the crime, relationships are created between particular students and IAPO staff. One such example occurred when two students were mugged and then required trauma counselling. SSA staff then served as ‘parents away from home’ to support them, to ensure that the students were coping with the incident and organised counselling for them at the UCT Student Wellness Centre. The students thus interacted with the police, with IAPO staff and with counsellors, although clearly this was not the type of ‘intercultural’ contact that the students sought. It occurred through circumstance and was not directly linked to their housing situation or to classes taken at university, the places where students expect to experience intercultural contact.

These support services are not only for foreign students: While the policy for internationalisation provides strategies for facilitating the internationalisation of an HEI, those strategies benefit both local and foreign students. Indeed it is impossible to discuss internationalisation without including both local and foreign students. By the same token, in discussing culture shock it is important to remember that it is not only foreign students who may have difficulty adjusting to a new environment. It is not only foreign students who may have difficulty with language. UCT is an English-medium teaching institution but many South African students speak English as their second or third language. UCT has been trying to change the perceived stigma of being a ‘whites only’ university and encourages formerly disadvantaged South African students, often not first language English speakers to attend the institution. A large proportion of these students come from small rural towns and the difference in the environment is challenging for such students too. From my own experience as a student and tutor, I have often encountered Afrikaans or Xhosa first language speakers, from small towns, often in other provinces of South Africa, who had great difficulty with language, as well as experiencing social differences from moving from

a small town where there is a strong sense of community, to a large city where the feeling of community is often less overt.<sup>20</sup> Such South African students usually find others from their home towns or provinces through personal networks and language (see Myer, 1971 for an early discussion about ‘homeboys’ among migrant labourers). For foreign students solidarity is largely reliant upon the presence of a diaspora of people and is not present for individual students unless they choose to join student societies, such as the Zimbabwean Society, the Angolan Society and similar other nationality-based organisations. Societies such as these are created specifically by and for foreign students and are a popular way for students to achieve this sense of community, thereby making it easier to cope with the challenges of culture shock.

While the majority of SSA students cope with culture shock as a matter of course, there are a number of students who have more difficulty coping with the ‘loss of things familiar’ due to pre-existing depression or anxiety disorders (see below). During orientation at the university foreign students are told more than once to be alert to the fact that it is uncommon for students NOT to feel any discomfort at this new environment that they are now a part of, albeit temporarily. One of the compulsory activities included in orientation at UCT is a talk that outlines that all students go through various phases of culture shock and emphasises that it is entirely normal to do so. Students who are prone to anxiety attacks are particularly vulnerable to the, sometimes overwhelming, effects of culture shock. It has been my experience over the last four years of working in study abroad that approximately 10% of SSA students (each year) need to be monitored once they reach Cape Town because they are diagnosed as being vulnerable to anxiety attacks and/or depression. Study abroad staff depend on students to self-disclose details of depression or anxiety, and they are encouraged to do so, so that appropriate measures can be taken to care for them appropriately. In the case of study abroad programmes (such as CIEE) that have a separate application form in addition to the application to UCT, a medical history is also attached which indicates the student’s psychological history. This is something that IAPO does not have but would be an asset in order to assist students needing additional support. With the current staffing constraints however, fulfilling this role would be difficult (see chapter 5).

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<sup>20</sup> See Ross (1995) for an in depth description of the difference between rural and urban communities.

### Student orientation leaders

Both IAPO and CIEE employ a number of UCT students to assist with the SSA students during orientation. However, the OLs (Orientation Leaders) perform different functions for IAPO and CIEE respectively. IAPO uses the OLs during orientation in order to assist staff with tours of campus and on local tours the students attend during orientation. After orientation ends the OLs no longer work for IAPO until the next semester's intake. CIEE employs SOL-mates (student orientation leaders) to assist the staff during orientation and to continue being available to SSA students throughout the semester. These SOL-mates are usually both South and Southern African full-degree students at UCT. Since introducing the SOL-mates in 2002 they have made a great deal of difference to the experience of the foreign students who frequently comment on the benefits of having access to SOL-mates. The SOL-mates begin their 'adoption' of the SSA students at the airport on the students' arrival in South Africa. It is here that the CIEE students are welcomed loudly and enthusiastically by the group of SOL-mates as they enter the arrivals hall. A number of CIEE students comment on the trepidation they feel on arrival in South Africa and how, on seeing the SOL-mates, they feel a great sense of relief at having being met by a group of students genuinely eager and pleased to see them. The SOL-mates' very presence and attitude immediately implies the possibility of intercultural contact with south and southern African students.

The SOL-mates are in an ideal position to assist CIEE staff with students who experience difficulties with culture shock. Students who suffer from culture shock have difficulty keeping up with university work and/or getting along with their housemates, who are frequently foreign students themselves and also having to deal with culture shock. Jennifer, from a large North American institution, complained that her housemates didn't want to be friends with her when in reality she was withdrawn herself and turned down invitations to join in activities. Very soon after it was discovered that Jennifer got depressed very easily and slept a great deal – for example, she did not arrive to register for classes at UCT on time because she was sleeping. Due to her depression and the pressures of being out of her home environment she was having more difficulty than most to adjust. Staff requested one or two SOL-mates and other SSA students sharing the house to keep an eye on Jennifer and try and involve her in social activities. The presence of the SOL-mates

made this feasible as otherwise there are simply not enough staff to keep an eye on every student all the time. Richard, with a known history of depression, needed some extra attention, particularly when his medication arrived late. Richard had dramatic mood swings when not on medication and was prone to feelings of anxiety when the situation became stressful, as it did when the medication was held by customs officials in Cape Town. Both these students were on a smaller study abroad programme and staff, particularly with the assistance of the SOL-mates were thus able to assist extensively.

IAPO manages hundreds of students each semester and it is easy to overlook individual students given the limited staff of IAPO relative to the number of students. One IAPO staff member noted that one purpose of including smaller study abroad programmes such as Interstudy or CIEE was so that students could receive more individual attention. Students and staff who work in the international education sector need to be aware of the possibility of culture shock and need to be trained to take steps - such as referring the student to student psychological services or, as in the case of Richard, assisting with the release of his medication - to deal with the varied challenges so many students face. While the smaller study abroad programmes are able to deal with situations such as these comparatively easily, IAPO has more difficulty because of the high ratio of students to staff. IAPO's OLs have the same potential to assist IAPO effectively but would need to be employed in the same manner as CIEE's SOL-mates. This remains a budget issue, however, since students coming to UCT directly through IAPO pay lower fees than CIEE students who pay a higher overall programme fee to CIEE (who then pay the students' fees to UCT). The additional CIEE fee covers various activities which include a weekend homestay, river-rafting, the theatre, going to a rugby and/or soccer game, various dinners and of course for the individual attention (of staff and the SOL-mates – each of whom has a group of 7 or 8 students versus IAPO whose OLs have groups of 15-20 students each). Students on the Interstudy programme also pay a higher fee, including their university fees as well as a weekend away and more individual attention than IAPO is able to provide. In short, IAPO would need to charge higher fees to the SSA students in order to cover costs of OL training and more staff which would be an asset in the long run but also runs the risk of reducing the number of students on study abroad due

to the high fees which would hinder IAPO's goals of diversification (away from rich, traditionally white, American universities).

The mirage of 'home' often leads to students being unconscious of the effect of 'shock' felt due to the unfamiliarity, which can lead to difficulties. The shining exterior of shopping malls, BMWs and five-star restaurants temporarily masks the extreme poverty that characterises the lives of many South Africans. Personal safety and security is a challenge to all South Africans but for foreign students in particular, it adds to the culture shock. Cape Town looks and feels like "home", a first world, safe environment but the reality is that crime is rife and public security services are stretched which has resulted in the proliferation of many private security firms, such as the one contracted to UCT (Campus Protection Services - CPS). Students often said that at first they were excited to experience Cape Town but quite quickly got used to the way in which things operated. Later, as the excitement of a new place dissipated, it was replaced with a realisation that not all things were like home and the realisation of difference becomes somewhat overwhelming for those who realise this (see the stages of culture shock above). In some instances, being a devout Christian helps overcome these challenges.

Concerns about personal safety in particular in South Africa can lead to increased group cohesiveness among the SSA students, in turn affecting the hoped-for intercultural interactions they so desire. In 2006 a group of students in one house formed such a cohesive group that they travelled together and went on organised activities as a group and seldom was one member of the house to be seen without the other six.. This cohesiveness was emphasised when the house was burgled and it was clear that they believed that no one else could understand their situation and their shared fear of another burglary. All offers to move them were refused as the group would have to be divided up; they chose instead to 'suffer together'.

In 2005 a group of four students from one house were out late at night with an orientation leader. They were offered a lift home by two people they did not know. The orientation leader strongly advised the students to decline the offer but when they ignored her advice, she chose to accompany them as she felt responsible for them. She convinced them to get out of the car a block before their house but they were followed

and then mugged by the people in the car and one student was injured. As a result of this incident, the orientation leader shared a strong bond with the students for the remainder of the semester and is still in contact with members of the house three years later.

These examples (only two among many) show how the students' environment and situation affect the way they experience their semester abroad. Some SSA students may, in fact, experience 'intercultural' contact through mixing with each other since they come from different colleges, classes, environments and towns. Intercultural interactions also occur between the orientation leaders and the SSA students as well as between the SSA students themselves but not always in the manner or situations that the students expect and can even result from otherwise negative situations such as those described above, and which may also lead to 'culture shock'.

Dr. McLeod, the director of the counseling centre at Emory University in the USA, has a special interest in study abroad (2006). He conducted a number of focus groups with study abroad students and the responses he received are reflective of the comments I received from American students: "They [past SSA students] tell you it's the best thing they ever did but not about how hard it is... sheer terror and sheer confusion at first" (ibid, 2006, unpublished document emailed to the author). A student who had been in Cape Town for two weeks described how

All the awe and wonder at the surrounding beauty is slowly fading as I spend more time here... I was awestruck by this place's beauty that I kinda [sic] left my troubles behind for a while, well... they are still here and they are compounded by new experiences.

This comment succinctly describes the 'honeymoon period' of the initial excitement of being in a new place and the gradual realisation that one is not at home and there is a need to step back and reflect on one's experience and situation.

Experiences such as these beg the question as to whether IAPO should be trying to combat the 'problem' of culture shock felt by foreign students. IAPO could offer reflexive sessions to aid students in dealing with these challenges. That might help students reduce the effects of challenges faced, while still benefiting from the experience of learning to cope in a new environment. On the one hand, a major reason

for choosing study abroad is precisely in order to experience ‘otherness’, yet this very ‘otherness’ is a major cause of these difficulties. Prior research can reduce the effects of ‘otherness’ as does a positive attitude but these challenges are part of the study abroad experience. IAPO thus does not wish to over-compensate for ‘difference’ thereby reducing this important element of the study abroad experience but, of course, does also not want students (or their own staff) to experience trauma. Hence the unresolved nature of this ‘dilemma’. “I do think that the culture shock experience is quite common and, in fact, might be essential to the personal growth that many students experience during study abroad” (McLeod, 2006). I agree with McLeod and several other authors who argue that culture shock presents an opportunity for personal growth (Adler, 1975; Tardif & Sternberg, 1988; Taylor, 1994; Montuori & Fahim, 2004).

#### Student accommodation and intercultural experiences

One ideal way in which intercultural communication and learning can take place on study abroad is in one’s own place of residence. From IAPO’s point of view, the ideal situation is to have access to enough student accommodation to enable the mixing of local and foreign students. The reality, however, is that housing is at a premium in Cape Town in general and there is insufficient accommodation near to campus. As a result of the shortage of university housing, IAPO provides ‘international houses’ for its SSA students with no opportunity for local and foreign students to live together. UCT has 24 student residences providing accommodation for 5 025 undergraduate students, including the 38 places reserved for CIEE SSA students, 103 spaces for medical students, this indicates a substantial shortage of UCT accommodation for a university of 20 000 students. IAPO’s difficulty in providing mixed housing is not an insurmountable problem but one that requires more planning and organisation than is possible with the current staffing. The need for international houses is particularly evident in the first semester (February-June) of each year as there is a higher number of SSA students than in the second semester (see chapter 2). Fewer SSA students in the second semester results in the possibility for some mix of local and foreign students in terms of space. However, the problem in filling the spaces with full-degree (local) students is that they would not usually look for places to stay half way through the academic year.

Every semester a large number of SSA students comment on the ‘problem’ of IAPO providing ‘international houses’, houses for between 6 and 20 SSA students within 10-15 minutes of each other. These houses often result in a degree of ‘clique-i-ness’ among the students within each house. One such example was a group of six students from the same private university who formed the core of the group and ‘adopted’ other students from other universities but only those who were comparatively well-off financially. Other students within the house felt excluded as a result and spent more time with students at other houses, also SSA, rather than within their own house. This demonstrates one of the drawbacks of ‘international houses’ and reduces the likelihood of intercultural (class, university and nationality) contact. “I just regret to have spent so much time with other foreign students and not with South Africans; that’s a downside of the IAPO housing” (Key Informant, France) is typical of the kind of remarks made.

Another disadvantage of the international houses is safety since burglars are by now aware which houses have high numbers of foreign students (see chapter 5). There is also not enough accommodation to place all SSA students in the university residences (only 38 places are currently available for CIEE SSA students), due to the demand for accommodation from full-degree South African students, but since UCT has adopted the policy on internationalisation, and thus committed itself to providing an international and intercultural environment, the provision of more residences is a viable solution to the difficulty of providing mixed (local and foreign) accommodation for SSA students.

Until 2002, IAPO did use some places for SSA students in one of the self-catering UCT residences, but chose to stop using this facility because of complaints from foreign students about the room size (too small) and worries about safety (there were some petty thefts occurring at the time). The housing coordinator for UCT remarked that it was not “worth the hassle” to use the Res for three reasons. Firstly, it was difficult to control the situation, as the students placed there were a group of individual students (as opposed to a cohesive group like students on a small study abroad programme). Secondly, it was difficult, with the current staffing, to equip and maintain the individual flats with crockery and utensils and other such items every semester - such upkeep requires deposits to be received from students for broken

equipment, although not a difficult task, one that does require time and staff available for such a task; and lastly it is difficult to give the students the individual attention frequently needed by students in the Res.

While these reasons for not using accommodation in the UCT residence are all valid in the current circumstances, they are not insurmountable difficulties. IAPO's OLS could assist extensively to solve all of the above: by assisting with preparations to equip the apartments, by assisting staff to settle the students into their individual flats in , and, most importantly to maintain a presence once the SSA students have moved in, particularly in the second semester. In the second semester SSA students, who arrive two weeks before term begins to undergo orientation, need some extra care and attention when they move in, as there are very few UCT students already in residence. The Res is large and many SSA students feel very isolated and alone in comparison to those students who stay in houses full of SSA students. On the other hand, students who stay in the Res generally do not form part of a 'clique' and seem to make more effort to befriend South African and/or African students. CIEE usually holds a welcome event<sup>21</sup>, co-hosted by staff and SOL-mates, solely for those students in the Res and their flat-mates (usually another two Southern African students) in order to create an environment for getting to know their roommates better. In the first semester of 2006, CIEE hosted a welcome event for all the CIEE Programme students (15-20% of all SSA students at UCT) as well as a number of staff members and student leaders who manage the students in the Res. CIEE held the event at the self-catering residence in order to encourage students not to see the Res as an isolated place separate from the other houses. That semester the SSA students and those flat-mates who participated in the welcome-event had very good relationships which eased the process of moving into residence the following semester also. Consequently three students who stayed in residence in the second semester 2006 have returned and are staying in residence again, something that is unusual with returning students who often prefer to move into the 'cushier' houses, but due to the positive intercultural experiences, these students were adamant about returning to residence.

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<sup>21</sup> This welcome event is *in addition* to other welcome events held for other CIEE/Interstudy/IAPO SSA students during orientation week.

During the second semester of 2006, for the first time, two CIEE Sol-mates lived in the Res to which CIEE students had been allocated. As a result, there was not the feeling of isolation that many SSA students feel in the second semester before the rest of the UCT students arrive. In the same semester the CIEE staff took the SSA students in residence and their flat-mates to dinner in order to get to know each other (an event different from previous welcome events as it was only SSA students and their flat-mates who attended). It was an event to facilitate an intercultural experience for the students. Two Zimbabwean students described the joy and excitement of meeting foreign students and making friends from all over the world (they had only one week earlier said goodbye to an American student from the first semester, who had subsequently chosen to extend her stay). At the dinner it was plain to see the enjoyment of both the local and the foreign students: after the initial quiet common among people who do not know each other, there was soon a cacophony of various conversations and much laughter. One SOL mate was moving from group to group filming the event as a memoir for herself as she was leaving UCT at the end of the year to return to Zimbabwe. Nqobile was a perfect example of what a SOL mate stands for. A law student at UCT, she befriended SSA students with enthusiasm second to none. She was always present on excursions and frequently thanked the CIEE staff for giving her the opportunity to befriend students from around the world.

The intercultural interaction during the dinner and as a result of the dinner enhanced the SSA and the local students' experience that semester, leading to three of the SSA students returning for another semester and staying in the Res. CIEE Staff have since decided to ensure such an event occurs every semester due to its success. IAPO also holds a welcome event every semester when all the SSA students are invited to a drumming evening. After the Vice Chancellor of the University formally welcomes the students, they participate in a drumming session in an open air amphitheatre. This event always creates an atmosphere of excitement and energy that is contagious and serves to strengthen the SSA group dynamic<sup>22</sup>. Students leave in groups for safety reasons as they are told not to walk alone at night. Consciousness about safety thus

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<sup>22</sup> Unfortunately, the event does not include local or full degree foreign students, perhaps because when the SSA students are so newly arrived, they need to get to know each other first. Organised events offered by IAPO that involve both SSA and full degree students would serve to further facilitate intercultural interactions and thus would be beneficial to both full degree and SSA students.

encourages group cohesiveness even further, particularly within the houses since the students in the Res take a shuttle back to the Res.

Students who live in Res are usually more independent and less 'needy' of staff support after their initial move into their new home. These students need to work harder to befriend students as they stay in an apartment with only three other students (one SSA student and two full degree students) and prepare and eat food in the same apartment. In order to be active socially, SSA Res students need to go out and join sports clubs or societies. Res students share a common identity which to some extent can alienate them from the rest of the SSA group, particularly since those in the international houses form very close-knit groups, as indicated. Even though not all res students (both SSA and local) socialise together there is a large degree of contact within the Res itself (over and above that contact within each apartment where students cook together and share responsibilities for cleaning the apartment). For example in the laundry room or the recreation room (where many students watch television or play pool) as well as on the Jammie Shuttle (the official UCT transport) that transports students from the Res to university each day. These examples show a degree of alienation students in residence feel towards students who live in houses, whether SSA alone or not because of the shared experience.

Similarly, the few students who live in a homestay while on study abroad (an option offered by some programmes) are separated from the larger SSA student body due to their living circumstances. Not all host families have children of a similar age (although some do which opens up opportunities for those SSA students to meet South African students) and some students join various sports or cultural groups to meet other students. For example, one female American student living in a homestay joined the UCT soccer team as well as the UCT choir and consequently spent more time with South Africans than other SSA students apart from other homestay students who lived nearby. Another female SSA student living with a host family joined the UCT volleyball club and spent so much time with her South African team-mates that her accent changed and took on very strong South African overtones and although she still sounded foreign, it was not as easy to 'classify' her according to her accent. This was something she relished. This group of those who live with host families usually remained together on organised IAPO activities.

Unusually, one homestay student in 2006/7, unlike the previous two examples, spent very little time with anyone outside her homestay family. She stayed in Cape Town for a year and on more than one occasion travelled with her host family and declined to join other SSA students on organised events as she preferred to spend the time with her host family. Consequently, other SSA students barely even knew who she was but she described her experience very positively and described herself, accurately, as more 'immersed' in 'the local' than other SSA students.

It is comparatively easy to provide such situations for intercultural contact, with adequate resources, but it must be remembered that it is up to the SSA students to get the most out of the experience and there is no guarantee that the full-degree students in the Res have any desire to meet SSA students. Those full-degree students who did not wish to participate in the welcome event did not do so. The assumption made in the literature on internationalisation is that all people desire intercultural contact. While most SSA students certainly express the desire, not all full-degree students reciprocate. UCT's policy needs to allow for such differences, as do those staff supporting the policy.

After IAPO stopped placing SSA students in a UCT self-catering residence, the organisation tried to obtain some places in a UCT catering residence, closer to the main campus, but this was not possible because of the shortage of accommodation (as outlined earlier there is a substantial shortage of UCT accommodation for a university of this size). CIEE made an agreement with IAPO and the UCT housing office, at the end of 2002, to take over the places IAPO had in the Res; the CIEE Resident Director had been using a UCT residence since 1999 but now had access to more rooms. CIEE has been putting some of their students into a UCT residence to fulfil requirements stipulated by students and sending institutions for 'intercultural learning' through accommodation since 1999. CIEE students living in residence do not generally complain about a lack of interaction with locals except for those whose flat-mates do not want to interact with the SSA students. There is a range of housing provided for SSA students, and not all of it promotes intercultural interactions. If UCT is to advocate intercultural learning successfully, the housing situation for the SSA students needs to be reassessed.

Because SSA student numbers have increased, CIEE has had to make use of 'international houses' since 2003 in addition to a UCT residence. UCT supplies CIEE with only 40 places in the Res while in the first semester of 2006 there were 94 students on the CIEE programme and in the second semester 76. Recently IAPO has reconsidered using residences but UCT still does not have enough space to provide IAPO with accommodation for SSA students in addition to providing accommodation to local students. If UCT can supply only 40 places per semester to foreign students, it makes little difference to the 300 to 400 SSA students that arrive each semester and need housing. The challenge of housing foreign students thus remains and the ability of IAPO to promote intercultural learning through housing has yet to be realised. While many students believe that they will experience intercultural contact mainly through their living arrangements, there are certainly many other opportunities for such interaction. For example, one American student, Brian, arrived in South Africa already knowing several South Africans in Cape Town. He soon started dating a local student and although he stayed in one of the 'international' houses he spent very little time with American students. On campus, in between and after class, he spent time with his South African friends, a very different practice from most SSA students who walk together to and from class, eat lunch together and go home together. Brian plans to return to South Africa to further his studies. Similarly, another student staying in the Res started dating someone she played tennis with at UCT. Every Friday afternoon there were informal tennis social events held among predominantly South African students. This student spent her mid-semester vacation with her South African boyfriend and his family and other weekends with her boyfriend and his friends. Before returning home she had already arranged her return to South Africa. Students with particular interests will pursue those interests irrespective of their different housing arrangements. There are always a number of students who spend a great deal of their spare time surfing. In the second semester of 2005, for example, a group of three students went out to Muizenberg (about 40 minutes out of Cape Town and a well known surfing spot) by train every Friday afternoon to go surfing. During their mid-semester vacation they went up the East coast of South Africa to surf. As a result, this group met and established friendships with fellow South African student surfing enthusiasts. These examples show how intercultural interactions occur despite housing differences. Despite the opportunities for intercultural interactions there are a

number of SSA students who almost never interact with locals because they prefer to remain within their 'international house clique'. Over 50% of SSA students volunteer in the townships each semester and thus seek intercultural interactions (with the disadvantaged) but of this group only a small minority, less than 20%, seek further interactions with locals such as those illustrated above.

#### The SSA student experience resulting from intercultural experiences

One of the advantages for foreign students visiting and travelling in South Africa is that experiential learning takes place through the experience of a 'different' place and society to that back home. SSA students take back the knowledge that they have gained from their study abroad experience, such as knowledge of how the (political) history of South Africa has affected the present South Africa, and the personal growth experience affecting how they interact with the world around them. One student from the University of Bergen left UCT to study for her Masters in nutrition and returned to Africa to work in Uganda on development projects. Another student from Georgetown University returned to the USA to develop a project to raise funds for an orphanage in Khayelitsha. A student from Paraguay began working for a governmental development agency in South America, with plans to work for a similar company in Central Africa in the future. These are just three examples to illustrate what students achieve from their study abroad experience and how it influences their future decisions. Students have made a variety of achievements during and after their study abroad experience, most are volunteer orientated, such as starting up a foundation to support (both financially and practically) an orphanage in South Africa or sending clothes and textbooks to the organisation students volunteered at while in Cape Town. Several students have gone into government organisations working to assist people in Africa and South Africa with food, medical supplies and education. Apart from assisting others, students achieve personal growth that is necessary in order to cope with many of the intercultural experiences. Volunteering can be emotionally very draining, especially at first, and it is clear to see how students grow from being shocked and often depressed at the circumstances of some people in South Africa, to learning to understand those circumstances and working to improve others' circumstances when and where they can.

## Diversity at UCT

'Diversity' is yet another term that is as complex as the terms 'culture' and 'intercultural'. Michaels (2006) controversially argues that universities are preoccupied with race, and that 'diversity' reinforces the very racial essentialism that it aims to eliminate. Michaels argues that affirmative action has not made schools and universities more 'diverse' but merely ensured that the number of students present are wealthy enough to afford to be there, but are the correct race to fulfil diversity requirements'. In order to change the perception that UCT is still, post-apartheid, a 'white' university, the university has developed "equity targets" to make sure that the campus is diverse in terms of the categories of the population, with more formally disadvantaged people under apartheid. In 2001, the then Education Minister, Kader Asmal, warned South African universities and technikons to increase the numbers of black and female students or face a reduction in government subsidies (IOL, 2001). Despite study abroad students not being included in UCT's formal target, the Humanities Faculty wants to increase the racial and class diversity of both local and study abroad students. Two senior Faculty administration staff members told me that in order to boost the numbers of black and coloured students in the Humanities Faculty, the Faculty is planning to use some of the income from the foreign students to provide scholarships for poor, South African students to attend UCT, thus ensuring that 'diversity' does not just refer to wealthy students of the 'right' colour. The difficulty with this plan, and the reason these scholarships have not been developed to date, is because there needs to be assurance that funding from this source will be available for the duration of the particular recipient's studies. Judging by the continuing increase of foreign student applications to UCT it is a reasonable assumption that numbers will not drop, thereby serving as a stable source of income received for scholarship students. Nevertheless, the institution needs to ensure it can deliver on its undertakings. The numbers of SSA students attending UCT has now levelled off because of limitations (caps) put in place by the University, so the Faculty is now waiting to establish whether SSA numbers drop or remain constant.

However, it is not only the University at large that tries to meet equity targets; IAPO also strives to increase the numbers of 'minority' students among the SSA students and in doing so there is also an increase in the internal intercultural diversity of the SSA students. North American universities also have policies on diversity aimed at

representing the diversity of the wider American society. The Association of American Universities (AAU) specifies that from an educational standpoint it is important to achieve diversity in the student body as “We believe that our students benefit significantly from education that takes place within a diverse setting” (AAU, 1997 [www.aau.edu/issues/diversity4.14.97.html](http://www.aau.edu/issues/diversity4.14.97.html) ).

Intercultural communication on a non-academic level is harder to facilitate. From my own observation, I have noted that in classes there is often a clear separation between local and foreign students: conversations take place before class in these divided groups and after class students scatter to go home, to the library, or to their next class. At present, the best way for IAPO to facilitate intercultural education on a personal, non-academic level is to mix local and foreign students in their houses, which, as we have seen, is currently constrained due to unavailability.

The term ‘intercultural’ is perceived by students, both local and foreign, to refer to the meeting of two homogenous groups or individuals from two countries/societies assumed to be culturally homogenous and ‘essentially’ different from each other. ‘As inaccurate – and discredited by social science - as this perception may be, it is nevertheless an assumption shared by those in the study abroad field. While SSA students at UCT maintain that they do not experience intercultural interactions to the extent that they desire, the examples presented show that this lack is not an IAPO failing as the dominant responsibility for intercultural education and experience rests with individual students. IAPO can facilitate circumstances – through direct enrolment and accommodation – in which intercultural experiences can be achieved but cannot ‘supply’ intercultural learning. Direct enrolment in courses (see chapter 4) enables intellectual/academic intercultural learning to take place through comparative examples between countries and the different views offered from students who are enrolled in other universities and university systems. Socially, however, whether or not intercultural learning takes place depends on whether or not the students actively engage with local students through sports clubs and societies on campus and whether students (both foreign and local) want to interact with each other. One option for IAPO to facilitate intercultural learning between the SSA and local students relates to accommodation: to mix local and foreign students. This option, however, is currently not occurring due to the shortage of housing on and around campus and results in

clustering of SSA students on the one hand and feelings of alienation on the other. Only SSA students coming to UCT through the CIEE programme have the option to stay in a UCT residence. While de Wit's and Knight's (1997) definition maintains that intercultural learning and experience need to occur before a university can be considered internationalised, this chapter has shown that students and staff at UCT still need to overcome several challenges. Almost by definition SSA students have a good time on study abroad. All IAPO needs to do is ensure efficient administration, facilitate opportunities for intercultural interaction, including encouraging SSA students to join sports clubs and societies on campus, respond appropriately to emergencies and leave it up to the student to embrace the benefits. IAPO and other staff working in this field need to remind themselves and their students that culture shock is not something that can or should be removed from the study abroad experience and that, indeed, culture shock is an integral part of the learning, the intercultural experience itself, and the personal growth intended during a semester abroad. Intercultural learning is a complex process, partly situationally dependant, partly dependant on individual personalities and preferences. Beyond doubt, however, is the value all SSA students place on the experiential aspect of the process, both academically and socially.

## **CHAPTER 4**

### **An internationalised classroom and curriculum?**

The second part of de Wit's and Knight's (1997) definition refers to the internationalisation of the teaching and research aspects of an HEI. If UCT is to be an internationalised university, in their sense, then the teaching throughout the University needs to take on an international element or flavour in both the classroom and in curricula. There is an imbedded assumption in the literature and UCT's policy that the parties concerned are equally keen on the idea of an internationalised classroom and curriculum; but there are a number of problematic aspects with this. Firstly, there is a lack of clarity on what 'an internationalised classroom and curricula' actually is, and secondly, how do we know when a classroom or curriculum is completely 'internationalised'? A number of curricula and classrooms are already internationalised by definition, particularly in the Humanities Faculty, and consequently tensions arise between academic staff and IAPO. Tensions involving money, time and IAPO's role exist among local and SSA students, lecturers and SSA students. UCT's policy does recognise that there are these tensions that need to be resolved to facilitate the process of internationalisation. IAPO, as the office tasked with coordinating internationalisation according to the policy, should be resolving these tensions.

As indicated in chapter 1 it is not always equally easy to internationalise curricula in certain fields such as Engineering or Medicine but the Humanities Faculty is, in many cases, ideal for internationalisation. I have focused on the Humanities Faculty because of the high number of SSA students in the Faculty, particularly in the departments of Historical Studies, Religious Studies and Political Studies. Apart from the teaching and curriculum changes, that affect local students, other challenges arise for both teaching staff and the SSA students with the presence of the high number of SSA students.

From contact with 14 Professors/lecturers in the Humanities Faculty, where the majority of SSA students are registered (see Table 4.1 below), it is clear that foreign students have a considerable impact on the curriculum and the lecturer. Some of the

lecturers also commented on how their 'local' students reacted and/or benefited from the foreign students' presence. Most lecturers agree that the SSA students do not encroach on the opportunities of local students, but are rather a valuable addition to the education local students receive, which is the assumption of internationalisation. "Foreign students offer a diversity of experience", according to one history professor who has been a lecturer at UCT for 30 years and has seen the development of international students at UCT and its effects on his classes. This said, another professor in the Centre for African Studies contends that there needs to be an element of control over the impact of the foreign students. This professor spoke of the need for control when there are conversations about "very sensitive political issues" in a class of mixed international and local students and "if it looks like it's becoming a bit tense that you actively ... make it safe". The Professor explained her comment with an example when speaking about pre-colonial African society: "an international student might say something about bringing civilisation [to Africa]. It's not overtly racist but it is offensive to some of the South African students and I sometimes have to manage that quite carefully". Thus, internationalisation is seen as beneficial but some safeguards need to be put in place within the classroom to assure its benefit.

The need to 'manage' class dynamics is not unique to African Studies. In the Social Development Department, a senior lecturer spoke of the need for "containment". When his full-degree students complained about constant 'time-wasting' by SSA students asking about subjects either off-topic or about information that full-degree students have already been taught, he described how he divided the class into three groups. One group consisted of Social Development majors, the second of full-degree students who take his course as an elective and the third group of SSA students. The lecturer described the necessity he feels to talk to each group separately to encourage tolerance and to 'contain' feelings of irritation felt by one group for another. This separation of the three groups of courses reduces the intercultural learning that could take place from a group discussion on the difficulties experienced in class. However, this is another example of adaptations made within the classroom as a result of the SSA students' presence.

Thirteen local/full-degree students were interviewed and/or given questionnaires to ascertain their views on the presence of foreign students in the classroom in addition

to participant-observation in the classroom. Nine of the students are in the Humanities Faculty, two students are in the Engineering Faculty, one in the Law Faculty and one in the Commerce Faculty. Although non Humanities Faculty and most post-graduate students are not particularly aware of the presence of SSA students on campus, they do, nevertheless, know of their presence. And despite their minimal or non-interaction with them, these students express comments that fit the stereotype of Americans as loud, rich, spoiled brats.

There were two important questions posed to the local students that would ascertain whether the lecturers' beliefs on the benefit of internationalisation were correct. The first asked how the local students felt about the presence of foreign students in the class and the second asked whether they believed the presence of the foreign students offered any academic benefit or impact. Two clear categories of responses arose, both essentially positive. A number of the local students expressed through tone of voice alone that the presence of SSA students was frequently frustrating due to the repetition of information given by lecturers that local students had already learnt, as well as the way in which SSA students, particularly the American students, dominated conversation in class. In the Politics department in particular this created some tension between local and foreign students and between foreign students and staff. Despite these expressed frustrations, local students still thought the foreign presence offered interesting contrasts and diversity of experience. The second category expressed unequivocal support for the presence of foreign students and had no doubt that they benefited from the foreign students' contributions to classroom discussions and debates.

Foreign students, both from Africa and from outside the African continent, are believed to broaden the perspectives of local students by offering diverse views and extending and adding other experiences and interpretations that otherwise may not be experienced by local students, while local students and educators are of course offering particular localised views to the foreign students. One full-degree UCT student commented that she has a number of Norwegian students in her Sociology course who are frequently called upon by the professor to discuss the Norwegian perspective of a particular topic under discussion in class. From my own experience of tutoring at UCT, whenever I had students from countries other than South Africa I

made a point of asking them if they had a different experience or viewpoint regarding a particular topic in order to facilitate local students becoming more aware of different experiences. Professors and lecturers express a belief in the benefit of an international dimension for local students, and this is the basic assumption underlying advocating the benefits of internationalisation. “[Having foreign students] is good for our students as well, to enrich their experience” (lecturer in the Religious Studies department at UCT). This lecturer’s comment succinctly sums up intercultural learning and experience in the classroom. He referred to the international students enriching the experience of their local counterparts in the same way that the local students enrich the lives of their foreign colleagues (see chapter 3). Experiential learning contributes to the process of internationalisation by definition, as there is learning between two or more foreign nationals in the case of study abroad. Some comments from local students describe how they see the benefit of an international viewpoint:

Exposure to different cultures, new knowledge, new learning techniques... differences serve to question [one’s] own opinions (student, Humanities Faculty)

[They provide] different ways of thinking and problem-solving (student, Engineering Faculty)

Sometimes they have different mind-sets or have a different way of thinking/appraising a subject, which is enriching” student, Science Faculty

They give ideas on how things are marketed in their country (marketing student, Commerce Faculty).

These comments emphasise the benefit of having foreign students in classes. One local student described the benefit of having American students in class with her: “They are a culture that are [sic] analytical and suspicious [but] they tease things out we wouldn’t have done and even though it may seem pedantic, it’s good that way” (key informant, Humanities Faculty).

In the classroom it is, initially, not always apparent which students are South African and which are foreign; the majority of my informants attributed recognising this mainly by accent, particularly American accents. One full-degree student from the Engineering Faculty described the foreign students in jest as “those peeps that talk funny”. In instances where the accent did not indicate where a student was from, my informants said they found out during conversation in class, or as one informant

phrased it, “word power – because she said she was foreign”. Most of the local students maintained that it was a good thing to have foreign students in class with them because of the benefit of learning about a new ‘culture’ and/or an exposure to new knowledge and a “broader world view”. The local students’ sentiments are illustrated in the comments below:

[The presence of foreign students] breaks down stereotypes as we are able to interact with people and learn that in some ways we are the same, in some ways we are different and that’s all good!

You get an opportunity to find out about cultures that are different to your own and this enables you to learn to relate to people who are different from you.

On an interpersonal level, it is useful to be able to learn from the experiences of people from different cultural contexts.

Specific examples of difference given included language, attitude (usually in reference to academic work) and exposure to a different life experience. These comments are true for South African students as well since it is a country with many peoples and cultures, which makes the University internationalised already in terms of intercultural learning, both social and academic - an aspect not recognised in UCT’s Policy on Internationalisation.

One local student estimated that her South African History class consisted of approximately 65% foreign students. Despite expressing some frustration that knowledge and concepts had to be repeated for the benefit of the SSA students who were not present for the first and second year of the particular course, she nevertheless felt it was “a good thing to go over the basics”. Another full-degree student commented on her experience with SSA students in her dance class but said that although they ask many questions in her theory class “it’s good; everyone should ask [questions]”. The dominant benefit attributed to the presence of foreign students is diversity. One student in the Humanities Faculty said that one of the reasons she chose to come to UCT was because of the diversity on campus. She argued that because of the “current world climate”, with the importance of international trade and relations, it is important to learn in a diverse environment to prepare one for the “global village”. This comment emphasises the importance of diversity in the international arena, and not just the diversity already present on campus through the

local and southern African students. Another Humanities student described the importance of diversity because “it enriches us and we learn more about those who are different”. A student in the Science Faculty described the diversity as positive as it “add[s] spice to the group dynamic”.

The term ‘diversity’, like ‘intercultural’, is used frequently but like ‘intercultural’ is rarely clarified in the literature on internationalisation. When asked what local students understood diversity to mean, answers were confined to meaning ‘difference’ or ‘variety’ and in every instance was deemed to be a positive thing. In all my conversations with local students any negative comment about foreign students was immediately followed by a positive comment. There appeared to be a certain feeling of embarrassment at saying what they felt instead of being what some refer to as ‘politically correct’. One informant in the Humanities Faculty was frustrated at the constant comparisons that foreign students drew between their home university [system] and UCT. “They’re always comparing [UCT to] their systems and it’s always implicit that their [educational] system is better”. The same student nevertheless appreciated the way her American classmates “tease things out that we wouldn’t have done, [and] it’s good that way”. Both in the classroom and when talking to local students directly occasional clear instances of irritation were expressed when referring to SSA students. One full-degree dance student, Beatrice, remarked how a fellow [white] student commented upon how loud American students are but said she did not notice it quite so much as she came from a different background: “as Africans, we’re loud, but it’s irritating to white, ballet students”. A full-degree history student expressed her frustration of repetition in class due to the SSA students’ presence more vigorously, “Sometimes it’s just urrrgghhh!”. Mostly however, the tension felt by local students regarding foreign students is masked by the seemingly constant need to be politically correct. More research is needed by UCT on how local students feel about internationalisation before the institution, including students and staff, can claim the continuation of the process a success.

#### A Different Educational System

One of the largest challenges facing the SSA students, and felt by lecturers as well, is that of the differences in educational systems, including grading. Students,

particularly North Americans, are not used to the British education system<sup>23</sup> that UCT follows. American students, in particular, frequently cite the low class participation at UCT, usual in large institutions relative to what they are accustomed to at their small, private institutions. In smaller institutions, students expect and receive more individual attention from professors. Professors are able to supply that attention as the ratio between students and staff is lower. Students from smaller institutions need to adapt to larger lectures and less one-on-one interaction with the professor or lecturer. Numerous full degree students comment - somewhat impatiently, particularly in the last ten minutes of the lecture - on the frequency with which SSA students speak up during the lectures. Students from these smaller universities frequently bemoan the fact that there is seemingly less access to professors and lecturers as, at UCT, there are specific consultation times when the lecturer is available or else an appointment has to be made to consult with the lecturer. Pomona College in the USA, for example, a comparatively small, private college, states on its website for study abroad that students must be aware that at many larger institutions, there is less class participation and class participation may even be discouraged because of class size. A large number of American SSA students comment on the size of the classes and express amazement at the fact that there is virtually no limit to the number of students able to take a course, particularly at undergraduate level. Before the student arrives in Cape Town emails flow constantly to finalise course choices and it is clear that students are concerned that if they change courses only on arrival, they will not be accepted into the course because courses are already full, as happens at their home universities.

### Grading

Grading and grade conversions are frequently confusing for American students. They are told that they need to convert the grades received at UCT to their home grading 'scale'. At UCT (operating on the British system) 75% is considered a first-class pass

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<sup>23</sup> The British education system uses a grading system, from 0-80, while the system in the United States uses a scale from 0-100. This causes some confusion as 75% is considered a first class grade in South Africa while in the United States that is not considered good. The British education system often does not encourage as much class participation in lectures as in the USA as that tends to be reserved for seminar and tutorial meetings. Tutorials are a part of most courses held in the Humanities Faculty and are small seminar groups consisting of usually from 10 to 20 students per group, that meet once a week for discussions and clarifications about the key course topics.

whereas in the American system it is not<sup>24</sup>. They are also told that a conversion scale will be sent to their home universities with their UCT transcript at the end of the semester. However, this assurance often fails to calm a student who is worried that the home university will assume that s/he has performed badly. The North American students are frequently the subject of comment by lecturers regarding grade difficulties:

[There is] the age old question [of] marking standards, problems with GPA, that [should be dealt with] from us but also the structures that bring them here need to assist [in grade clarification issues] ... they get such a shock like 70% is SUCH a bad mark (Key Informant, Centre for African Studies)

American universities have a different system; ours is inherited from the British system. It irks some of them [the students] if their results count (Key informant, Department of Religious Studies)

The second comment refers to the fact that a number of HEIs in the USA do not use the grades received on study abroad in students' GPA. Students in the United States have a credit/grading system that consolidates all course credits<sup>25</sup> and results in a Grade Point Average (GPA) which affects such things as entrance into graduate school and access to study abroad programmes. For example, in order to study abroad at UCT a minimum GPA of 3.0 is required. A number of American institutions do not include grades from study abroad in students' final results; their transcripts only state whether the student passed or failed study abroad courses. For example, Mount Holyoke College has the UCT transcript attached to the Mount Holyoke College transcript and the results are not included in the student's GPA. University of Colorado at Boulder students do not have their grades included on their transcripts and only need a Pass/Fail to get the credits they need. One American student in 2006 from the University of Colorado was very happy that he did not have worry about how well he did as long as he passed. Most students, however, choose courses at UCT

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<sup>24</sup> The grade conversion scale that accompanies each American student's transcript indicates that: 0-49 = Fail  
50 = D  
51-59 = C  
60-69 = B  
70-74 = A-  
75+ = A

<sup>25</sup> A credit system is a way of describing an educational programme by attaching credits to the various components; these include students' workload, learning outcomes and contact hours. For example to gain access to UCT a student has to have a GPA of 3.0 or above which broadly means that the student needs to be receiving credits averaging at least a 'B' in their academic studies.

that will contribute to their major back at home. In some cases (for example, North-Eastern University) students who are international relations majors are *required* to study abroad for a semester. These are all matters that the students' home universities decide; UCT has no dealings with students or their home universities regarding whether or not their grade will be included in their GPA or included in their transcript upon graduation from their home university. However, whether students' grades are included in their GPA or on their transcripts has an impact on how hard they work and how much time can be devoted to volunteering or socialising, as shown further below.

The students' home institutions may also have certain requirements students need to meet *before* they are permitted to study abroad. Georgetown University, for example, stipulates in their Overseas Study Workbook (2004-05) that students need a GPA of 3.0 and above and this GPA needs to be maintained in order to study abroad. One of IAPO's requirements, in an effort to keep to the targets set every year for the number of SSA students at UCT, is also a GPA of at least 3.0. Requiring American students to have achieved and maintained an average GPA of 3.0 and above is also a strategy by UCT to increase the number of European students on SSA, who, as we saw earlier, are greatly outnumbered by the American students. One of the queries frequently raised is whether or not UCT should raise the GPA requirement to further reduce the numbers of SSA students. However, increasing the GPA requirement is not without its risks: the higher the GPA average requirements the more privileged are the students who enrol on study abroad at UCT. "[Students will be] smarter, whiter, wealthier kids from private schools if we increase the GPA requirement" (Key informant, IAPO, 2004) and thus reduce the '[international] diversity' desired.

Students who are unsure whether or not their home university will accept the courses they have chosen and the awarded credit, are frustrated and it adds to their experienced difficulties (culture shock) on study abroad, a difficulty that IAPO cannot assist with. The most IAPO can do is inform the students and their sending institutions about how the grades transfer from UCT to the American system and students must clarify this with their home university. One Social Development lecturer observed that foreign students were generally very pleasant while "others are about a mark, 'what must I do to get a first [class mark], I've always been an 'A' student'". Comments such as this reflect the concern felt when an essay is returned

and the student received 74%, which, although considered a very good grade at UCT (an 'A-'), in the USA means only a 'B' has been achieved. Pomona College, a small, private institution in the USA, does not have a GPA requirement but gives preference to students who have taken courses that have relevance to their destination choice, whether cultural or academic. Pomona College does not include study abroad results in the student's GPA but does record results on the transcripts. This can be of great concern for students since American students are used to getting from 70% (B) to 90% (A+) and they are shocked if they get 67% on an essay. At UCT, it is comparatively rare for students in the Humanities Faculty to achieve above 80% in their courses. A student will be included in the Deans Merit List if they are in the top three in their class, which generally means students who have achieved 75-78%. Only 11% of UCT students achieve a place on the Dean's list (key informant, Humanities Faculty).

The anxiety felt among SSA students about the grades increases when their semester abroad grades are to be included on their undergraduate transcripts or in the overall GPA. Whether or not results are recorded on students' transcripts or included in their GPAs also affects students' academic performance. From my experience over the last 4 years, students are more ready to travel before examinations in their 'study week' and worry less about their grades if their grades are not going to affect their GPA, and thus follow them through their academic and work careers. An American student on study abroad in 2006 described how she was already accepted into medical school, and had in fact graduated in May of 2006, so her grades from UCT were not of great importance. As a consequence, the student admitted to not having worked particularly hard, having spent more time socialising with friends and travelling than she ordinarily would do at home. In other words, she lays more emphasis on experiential learning than solely on academic learning.

In research done on SSA students' performance, Trooboff et al (2004: 202) found that the inclusion of results in GPAs affected students' motivation for academic performance:

Our research leads us to conclude that grade recording policies can affect the overall motivation of some students. Specifically, recording students' grades on home transcripts can lead to higher motivation. However, including grades in a

student's GPA does not seem to produce the desired result, and may even be counter-productive.

The argument describes the importance of the holistic experience of study abroad and argues that a student needs to be motivated to achieve well in both the academic and the experiential spheres, as shown in chapter 3. Students whose study abroad grades are included in their transcripts experience more tension at the beginning of each semester when courses are chosen. One American student from Reed College took a year off university in 2006 and therefore had no requirements from her home university and was much more relaxed when choosing her courses as she could choose those that interested her and did not have to worry about credit transfer. Another student, also from Reed College, said that she did not have any requirements from her home university but would have to petition when she returned home in order to receive any credit from her study abroad semester. A student from Howard University explained that,

I do not have any requirements about the courses that I take excepting that there must be an equivalent course offered at Howard so that the credits will transfer. I attend an HBCU (Historically Black College or University) [and] ... I do have a requirement to take an African-American Studies Department Course as well as a Business Finance Major.

Students from Howard University can receive only a certain number of credits when they return home no matter how many credits they achieve at UCT. Thus, they experience some frustration because while students from other universities taking the same courses are earning 14 credits, Howard University students can only receive six when they return home and their results will appear on their transcripts from Howard University when they graduate. These grading differences add a great deal to SSA students' experience abroad; they can increase culture shock and detract from the overall experience. The only way in which IAPO can reduce these difficulties is by further clarifying the grading differences and the grade conversion scale and/or having a staff member with consultation hours to handle any grading queries that arise.

While American students are concerned (or not) with GPA scores, European students have a different credit system. European students need to pass their courses and have

proficiency in the English language in order to study at UCT. However, the ECTS (European Credit Transfer System) also differs from the UCT grading system. The weighting of the course plays a large part in the education as a whole and not just the grade. In other words, courses are credited depending on the number of course hours. Norwegian Universities use the ECTS system but have a greater focus on the qualitative aspects as opposed to quantitative aspects of courses (University of Oslo, 2006). One Norwegian student from the University of Bergen complained that she found UCT classes more quantitative than qualitative: “they just wanted students to produce and produce, without actually having time to think through what you were producing”. American students however, tend to want continual assessment with more essays and tests in addition to the end-of-semester examination. At UCT however, there is a heavy emphasis on the examination, which, in Humanities courses, often represents 50% of the students’ overall grade for the course - mainly because of the increase in plagiarism due to the increasing availability of work on the internet. These students argue that with continual assessment they know how they are coping academically and manage to improve their grades as they work through a course.

The ECTS system was initially set up to facilitate grade-transfer between European countries. According to the ECTS system a student who is studying full time needs to complete 60 credits a year, each credit averaging 25-30 working hours. The European students have a more structured credit system, as opposed to the numerous differences between American universities and colleges, which makes it much simpler for them to choose courses at UCT and there is less discussion needed between the student and their home university regarding acceptance of courses and credits. While European students also comment on the difference in assessment at UCT, less difference is felt in their academic experience. More American than European students are frustrated by the academic differences and challenges while on study abroad at UCT. These are challenges that students have to overcome themselves and should be seen as being part of the ‘cultural difference’ and experience that is so desired by students on study abroad.

Grading thus plays a large role in the internationalisation process and needs to be taken into account during the process implementation. Although all SSA students are fully informed about grading and credit transfers, academic staff at UCT are

inevitably drawn into discussions about grading and credit transfers by the SSA students. This is an unnecessary burden on academic staff and could be avoided with more discussion between IAPO and academic staff and/or between IAPO and SSA students, such as having a 'grade specialist' on staff with consultation hours.

#### 'Minorities' and study abroad

At the 1990 CIEE annual conference, entitled *Underrepresented Faces and Non-traditional Places*, Dr. J. Cole formerly of Spelman College in the USA (a traditionally African-American institution), argued that there are a number of obstacles in the way of African-Americans studying abroad, including funding constraints. At the 1990 conference Nolting et al (1990) reiterated the obstacles facing minority<sup>26</sup> students on study abroad involving finance as well as overcoming fears of racism in the new setting particularly for students who study at traditionally black institutions at home. The authors outlined how particular marketing strategies needed to be put in place to reach minority students and encourage them to study abroad. Some of these strategies include marketing in the students' 'comfort zones', such as minority-student societies, and utilizing past study abroad minority participants to market programmes. Ideally, UCT would like to increase the number of minority students on SSA to increase diversity among the SSA students but, according to one member of staff in IAPO, GPA scores are not the way in which to attract these students. Other strategies need to be put in place to attract minority students, as Nolting et al argued. At present, there are no direct marketing strategies in place at UCT to attract minority students. Study abroad partner institutions have been told that UCT/IAPO want minority students and IAPO is attempting to collaborate with traditionally black institutions such as Morehouse College in Atlanta, for example. In addition to partnership strategies, IAPO is more likely to accept a borderline student, with a GPA of 2.8 for example, who is a minority student. In another attempt to increase numbers of minority students, the international office at UCT puts a cap on SSA students coming through study abroad programmes and partnership programmes in order to leave space for individual student applications.

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<sup>26</sup> Minority here refers to African-Americans and Native-Americans who are seen to have been disadvantaged historically and, as a group, to be less wealthy than other Americans.

### Diversity on campus

When speaking to administrators in the Humanities Faculty offices there is a view that the Faculty “enormously values the role foreign students’ play [in the Faculty]” partaking in classes and tutorials<sup>27</sup> and adding to the diversity on campus, in addition to the diversity already present on the UCT campus due to the internal diversity in the country. Most of the lecturers commented on the positive aspect of adding [foreign] diversity to the campus. One of the benefits cited was that foreign students “add a lot to widening our students’ horizons” at no real cost to the University. This sentiment, of the benefit to full-degree students, was expressed by 75% of the lecturers I interviewed.

What I find very beneficial [is that] they will see aspects or comparisons which South Africans - in the South African context - may have missed (Key Informant, Historical Studies Department)

Local students are very locally bound and it’s often for them very instructive to be exposed to this [comparative issues] (Key Informant, Criminal Justice Department)

It’s good for our students as well [having foreign students]... to enrich their experience. Sometimes I think people come here for three or four years and live in a very restricted world. It’s sad, university is supposed to enlighten (Key informant, Religious Studies Department)

It’s good for them [foreign students] as they are informing themselves about the rest of the world and it’s good for our students to internationalise, to have contact with people from other cultures and backgrounds (Key informant, African Studies Department)

One of the primary aims of internationalisation in an HEI is to increase diversity to expand students’ horizons from local to global but it is important to remember the diversity that already exists at UCT. IAPO and UCT also attract students from the SADC countries by offering student fees at local rates in order to further UCT’s mission of being an outstanding *African* university (see Appendix 2). What is not stated in UCT’s policy on internationalisation, is the sought after ‘minority’ students, among the SSA students. The SSA students have been divided into groups of minorities, individuals (versus students on private programmes), Europeans versus Americans. There is an assumption that a diverse group of SSA students further diversifies UCT and thus contributes to internationalisation at UCT.

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<sup>27</sup> See footnote 21.

While the general view expressed within the Humanities Faculty is that the presence of SSA students is beneficial overall, different views are expressed by individual departments. Four major themes arose in discussion with professors and lecturers regarding the foreign students in their classes. These themes were centred around internationalisation and diversity; grading; education differences (both background education and standards of education) between foreign and local students, and finance. Table 4.1 shows the numbers of SSA students in each department in the Humanities Faculty from 2003 to 2005. The largest numbers of SSA students are in Historical Studies, Political Studies and Religious Studies in that order. Due to these high numbers I have focussed on these three departments to ascertain how the process of internationalisation, brought about in part by the presence of SSA students, is being felt by lecturers in the departments and how much the presence of the SSA students is impacting on the curriculum, which is one of the elements contributing to internationalisation according to the policy.

**Table 4.1** - Total number of SSA students in each department in the Humanities Faculty 2003-2005<sup>28</sup>

|                               | <u>2003</u> | <u>2004</u> | <u>2005</u> |
|-------------------------------|-------------|-------------|-------------|
| Historical Studies            | 238         | 216         | 374         |
| Political Studies             | 136         | 187         | 230         |
| Religious Studies             | 49          | 99          | 143         |
| English                       | 100         | 82          | 129         |
| Sociology                     | 49          | 79          | 154         |
| Centre for African Studies    | 69          | 66          | 84          |
| Social Anthropology           | 30          | 60          | 48          |
| Dance                         | 32          | 60          | 58          |
| Languages                     | 49          | 59          | 143         |
| Psychology                    | 37          | 50          | 79          |
| Philosophy                    | 24          | 31          | 20          |
| Criminology                   | 19          | 25          | 25          |
| African Gender Institute      | 31          | 25          | 38          |
| Film and Media Studies        | 0           | 24          | 43          |
| Music                         | 11          | 18          | 19          |
| Archaeology                   | 16          | 18          | 27          |
| Social Development            | 3           | 15          | 29          |
| Drama                         | 8           | 10          | 11          |
| Fine Art                      | 6           | 8           | 12          |
| Graduate school of Humanities | 2           | 2           | 0           |
| Jewish Studies                | 8           | 1           | 2           |

<sup>28</sup> 2006 figures were not yet available at the time of writing.

There has been a leap in 2005 of numbers of students in various departments, particularly Historical Studies and Political Studies, due to the leap in numbers of SSA students who came to UCT in 2005 (see Table 2.1), as well as lecturers' reputations encouraging enrolment (see below for further discussion). A large number of SSA students take an African language to help them while volunteering and/or for future plans to work in other parts of Africa, shown by the high numbers of students in the Languages Department. Swahili is a popular language for students planning to work in central and East Africa, as demonstrated by one student from the USA who plans to work for the United Nations in East Africa in the future. Xhosa is very popular among SSA students because of the large number of South Africans in Cape Town who speak it. Learning Xhosa is very helpful for those students volunteering in the townships in Cape Town. Trying to speak the language whilst volunteering helps the students learn Xhosa, as demonstrated by Jason who stayed in Cape Town for a year and spoke comparatively good Xhosa from the time he spent in Khayelitsha. The Social Anthropology Department has fluctuating numbers since the Head of Department included a requirement that SSA students write an essay on cultural relativism, in order to prove that they will cope in 200 or 300-level courses at UCT. The Dance Department has also experienced fluctuating numbers as there have been difficulties guaranteeing a venue large enough for the most popular Dance course for SSA students, African Dance. What is surprising is the leap in numbers in the Social Development Department as it has a precise syllabus for Social Development students and there are very few courses SSA students are permitted to take, the most popular being 'Child/Family Welfare and Substance Abuse'. There has been a change in distribution of SSA students over the last three years, in departments as well as in specific courses. It would be beneficial for IAPO to monitor and understand those changes in order to facilitate discussions between departments and IAPO.

This thesis is about change, those who support it, those who resist it and those who are affected by it. Internationalisation is a process of change but it is not without its challenges; there are those who resist the process and those who embrace its changes. These departments show how internationalisation is received by some of the academic community in the Humanities Faculty at UCT and demonstrates the tension felt

between SSA students and academic staff at UCT, between local and SSA students and between academic staff at UCT and administrative staff at IAPO.

### The Departments of Historical Studies and Religious Studies

I consider these two departments together as the themes, comments and impressions from lecturers are very similar. Within the two departments, particular courses are taken by SSA students every year<sup>29</sup>. Table 4.2 shows the number of SSA students taking particular courses within the separate departments. The figures will differ from those in Table 4.1 because not all courses in these departments are included here.

**Table 4.2 - Courses in Historical Studies and Religious Studies most frequently taken by SSA Students - 2003-2005**

| <b>Course Names and Codes</b>                           | <b>2003</b> | <b>2004</b> | <b>2005</b> |
|---|-------------|-------------|-------------|
| Africa in World History (HST102F)                       | 6           | 15          | 8           |
| The New Millennium in World History (HST104F)           | 17          | 0           | 2           |
| Southern Africa in the Twentieth Century (HST231S)      | 31          | 8           | 45          |
| Southern Africa to 1900 (HST232F)                       | 25          | 12          | 31          |
| Africa: Colonial and Post-Colonial Encounters (HST234S) | 19          | 4           | 33          |
| Liberation in Southern Africa (HST325F)                 |             |             | 75          |
| African Traditional Religion (REL244F)                  | 5           | 13          | 19          |
| Religion in Africa (REL245F)                            | 6           | 9           | 17          |
| Psychology of Religion (REL248S)                        |             |             | 5           |
| Religion, Ethics and Human Rights (REL335S)             | 2           | 8           | 21          |
| Religion, Conflict and Violence (REL337F)               | 10          | 18          | 35          |

SSA students (unsurprisingly) frequently choose courses focussed on Africa and southern Africa as well as courses relating to the so-called 'third' or 'developing world'. One student from Paraguay specified that the comparisons she was able to draw between two developing countries was, for her one of the main benefits of studying in South Africa. One of the course recommendations students most appreciate is based not only on the academic content of the course, but on the lecturer. Often a lecturer makes a specific course interesting and worthwhile in the opinion of many students and word of mouth ensures the continued popularity of such courses. One German student's comment sums up what a number of both European and American students expressed:

<sup>29</sup> 'F' at the end of the course code indicates that the course is a first semester course run from February to June and 'S' at the end of the course code indicates a second semester course run from July to November.

I had a very good experience [at UCT]. I guess it depends which courses you choose and how your Profs are. I had the best Prof. ever... and learnt a lot (key informant).

Anna, an American student, based her study abroad decision on a good experience she had with a course she took at her home university with a visiting History Professor from WITS. This course and the Professor led her to come to South Africa. In the two semesters she was in South Africa, she planned to attend WITS University for one semester but ended up staying at UCT because of the local friends she had made who lived in Cape Town and with whom she spent substantially more time than with her fellow American students. Anna described the impact her professor had on her decision to come to South Africa, and the impact that local intercultural experiences had on her study abroad experience in influencing her decision to stay in Cape Town or to continue her year abroad in Johannesburg.

It is apparent from the reasons students give for coming to UCT, and from their opinions of their experience at UCT, that the lecturers play a large role in the overall experience. However, this role is not always positive. There are a number of lecturers who the students do not particularly enjoy, and yet class numbers remain unaffected as, in those cases, curriculum content plays a larger role in attracting students. I have received very few negative comments about lecturers from students and most such comments involved the system of tuition, more than the players within the system. For example, one negative comment involving lecturers was that they did not encourage in-class discussions as much as the students would wish. In the undergraduate years at UCT it is accepted that, as a general rule, the lecturer lectures and the class listens, with certain notable exceptions. In the classes I observed this was the case with very little involvement of the students except for the occasional question asked of them. Tutorials are designed to allow for discussion in smaller groups and it is relatively uncommon for a great deal of class discussion to take place within formal lectures. One of the more popular courses in Historical Studies is reputed to have a lecturer who is highly knowledgeable in his profession but is “very dry” (key informant). Over 80% of SSA students who have taken the course comment on the content of the course being exactly what they had hoped for while at the same time not enjoying the Professor for being less vibrant than students would wish although “extremely nice”. Despite this ‘short-coming’, the course remains one of the

more popular in this department, which begs the question as to how much impact the professor's reputation has on affecting whether or not students take a course versus the importance of the title and the curriculum. The most popular courses for SSA students have a strong African theme and the curricula are thus already 'internationalised'.

What neither the literature nor the policy discusses is whether 'internationalisation of the curricula' includes courses focused on Africa, which are by definition 'international'. What is mentioned within the policy, rather ambiguously, is that courses should have international standards including offering courses "relevant to both local African and international conditions" (see Appendix 3). There is no indication of who determines such relevance. According to the policy, IAPO is tasked with internationalising curricula but academic staff do not want interference with their curricula. IAPO recognises their ambivalent status in the policy document and that it is de facto, an administrative rather than an academic office. The policy gives no guide as to how IAPO is to coordinate curricula changes. One suggestion has been to approach the Centre for Higher Education Development (CHED). CHED's central role at UCT is to provide specialised educational expertise and functions that are essential to enabling the Faculties to meet UCT's educational and strategic goals, which now include internationalisation of the curricula. Approaching this office may be the best way to approach academic staff in order to establish which curricula may need intervention in accordance with UCT's policy on internationalisation, and to offer advice on how that can be best achieved. However, it is unclear how departments would respond to such intervention.

A professor in the Historical Studies department succinctly describes how SSA students are perceived in his Department in his comment that foreign students "generally raise the tone of the class". This professor reiterated what other lecturers have said in noting that it is a pleasure to teach the foreign students as they are generally from very privileged academic backgrounds and are "generally a cut above our students", a phrase echoed by lecturers in the Religious Studies Department, referring to SSA students' academic ability. This impression could also be because only the brightest SSA students are accepted into UCT and all are already in their third year of study while the course referred to above is at second-year level. The

professor noted that his course was particularly popular with foreign students as it provides a basic summary of South African history. Because of the high percentage of foreign students in his class, he has changed the manner in which the course is taught and its content. These changes in course content and way in which it is taught are implemented easily because the overwhelming majority of the class is foreign but is not without difficulty for the local students. Although a feeling of frustration was frequently experienced by the local students, this feeling was always accompanied by one of tolerance, as illustrated by one student's comment:

Sometimes it's just... frustrating... but I suppose they have to go over stuff for the international students... I think it's good what lecturers do, going over the basics (Key Informant, Departments of Historical Studies)

The professor commented repeatedly how SSA students are welcomed in the Historical Studies Department and remarked how they were a good source of income for the University. This was the first instance in which the element of finance was raised regarding SSA students (an issue dealt with later in this chapter).

The lecturer in a History class I observed was clearly aware of the high number of foreign students in the class, and started one class with a query as to how one American student coped with climbing Mount Kilimanjaro. Most of the local students, who had stopped their conversations upon the lecturer's arrival, resumed their conversations and ignored the lecturer and SSA student's conversation. At the beginning of that lecture, he consistently referred to black students as 'African-American' and, after referring to a 'stoep' he paused and explained that this was an Afrikaans term for 'veranda/patio'. However, after the first ten minutes of this lecture, he seemed to forget who he was teaching and was immersed in the lecture topic and made no further 'translations' from South African to American although this did not appear to make any difference to the students.

At this juncture it is important to note that many of the lecturers interviewed assumed that when I spoke of 'international students', I meant students from the USA. One Professor in Historical Studies began our discussion with the comment "I have lots of Americans in my class". Later, when I mentioned students from all over the world, he queried whether there were many students from areas other than the USA. Many lecturers, as well as local students, are alert to the fact that there is a large presence of

American students in classes by their accents and their readiness to speak in class. It is generally agreed amongst lecturers and professors in the Humanities Faculty that European students, like local students, are quieter and much less demanding than their American counterparts, mainly due to the differing systems of education discussed earlier. Consequently, these students have more interaction with lecturers when they go and discuss their grades in the belief that they are doing badly when in fact they forget that they need to convert their grades from the UCT to the American grading system. However, I had no comments from lecturers in the Historical Studies Department on the extensiveness to which American students take up lecturers' time with conversations about grade conversions, a cause of tension reported in other departments. All conversations with the lectures from the Historical Studies Department centred on the benefits of having SSA students in the classes and on what the SSA students bring to the class in terms of knowledge, education and ideas from different countries:

What is especially enriching, because it is a world history course there are overarching themes and you can ask, 'What is the experience of Denmark' in such and such a situation.

This comment was from a Professor in the Historical Studies department who outlined the benefits of having foreign students in his classes in both the Historical Studies Department and the Health Sciences Faculty. The professor explained that at the beginning of the course the students fill in a form to establish home language and country of origin, among other things. He remarked on the benefits of having Americans in his class when discussing the Cold War and America's role at the time and of having Danes in his class so he could call upon them to comment on the situation in Denmark. The Professor benignly remarked that it was beneficial for the SSA students to hear a point of view that differed from the one they were used to: "Americans especially, find it a very sobering experience hearing a non-American viewpoint. Some go away rather chastened to find that Americans are not seen as the be-all and end-all". This course is clearly already internationalised and becoming more so, without IAPO's efforts as a consequence of the SSA students' presence.

Similarly, in the Religious Studies Department, SSA students are seen in a positive light, beneficial to local students and able to learn something about the continent and country that they are temporarily residing in:

They are coming here for something specifically African and... we also try not to give them some exotic academic diet. Sometimes we can see that they find it... surprising, it's not what they are looking for, they are looking for the exotic... and then they discover that this is as academic as anything else and is very demanding (Religious Studies lecturer).

In the same manner in which those from the Historical Studies Department find the presence of foreign students beneficial and positive, those in the Religious Studies Department are also striving to fulfil the expectations of the SSA student without compromising the academic standard of the institution. The mission statement of the department states that it is dedicated to intercultural and interdisciplinary learning, which implies that internationalisation is beneficial to the keeping of their mission ideals.

One lecturer, who teaches two of the Religious Studies courses, popular among SSA students, argued that the presence of foreign students is beneficial to UCT but expressed some concern at the possibility of an African institution such as UCT losing some of its 'African-ness' as a result of the increasing process of globalisation and internationalisation.

I think international students are good for us... any university must be able to have... diversity, be diversifiable in the full sense of the word... without, of course, losing the African[ness].

This comment further demonstrates how 'diversity' is seen to be provided more by foreign students and not local students. This assumption includes the belief that 'international students' refers to students from outside the African continent. The comment suggests that the increase in the international dimension to higher education may lead to declining African-ness of the University. This possible loss of 'African-ness' is something that should be monitored during the internationalisation process, since one of the primary reasons for SSA students to come to South Africa is for the 'African' element.

Whatever Africa was – let alone Cape Town – it was going to be DIFFERENT from anything I had seen, experienced, or been able to capture before, and this was a positive thing, a huge draw (key informant, Georgetown University).

One lecturer in the Religious Studies department described how his courses have been changed slightly as SSA students who take the course are looking for something 'African'. At the same time however, it was not necessary to change the course too much as South African or African students do not know much about the subject either so it is expected, on the side of the lecturer, that students do not have extensive knowledge of the subject. Johnson found among students from Stellenbosch University that "it is of vital importance to maintain a balance between adherence to international standards but yet responding to and reflecting local content" (2005:3). Johnson referred to the importance of adapting the curriculum so that there is international exposure in terms of content but lecturers should be cautious that they do not remove local (African) content.

In another Religious Studies course, the lecturer described how full-time students have a lot of background in the subject but for the benefit of the SSA students, he does "a lot of spade work" as the course progresses to provide the necessary context to the course. Therefore, while the course focus is not altered, the lecturer makes accommodations for SSA students. The course is thus internationalised without IAPO's input. The suggestion that 'African-ness' is only to do with the subject of Africa in courses is incorrect, however. Africanisation, according to Cooper (2000), refers to the "student profile" at an HEI. In the case of UCT the student body has become demographically 'Africanised' due to the increasing numbers of black and coloured students attending what was a historically white institution. As was shown in the previous chapter UCT now has equity targets in place to ensure that the University remains Africanised and thus diversified. One of the philanthropic missions of IAPO and the Humanities Faculty is to use the profit from the presence of the many foreign students on campus to create scholarships for a number of underprivileged, formerly disadvantaged students who could otherwise not afford to attend a university (see chapter 3). If one takes Cooper's definition of 'Africanisation' then with IAPO targeting 'minority' students, there can be no loss of 'African-ness' with the internationalisation process.

Despite the concern mentioned of the possibility of losing some of the University's 'African-ness', the Religious Studies lecturer mentioned above quickly returned to his positive opinion of the presence of SSA students on the UCT campus in saying that

they are more likely to express confusion or uncertainty in the classroom if they do not understand something. “The American students, they speak up... they are struggling they will come and see you and ask ‘what should I do to improve my assignment... will you give me a chance to redo it’ - and this I can work with.” Rather than complain at the extra workload, the lecturer seemed pleased to be able to help a scholar who expressed a desire to improve him/herself.

IAPO’s aim to Africanise (and not only internationalise) the curriculum is known and supported by both administrators and academics in the Humanities Faculty. In my interview with a key informant in the Humanities Faculty, we ended up discussing possibilities for departments to develop a course with an African ‘flavour’ particularly making use of the African Languages department, which remains one of the smaller departments in the Humanities Faculty despite the numerous SSA students taking an African language. Courses with an African theme or flavour are what many SSA students want, as can be seen from the most popular classes chosen by SSA students. This is recognised by all who have dealings with the SSA students.

These students are coming all the way from America and Europe and so on to study what they can study at our university they are going to study African religion, African lit... this is what they want... how can we shoot ourselves in the foot like that [by not offering what they want]? (Key informant, UCT)

Because many departments wish to accept SSA students, various course requirements have been altered to accommodate SSA students. Some courses in the African Studies department were full year courses, so the student had to be at UCT from February to November, but allowances have been made and SSA students can take some courses as a one semester option.<sup>30</sup>

Internationalisation in higher education is not merely the presence of SSA students but ways in which ‘the international’ is brought into the classroom by students and staff, which includes foreign students from Africa. The experience of the lecturers themselves also contributes to the internationalisation of the classes and the curriculum. In the case of the African Dance instructor, his background is African

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<sup>30</sup> Full year courses require students to be enrolled for a year. In some cases SSA students are permitted to take, and receive credit for, one semester of a full-year course but the students need to be aware that results may only be available at the end of the academic year (November) even if they take a course in the first semester.

Dance around numerous countries in Africa and he has studied and taught dance in France, Canada, Cape Verde, Burkina Faso, Senegal, and Gabon. As he attended a French specialist school, he is highly qualified to research and dance in many of the Francophone countries around the world. This international experience has added to the richness of the classes he teaches at UCT and his ability to bring in dance styles from Senegal and other countries. Many of the lecturers and Professors also lecture abroad on a comparatively regular basis, which further internationalises the courses taught at UCT from the lecturers' experiences of teaching in a foreign country. In the Centre for African Studies, one professor taught in both England and Botswana before coming to UCT to teach in the African Studies and English departments. In the Social Development department, the lecturer teaching one of the more popular courses studied in the UK and the USA before lecturing at UCT. Both of these experiences added insight to how the lecturer sees and interacts with the foreign students, because of his personal experience as a foreign student. He appreciates that it is important to include foreign students so they do not feel like outsiders. In the Political Studies department, one of the popular professors regularly teaches Political Studies classes at UCT and has also been a visiting professor at Princeton University in the USA for many years. These and other international influences occur without reference to UCT's policy on internationalisation which suggests that any curriculum intervention may be redundant.

#### The Political Studies Department

Internationalisation is seen as a positive and beneficial trend in the international office and in various departments at UCT but there are of course those that hold a different view.

We need to reduce the numbers [of foreign students] by 80% by applying formal strategies. Some courses are 1/4 or 1/3 foreign; therefore there is a huge burden on many of our staff.

This comment was made by a representative of the Political Studies Department who was concerned with the lack of funding for accommodating increasing numbers of foreign students in classes and the resulting increase in the workload for lecturers. Many lecturers have commented on the increasing demand from students, particularly American students, in comparison to local students: “[There are] huge differences

among foreign students, with the Americans being the most assertive/talkative and also most demanding” according to one lecturer in Political Studies. This is a felt tension that needs to be removed before further internationalisation can take place.

Another representative of the department asserted that some students require an unreasonable amount of attention: “[they are] high maintenance [students] since most of them come from good, small universities and want a lot of private attention.” A large proportion of the students from the USA come from small universities with under 3 000 students such as Bates College, Occidental College, Scripps College, St Mary’s College, Trinity College and Pomona College, to name but a few. Students from smaller colleges or universities have a large degree of contact with lecturers and attention given to them by lecturers. One 2005 student noted angrily: “No I didn’t have a good academic experience, I was frustrated by professors; two out of three were not easily accessible.”

The Political Studies department at UCT receives a large number of SSA students (Table 4.1) especially those students studying international relations and, like Religious Studies and Historical Studies, there are particular courses that students choose, as indicated in Table 4.3. As with the courses chosen in the Historical Studies and Religious Studies departments, SSA students in the Political Studies Department also choose courses centred on Africa/South Africa/the ‘Third World’.

**Table 4.3 - Courses in the Political Studies Department taken by SSA students 2003-2005**

| <b>Course Names and Codes</b>                               | <b>2003</b> | <b>2004</b> | <b>2005</b> |
|---|-------------|-------------|-------------|
| South African Political Studies (POL2018F)                  | 5           | 10          | 27          |
| The Political Economy of International Relations (POL2034S) | 13          | 14          | 10          |
| South African Political Thought and Traditions (POL3013S)   | 9           | 24          | 28          |
| Third World Political Studies (POL3029S)                    | 40          | 38          | 41          |
| Conflict in World Political Studies (POL3030S)              | 21          | 25          | 35          |

“Third World Political Studies” is the most popular followed by “Political Economy of International Relations” and “Conflict in World Political Studies”. Courses in the Political Studies department are highly popular and are repeatedly taken semester after semester. As in the Historical Studies department, many of the professors’ reputations precede them but, as noted earlier, if the course content is of interest, the professor’s reputation seems to make little difference. One popular course is

commented upon frequently by many of the SSA students as the lecturer is reputed to be an excellent lecturer if a little intimidating. The course itself is very demanding in terms of readings and the lecturer's expectations but the fact that the lecturer is comparatively stern and has very high expectations of her students, serves only to attract more SSA students. One American student loved the lecturer and the course and explained that it was because the lecturer demanded the very best from her students and if students are prepared to work and engage with the material, they can excel. Another American student commented on how there is a feeling of "love/hate" for the lecturer: on the one hand the professor is excellent and pushes the students for excellence; on the other hand there is frequently a feeling of inadequacy and inferiority on the part of some students because of the professor. Some comments received from SSA students indicate why the course is so popular:

She is a brilliant professor and very much wants to help her students understand the content.

She is an excellent teacher, extremely engaging and is very well-prepared [as] she has taught the course for years but keeps the material fresh and relevant.

This professor describes the foreign students as "tend[ing] to be harder working than the local students, which allows me to set a more demanding curriculum". However, according to the same professor, the presence of the SSA students creates more work for staff especially because of the presence of "high-maintenance types" and "leads to lecturer overload and burnout". These comments contradict each other as the lecturer is able to change the curriculum to make it more demanding due to the aptitude and dedication of many of the SSA students, but at the same time more work created. This lecturer commented on the fact that due to the high number of foreign (non-African) students in the course the class is 'more cosmopolitan than African'. This concern resonates with that expressed by the lecturer Religious Studies. A possible solution was expressed by a member of CIEE of including internationalisation in UCT's mission statement, in addition to the institution being an 'outstanding African university', in order to create a uniform ideal of the University remaining African but including elements of 'the international' where possible and appropriate. The ideal of internationalisation while retaining African-ness would create an atmosphere of inclusiveness for both African foreign students as well as students from all over the world. In that manner the internationalising of the curriculum would be part of the

University's responsibility and not just IAPO's. If the policy was clearer in regard to the terms used, there would be no need for the differentiation between 'international' and 'African' and UCT could be internationalised without the fear of 'losing African-ness' which worries some academic staff.

### Tensions around finance

A third tension present occurs between lecturers and administrators as to the benefit of foreign students at UCT. Monetary issues are raised frequently as the reason for less enthusiasm for having foreign students in the class. Some contend that their presence impacts on the time academics have to conduct their own research as time is required for class work and no money is available to hire staff to help in that area. Eight of the thirteen lecturers I spoke to from the Humanities Faculty referred to money and the fact that foreign students bring income to UCT but it does not accrue to the departments. Two professors blamed IAPO for this:

Not having foreign students would be a blessing in a way. IAPO only gives a small piece of the action [money], which goes to the Faculty.

It needs to be clarified where the money goes and what is done with it to prevent strained relationships between departments and administrators. The Historical Studies department, while raising the subject of finance, still views SSA students in a positive aspect and the only comment about finance received was phrased in a way that described money as a positive spin-off of the presence of SSA students on campus. In contrast, the Political Studies Department felt that with the increased workload created by the presence of SSA students there was no benefit to the department. "Departments/lecturers are not rewarded for hosting students. This is yet another addition to the feeling that UCT lecturers are doing more and more for less". There is an assumption, among the lecturers to whom I spoke in the Political Studies Department, that a large amount of money is produced due to the presence of foreign students, but none of the money was being seen by those who taught the students.

Some courses are 1/4 or 1/3 foreign therefore there is a huge burden on many of our staff who are hanging on to their sanity.

That huge, costly, empire of foreign students adds no value to the department.

These remarks succinctly express the belief of some members of the Political Studies Department that the negative impact of SSA students' presence outweighs the positive. The negative effects expressed could, however, be removed by additional funding to the department, given by the Humanities Faculty. There needs to be increased communication between academic staff members, the finance staff in the Humanities Faculty and IAPO staff to clarify where the monies received from SSA students go, in order for this tension to dissipate. This is an area where the policy on internationalisation is problematic as it fails to indicate how IAPO is to fund the 'internationalisation' of the University and all its components.

### IAPO and finance

Money is a sensitive topic for most academic and administrative staff members to whom I spoke and is a topic that can result in negative commentary about either IAPO or SSA students or both. One professor commented on what he saw as the "obvious excesses of finance available to IAPO" manifest in the "wastage" of supplies when IAPO sends copies of SSA students' transcripts along with their applications<sup>31</sup>. Any difficulties or tensions between academic departments or between academic departments and administrative departments, such as IAPO, break down the relationships necessary to achieve a smoothly functioning internationalised university. The perception by departments that they are not receiving what is due to them, in this case reimbursement for extra work as a result of SSA students' needs and demands, results in tension, preventing internationalisation from being embraced by UCT as a whole. There is also a perception that IAPO receives most of the income from the foreign students and that money is 'wasted' by IAPO, as indicated by the comment above.

Prior to 2004 IAPO received an income from international fee paying students and from that income, local fees, operating costs and IAPO salaries were deducted. The remaining income was given to the Faculties and thus IAPO experienced no loss. Since 2004 a different system has been in place due to pressure from the Faculties. IAPO generates income from international student fees (currently \$4000.00 per international fee-paying student, each student taking up to 4 courses). Foreign

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<sup>31</sup> Each department has to receive copies of the students' transcripts in order to decide whether students have the educational background necessary to understand and take a particular course.

students (non-SADC)<sup>32</sup> pay the same tuition fee as South African students which is deducted from the \$4000.00 as is an administrative fee of R2500.00 per student that is kept by IAPO. The remainder of the fee income is divided between the Faculties.

The total fee income received for 2006 was R 19 457 879.00 and was distributed to the various Faculties as shown in Table 4.4 below. The highest amount of the fee distribution is allocated to the Humanities Faculty (48%), where the largest number of SSA students register, followed by IAPO (17%), then the Commerce Faculty (13%) followed by the other Faculties who receive fewer foreign students. In 2006 IAPO received an income of R3 380 000.00 from international fee-paying students. This income was used towards operating costs, salaries and other costs incurred by IAPO. The other fee allocations are given based on the number of students in each faculty. Of the total number of international fee-paying students, 673 (65%) were SSA students in 2006.

**Table 4.4 – Foreign Student Fee Income Allocation 2006 – SSA and Full Degree excluding SADC (IAPO, 2007)**

| <i>Faculty</i>                 | <i>Student Numbers</i> | <i>Income</i>          |
|--------------------------------|------------------------|------------------------|
| <b><i>Total Fee Income</i></b> | <b>1029</b>            | <b>R19,457 879.00</b>  |
| <b>Humanities</b>              | <b>630</b>             | <b>R9, 346, 393.00</b> |
| <b>Commerce</b>                | <b>143</b>             | <b>R2, 512, 330.00</b> |
| <b>IAPO</b>                    |                        | <b>R3, 380, 000.00</b> |
| <b>EBE</b>                     | <b>57</b>              | <b>R1, 674, 307.00</b> |
| <b>Science</b>                 | <b>75</b>              | <b>R1, 694, 657.00</b> |
| <b>Law</b>                     | <b>104</b>             | <b>R662, 212.00</b>    |
| <b>Health Sciences</b>         | <b>20</b>              | <b>R187, 980.00</b>    |

In addition to the income from international student fees, IAPO submits its budget to UCT in order to receive funding from UCT's general operating budget (GOB). The planned budgets at UCT for IAPO in 2004, 2005 and 2006 allowed the unit to run at an operating loss of 53.8%, 51.4% and 43.9% respectively (funding from the GOB is seen as a 'loss' to IAPO). The operating reality saw IAPO exceed the financial targets in all three years, thus operating at a considerably smaller loss than budgeted for (21.8%, 22.4% and 32.5% respectively). In 2006 IAPO incurred some non-budgeted

<sup>32</sup> There is an agreement in place that allows students from SADC countries to pay local student fees only. Therefore full-degree students and SSA students from countries other than SADC currently pay \$4000.00 each.

costs that resulted in the big drop off in the self-funding percentage; these costs included hiring extra staff members. The size of the budget indicates UCT's willingness to spend in this policy direction despite the financial loss and shows the importance that UCT gives to internationalisation and to IAPO's role in meeting its aims. Each department at UCT receives funds for salaries and operating costs from the Faculty Dean based on the department's budget requests. Staffing allowances are always linked to numbers of full time enrolled students. The profit from international fee-paying students goes to the Faculty and is not automatically passed on to the departments who teach SSA students. A more transparent explanation of how IAPO is funded would dispel the perception that IAPO is 'wasteful' by clarifying that only a percentage of the funds from foreign students remains with IAPO and the majority of the income is indeed distributed among the Faculties.

To sum up, some academic staff are resentful that they carry an increased workload created by the presence of the SSA students, with no financial relief to the department. The increased workload is due to some SSA students requiring more interaction with lecturers because of what they are used to at home. In addition to the 'high-maintenance types', lecturers feel that they have an increased work load because SSA students take second or third year courses at UCT and do not know all of the theory and research that full-degree students in their particular department have already acquired. While the increased workload is present in all three departments discussed, both the Religious Studies and the Historical Studies departments remain very positive about SSA students and see the benefits of their presence. The Political Studies Department, while recognising some of the benefits of having more foreign students in classes, retain an overwhelmingly negative view of the SSA students because of the pervasive feeling of staff members "doing more and more for less and less".

IAPO's role in internationalising the curriculum includes making sure that the curricula do not lose their 'African-ness' but maintain a balance between African and International content. In a survey carried out among the International Association of Universities (IAU), a part of UNESCO, van't Land (2005) found that instead of creating new courses or adapting the curriculum to meet the intercultural learning needs of foreign students, one institution found it beneficial to integrate students into

regular courses. In this way, foreign students could experience the new country and university as local students do. That is the approach UCT uses in the hope of increased intercultural learning. UCT's policy still 'requires' internationalisation of curricula but does not explain what this actually means or how it is to be achieved. Enrolling the SSA students directly into courses at UCT does facilitate situations for intercultural learning and experience but it is up to students, both local and foreign to achieve intercultural communication. While local students and lecturers do appear to see the benefit of having comparative views and examples given in class, there is not a great deal of non-academic interaction between students. From my own observations, there is usually a clear division between groups of students, local and foreign. In one Politics class, there were two distinct American enclaves with local students surrounding them. The difference was also noticeable in the class discussion with a clear dominance of American students with only two comments made by local students in the entire 45-minute lecture.

UCT provides new courses for foreign students in only two instances where departments found it more beneficial. The School of Dance initiated an African dance class specifically for exchange students where the majority of students have little or no experience in dance and their participation would therefore have hampered the learning of dance students who have had more training. The second is a second-year course within the Centre for African Studies created to reduce the number of undergraduate SSA students taking post-graduate courses. Previously the Centre for African Studies only offered post-graduate courses. Many of UCT's courses are internationalised when looking at both what and who is taught. Of the three departments examined within the Humanities Faculty all have courses that contain information from other parts of the world and lecturers use their experience from teaching in other sectors of the world in the classroom at UCT. There is clearly diversity in the classroom, not just 'cultural' diversity (which South African classrooms have in abundance in any case) but national diversity due to the many SSA students who come from countries around the world. Tensions do exist between SSA students and some lecturers as well as between SSA and local students; however, the presence of foreign students continues to be seen in a positive light by both lecturers and local students due to the broadened range of opinions and experiences presented in the class. IAPO's role of internationalising the curricula is thus

unnecessary in these three departments but may be necessary in other departments and in the other Faculties.

When developing internationalisation of the curriculum it is important to remember that a curriculum should *not* be aimed at foreign students alone but rather existing curricula should incorporate an international element so that both foreign and local students may benefit. IAPO needs to find a way to internationalise curricula where necessary without being seen as interfering with academic staff. Perhaps approaching CHED would solve this dilemma and prevent further tension arising between IAPO and academic staff. Such an approach would fulfil the accepted goals of 'international education' and the goals articulated in UCT's mission statement and UCT's policy on internationalisation.

University of Cape Town

## CHAPTER 5

### Services and Internationalisation: Expectations and Challenges

The third and final element of internationalisation, according to de Wit's and Knight's (1997) definition, is the adaptation of services to the increasing presence of foreign students. In addition to IAPO, necessary services for the duration of the students' stay in Cape Town include the assurance and provision of security, access to computers and transport. UCT's policy does not state what internationalising services entails or how they are to be internationalised. IAPO is, by definition, already internationalised but if it is to fulfil SSA students' expectations for services offered the office needs to adapt further. The other services, campus protection services, the Humanities library and the computer laboratories are aware of the presence of large numbers of SSA students, but are not noticeably changing. However, all of these services are experiencing a strain on resources.

Due to the legacy of apartheid, the Higher Education sector has had to be restructured in order to meet current social, cultural and economic developments<sup>33</sup>. This restructuring has led to several HEIs merging with the result of an increased strain on resources in these institutions, such as a merger of departments, diminished funding for students and increased teaching loads. Having accepted internationalisation as policy, UCT has already subscribed to the ideal goals of internationalisation, including the mutual benefit of student exchange, as chapter 4 showed. If UCT is to be internationalised, there needs to be adequate provision and balance of resources in order to achieve the aims of the policy.

#### IAPO

##### *Pre-registration of SSA students*

It is IAPO's responsibility to administer the registration of the SSA students into UCT. On their application forms students specify the courses they wish to take while at UCT, and are pre-registered in the relevant Faculty. Only after students have chosen their courses are they accepted into UCT. When the students arrive to register, they have

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<sup>33</sup> See the National Plan for Higher Education in South Africa (February 2001)  
<http://www.polity.org.za/html/govdocs/misc/higheredu1.htm?rebookmark=1>

often changed their minds about their course choices, since they send their applications to UCT several months before the semester begins. Even if they register for more courses in the Humanities Faculty than the Science Faculty, they remain listed in the Faculty in which they were pre-registered (the Faculty that receives the students' fees). This can give rise to tension between faculties, as demonstrated in the case of two students in 2006 from large universities in the USA. Both students initially (before arriving in South Africa) chose most of their courses in the Science Faculty and, consequently, were pre-registered in that Faculty. On arrival, both changed the courses they wanted to take. One student applied, and was approved, for all Humanities courses and the other took only one Science course and three Humanities courses. By the time the students had re-chosen and been approved for their courses it was time to register and they both registered in the Faculty they had been told to – the Science Faculty. When staff at IAPO realised this, there was a frenzy of activity to correct the 'mistake' to prevent any tension arising between IAPO, the Humanities Faculty and the Science Faculty. The money paid by each student goes to the Faculty in which they are registered and taking courses. If a student decides to take courses in another Faculty, that Faculty does not receive the money due to them. Such situations can result in strained relations between IAPO and the Faculties concerned, which would make the position IAPO holds, as a coordinator for internationalisation on campus, more tenuous with less support from the two largest Faculties at UCT. IAPO needs to treat such situations with care as the office is the central coordinator for internationalisation at UCT, and IAPO must service both the needs of the foreign students and the University at large.

#### *Servicing the needs of the students*

IAPO, with all its sub-departments and multiple functions, strives to maintain a cohesive unit. Staff members at IAPO have good working relationships and there is a great deal of communication and mutual advice shared between the various departments within the unit. Group cohesiveness is also promoted by including staff members' families at various functions held for specific groups of students, such as SSA orientation functions and full-degree functions. This creates a family atmosphere that enables foreign students to feel that they have a supportive network while at UCT. Students appreciate this as expressed by one German student:

Coming from a small, private university in Munich... I was really surprised [at] the international student program... here in Germany no-one cares [for] you, as was the case at UCT

Despite IAPO functioning as a cohesive unit, both staff and students still experience numerous difficulties, such as with registering for a specific course or experiencing problems with the administration. One such example was illustrated at the beginning of 2006 when a new computer system was put in place a few weeks before registration. The new system, unfamiliar to staff, put a large amount of strain on staff, students and resources as tasks took longer to perform and new 'teething', system-related difficulties arose. Queues for pre-registration are long every year due to the limited number of IAPO staff able to assist students at one time. IAPO has now trained some OLS to use the system and relieve the strain on staff. With a larger number of computers and more OLS trained, the process would be smoother with reduced lines of foreign students waiting to pre-register.

The group of SSA students arrive before the full-degree students and, where possible, staff members from the full-degree section assist other IAPO staff members. Jordan (2003: 108) referred to the importance of 'holism', which she describes as "pulling back from a specific problem, event, or situation under study and putting it in a larger context". Jordan (ibid) describes a situation within a hospital where there was some conflict between two departments. In order to solve the difficulty, several other indirectly affected departments needed to be included in the analysis of the situation. Because IAPO works extensively with academic departments for student admission into courses, there needs to be a close working relationship between IAPO and the academic staff and administrative staff of the various faculties to create smoothly functioning systems within the university. While there is a working relationship between IAPO and administrative and academic staff of the Faculties, particularly the Humanities Faculty, tensions still arise between academic staff and IAPO as shown below.

If UCT wishes to continue attracting foreign students it is essential to have administrative staff suitably trained and equipped to deal with their specialised needs. Such staff could be added to each of the existing departments such as admissions, fees etc. UCT, for reasons outlined in the introduction, has tasked a single unit, IAPO with this essential role. However, the current policy on internationalisation at UCT tasks

IAPO with more than just facilitating foreign students at UCT; it also requires IAPO to ensure that curricula are internationalised, (a problematic role as was shown in chapter 4). IAPO is an educational administrative unit and although not primarily academic, it also understands education processes. From the end of 2002 to the beginning of 2006, IAPO was without a director, the former director having returned to research. The former director was and is an academic (as is the current director) but in the three years between directors, IAPO was perceived to have no academic standing within the university community and that created difficulties regarding the position of the office. IAPO was seen as an administrative support office rather than an important unit of the University as the internationalisation policy implies it should be. One Professor described IAPO as “a group of non-academics trying to be academic... [IAPO] started off as a good idea... all good administrators but they lack academic insight”. This criticism arises in response to IAPO’s present task of internationalising the curricula, which, as was shown in chapter 4, is a task yet to be fulfilled.

Because IAPO is not an academic unit, representatives from the academic body must be involved in the development of the policy on internationalisation in order for internationalisation to succeed, all departments need to be consulted and included in all decisions made, to minimise tensions and inefficiencies. Before Senate approved the policy, a number of academic staff members from across UCT (from all Faculties) and members of IAPO, formed a committee to finalise the details of the policy. In this manner, representatives of affected parties could give their input into the policy document. This was an attempt to dispel tensions surrounding the policy document and its implications. However, not all University staff were included, which is problematic for academic staff, and consequently problematic for IAPO, as this is the office coordinating internationalisation, as many more staff than the 27 included in the committee are affected by the policy. For IAPO to establish the validity of the policy and its implementation, all staff affected should be consulted. IAPO should, however, be clear on how they are to ‘internationalise’ curricula before consulting staff to prevent further comments on IAPO’s ‘lack of academic insight’ and instead promote discussion on how this task given in the policy is to be achieved.

Perkins (1973) argument captures the central dilemma of the internationalisation policy and states that one complication of a university functioning as a public service (and of becoming internationalised) is that it requires “institutionwide commitment”, this.

Such commitment is difficult to arrive at given the decentralized structure of the university. Moreover, neither teaching nor scholarship operates happily or effectively when it must respond to a commitment made by the institution as a whole (Perkins, 1973: 10)

Faculties, academic departments, administrative units and services consequently need to respond to UCT’s commitment of internationalisation in order to fulfil de Wit’s and Knight’s definition. Such a commitment will make IAPO’s task of coordinator of internationalisation much easier, particularly regarding internationalisation of curricula. Academic staff are generally very busy either lecturing or conducting their own research. More than one lecturer has commented on the personal importance of research when they are not teaching, preparing for teaching, grading or fulfilling necessary academic, administrative requirements. They have little time for additional responsibilities, such as working with IAPO (or any other department assisting IAPO) to alter curricula, advise SSA students on grading procedures or dealing with GPA queries<sup>34</sup>. An institution-wide commitment to internationalisation will enable IAPO to fulfil its role as coordinator of internationalisation so that academic staff do not feel that they are being imposed upon by administrators, regarding lecturing and curricula.

Some curricula are already, by definition, ‘internationalised’ using examples and subject material from outside of South Africa and so in many instances the ‘internationalising’ of the curricula has already been done as was shown in chapter 4. IAPO is serving UCT by coordinating the internationalisation of the institution but this cannot be done without the cooperation of the University community as a whole and there needs to be a clear understanding and acceptance, including at the level of course convenors<sup>35</sup>, of what ‘internationalise’ means. Within UCT’s policy, there is a definition of internationalisation but there are foreseeable problems with convincing academic staff of the validity of this definition. The policy assumes that the definition

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<sup>34</sup> See Chapter 4

<sup>35</sup> Course convenors design the curriculum for each course, authorized by the head of department.

given is the best definition possible and that it is accepted by those who, by profession, are likely to, and do, critique it.

### Meeting students' expectations

The SSA students generally seem to view the service they receive from IAPO in a favourable light, whether in houses or in the Res. A number of SSA students do compare the smaller study abroad programmes (such as CIEE) services. Smaller, private programmes have more excursions included in the programme (more funding available) and more involvement from staff with the students as well as facilitating intercultural experiences in UCT residences (see chapter 3). Some students had very positive comments of IAPO:

The IAPO offices at UCT do an outstanding job of accommodating foreign exchange students and my transition was made easy because of their assistance

I really enjoyed my stay at the UCT... especially the Welcome-Week [IAPO orientation] with the different excursions!

IAPO strives to meet student expectations by adapting to changing expectations: "We're in the business of world peace, we're reaching the leaders" (key informant, IAPO). One student from Georgetown University went on study abroad in Thailand and then came to South Africa for a second semester abroad. This student wanted a career in international relations, learnt Thai and was studying Xhosa while in South Africa. Her (ambitious) goal was to become the American Secretary of State and she chose subjects in politics and the language department to aid her towards that goal. A student from Smith College also chose subjects in Politics and the language department (Xhosa) to aid in her goal of becoming the UN Secretary General. The student from Smith College had mapped out the various activities she needed to do, including the Peace Corps and volunteer work in East Africa, to give her the experience she thought she would need to achieve her goal. IAPO has a great opportunity to facilitate the education of some potential world leaders and is in a position to promote understanding between peoples of the world in its goal of international and intercultural learning.

Preparing future leaders and citizens for a highly interdependent world, requires a higher education system where internationalization promotes cultural diversity and fosters intercultural understanding, respect, and

tolerance among peoples... It represents a commitment to international solidarity, human security and helps to build a climate of global peace. (IAU, 1998 [www.unesco.org/iau/internationalization/i\\_statement.html](http://www.unesco.org/iau/internationalization/i_statement.html))

This is one of the unwritten philanthropic reasons for IAPO's existence, and development, over the past ten years. There remain, nevertheless, specific service aspects that don't meet students' expectations or should be improved and these are discussed below.

### Orientation Leaders

One way in which members of staff deal with the high number of SSA students, is to have student Orientation Leaders (OLs) to assist them during orientation week. There are usually 30 OLs for the group of approximately 400 students (13:1), although this number has now dropped to about 20 OLs due to the perception by IAPO that there were too many OLs who had little to do. If the OLs were adequately trained they would be in a better position to relieve the pressure on IAPO staff.

The group of SSA students are divided into smaller, more manageable groups for the OLs to take on tours of the campus, assist during registration and to assist IAPO members of staff on the excursions around the Cape Peninsula and to Robben Island at the beginning of orientation. The OLs undertake basic training before each semester and are paid a salary. The OLs report to SSA staff in IAPO. What is problematic is that the OLs are present for only two weeks and there is no obligation for them to stay in contact with the SSA students. CIEE's SOL mates perform the same function assisting CIEE staff during orientation at the beginning of the semester. A major difference between IAPO's OLs and CIEE's SOL mates is that CIEE expects the SOL mates to go on various outings throughout the semester and to keep in contact with the SSA students during their time in Cape Town. The presence of OLs and SOL mates, who are UCT students themselves, guarantees that the SSA students have some intercultural interaction with local students even before they register for classes. Successful OLs or SOL-mates are always enthusiastic:

It's not just a job, it's a lifestyle [meeting people from different countries]  
(SOL-mate)

[We] build lasting relationships (SOL-mate)

They enjoy befriending SSA students and are prepared to take the time to include the SSA students in their own activities such as taking them to their church or to friends' parties as well as going out with the SSA students alone, dancing or eating. Those SSA students who take the opportunity to meet local students through the OLs or SOL-mates are those who have the best intercultural experience.

The presence of OLs (particularly if adequately trained) and SOL mates serves to supplement the limited service provision possible by the limited number of full-time IAPO staff, thereby giving some relief to already strained resources.

#### Housing and related service provision for SSA students

There are a number of services that SSA students 'require', such as internet facilities, and other services highlighted by the SSA students' sending institutions such as transport and safety. These services are 'internationalised' in the sense that they are focused upon by IAPO because of the students' demands for particular services. As indicated, UCT's policy on internationalisation states that services are to be 'internationalised' but the policy does not state how to do so, or exactly what it means for a service to be 'internationalised'. The only service at UCT that can be said to be internationalised is IAPO, which is the office tasked with coordinating internationalisation at UCT. Other services, such as UCT's computer laboratories, the main UCT library and Campus Protection Services (CPS), are 'internationalised' only in the sense that they need to recognise that foreign students may have particular needs, different from those of local students. In other words, these services need to monitor the impact, if any, of foreign students.

#### 'Wireless' provision in student houses

One of IAPO's major functions is to provide housing for SSA students as well as necessary facilities such as access to computers, transport and security. Although seemingly separate, these services are in fact closely related. Almost all SSA students live in houses no more than 20 minutes from campus, either by walking, using UCT transport services or by public transport. These houses are rented by UCT and are usually managed by landlords. Most were ordinary residential houses converted to student accommodation but are generally very basic. Challenges with housing,

perceived by the SSA students, are mostly centred around a lack of intercultural experiences due to the 'international houses' and were discussed in chapter 3.

Every semester SSA students request to have wireless facilities in their houses. Within two days of landing in Cape Town there are multiple inquiries of whether or not there is wireless in their houses and, if not, how it can be installed. At present, with only one exception, none of the houses have computer or wireless facilities and students can therefore use computers only on campus or in IAPO during opening hours or by using internet cafés, unless the students choose to have it temporarily installed, with the landlord's permission. The housing coordinator at IAPO has recommended a wireless installation company to the landlords but it is at their discretion whether or not to install. According to the housing coordinator, "It's important, it's the way forward otherwise we'll be left in the dark ages!" This is one example of how IAPO has attempted to adapt its service provision – and internationalised it - to the changing needs of the students it serves.

CIEE now has wireless installation in all their current houses in response to the demand. Students themselves arrange to have it installed for the time that they are here on the proviso that they do not involve staff at IAPO or any other programme staff beyond requesting recommendations for reputable wireless installation companies. Providing 'blanket' wireless for the students is difficult as it is costly and some students want it, while others do not (those who do not have laptops). It is therefore easier for staff if the students negotiate this among themselves, particularly as there are not enough staff to deal with wireless provision.

#### Computer Facilities at UCT

UCT has adapted to the needs of its students (both local and foreign) by providing wireless facilities at UCT and this facility is being used increasingly, particularly by foreign students. There are now a number of areas on campus that are 'wireless'. This is particularly useful to students with laptops, as they are not permitted to email or 'chat' online in the computer laboratories unless it is work related; the computer laboratories on campus are solely for educational purposes and the demand for their usage is too high to allow for non-academic usage. One wireless area is outside the main library where students can connect to the internet.

SSA students in the UCT residence<sup>36</sup> were very excited in the first semester of 2006 to hear that they would soon have an internet connection in their rooms, although it was installed only towards the end of the semester. SSA students in residence currently use the new computer laboratory (opened in February 2006) in the same residence but the 'problem', as expressed by the students, is that the laboratory closes in the early evening. The demand for usage of the laboratory exceeds staff resources. It is the American students in particular who are used to longer library and computer laboratory opening hours, particularly those from private universities where library and computer laboratory opening hours are often longer (key informant). SSA students need to adjust to having to work during the day on campus or at home on their laptops, if they own them. (I suggested to one American student that she hand-write her essay and type it out when she was able to use a computer; this suggestion was not accepted as a reasonable alternative as it would have been a few years ago when fewer people had laptops and computers at home with internet.) It is clear that the provision of computers and internet facilities are non-negotiable needs for SSA students. UCT and IAPO have had to respond actively to those needs and expectations but the resources are, as yet, barely adequate.

#### IAPO's computer facilities

In addition to UCT's numerous computer laboratories - there are four laboratories available for Humanities students, three on upper campus and one on lower campus - there are four computers in IAPO for the use of SSA students. With more than 400 SSA students a semester and over 3 000 full-degree foreign students each year, it is obvious that the number of computers is inadequate. There are peak times that students use these computers, namely lunchtime and in the late afternoon after classes. It has now become necessary to put up notices that restrict students' usage of the computers to 15 minutes. Students cannot print from the IAPO computers so they still have to go to one of UCT's computer laboratories to print out assignments. IAPO's computers are mostly used for email as well as 'chatting' online with friends back home. I have heard several American students who do not have laptops comment on how other Americans see a laptop as a necessity in order to chat to their boy/girlfriend

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<sup>36</sup> There is only one residence at UCT that offers places to SSA students and only to those who come to UCT through the CIEE programme.

or family back home. These comments were particularly frequent during February-April 2006 when Cape Town experienced several major power failures and there were several days where no student or staff member at UCT was able to use computers or wireless.

IAPO would improve its service provision if it could provide a computer laboratory exclusively for foreign students. With current space constraints, this is not possible in IAPO. Such a facility would also relieve some of the strain on other UCT computer laboratories, but would reduce the opportunities for 'intercultural' contact. Despite the university providing considerable additional computer facilities in recent years, it seems that overall student demand has not yet been fully satisfied.

#### UCT's computer facilities

UCT has four computer laboratories for students in the Humanities Faculty. The Southside Computer Laboratory is one of the main Humanities computer facilities. It is housed in the Leslie Social Science Building on the main campus, one of the major venues for Humanities classes with several large departments such as Politics, Sociology, Religious Studies and Social Development. The laboratory is open from 8am to 7pm and on Sunday afternoons. Students can also use the computer laboratory adjacent to the main library during library opening hours but, as this is available to all students on campus, there is frequently a long wait before a computer is available. This serves as a strong reminder of the strain imposed upon UCT's resources, made only more so with several hundred SSA students and several thousand full-degree foreign students.

It became clear from discussions with a member of staff in the Southside Laboratory that staff perceive differences between African, European and American students: "Europeans are so friendly, especially the Dutch, they are even amazed sometimes that we have computers!"; "African students are more humbled". American students, on the other hand, are not seen in such a friendly light. "It is mainly Americans who stand up and don't log off [the computer] and then complain that they have no more print credits". All students have print credits loaded onto their account and if a student does not log off from his/her computer, anyone who uses the computer can then print using the available credits. SSA students are informed of the rules and practices of the

Southside Laboratory during Orientation Week every semester and a detailed explanation of laboratory rules, log-on procedures and other necessary information is conveyed during the orientation sessions at the laboratory itself. According to one member of staff “they are not keen on orientation” and consequently are not well informed on how to access the computer network at UCT. Therefore, students repeatedly return to the laboratory with complaints that they cannot get on to the university computer system, this results in frustration on both sides. A solution to this frustration, is to use OLs, in their individual groups, to instruct the SSA students on exactly what to do in the computer laboratories, in other words give smaller orientation ‘tours’ with greater one-on-one interaction. This would require further training of the OLs in order to be able to register the students on the computer system, each with a password, and explain the rules of the laboratories. This would ease the pressure on computer laboratory staff.

A further tension between staff at the computer laboratory and SSA students was that tutors on duty in the laboratory “are quite intimidated by Americans”, by their knowledge and their demands for services in the laboratory, such as space for laptops and longer opening times. The tutors, themselves UCT students, are instructed to lock up and leave if there are no students at the computers late in the evening, ‘late’ referring to after 5:30pm, since after about 5:30 or 6pm there are usually very few students in the laboratory. Circumstances in Cape Town, and many other South African cities, are very particular as the majority are ‘day’ students, many do not live close to campus and the journey to campus can take up to 2 hours<sup>37</sup>. Public transport to and from these residential areas hardly exists and is perceived to be unsafe.

SSA students’ dissatisfactions relate primarily to unmet expectations of internet speed, wireless and laptops facilities and the fact that the laboratory is not open 24 hours a day. The Humanities laboratory is small and there is no space for laptops to be connected as they take up table space that could be used by local students, who do not have access to a laptop. If UCT is to internationalise its services, one way in which to do so would be to provide more internet ‘points’ and spaces for laptops in the computer laboratories. It is predominantly American students who experience

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<sup>37</sup> See footnote 14 for an explanation of the Group Areas Act.

difficulties adapting to a new educational system (see chapter 3). Indeed 80% of American students I interviewed and have observed over the last three years have commented spontaneously and vociferously about the opening hours of the computer laboratories and the limited opening hours of the library.

#### Library services at UCT

In addition to the obstacles SSA students perceive regarding computer laboratories, similar challenges are experienced as a result of the library hours. The students' houses supply basic furniture and although every student has a desk in his/her room studying in the library is quieter and books and journals are on hand. Many American students are used to their home institution libraries being open 24 hours a day (for example, Georgetown University, Pacific University) or open to midnight or later (Fordham University, Scripps College, Mount Holyoke College). At UCT, the library is open until 10pm during term time, and 11pm during the exam period<sup>38</sup>, hours that are very similar or even more generous than many European SSA students' home institutions. Many students from American universities can be seen to be most singularly unimpressed with the opening hours of the UCT library by the expressions of disbelief on their faces when learning of them.

Europeans, in contrast, do not comment as most European universities in Germany, Norway and France have similar opening hours to UCT. One staff member in IAPO commented that in addition to actual service differences, "Americans have a culture of complaining whereas Europeans are more independent and we don't know if they're having a problem". When European students experience a problem or difficulty and they come to IAPO, more often than not they seem to be almost apologetic that they are taking up the time of the particular staff member. American students often seem to exude a sense of entitlement to service and an expectation that IAPO will solve whatever problem they are experiencing (key informant, IAPO). This perceived difference between American and European students could also be due to the fact that there are so many more American than European students.

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<sup>38</sup> During the vacations, opening hours are reduced further.

Explanatory library tours are offered at the beginning of term for foreign and other students new to the University. Foreign students stand out for the librarians because they are more likely to approach ‘the desk’ to ask for help than the South Africans who “need to be coaxed to the desk”. The UCT library staff frequently visit and study university libraries overseas and are keen to make UCT’s libraries user-friendly. Although the American system functions differently from that of UCT, which is based on the British system, American students very quickly learn how to operate the system (key informant).

UCT prides itself on high academic standards and Humanities students in particular therefore are required to read and research independently. While in many Humanities courses students receive course readers at the beginning of the semester, partly because of the very high cost of books in South Africa, additional reading is always required. For classes with large student numbers, articles, books or chapters are put on to ‘Short Loan’ and can be reserved for up to three hours only as many students need to have access to the materials. Because of the cost of books, only rarely is a textbook assigned for Humanities courses and consequently students have to make an effort to access the literature for the particular course. Although many journal articles are available electronically, that adds pressure to computer-use demand. This set of circumstances results in high library usage with its accompanying frustration.

Library staff report that, overall, “[Foreign students] are very pleased with what we have here” (key informant). Yet the staff member also explained that library staff have at various times considered having the library open 24 hours a day precisely because they recognise the problems experienced by foreign students in particular. Each time extending library hours has been considered however, it has been rejected mainly because what a great many UCT students need urgently, is a place to study rather than additional access to source materials (key informant). This reason is unsatisfactory as the library could be used as a place of study, a place which is safer than using classrooms around campus as it is easier to ensure the safety of students staying late on campus. An increased number of campus security staff at the library would ensure this, rather than dividing already stretched security resources across the entire campus. I have not been able to ascertain if anyone has tried to establish whether there would be enough demand for such a facility, given the transport

difficulties alluded to earlier and that apply mostly to precisely those students needing a place to study.

#### *The library computer laboratory*

The library computer laboratory, the “Knowledge Commons”, has doubled in size over the last two years to accommodate more students. A key informant in Knowledge Commons, who has also had a great deal of interaction with SSA students through being an Orientation Leader in IAPO many times, informed me that although there are more foreign students on campus than in the past, their presence is not very noticeable in Knowledge Commons, mostly because they use their own laptops and only need UCT for printing since the majority of SSA students have wireless facilities in their houses. Student numbers overall have increased and the number of foreign students using the laboratory is not clear. What is clear is the strain on resources in the laboratory. The number of students, particularly students from American universities, who bring laptops on study abroad is very apparent. These students need to connect to the internet and, as access is free to UCT students, they bring their laptops to campus. The increase in laptops has also resulted, however, in an increasing number of thefts. Unfortunately, and despite UCT’s efforts to increase vigilance, crime – particularly theft – is almost as prevalent on campus and in residences as it is in greater Cape Town. Although students are repeatedly warned about this, not all obey and there are not enough security personnel to prevent these thefts.

#### Travel

One of the services IAPO offers is to advise students on all aspects of safety including travel. SSA students are very keen to travel in the city and country while on study abroad and do not always take safety and practicalities into account. I have had to inform students on countless occasions that it is impractical to ‘see’ the whole of South Africa, Namibia and Zimbabwe in 5 days. Students are also frequently unaware of safety concerns relating to their tourism activities. Travel safety is a concern in South Africa generally, and is therefore of concern to the staff members of IAPO. The Victoria Falls in Zimbabwe is one popular destination and students are encouraged to go via the Zambian side of the Victoria Falls because of the political situation in Zimbabwe. The USA issued a travel warning for Zimbabwe four years ago (and has not lifted it since) and IAPO and other study abroad programmes are obligated to inform

students of the risk. Driving is a further concern particularly in Namibia. All the major car accidents involving SSA students, in the last 3 years have occurred in Namibia, often one each semester. These accidents frequently occur with no other cars present, partly because of the vast distances and small mobile population in Namibia and partly because the roads are in poor condition relative to South Africa, Europe or the United States. In the first semester of 2006 four American students were travelling along one of these long, straight roads when their car hit a loose patch of gravel, skidded to the edge of the road and rolled several times.

A second challenge facing those travelling in Namibia is finding help once an accident has occurred. The majority of SSA students have cellular phones while in South Africa but the phones do not work out of the country so telephoning for help is impossible. Fortunately in the case of the four American students, a group of European tourists came by shortly after the accident, could assist the students, and used their phone to call an ambulance and IAPO. Staff members were consequently able to arrange for the students to fly back to Cape Town after ascertaining that none of the students was seriously hurt. Several semesters ago, a similar accident occurred and luckily a group of European SSA students came past the accident, recognised one of the American students and contacted IAPO to apprise them of the situation. In situations such as these IAPO staff members need to assist the students and in some cases organise their evacuation back to South Africa. In a very few circumstances students have had to be sent home.

In some circumstances, a desired mixture of exoticism and heritage is part of a student's travel experience. In the first semester of 2006, an American student travelled to Zimbabwe to stay with relatives and invited three other American students to join her. Before travelling there, each student signed a form acknowledging that they knew that the American State Department had issued a travel warning for Zimbabwe. This acknowledgement protects UCT should the students' home universities or their parents accuse IAPO of negligence or not taking proper care of the SSA students. Situations such as those described question whether IAPO should be extending itself to travel advice at all. Whether in Cape Town or travelling elsewhere in the country, IAPO is the students' 'helpline' for any and every matter and a number of staff are on 24hour-call for emergencies. Given the combination of pressures and staff shortage detailed

throughout this thesis, adding a ‘travel advice’ responsibility simply adds pressure. One way in which to alleviate this difficulty is to have one staff member with consultation hours to give such travel advice and thus adequately ensure that all possible precautions have been taken to ensure students’ safety. Under the current staffing conditions, however, this solution is not possible.

### Safety concerns

With the increase in numbers of SSA students attending UCT and the concern many students (and their parents) have around safety, there is the need to provide more student accommodation close to the campus, as most of the SSA students do not have independent transport. The few students (European and American) who hire cars for the duration of the semester are those able to afford to do so. Despite this goal of IAPO’s however, many of the students, particularly the individuals and those coming to UCT as a result of formal agreements with sending institutions, live in a suburb 10 minutes drive away from the campus called Observatory, or ‘Obs’ as it is often referred to. It is in this area that many of the students spend weekends and evenings due to the cluster of available, student-oriented bars, nightclubs and coffee shops there, and then walk home. There is a noticeable increase in muggings of students who walk home and they are strongly urged to move about in groups or pre-arrange transport. Ideally, students ought not to be housed in this area, as campus security has requested, but due to the shortage of available and affordable housing in Cape Town it has not been possible to avoid using Observatory. Campus Protection Services (CPS) is in charge of security on campus, although an outsourced private security firm provides the security guards who patrol the various campuses. The CPS officers to whom I spoke requested that students not be housed in Observatory as it has the reputation of being less than safe. Despite the crime, Obs is a popular place for students, particularly Norwegians and Germans, as they feel that they “fit in better as the atmosphere is more liberal [than other areas students reside in]” (key informant). Students could be housed wherever the Jammie shuttle runs, UCT’s transport system, and the Jammie shuttle can be routed anywhere. The housing pressure is obviously around the suburbs closest to UCT, Rondebosch, Rosebank and Mowbray but UCT could start buying or building houses in Woodstock or Salt River (suburbs further from campus and closer to the city centre) now before prices in those areas rise after the city council has completed the upgrading of those areas.

The CPS inspectors interviewed commented that one of their greatest difficulties results from the fact that they do not have jurisdiction off UCT campus. Consequently, CPS's role to secure students and staff is not easily achieved with so many students living off-campus; there are simply not enough resources to adequately secure off-campus student accommodation. Some UCT property is off the main campus but is still considered part of the campus. This intermingling of public and UCT land makes security more challenging than at the University of the Witwatersrand (WITS) in Johannesburg, for example, which is completely fenced off from the surrounding areas or at UWC, which is also clearly physically separate from its surrounds. A further challenge is that it is difficult to lay charges against a criminal when an affected student is not present. For example, foreign students may be mugged and the criminal caught but if the student has left the country, charges against the perpetrator have to be dropped. In 2005, for example, an American student was mugged walking home from Obs in the early hours of the morning. He was attacked outside his house in Mowbray, a suburb next to Observatory and slightly closer to UCT. The crime was not reported as he was returning to America two days later and, in his opinion, there was no point in reporting it as nothing was stolen and he was leaving. Such incidents – and outcomes – are not uncommon.

A year earlier, a student house in Mowbray was deemed a security risk as there was a suspicion of drugs concerning four residents, and “sketchy people” were frequently present and suspected of supplying drugs. CPS experiences challenges in situations such as these as, although UCT students, they are on public property. Therefore there has to be, and is, a great deal of communication and cooperation between the South African Police Service (SAPS) and CPS. In the first semester of 2006 there were some “sketchy people” seen outside one of the student houses in Rosebank (a few minutes from campus). Though situated among UCT residences, this house is not UCT property. After a couple of incidents at the house, IAPO encouraged the landlord to install security lights outside and CPS and the SAPS patrolled the area regularly. Students then informed IAPO that they felt much more secure. This is one example of how SAPS and CPS work together to protect SSA students.

Crime statistics at UCT have come down in the last five years according to CPS and the detective consulted claimed that the foreign students have no particular impact on CPS other than that they become victims of crime under different circumstances to locals. Foreign students whether staying in a house or the Res often walk home late at night, not realising or paying heed to the warnings they have received from IAPO, and may be mugged as a result. International student houses are burgled by opportunists as there have been several instances of students leaving money and/or laptops in plain sight of an open window, something that most local students do not do as they are aware of the risk. CPS has a very good relationship with IAPO and addresses the SSA students at their student orientation at the beginning of each term to encourage the students to act with care as they would in any large, foreign city and not feel that things are just as they are in their hometown. Once again, the main difficulty is the strain on resources preventing adequate security at all houses that SSA students reside in. This remains a problem if UCT is to be internationalised according to the policy.

#### *Transport and security*

Transport is another challenge that faces IAPO, as well as many students at UCT. If students are on campus late at night, and feel insecure, they are encouraged to call CPS and officers will escort them to their car or to the Jammie Shuttle. This service only applies to those students who have a car parked on campus or who live on the shuttle route. Any other student needs to use Cape Town's poor public transport and travel that much further to get home - hence the need to house the SSA students near to campus. As most students go out at night, particularly but certainly not exclusively at the weekend, there is an obvious need for transport. Foreign students are told not to use public transport after dark for safety reasons and a minority of students, both European and American, rent a car for the 5 months they are in Cape Town for ease of travel around the city and the country. But the rest either walk home from being out in Obs, for example, or get a metered taxi home. The University transport system is available to students and staff at UCT and operates between campuses and the UCT residences and through some residential areas near the main campus. In 2004 the transport in and around the university was tendered out and in 2005 UCT commissioned a large private company to run buses on these routes, named the 'Jammie Shuttles' after UCT's main Jameson Hall. The Jammie Shuttles are highly visible as they are all light blue with 'University of Cape Town' emblazoned on the

side. This shuttle service has extended its routes around the University campus but does not have the resources to serve all the areas in which students live.

All UCT students and staff are able to make use of these shuttles and the buses are also used to shuttle SSA students in and around Cape Town on various outings organised by IAPO or other study abroad programmes. For example, CIEE hires two 44-seat buses to take students to the Wine-lands area near Cape Town or to go river rafting an hour away. Interstudy also uses the shuttles to take students away for the weekend. IAPO has been making use of Jammie Shuttle since 2006 for airport pickups on arrival of the SSA students in the second semester. These arrangements show a trend of increasing usage of UCT services by IAPO, two independent SSA organisations and by SSA students. This increases the scope of IAPO's role in the University system and also indicates the relationship between 'internationalisation' and the provision and adaptation of transport services.

According to UCT's policy on internationalisation Services should be 'internationalised', but with no direction given on what this means or how it should be done, this is not an easy task. Internationalisation of services seems to refer to ensuring that the services provided for students are of a certain standard. For many SSA students some of the UCT services are not of the standard as at their home institution.. While IAPO is already 'internationalised' by definition and serves the foreign students well, other services, such as the library and computer laboratories, CPS and transport services can only adapt to the increasing demand by increasing resources, human and material, as required and funds permitting. Consequently, many are not of the same standard as the wealthiest tertiary institutions in the world and thus there will always be some students who complain. In order to best supply the best services possible, whether security, technological or educational, further resources (not currently available at UCT) need to be distributed among the service providers. The degree to which SSA students in particular are responsible for adding to the pressure on resources is not clear. This chapter has nevertheless shown that their presence does have implications for service provision.

## CHAPTER 6

### Conclusion

When addressing the issue of internationalisation in higher education, many people think of foreign students on study abroad, and in the case of UCT, think particularly of American students, due to their high number on the campus. The presence of foreign students is indeed one of the indicators of internationalisation but there are other important, but less obvious indicators, according to the definition of internationalisation that UCT has adopted as policy. These indicators include intercultural opportunities as well as internationalising both curricula and services. Each of these indicators poses particular challenges for implementing the internationalisation policy.

Although internationalisation is a process that affects many members of the UCT community, this thesis has examined the policy implementation with reference to the semester study abroad students, those who administer their affairs and those who teach and interact with them. Having observed SSA students' experience of life at UCT and IAPO's experience of working with students, I asked to what extent and how the literature on internationalisation of HEIs contributes to or hinders the operation of study abroad at UCT. De Wit's and Knight's (1997) definition of internationalisation states that an HEI can only be considered 'internationalised', if there is an international and intercultural dimension in the teaching, research and service functions of the HEI. UCT has adopted this definition but neither the literature nor UCT's policy give clear explanation of what these terms actually mean. The lack of clarity indicates that those using the terms have accepted their ambiguities, which prevents a clear understanding of how to achieve the aims of the policy. 'Internationalisation' could well be substituted for 'culture' in Borofsky et al's succinct comment:

Culture [Internationalisation]... is not a set term – some natural phenomenon that one can consensually describe (as tends to happen with hydrogen atoms, hamsters and humans). Culture [Internationalisation] is what various people conceive it to be, and ... different people perceive it in different ways for different ends (2001: 433).

The most common reason SSA students give for studying abroad is that they are looking for a 'different' experience in a 'different' environment. They are looking for 'difference' both in the classroom and in their social experience. However, internationalisation is a 'two-way street' and local students are also affected by foreigners in their midst. Indeed, that people from different parts of the world should learn about each other through contact is one of the main aims of internationalisation in higher education. Local students learn about the SSA students' homes and experiences and SSA students learn about the lives of the local students and how they differ, if at all, thereby breaking down stereotypes on both sides. My research has shown that both SSA and local students believe such experiences add to their education in the classroom.

Apart from social or experiential learning through contact between local and foreign students, the curricula are also a medium through which 'difference' is learned and/or invalidated. One of the philanthropic reasons 'study abroad' began was to break down barriers both real and imagined, both cultural and political. Internationalisation serves the same purpose and the policy states clearly that IAPO is to coordinate the process. However, my research showed that tension has arisen with this role of internationalising the curricula due to the fact that IAPO is primarily an administrative office and not an academic one. If IAPO is to internationalise curricula, the office needs to enlist the help of either departmental academic staff or the specific department specialising in such matters, the Centre for Higher Education and Development. It is also important to remember that curricula should *not* be aimed at foreign students alone, but rather existing curricula should incorporate an international element so that both foreign and local students may benefit. UCT, an institution of international standing has, of course, always included this element. But it's a matter of judgement as to what percentage of the curricula should focus on local and international matters, and who should be the judge. This is where the tension lies. Retaining 'African-ness' was an important concern among academic staff, both because UCT is in Africa and serves Africa, and because 'African-ness' is an important reason that SSA students choose to come to South Africa. Staff stressed the need to maintain a balance between African and International content. Establishing how, by whom and to what extent curricula are to be 'internationalised' would resolve this tension.

Members of all three departments studied – Religious Studies, Historical Studies and Political Studies - recognised the benefit of foreign students' presence. All three departments agreed that the SSA students add to their workload in a variety of ways (see chapter 4). However, while both the Religious Studies and the Historical Studies departments remain very positive about SSA students, the Political Studies Department retains an overwhelmingly negative view of the SSA students because of the pervasive feeling of staff members of “doing more and more for less and less [remuneration and recognition]”. IAPO was set up as a response to increasing numbers of foreign students studying at UCT (see chapter 2) and has developed very quickly and little time or resources have been given to inform Humanities' staff adequately on the processes of accepting and dealing with foreign students. Due to this relative lack of communication between academic staff in the Humanities Faculty, misunderstandings and tensions have arisen, notably the misconception that IAPO reaps the financial benefit of increasing numbers of SSA students, while academic staff receive the workload. It was shown that while IAPO receives a percentage of the income from foreign students, the bulk of that income is distributed among the Faculties. Nevertheless, the misperception persists and consequently the policy is hindered in its implementation due to the lack of support from sectors of the UCT community.

Apart from internationalising the classroom and curricula, services need to be internationalised according to the policy. The services offered by IAPO are, by definition, internationalised. Some services, such as the library, have internationalised in terms of adopting methods and ideas from the international arena (and did so prior to the internationalisation policy), but others like the computer laboratories need to internationalise by supplying what the SSA students, and increasingly the local students, demand, such as laptop 'points'. What needs to be considered is that UCT is not enrolling SSA students to help 'progress' to an internationalised state; internationalisation is not only about foreign students from the USA or Europe. UCT prides itself on being an African University, and 'the international' does not only include incorporating all so-called 'Western' ideas and innovations. As is stated in UCT's mission statement and in UCT's policy on internationalisation, the African continent should be an important focus. While the presence of the SSA students is

important and beneficial to the University, the presence of full-degree foreign students from the African continent is as important to provide diversity and further intercultural learning and experiences on campus. 'African-ness' can be retained while still allowing for an internationalised campus and curricula. In addition to the educational benefits of having an internationalised classroom, we cannot forget the fiscal benefits of having SSA students at UCT and the possibilities created for assisting scholarship students through university as a result.

Other services such as security, the library and the computer laboratories, Campus Protection Services and transport services can only adapt to the increasing demand by increasing resources, human and material. 'Internationalising' these services essentially means expanding or extending them. Nevertheless, simply expanding/extending services, even without improving their quality, seems to be beyond the financial capacity of the university at this time. Delivering 'state of the art' services would obviously be even more demanding. This study suggests that the SSA students' continuous demands for wireless technology have indeed resulted in more supply of that sophisticated technology than might otherwise have occurred but the degree to which SSA students in particular are responsible for adding to the pressure on resources is not clear. This research has nevertheless shown that their presence does have implications for service provision that IAPO is now tasked with internationalising. However, IAPO was established primarily as a service unit for foreign students, and this continues to be its primary role and with the additional roles expected of IAPO – internationalising curricula and services - there is a danger of not fulfilling each role optimally due, primarily, to a strain on resources. At least one IAPO staff member was of the opinion that a study abroad programme such as CIEE or Interstudy was better for SSA students because of the individual attention and service given to the students. This research suggests that such individualised services are preferable, predominantly due to available resources as a result of higher student fees. Having fewer SSA students (or more SSA staff) would promote the provision of the best possible service to SSA students from IAPO. Each student would be given individual attention to make his or her study abroad experience memorable and valuable, thus allowing IAPO members of staff to focus on the full-degree students from the African continent in order to promote links between African universities and thus stronger research links on the continent. As one informant noted, "They're

paying a lot of money” and should be receiving individual attention to ensure the service given is worth the money each student pays. With the numbers as high as they are now at UCT, it is very difficult to give the individual attention and service that each SSA student may need or desire.

The challenges experienced by SSA students are part and parcel of their learning experience of going on study abroad. Some of the negative aspects could be reduced by IAPO, for example by including reflexive sessions throughout the semester to help students cope with culture shock, as well as OLs to assist staff. Challenges relating to safety are present for all students, SSA or local, but some of the difficulties would be reduced, if the resources were made available, by housing the SSA students nearer to campus so they could benefit from the security offered by CPS and the university transport system. The university, particularly IAPO, would then be fulfilling the goals of the policy and the expectations of SSA students and their home institutions. Other challenges experienced by being in a different education system are those that have to be dealt with by the student and facilitated by their home university. Tensions between academic staff and IAPO and SSA students could be minimised with greater communication so that academic staff are informed of what the SSA students are told, especially regarding grading and credits, so that they do not have the unnecessary burden of repeating what SSA students are told multiple times during orientation week.

Apart from the ‘international’ dimension to be included, an ‘intercultural’ element also needs to be in place before an HEI can be ‘internationalised. The phrase ‘intercultural learning’, used extensively in the literature on internationalisation, describes the SSA students’ desire for contact with ‘difference’. However, students have very particular ideas about what constitutes ‘difference’. For example, a SSA student living with a local family was disappointed that the family was as white and ‘American’ as they are in many ways. Local students can also be said to be having ‘intercultural experiences’ irrespective of SSA students, due to the student diversity on the UCT campus and, to a large extent, even irrespective of all foreign students, given South Africa’s history of classification and separation of its own population. One of the problematic terms used in the policy is the term ‘intercultural’ and the lack of clarification on what constitutes ‘difference’ and ‘a culture’, leading to a number of

challenges that arise in ‘providing’ an ‘intercultural’ dimension to one’s education. As Rizvi (2005: 335) states:

The main problem with this view of intercultural relations – based on an essentialist view of culture – is that it interprets difference in terms of negotiations among culturally diverse groups against a backdrop of presumed homogeneity

Rizvi was referring to the ‘homogeneity’ of the prevailing, structural norms of society and argues that, despite the forces of globalisation and an increasing cosmopolitanism, we need to recognise that we will interpret the world from a particular position. This position is based on our own social belief system and the way in which we think about our cultural identity, using various criteria such as race. American students may see many (white) South African students as ‘the same’ as themselves, but perceive black students to be culturally ‘different’ and base their intercultural experiences on this perception. Who can or should identify ‘difference’ for these students, themselves diverse in terms of a variety of criteria: ‘home’ university, town/state of origin, academic focus, to say nothing of gender, ethnicity, class or personal preferences or past experiences. There needs to be a definitive meaning of the term ‘intercultural’ if we are to even try to adequately ‘provide’ such an experience. As illustrated in chapter 3, for most American SSA students ‘intercultural’ means ‘exotic’, or at least ‘simply different’ (from themselves). This research has shown that a large number of SSA students complain about IAPO providing ‘international houses’, houses for between 6 and 20 SSA students, consequently not providing situations for intercultural interaction. And yet most do not actively seek opportunities for such experiences but tend to seek the comforting familiarity of living and interacting mostly with other American students. Thus if the university wishes to provide ‘an intercultural experience’ it would need much more careful consideration of what that entails than is currently the case, and should recognise that the skills and resources required for the task are well beyond the primary activities of all universities. For the policy to be effective, clarification of these ambiguous terms is necessary so that IAPO, charged with implementing the ‘internationalisation’ policy, can establish whether it is able to provide ‘the intercultural’ or the ‘international’ and how it is to do so.

In order to support an intercultural dimension in any organisation there need to be willing participants. While SSA students have repeatedly shown their enthusiasm for intercultural contact, local students or academic staff do not feel the same level of enthusiasm. Academic staff have expressed concern over the loss of ‘African-ness’ within the university due to increased numbers of non-African students. While some local students have expressed enthusiasm at meeting foreign students, others are more ambivalent, although all express the belief that the presence of foreign students is beneficial from an educational point of view. There is already a great deal of intercultural contact at UCT due to the high level of diversity in South Africa and on the University campus. The motivation behind many students studying in a foreign country is to meet ‘different’ people and receive an education, both experiential and academic, incorporating a global or international viewpoint. While staff in study abroad can facilitate situations for intercultural experiences, such as enrolling SSA students in courses alongside local students and providing SOL-mates and OLs (see chapter 4), there is no guarantee of the outcome of such experiences and it is up to individual students to be pro-active in this regard.

#### The way forward

One important action that would facilitate internationalisation at UCT is increasing the communication between academic and administrative staff. To alleviate the tension between academic staff and IAPO, there should be greater transparency (among all academic staff) about how UCT’s policy on internationalisation is being implemented and achieved. This includes transparency on the distribution of foreign student fees and clarity on how curricula are to be internationalised if deemed necessary, whether by a professional unit of the university or academic staff, since there is some concern that although IAPO is the coordinator of such change, it is not an academic unit. Perhaps most importantly, IAPO should formulate a document in order to provide some background as to why the particular definition of internationalisation in UCT’s policy on internationalisation is used. As was shown in chapter 1 there is a great deal of debate and background to the term and its origins and the resulting acceptance of the definition used in the policy. In order for academic staff to include internationalisation in their classrooms and their curricula, there needs to be a greater understanding of the concept and the context surrounding its use by those who are most likely to critique it.

In order to increase the intercultural component of internationalisation at UCT, there should be greater mixing of local and SSA students in housing. With some lateral thinking this should not be such a difficult task. For example, if IAPO is providing a certain amount of housing to its SSA students and UCT is providing approximately 5000 places for local students, a mix of the two in housing is one way in which the intercultural aspect could be accessed. Although this is not an easy task, it is one that could be introduced gradually and further contribute to the internationalisation of UCT.

In addition to greater communication between IAPO and academic staff, there should be better communication between those staff in charge of the various services that are to be internationalised. While IAPO is already 'internationalised' by definition, other services, such as the library and computer laboratories, CPS and transport services can only adapt to the increasing demand by increasing resources. Despite the fact that UCT's policy on internationalisation does not indicate a way in which to internationalise services, IAPO should, in consultation with library and computer laboratory staff formulate a way in which to monitor the effects of increasing numbers of foreign students on the various services. In doing so, IAPO would satisfy its function of facilitating communication regarding internationalisation among the University community.

Perhaps having recently celebrated its 10 year anniversary, IAPO is now in a position to review its processes and procedures in order to eliminate the unnecessary, improve the existing and 'put on the backburner' the 'nice-to-have' but impossible to provide *at this time*. Those in support of the process see its benefits, and those who still have reservations about the benefits of internationalisation are likely to change their views with greater communication between IAPO and academic staff members, and when the tensions and challenges that currently exist are dissipated. With greater communication within the University community, I am certain that internationalisation, including an important focus on Africa, will progress much further to the benefit of students, both local and foreign. Despite the challenges facing SSA students at UCT the study abroad experience seems to have a positive effect on

most students, both local and SSA, and is neatly summed up in an American student's evaluation of his study abroad experience:

There are always going to be those moments that, no matter how precious they are, will be lost in the erosive winds of time. So the best we can do, I suppose, is to reach into the dune, grab a handful, and keep what you can, keep what doesn't slip through your fingers, the good and the bad, the funny and the serious, and all those moments that fall in-between.

There are no losers in learning, and in internationalising an HEI there can be nothing but the facilitation of further learning, which all tertiary institutions partake in and aspire to.

University of Cape Town

**Appendix 1 - Countries sending students to UCT in 2005**

| No | Country of Perm Res | SCI | COM | ENG | LAW | MED | HUM | TOTAL |
|----|---------------------|-----|-----|-----|-----|-----|-----|-------|
| 1  | ALGERIA             | 2   | 0   | 0   | 0   | 0   |     | 2     |
| 2  | ANGOLA              | 8   | 2   | 13  | 2   | 2   | 4   | 31    |
| 3  | ARGENTINA           | 0   | 3   | 0   | 0   | 0   | 0   | 3     |
| 4  | AUSTRIA             | 1   | 1   | 0   | 2   | 0   | 2   | 6     |
| 5  | AUSTRALIA           | 1   | 5   | 1   | 1   |     | 5   | 13    |
| 6  | BAHAMAS             | 0   | 0   | 0   | 0   | 1   | 0   | 1     |
| 7  | BANGLADESH          |     | 0   | 2   | 0   | 1   | 0   | 3     |
| 8  | BELGIUM             | 1   | 3   | 1   | 2   | 2   | 4   | 13    |
| 9  | BOTSWANA            | 66  | 102 | 107 | 19  | 52  | 126 | 472   |
| 10 | BRAZIL              | 1   | 7   | 0   | 0   | 1   | 1   | 10    |
| 11 | BULGARIA            | 0   | 0   | 0   | 1   | 0   | 0   | 1     |
| 12 | BURUNDI             | 1   | 2   |     | 1   |     |     | 4     |
| 13 | CAMEROON            | 6   | 2   |     | 2   | 5   | 8   | 23    |
| 14 | CANADA              | 11  | 2   | 4   | 11  | 4   | 15  | 47    |
| 15 | CHINA               | 13  | 13  | 8   | 3   | 4   | 5   | 46    |
| 16 | CHILE               | 2   | 0   | 0   | 0   | 0   | 0   | 2     |
| 17 | COLUMBIA            | 0   | 1   | 0   | 0   | 0   | 1   | 2     |
| 18 | CONGO               | 3   | 4   | 3   | 1   | 0   | 1   | 12    |
| 19 | CROATIA             | 0   | 0   | 0   | 0   | 0   | 1   | 1     |
| 20 | CZECH REPUBLIC      | 0   | 1   | 0   | 0   | 0   | 1   | 2     |
| 21 | DENMARK             | 0   | 0   | 1   | 1   | 2   | 6   | 10    |
| 22 | EGYPT               | 0   | 1   | 0   | 0   | 0   | 0   | 1     |
| 23 | EIRE                | 0   | 1   | 0   | 3   | 0   | 1   | 5     |
| 24 | EQUADOR             | 0   | 0   | 3   | 0   | 0   | 0   | 3     |
| 25 | ERITREA             | 10  | 3   | 2   | 0   | 3   | 0   | 18    |
| 26 | ESTONIA             | 0   | 0   | 0   | 0   | 0   | 1   | 1     |
| 27 | ETHIOPIA            | 6   | 0   | 3   | 0   | 5   | 6   | 20    |
| 28 | FINLAND             | 0   | 1   | 1   | 0   | 0   | 2   | 4     |
| 29 | FRANCE              | 8   | 5   | 6   | 2   | 1   | 6   | 28    |
| 30 | GAMBIA              | 3   | 0   | 1   | 0   | 0   | 0   | 4     |
| 31 | GREAT BRITAIN       | 18  | 16  | 5   | 4   | 8   | 54  | 105   |
| 32 | GERMANY             | 17  | 58  | 16  | 59  | 5   | 41  | 196   |
| 33 | GHANA               | 0   | 17  | 2   | 1   | 8   | 5   | 33    |
| 34 | GREECE              | 0   | 0   | 0   | 1   | 0   | 0   | 1     |
| 35 | HONGKONG            | 0   | 2   | 1   | 0   | 0   | 1   | 4     |
| 36 | ICELAND             | 0   | 0   | 0   | 0   | 1   | 0   | 1     |
| 37 | INDIA               | 4   | 1   | 8   | 6   |     | 1   | 20    |

|    |                |    |    |    |   |    |    |     |
|----|----------------|----|----|----|---|----|----|-----|
| 38 | INDONESIA      | 0  | 0  | 0  | 0 | 0  | 1  | 1   |
| 39 | IRELAND        | 1  | 0  | 1  | 0 | 0  | 1  | 3   |
| 40 | IRAN           | 0  | 0  | 1  | 0 | 1  | 0  | 2   |
| 41 | IRAQ           | 0  | 0  | 0  | 0 | 1  | 0  | 1   |
| 42 | ISRAEL         | 1  | 1  | 1  | 0 | 0  | 2  | 5   |
| 43 | ITALY          | 4  | 1  | 1  | 0 | 0  | 4  | 10  |
| 44 | IVORY COAST    | 0  | 0  | 1  | 0 | 0  | 1  | 2   |
| 45 | JAMAICA        | 0  | 0  | 1  | 0 | 0  | 0  | 1   |
| 46 | JAPAN          | 1  | 0  | 0  | 0 | 0  | 4  | 5   |
| 47 | JAVA           | 0  | 0  | 0  | 0 | 0  | 1  | 1   |
| 48 | JOR            | 0  | 0  | 0  | 0 | 1  | 0  | 1   |
| 49 | KENYA          | 22 | 25 | 29 | 8 | 12 | 35 | 131 |
| 50 | KOREA          | 4  | 4  | 4  | 0 | 0  | 5  | 17  |
| 51 | LATVIA         | 0  | 0  | 1  | 0 | 0  | 0  | 1   |
| 52 | LESOTHO        | 36 | 11 | 74 | 8 | 13 | 22 | 164 |
| 53 | LIBERIA        | 0  | 1  | 0  | 0 | 1  | 0  | 2   |
| 54 | MADAGASCAR     | 2  | 0  | 0  | 0 | 0  | 0  | 2   |
| 55 | MALAWI         | 8  | 24 | 3  | 3 | 8  | 19 | 65  |
| 56 | MAURITIUS      | 30 | 34 | 53 | 0 | 30 | 28 | 175 |
| 57 | MEXICO         | 0  | 0  | 0  | 0 | 0  | 1  | 1   |
| 58 | MALI           | 0  | 19 | 0  | 0 | 0  | 0  | 19  |
| 59 | MALAYSIA       | 0  | 0  | 1  | 0 | 0  | 0  | 1   |
| 60 | MOZAMBIQUE     | 25 | 14 | 20 | 1 | 5  | 19 | 84  |
| 61 | NAMIBIA        | 49 | 53 | 96 | 9 | 40 | 37 | 284 |
| 62 | NETHERLANDS    | 5  | 3  | 2  | 7 | 4  | 8  | 29  |
| 63 | NEPAL          | 0  | 0  | 0  | 0 | 0  | 1  | 1   |
| 64 | NIGERIA        | 10 | 8  | 18 | 7 | 14 | 2  | 59  |
| 65 | NORWAY         | 10 | 15 | 13 | 8 | 4  | 60 | 110 |
| 66 | NEW ZEALAND    | 1  | 0  | 0  | 0 | 0  | 0  | 1   |
| 67 | OMAN           | 1  | 0  | 0  | 0 | 0  | 0  | 1   |
| 68 | PAKISTAN       | 0  | 0  | 0  | 1 | 0  | 1  | 2   |
| 69 | PALESTINE      | 0  | 1  | 0  | 0 | 0  | 2  | 3   |
| 70 | PERU           | 0  | 0  | 1  | 0 | 0  | 0  | 1   |
| 71 | POLAND         | 0  | 0  | 2  | 0 | 1  | 1  | 4   |
| 72 | PORTUGAL       | 1  | 1  | 0  | 0 | 0  | 3  | 5   |
| 73 | REUNION ISLAND | 1  | 0  | 0  | 0 | 0  | 0  | 1   |
| 74 | RUMANIA        | 0  | 0  | 0  | 0 | 2  | 0  | 2   |
| 75 | RUSSIA         | 1  | 2  | 0  | 0 | 3  | 0  | 6   |
| 76 | RWANDA         | 4  | 0  | 6  | 1 | 1  | 5  | 17  |

|    |              |            |            |            |            |            |             |             |
|----|--------------|------------|------------|------------|------------|------------|-------------|-------------|
| 77 | SEYCHELLES   | 1          | 1          | 0          | 0          | 0          | 1           | 3           |
| 78 | SIERRA LEONE | 0          | 0          | 3          | 0          | 1          | 0           | 4           |
| 79 | SINGAPORE    | 0          | 1          | 0          | 0          | 0          | 0           | 1           |
| 80 | SRI LANKA    | 0          | 1          | 1          | 0          | 0          | 0           | 2           |
| 81 | SPAIN        | 2          | 1          | 0          | 0          | 0          | 1           | 4           |
| 82 | SUDAN        | 4          | 0          | 0          | 0          | 4          | 0           | 8           |
| 83 | SWEDEN       | 1          | 2          | 2          | 1          | 0          | 6           | 12          |
| 84 | SWAZILAND    | 5          | 13         | 20         | 4          | 7          | 11          | 60          |
| 85 | SWITZERLAND  | 1          | 5          | 0          | 7          | 1          | 10          | 24          |
| 86 | TAIWAN       | 0          | 7          | 2          | 1          | 0          | 3           | 13          |
| 87 | TANZANIA     | 28         | 22         | 22         | 10         | 15         | 12          | 109         |
| 88 | TURKEY       | 2          | 1          | 0          | 0          | 0          | 1           | 4           |
| 89 | UAE          | 0          | 1          | 0          | 0          | 0          | 1           | 2           |
| 90 | UGANDA       | 14         | 9          | 24         | 9          | 14         | 19          | 89          |
| 91 | URUGUAY      | 0          | 1          | 0          | 0          | 0          | 0           | 1           |
| 92 | USA          | 42         | 20         | 5          | 15         | 18         | 479         | 579         |
| 93 | ZAIRE (DRC)  | 11         | 4          | 8          | 1          | 0          | 10          | 34          |
| 94 | ZAMBIA       | 29         | 28         | 40         | 8          | 10         | 29          | 144         |
| 95 | ZIMBABWE     | 135        | 274        | 158        | 74         | 28         | 244         | 913         |
|    | <b>TOTAL</b> | <b>674</b> | <b>861</b> | <b>802</b> | <b>305</b> | <b>344</b> | <b>1388</b> | <b>4374</b> |

## Appendix 2 – UCT’s Mission Statement



UNIVERSITY OF CAPE TOWN  
YUNIBESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD

### ***Our mission***

Our mission is to be an outstanding teaching and research university, educating for life and addressing the challenges facing our society.

Educating for life means that our educational process must provide:

- a foundation of skills, knowledge and versatility that will last a life-time, despite a changing environment
- research-based teaching and learning
- critical enquiry in the form of the search for new knowledge and better understanding, and
- an active developmental role in our cultural, economic, political, scientific and social environment.

Addressing the challenges facing our society means that we must come to terms with our past, be cognisant of the present, and plan for the future.

In this, it is central to our mission that we:

- recognise our location in Africa and our historical context
- claim our place in the international community of scholars
- strive to transcend the legacy of apartheid in South Africa and to overcome all forms of gender and other oppressive discrimination
- be flexible on access, active in redress, and rigorous on success
- promote equal opportunity and the full development of human potential
- strive for inter-disciplinary and inter-institutional collaboration and synergy, and
- value and promote the contribution that all our members make to realising our mission.

To equip people with life-long skills we must and will:

- promote the love of learning, the skill of solving problems, and the spirit of critical enquiry and research, and
- take excellence as the bench-mark for all we do.

We are committed to academic freedom, critical scholarship, rational and creative thought, and free enquiry. It is part of our mission to ensure that these ideals live; this necessarily requires a dynamic process of finding the balance between freedom and responsibility, rights and obligations, autonomy and accountability, transparency and efficiency, and permanence and transience; and of doing this through consultation and debate.

*This Mission Statement was formulated by a Working Group of the University Transformation Forum and was affirmed and adopted at a University Assembly on April 24, 1996*

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University of Cape Town

## UCT POLICY ON INTERNATIONALISATION

### **Policy Statement**

The University of Cape Town's mission is *"to be an outstanding teaching and research university, educating for life and addressing the challenges facing our society"*. It is central to the University's mission that we recognise our location in Africa while acknowledging that a characteristic of excellent higher education anywhere in the world is its global relevance. Globalisation has profoundly affected the way in which countries and businesses operate. In recognition of this, the University of Cape Town strongly supports internationalisation as an essential element of quality higher education and research.

### **Definition**

UCT adopts, as most closely representing its own understanding of the concept, the following definition of internationalization by a leading researcher in the field: It is *"the process of integrating international and intercultural dimensions into the teaching, research and service functions of an institution of higher learning"* (Jane Knight 1994). Thus, internationalisation affects curricula, teaching, research, administration, selection and promotion of staff, student recruitment, marketing, experiential learning through student and staff mobility, quality review, social responsiveness, and communication.

### **Policy Context**

This internationalisation policy should be viewed as giving expression to UCT's mission statement and strategic objectives, national legislation and regional treaties on education and training (especially the SADC Protocol) as well as being in line with the Code of Ethical Practice of the International Education Association of South Africa.

### **Key Principles of Internationalisation at UCT**

#### **1. Excellence and Mutual Benefit**

Excellence is the benchmark of all internationalisation at UCT. International students should be selected on the basis of merit and academic suitability for a particular programme. Bilateral and multilateral agreements with institutions should be demonstrably to the benefit of all partners to the agreement.

Recognising that it is the enthusiasm of the participating individuals, departments and institutions that drives successful international linkages, UCT will only enter into partnerships that have the enthusiastic support of all active participants.

#### **2. Equity and Institutional Culture**

Internationalisation at UCT will promote the University's equity and transformation objectives. Exchanges and development opportunities will take into account the under-representation in academic life of women, black people and people with disabilities. Internationalisation should contribute to

an institutional culture which values diversity. Every effort must be made to integrate international staff and students fully into the life of UCT.

### **3. Position in Africa**

An important focus of UCT's internationalisation will be the African continent. UCT supports the proposals in the National Plan for Higher Education to increase linkages within the SADC region and to enroll SADC students on the same terms as local students.

### **4. Research and Academic Autonomy**

UCT strongly supports the rights of academics to develop their own individual academic links and collaborations, both formal and informal.

### **5. Curriculum**

In curriculum matters UCT strives to benchmark itself against international standards without losing sight of the need for course offerings to be relevant to both regional and international conditions.

### **6. International Student Numbers**

The maximum number of international students will be set annually by the Admissions and Progression Committee upon the recommendation of the International Academic Programmes Office, taking into account the need for flexibility and differentiation in respect of undergraduate and postgraduate enrolments. Account will also be taken of the prevailing national policy environment.

Within the parameters of this Policy on Internationalisation, detailed priorities and strategies will be set and reviewed on a regular basis.

### **Role of International Academic Programmes Office (IAPO)**

It is the function of IAPO to lead and co-ordinate the development of internationalisation at UCT, and to promote the integration of diverse communities across the University.

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<http://world.uct.ac.za>



## ***Overview***

The International Academic Programmes Office (IAPO), which celebrated its 10th anniversary in 2006, has as its core business to facilitate and promote all facets of internationalisation at UCT.

It aims to be the first port of call for all international students and provides a wide range of services including general enquiries from prospective students, advice on the safety of the area you wish to stay in, the appropriateness of working while in South Africa, application for study permits and general advice about your stay at UCT.

To this extent we seek to complement the services provided by other faculties and departments and have strong relations with service providers within and outside UCT.

IAPO strives to ensure that:

- UCT is the preferred study destination for international students
- Through integration, students from diverse cultures and backgrounds will get a high quality academic and life changing experience
- UCT remains a highly sought after university for international academic partnerships

Role of IAPO within the broader UCT context

The role of the International Academic Programmes Office is to lead the development of internationalisation at UCT by acting as the central coordinator and facilitator of all internationally related initiatives and activities. IAPO is also UCT's organisational structure mandated to develop and implement its policy on internationalisation by:

- Ensuring that internationalisation activities contribute to as many as possible of the university's 10 Policy Objectives and by so doing, support the core business of teaching and research at UCT.
- Growing UCT's global profile as a research-led, international, African university.
- Generating opportunities for improving its position as a world-class African university.
- Benchmarking local needs and global standards for a university.

- Striving for the integration of the global and local in such a way as to add value to both: with international activities enhancing student life and staff development at UCT, and incoming international students and staff being integrated into the local environment.
- Performing a consultative and facilitative role in assisting the university community in negotiating individual, departmental, faculty and institutional linkages using UCT sanctioned guidelines.
- Providing specialist services for international students and applicants.
- Developing and promoting the concept of "internationalisation at home" and ensuring that the entire UCT community benefits from the growing internationalisation of UCT.
- Seeking, supporting and facilitating opportunities for UCT staff and students to experience academic life at international partner universities through mobility exchanges.

In addition, IAPO

- Manages the University Science, Humanities and Engineering Partnerships in Africa (USHEPIA) Programme and other collaborative programmes in Africa
- Houses resource information on linkages between UCT and other African academics
- Runs a dynamic Semester Study Abroad Programme.
- Runs an Outward Exchanges programme for UCT students to travel and study abroad at partner institutions
- Maintains a database of Agreements and Memoranda of Understanding
- Runs an annual international student pre-registration service.
- Assists students with immigration issues.
- Monitors events in higher education in Africa and provides advice to UCT academics working with other African
- Produces information booklets and pamphlets specifically for international students
- Provides a resource centre on international universities and education opportunities for local students
- Liaises with the Department of Home Affairs Department regarding immigration legislation and compliance.
- Maintains links with embassies and donor organizations that fund international students.
- Actively participates and is a member to local and international professional bodies on international education e.g. International Education Association of South Africa (IEASA), the National Association for Foreign Student Affairs: Association of International Educators (NAFSA), the European Association for International Education (EAIE)

- Ensures participation and representation on appropriate UCT committees dealing with international students
- Liaises with the international offices of other tertiary institutions in South Africa
- Manages the invoicing, collection and administration of fees of all non-SADC students at UCT

For further information contact the [International Academic Programmes Office](#).



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