

## **Internationalisation and the UWA Business School - a discussion paper**

### **Introduction**

This paper offers a review of issues which impact upon the international aspects of the business school and its activities and provides a framework for future decision making.

The challenge facing the School is to build on its existing strengths to raise its international standing and, recognising its limited resources, to do so in a strategic way.

There are a number of recurring themes throughout the paper. The School's success internationally is dependent upon the strategic integration of activities across the whole of the School; the School is already international in many respects but needs to do more to achieve its vision and mission; the School needs to improve its self-presentation and provide a clear rationale for other schools to partner with it; and finally, there are clear resource implications if proposed strategies to further internationalise the School are to be effective.

The paper is in three parts. The first outlines the case for further internationalisation; the second provides a framework and suggests a way forward and the third part makes some preliminary recommendations to be considered in the context of the School's overall strategic development.

The proposed strategy focuses on partnerships with other prominent business schools around the world to enhance the School's international reputation. It is a conservative strategy, recognising our current size and international position; the more expansive approaches to internationalisation will occur primarily through partnerships with others.

An internationalisation strategy does not stand alone - it must be embedded in the whole of the School's activities and must contribute to the School's primary goals, particularly its financial imperatives. The strategy therefore seeks to draw together the international elements of the School's activities - primarily research, teaching and learning, marketing and alumni - to create a coordinated approach and maximum effect. Success in these areas, particularly in the teaching programs and in research activity, is central to the School cementing its reputation as one of the region's most prestigious and highest ranked educational institutions.

## **PART I The case for further internationalisation**

### **Introduction**

Perth may be the most isolated capital city in the world but it is strongly multicultural; its residents are much travelled and the economy of Western Australia is export dependent. Thus the location of the School places it in a broader community which is international both in outlook and in practice. The School will only be able to engage with and contribute to that community if it too is international in outlook and practice.

The vision of the UWA Business School is

‘To be one of the most influential Business Schools in Australia and Asia’

and its mission is

‘To deliver world-class teaching and learning and research programs that are a strong and positive influence for our key stakeholder groups while providing an energising culture of international excellence for staff.’

More specifically the School seeks to influence and educate students who will become community and business leaders—people who will make a difference. The School must prepare its students to make decisions in a global context of business and policy making. To be successful the School will be international in its teaching and in the opportunities it provides its students.

Similarly the School seeks to engage with and influence business and the broader community through its research, consultancy and executive programs. To be successful the School will provide outcomes which are relevant to organizations which are operating in a global environment.

### **Why internationalise?**

The Business School is relatively small (as is the University as a whole). It has the dominant position in Perth attracting the best quality students into its undergraduate programs. Its graduates are recognised for their quality and they easily find employment. The School has a number of quality researchers making significant contributions to their field. The School recruits international students and has offshore programs. Why give increased attention to international activity?

The solid and dominant position which the School has in Western Australia is under threat from factors which impact directly on the two main elements of the School - our students and our staff.

Firstly, there is increasing competition from other universities for our better students and this is coupled with an increased mobility of students themselves. The inevitable consequence is that, in time, the School may no longer be able to claim that the measure of its success is in having the best students and the best graduates because that will no longer be the case.

Secondly, there is increasing competition within the university sector and from the business world for academic staff. If UWA Business School remains as a small school with a reputation only in Australia, then it will be increasingly difficult to recruit and maintain academic and support staff of the required quality to continue current performance levels in teaching and in research. Without leading academics, teaching quality will decline, thus accelerating the trend of the best students to look elsewhere and research will decline, giving the broader community less reason to engage with the School.

## **UWA Business School Internationalisation Strategy**

The School has already taken a number of key initiatives to address the challenges of its current position, not least the integration of the School's academic areas, the new building and the fund raising campaign. There are, however, a number of motivations or imperatives which suggest that a broader international perspective is a necessary further element in developing the future direction of the School.

Firstly, as a School within the University we must contribute towards the achievement of the University's own aspiration of 'international excellence'.<sup>1</sup> While the Business School is undoubtedly already very good in what it does, by international comparison there is room for improvement. The School and its individual staff members will be judged by - and we trust rewarded for - their contribution to the international excellence of the University as a whole.

Secondly, we must respond to the increasing (and increasingly international) expectations of our major constituent groups. The local business community (ranging from large resource to small innovative companies) looks to the UWA Business School to provide them with suitable high quality graduates and relevant management development programs. Potential students also look to the School to prepare them for careers which they see as being flexible and mobile. To meet these expectations the School itself has to provide an internationally relevant experience.

Thirdly, the School needs to increase its revenue, particularly through growth in student numbers but also through research funding and external sources. This growth will provide resources for more opportunities to be pursued. Given the current dominance of the School in the local undergraduate market such growth will come predominantly through postgraduate and international students. To attract and meet the needs of these international students the School must have a strong international reputation. Similarly the pursuit of internationally relevant research projects will attract additional funding.

These factors provide a compelling case to expand the internationalisation of the School:

- i) enhancing the School's international standing will enable the School to attract leading academics upon whom its long term success depends,
- ii) staff having a broader international perspective (including through their research and through teaching offshore) will enhance the teaching programs and so improve the quality and relevance of the education we provide our students,
- iii) researching questions of international importance and preparing students for international business will lead to further support from the business community,
- iv) increasing revenue will enable the positive cycle of growth and excellence to be continued.

### **Characteristics of an international school**

Internationalisation can take many forms. The core activities of our School are our research and our teaching. Surrounding this core are alumni activities, our partnerships with other schools and our links with business and the broader community. Finally, the School itself operates internationally through its offshore programs. We would regard the School as being international in outlook and practice when it is able to demonstrate the following characteristics.

#### *Research*

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<sup>1</sup> Achieving international excellence does not necessarily mean being 'international' but can simply mean having achievements which are local but which are recognised internationally. However in practice international excellence will only be achieved if what is being done is international in scope and is internationally relevant.

## **UWA Business School Internationalisation Strategy**

As a research-oriented School we must examine questions of importance to the business community and so assist managers in dealing with the challenges they face. Our research would be international in scope and international in application; it would be characterised by active and financially self-sustaining partnerships with key researchers around the world; our research outcomes would be presented at international conferences, be accepted for publication in top tier journals and be known for its relevance. Strong performance in research audits would be used to enhance the School's reputation.

### *Teaching, students and graduates*

Our research would inform our teaching and so equip our students to show leadership in managing the vagaries and opportunities of international business. The students' learning experience would be international, through what they are taught, through the diversity of their fellow students and through opportunity to study overseas. School staff would be involved in teaching programs at other leading business schools around the world.

Our graduates would form a strong international alumni network across the globe. Participating in such a network will assist our graduates to maintain their networks and further their careers as well as continuing their commitment to the School in practical ways.

### *Partnerships*

We would be recognised internationally, not only for our research and for the quality of our graduates, but also through our partnerships with prominent business schools around the world. These partnerships will provide opportunities for staff and students to broaden their experience and similarly add value to the partner institutions.

### *Business and the broader community*

We would be recognised for the relevance of our research, the employability of our graduates, and for the quality of our management development programs and consultancy activities. There would be a growing flow of research and other funding into the School. We would have working partnerships with a number of global businesses.

### *International engagement*

The School would be actively involved with the region in a practical way through the degree and executive programs we offer in other countries, through our research and through our alumni networks. The School will engage in international benchmarking to continually improve its performance and will be successful in international accreditation processes.

### **Decision task**

To agree upon the characteristics of an international school.

## **Internationalisation and the UWA Business School - a geographical overview**

The current geography of the School's international activities is bifocal rather than global.

### *A focus on South East Asia*

The bulk of international students studying at UWA have come from the near south-east Asian region - mainly Singapore and Malaysia - primarily a result of proximity and similar time zones. This geographical focus has been reinforced by the School's approach to establishing offshore programs only in the same time zone, hence programs in Singapore, Jakarta, Shanghai (including a short lived

## **UWA Business School Internationalisation Strategy**

MBA program) and Manila. The School considered launching programs in Hong Kong but rejected serious overtures to offer programs elsewhere, such as New Zealand.

The School's offshore activities focus on Singapore where three major programs are offered through a significant local partner, PSB Academy. For a number of years the School was also involved in management development programs at the Singapore Armed Services Training Institute. Building upon the Business School's presence in Singapore the University places strategic emphasis on its partnership with PSB Academy<sup>2</sup> and other faculties now offer programs through the Academy.<sup>3</sup> There has not been much academic research activity by the School in Singapore; however through the PSB Academy connection the UWA Executive Programs did provide a management development program for NOKIA which was offered across Asia.<sup>4</sup>

Singapore seeks to establish itself as an educational hub for the region and there is opportunity for UWA, through its long term commitment with PSB Academy, to be part of the projected growth. There are opportunities for modest growth in the Singapore based programs, particularly in conjunction with the growth in the UWA Science programs being offered there. There are unrealised opportunities for research and research funding. However, some assessments of educational developments in the region are cautious of the prospects of student growth, pointing to the rapid growth of home universities within the region. Further, the domestic market for business education in Singapore has been very competitive and is not likely to grow while the number of students coming to study in Australia is likely to decrease rather than increase as Singapore expands its own university sector. (The same is occurring in another major UWA market, Malaysia.) The conclusion is that Singapore will remain a focus of our offshore activity for the Business School and will provide positive returns in reputation and revenue but is unlikely to become a significant source of growth either in student revenue.

### *A focus on Europe*

UWA has exchange agreements with universities around the world. A review of the exchange agreements and partnerships which relate to the Business School shows a clear European focus. This is primarily the legacy of the GSM which sought links, as opportunity arose (and often at the initiative of the partner school), with a premier business school in each established European country; hence partnerships exist with schools in Austria, Denmark, France, Germany, Italy and Norway. (There is no partnership with any UK business school.)

These partnerships provided overseas study opportunities for our students (many of these schools have intensive summer school programs). There has not been much demand from our students to study either in Asia or in North America and any interest in these regions has been accommodated through the University-wide exchange and study abroad arrangements.

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<sup>2</sup> This is a significant strategic development by the University. A number of universities have for many years adopted an international strategy as their route to growth, involving aggressive international marketing to increase the number of students studying in their Australian campuses, and establishing campuses offshore. UWA deliberately did not follow this route, opting instead to be a relatively small, quality focused comprehensive single campus university. It does not envisage becoming an 'international' university in the way that some others have.

<sup>3</sup> The Faculty of Education has also offered programs in Singapore (and Hong Kong) for many years but the Business School was the dominant presence and was instrumental in the move to the current provider, PSB Academy, which opened the way for science and other programs to be offered there. Education is considering moving its programs into the PSB Academy portfolio. The partnership with PSB Academy is, in effect, offering UWA an offshore campus without the capital costs or inherent risks.

<sup>4</sup> Executive programs was also involved in the SAFTI program and has had other management development programs in the region; its Advanced Management Program also attracts participants from the region.

These European connections assisted the School in its application to join the European Foundation for Management Development and in gaining EQUIS accreditation. The GSM also opted for EQUIS rather than AACSB accreditation because of the developmental nature of its accreditation process.<sup>5</sup>

*Recent geographical shifts in university education*

The economic rise of India and China has shifted the focus of international education. These two countries are seen as a growing source of students and many universities from around the world are investing in them. Overseas universities are seeking partnerships with local universities, particularly in China, and offer jointly badged programs; campuses are being built either as stand-alone institutions or more commonly in partnership with a local university; there is extensive recruitment of students from China and India into home universities and agreements are being reached with colleges over recruitment arrangements into home university programs.

The drive for international students is extending to other emerging countries in Asia, such as Vietnam. Universities are also looking to emerging African countries as a source of international students. As countries in the Middle East (particularly the Emirates) pursue their strategies of competing with Singapore as a global hub, education is also emerging as an area for future growth.

International education is no different from any other international business venture and these offshore activities by Australian and other universities show the two dominant characteristics of international business, namely long term investment and high risk.

*The University's approach to internationalisation*

As indicated elsewhere the University has not pursued an aggressive international growth strategy. It does, however, have the goal of increasing the size of the UWA campus to 20,000 by 2010. This growth is expected to come mainly from international postgraduate research and coursework students. The University, particularly through the Faculty of Engineering is giving increased attention to India as a source of students. Institutional links are also being sought, mainly to develop research opportunities. Similar research-focused links (mainly in science) are being established in Asia, in China, Taiwan and Korea for example. The University has also created working parties to explore other countries of potential interest, such as Vietnam. The focus, consistent with UWA's standing as a research-oriented university, is primarily in research. It does not place emphasis on growth through offshore programs and has ruled out establishing any offshore campuses.

**The challenge facing the Business School**

No sooner has the Business School been urged to "be in India" than someone else says "you must be in China". The School can not do both, we might not be able to do either, given our current resources. China in particular is already becoming a crowded market; the world's best universities are investing millions of dollars in long term initiatives in China. Some of the larger Australian business schools have already invested to build a nationwide profile. The School can not compete at this level. Even in less crowded markets we find that other universities already have a far stronger visible presence than UWA or the Business School. We must recognise that we are a late entrant to

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<sup>5</sup> The Australian business schools had a broad understanding that they would not seek accreditation from either EQUIS which had embarked on a strategy to extend its area of influence beyond Europe, or the American AACSB, which at the time was less expansionist but now matches EQUIS in seeking global coverage. However once one school sought and obtained accreditation then, inevitably, any other school seeking to demonstrate its international standing had to seek accreditation. Accreditation by both EQUIS and AACSB will be the norm.

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international student recruitment yet increasing the number of international students in the School is critical to growth.

The School must be strategic in building its institutional relationships and must be similarly strategic in its student recruiting efforts. It can compete only where the University as a whole has chosen to compete and so we can then leverage the university's resources. Otherwise we must identify areas of non-competitive growth, particularly in international student recruitment and be prepared to invest in building the School's brand and presence in the chosen locations.

Critical to the success of the School in establishing institutional relationships and market reputation is clearly articulating what the School stands for and what we offer; we must provide a clear reason for other schools to want to partner with us and for students to want to study with us.

### **Task**

To clearly articulate the School's value proposition and brand.

### **Progress to further internationalisation**

There are some factors which inhibit further internationalisation of the School and some factors which provide a solid foundation for future progress.

#### *The tyranny of distance*

The School is geographically isolated. This means, for example, that it may take a total of four days of travel and \$2000 in fares to attend an efmd conference in Brussels compared to perhaps only one day and not many Euros for the Dean of one of our European partners to attend the same conference. The University recognises the tyranny of distance with study leave provisions which are more generous than for other Australian universities; but for the required level of travel to maintain global relationships and participate in conferences etc, the School (as with other Australian schools) faces a significant cost impost.

The response to this will be a commitment by the School in time and money to invest in relationship building activities, particularly at the senior level of the School.

### **Decision task**

To make a financial and time commitment to relationship building.

#### *The limitations of size*

The School is relatively small and (along with every other business school in Australia) regards itself as being under-funded in the allocation of public education funds. This tight funding base does not provide scope for undertaking a breadth of strategic investments; the School has to be more cautious and focused in its approach.

In recognising this particular limitation, the School has embarked upon a significant, successful and ongoing fund raising campaign. While focusing on the new building for the School—which itself is a statement of intent by the University of its commitment to international excellence in business education—the fund raising campaign has strengthened the links between business and the School. Not only have their companies provided funding for the School, CEO's and other senior executives from the major companies bring their international perspective through their membership of the Business School Board.

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### *The legacy of a successful history*

The University of Western Australia and the Business School have had a long and successful history of achieving prominence in the Australian context. Until recently the University has not had to compete internationally, nor actively build its brand. As part of a deliberate strategy to maintain quality, the University has not sought growth through aggressively attracting international students to its Perth campus. While the Business School does have a significant minority of international students coming to the Perth campus it has been successful in this without active overseas promotion of its programs. The consequence is that many other Australian universities have greater recognition overseas than UWA despite UWA, by many performance indicators, being a higher quality university. This points to the need for the School to build its international reputation.

In response to this, and in part as a consequence of the Business School's own approach to brand building in Singapore, the University has committed to a more international approach across the full range of its activities. This provides a supportive context for the School's own initiatives in relationship building and student recruitment.

In this regard the School has centralised and strengthened its marketing function. A rebuilt website, more cost-effective advertising and the development of a strategic approach to offshore recruiting have all laid the foundation for stronger positioning in the international student market, better able to manage variation and risks inherent in the market for international education. However, much more needs to be done to develop the marketing profile and, in particular, the website to provide a stronger international focus and clearer internal navigation.

### **Decision task**

To make a financial and staff commitment to marketing and web site development.

While steps have been taken to address factors which might otherwise inhibit the increased internationalisation of the School, there are also a number of positive factors that provide a foundation for continued improvement.

### *Research strengths*

The School has a solid core of internationally recognised academics. They engage in high quality research, present papers at international conferences and publish in top international journals. Implementation of the School's research strategy is building on this solid foundation with positive results. The appointment of two new professors (externally funded chairs) will strengthen the research capability and leadership within the School.

### *Existing partnerships*

The School already has a number of very strong partnerships with business schools, principally in Europe, with student exchanges and regular contact at the senior level. A strategic approach to the development of these and other new partnerships will strengthen the School's international position.

### *International engagement*

The School has genuine exposure to its region through its offshore programs which bring it into direct contact with the local business environment and the practical challenges of conducting one's business internationally. This will continue. The School also has experience of offering management development programs internationally. The restructuring of the executive development arm of the School will extend the impact of the School's management development and consultancy activities.

### *Alumni*

**Professor Ray Fells**  
Associate Dean, International Relations  
October 2007

## **UWA Business School Internationalisation Strategy**

The School has a number of internationally prominent graduates who actively and publicly support the School. The School's growing expertise in business development and alumni relations will enable the international network of graduates to be strengthened.

### **Why internationalise? - conclusion**

The School, though relatively small, is recognised for its quality and does already have an international dimension. However, it faces the challenge of strengthening its international position still further if it is to achieve its vision. Some key steps to achieve this have already been taken—its internal reorganisation, its successful fund raising and a new building. The ongoing task is to continue the internationalisation of the School in a strategic manner.

The School has recognised the strategic importance of its international activities—the School's strategic review in 2005-6 identified internationalisation as a significant strategy gap. In response the School has signalled the importance of internationalisation through the creation of a new position, Associate Dean, International Relations, who is part of the senior management group and is supported by a faculty committee.

There is still much to be done if the School is to achieve a stronger international profile. It will involve the teaching activities, our research, the executive programs and the alumni. All staff need to be aware of the importance of having a strong international perspective. As indicated above, this is already present but the importance of developing the School's international perspective needs to be embedded more strongly, both individually and collectively.<sup>6</sup>

### **Decision task**

To endorse the need for further internationalisation.

### **Task**

To secure the whole School's acceptance of the need for further internationalisation across the whole range of School activities.

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<sup>6</sup> For example that academic staff recognise the importance and value of taking study leave overseas despite the practical and financial difficulties or see teaching on offshore programs as contributing to the success of the success, not as an optional 'add on' to their job.

## PART 2 Developing a strategy of internationalisation

### Introduction

The review of current activities within the School shows that the School is *already* international in many respects. However the approach to international activity has been fragmented and has not provided maximum benefit to the School for the effort expended. This is important, given the small size of the School with few (if any) spare resources.

It is important to recognise that while there are many things that the School might, perhaps even ought to achieve, there is only so much that can be done at any one point of time. This requires a strategic approach with clear judgement being exercised with regard to priorities. It also requires a layered approach (Figure 1) which seeks some short term improvements based on existing strengths but invests towards higher achievement targets which will only be realised in the longer term. One critical aspect is the need to recognise it may be many years before the School reaps a return for its current investment. The timeframe suggested in Figure 1 is tentative, but is indicative of the time it will take to achieve worthwhile objectives.

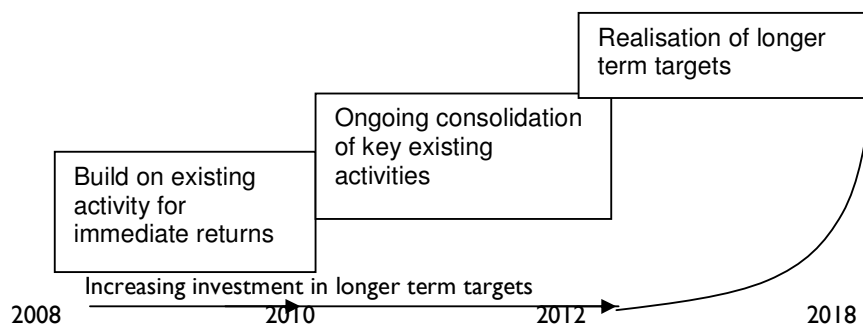


Figure 1 A layered approach to achievements in the longer term

### Decision task

Acceptance of the need for long term investment in internationalisation.

### Articulation of the School's internationalisation goal

The mission of the University is to achieve international excellence. The vision of the School is to build and cement UWA Business School's reputation as one of the region's most prestigious and highest-ranked business education institutions. We take this to mean that we will be perceived by our peers and prospective students as the premier business school in Western Australia, being in the top four schools in Australia and being in the top 100 in the world.<sup>7</sup> Additionally it means being the top Australian business program in any offshore location where our programs are offered.

The primary objective of the School's internationalisation strategy over the next five years will be to build the School's international reputation.

<sup>7</sup> The University has set itself the target of being in the top 50 universities in 50 years and might expect the Business School to have a comparable aspiration.

## **UWA Business School Internationalisation Strategy**

The task of building the School's international reputation is not one which can be divorced from other strategies and activities across the whole School. Firstly, the reputation has to be maintained locally as well as strengthened internationally. Secondly most of the 'building blocks' of the School's reputation are built here in Perth, primarily through teaching and research. However a reputation is not worth building if it is not built internationally; and as indicated above, continued internationalisation is a key to the future development of the School.

It should also be noted that the School's reputation needs to be built in two distinct but complementary arenas. We have to build what might be termed our institutional reputation—how we are viewed by other business schools, by research institutions and so on. This impacts upon our ability to recruit good staff as well as opening opportunities for research and research funding. The School as a separate strategy for enhancing its research performance.

Secondly, we have to build our market reputation—how we are viewed by potential students. A strong institutional reputation helps strengthen our position in the market and this policy document focuses primarily on institutional reputation building. The School has a separate marketing strategy for student recruitment.<sup>8</sup>

In addition, the School must build the reputation of its alumni and so add value to their UWA association and the School should be known internationally for the quality of its executive education programs.

In fact there is a positive effect from a strong international reputation across all of the School's key goals (Table I). This Table suggests a number of School objectives and how achieving them would be facilitated through the School having a stronger international footprint. It demonstrates the importance for the School to clearly articulate its priorities and key strategies in each area and to then integrate international strategy into these primary objectives. As will be seen later in this paper, the one area where the international strategy does make a direct contribution to the achievement of the School's vision and mission is through the development of partnerships with other business schools.

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<sup>8</sup> The School's marketing strategy also takes a layered approach with immediate emphasis on currently strong markets of Singapore, Malaysia and Thailand, an increasing investment in South Korea, Vietnam and Taiwan and exploratory investment into the Philippines and the Middle East which have been identified as long term prospects for the School. The School will also support University initiatives in India and China.

<i>School objectives:</i>	<i>Some effects of a stronger international footprint</i>
<ul style="list-style-type: none"> <li>• Teaching and learning Enriched student experience</li> </ul>	Better exchange programs; more internationally aware graduates who obtain more rewarding employment (in Australia and overseas)
<ul style="list-style-type: none"> <li>• Research and research training Improved research quality and impact</li> </ul>	More invitations to international conferences as keynote speakers etc, more personal networks and cross national research projects, more access to diverse research funds. Better quality research students
<ul style="list-style-type: none"> <li>• Resourcing Student revenue Growth in Faculty</li> </ul>	International students of higher quality and more of them More higher quality applicants and appointments
<ul style="list-style-type: none"> <li>• External relations Actively engage stakeholders</li> </ul>	Stronger alumni groups overseas and better student recruitment and alumni fundraising Enhanced business and government support, leading to more scholarships, internships and employment opportunities Strong executive development programs drawing international participants

Table 1 School objectives and the effects of a stronger international footprint

In summary, the primary objective of the internationalisation strategy is to build the School's international reputation and achieving this will assist the School in achieving its primary objectives.

**Task**

Integration of international dimension into the School's key objectives.

**Building the reputation of the School**

The School's reputation can not be manufactured independently, nor is it a stand alone objective. A positive reputation is a reflection of how well we are achieving our mission and yet at the same time assists us in achieving that mission. Thus a good research project will enhance the School's reputation and that enhanced reputation will, in turn, make it easier to attract further research funding.

The School's reputation is built upon a number of related and complementary elements (see Figure 2). Firstly, any school draws upon the University's own reputation. More directly under our own control, our reputation is built on our intellectual capital which in turn is built upon our research presence and our program strength. Our partnerships build our reputation but also contribute to our programs. Good programs provide an opportunity for the School to develop a strong alumni

who will then also reinforce our reputation for quality. Our reputation is endorsed through accreditation and our performance in other external assessments.

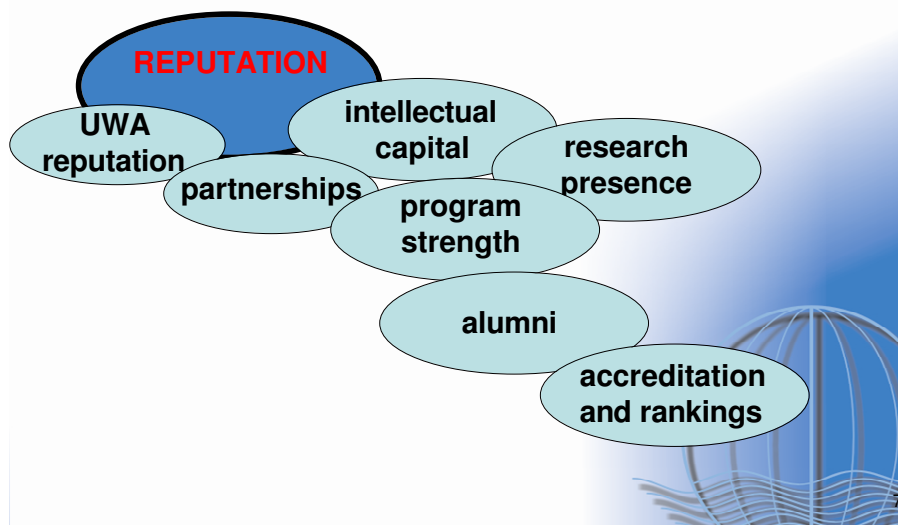


Figure 2 The basis of the School's reputation

As indicated above the two main elements in our School are our staff and our students. It was also suggested that the School will face increasing difficulty in attracting the best staff and the best students. However, strengthening the reputation through the building blocks shown in Figure 2 will assist the School address these difficulties as well as having a positive effect across all of the School's key goals (Table 1).

The approach to reputation building which is shown in Figure 2 reflects the integrated nature of the approach. Elements build on each other but also contribute to the success in other areas.

#### *The UWA brand*

The first building block upon which the reputation of the School is built is the reputation of the University of Western Australia. The School, particularly the Associate Dean, International Relations and the Marketing Manager, will work closely to support the University's own brand building strategies and effectively leveraging that brand value to underpin, in particular, the School's staff and student recruitment. As indicated above the School must ensure its own value proposition is clear and that it is devoting enough resources to marketing and web development.

#### **Task**

To ensure the University expands its brand building initiatives.

#### *The School's intellectual capital*

To be an intellectual capital means that we are a source of knowledge and expertise which the community, and particularly the business community and public policy makers, can draw upon to find answers to the challenges they face. Our School will also be the place individuals turn to as their first preference to develop their business acumen and advance their careers.

## UWA Business School Internationalisation Strategy

### *- A research presence*

The School's intellectual capital is built upon the expertise of its faculty and the capital is grown through their research. The School has strategies in place to develop its research capability, output and impact. As part of these strategies, staff are encouraged to pursue opportunities for involvement in the international academic community through participation in conferences, joint research projects, research built around our offshore programs and so on. In simple terms, staff are encouraged to make our presence felt internationally as well as locally. Similarly research activity within the School is energised through visits from leading academics.

The School website should be developed to fully reflect the research strengths and activities of staff in the School.

### **Tasks**

To make a financial commitment to underwrite international conference participation and visits by leading academics.  
Ensure the web site and other materials fully demonstrate the School's research capability and impact.

As the School builds its research profile and is recognised internationally it will be easier to attract leading researchers to either partner with School faculty in joint projects, to visit the Perth campus or join the faculty here. In this way the reputation effect of research will contribute to the growth objectives of the School.

Offshore teaching programs contribute to the School's international reputation by demonstrating our direct engagement with the region. The decision to offer such programs has to be based primarily on financial considerations<sup>9</sup> but once a decision is made to offer a program offshore then the School's presence should be leveraged to develop research opportunities and funding.

### **Task**

Develop research in offshore program locations.

### *- Program strength*

The strength of our programs depends upon a number of factors, for example the quality of the teaching staff, the rigour and relevance of the curriculum and the diversity of the students.<sup>10</sup>

Strong programs provide a rich student experience. This experience is strengthened by the student's 'whole of School' experience which starts with the admission process and orientation into the School and continues with extra curricular activities (including international study options). Having strong programs and satisfied students aids the future marketing of the program and provides

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<sup>9</sup> Other considerations include a stronger international reputation through our practical involvement in the region, greater cross cultural interaction and improvements in teaching and learning, against which must be set the high cost of delivery of offshore programs.

<sup>10</sup> Note that 'program' here refers to the programs offered by the UWA Business School. Part One of this paper suggested that one of the characteristics of an international school is the quality of its management development programs and consultancy activities. The Executive Programs arm of the business school operates under different commercial imperatives and in different markets and so has its own strategic priorities but it can contribute to and benefit from the UWA Business School's international reputation.

## **UWA Business School Internationalisation Strategy**

the opportunity to create a strong alumni. These apply equally to any offshore programs which the School offers.

The School has strategies in place to promote the quality of teaching and learning. However with regard to content, a preliminary review of the degree programs suggests that the teaching of international business is fragmented and it is not clear that we can demonstrate to students or to accreditation agencies that we are fully preparing our students for the employment in global economy. The international content of the curriculum needs to be reviewed and both within and across disciplines; the international elements of the learning outcomes in each degree program need to be clear. The likely outcome will be that the School will need to strengthen its international business teaching (and research) capability, perhaps through a senior appointment in the area.

### **Tasks**

Review courses for international content and outcomes.  
Strengthen the teaching and research capability in international business.

In many European business schools all undergraduate students are required to study one semester abroad which explains why so many schools want to partner with UWA and other Australian business schools but it also shows what is expected if a school purports to offer internationally relevant programs. Currently the number of student exchanges (and study abroad) is small. While our circumstances are different from schools in Europe we nevertheless need to increase the number of our students studying abroad.

Incoming exchange students enrich the learning experience of Australian students. Similarly international student into programs taught at UWA needs to its diverse nature by drawing on students from a wide range of countries. The administration of student exchange arrangements is fragmented between the International Centre and the School and within the School. The organisational responsibility and structure for managing and marketing international study should be clarified and resources devoted to increasing the level of student exchange activity. Orientation and other programs for students should continue to be strengthened across the School.

### **Task**

Reorganise and expand the administration of student exchanges and student experience activities.

The School offers one unit of overseas study, the MBA Asia Study Tour, which in the past two years has provided a rich learning experience for the students (from Perth and Singapore) who participated. It is resource intensive and (under current funding) expensive for students.<sup>11</sup> Offering such units provides an opportunity for students to experience business in other cultures. Strategically, having a well organised Asian (or Indian) business tour would be something the School could offer to partner schools so that their students could study at UWA and also experience a third country as part of their exchange or study program. There is potential for UWA, in the longer term, to establish a strong (and profitable) intensive study program which would be attractive to students from the northern hemisphere.<sup>12</sup>

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<sup>11</sup> It might be possible to have the study tour students access funds from the study abroad program.

<sup>12</sup> Currently there are financial disincentives (ie the imposition of full international fees) for students in our offshore programs to study part of their degree in Perth - this should be addressed.

**Task**

Develop and resource international study programs as a strategic initiative.

Internationalised programs will provide students with a rich learning experience. This will strengthen the reputation of the programs and the School as a whole which, in turn will assist in the success of our student marketing and recruitment strategies and so contribute directly to the revenue goals of the School.

*Alumni*

When compared to many internationally prominent universities the University of Western Australia has not had a history of engaging with its alumni. However, an active alumni provides many benefits to a school and its graduates through word of mouth marketing, providing network support for students and new graduates and contributing to the school's fund raising. The School has a strong MBA alumni group in Perth and the University has allocated specific resources (in the form of an alumni development officer) to build the alumni data base and activity profile across the whole School. Historically the alumni activity offshore has been fragmented but a solid alumni group has developed in Manila arising out of the MBA program there and alumni activity is emerging in Singapore.

A layered approach (Figure 3) is again appropriate.<sup>13</sup> The School might build on the existing alumni activity through expanding the present MBA graduate association to other postgraduate programs in Perth and through supporting the development of Singapore and Manila. This would then be extended to Malaysia where there are many graduates of the School. This will consolidate the alumni activities across four key locations. Attention should be given to the students graduating from the Masters program in Shanghai which has the potential to become a fifth centre for alumni activity. Concurrently, the focus of attention in Perth would shift from the postgraduate alumni to undergraduate.

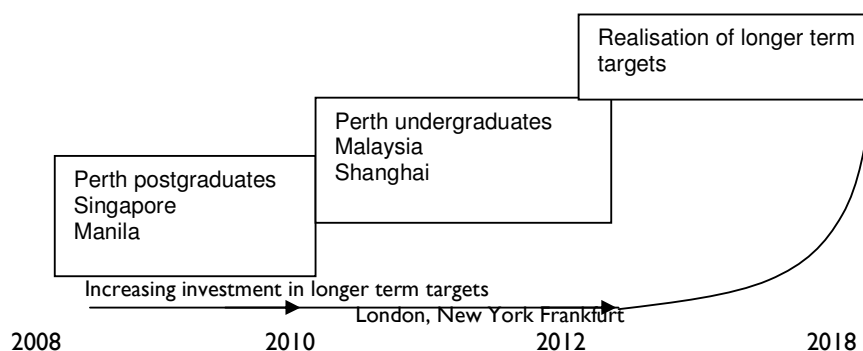


Figure 3 A layered approach to longer term alumni development

The strategy also envisages laying the groundwork for longer term development. This will necessarily take time. Meetings have already been held with alumni in London and New York as part of the fund raising campaign; building on our School partners, such as with WHU (near Frankfurt) would enable the School to build a number of geographically convenient locations around the world where School staff can be expected to visit, making alumni events possible. Establishing a reliable

<sup>13</sup> Note that this is only an indicative strategy. The alumni development office has final responsibility for the development the strategy and its implementation.

## **UWA Business School Internationalisation Strategy**

data base is critical as is maintaining communication with alumni, giving them a reason to maintain their connection with the School. Both these tasks are being undertaken.

### **Task**

Ensure the University continues to provide an alumni development officer specifically for the Business School and supports the School's approach to alumni development.

### *Accreditation and rankings*

There is an increasing trend for business schools to establish their credentials through triple accreditation - AACSB, EQUIS and AMBA. Currently the UWA Business School does not have any formal accreditation and it must be a strategic imperative to address this deficiency. The processes of accreditation are resource consuming but the School can not afford the risk of failure in accreditation. Failure to achieve AACSB and EQUIS accreditation in the immediate future will undermine any attempts at developing a position in international student recruitment and will inhibit the opportunities to build productive staff and research links with key business schools around the world. Failure to achieve accreditation will therefore make the achievement of the School's revenue and research objectives more difficult.

Notwithstanding its expense, accreditation provides an external endorsement of the School and so enhances its reputation institutionally and in the student market, the accreditation process also provides a framework for the School's own strategic evaluation of its direction and performance. Formal benchmarking with other schools serves a similar purpose so devoting resources to data collection and evaluation is an integral part of any strategy to build the School's international reputation.

### **Task**

Allocate sufficient resources to data collection and report preparation to ensure successful accreditation.

The School has performed well in its research activity when ranked with other Australian Schools. However, business schools are more publicly evaluated in terms of their full time MBA programs. These MBA rankings make a significant contribution to a school's market reputation. The UWA MBA programs have consistently performed strongly in the Good Universities Guide which compares Australian business schools and MBA programs. However, the School does not feature in any of the international rankings (the most prominent being that undertaken annually by the Financial Times) because these rankings typically focus on full time MBA programs, which the School does not offer. The School does have students studying for its MBA program full-time but they do not join the program as a distinct cohort, they are essentially fitting their studies into our program for part-time students. There are not enough full-time students to provide a cohort which would then qualify for participation in the international rankings.

The School is distinctive among schools we wish to compare ourselves with (Melbourne Business School, for example) in not having a genuine full time MBA program which it can offer to the international market place. While we might debate the authenticity of rankings the School is hampered in building a strong international reputation by not being able to even participate in these external ranking of programs. Therefore, at some point in the near future the School will have to assess the long term strategic benefits of offering its MBA as a genuine full time program.

**Professor Ray Fells  
Associate Dean, International Relations  
October 2007**

***Partnerships***

While a school, acting alone, may be able to develop its research presence and program strength and so provide its students with a rich experience which they continue to value as alumni, it can do far more to prepare its students for the global economy and provide opportunities for its staff to engage in the international community if it has good partners around the world. Equally important, the School should provide opportunities for its staff to interact regularly with academics from other top business schools and so be exposed to international trends in the business discipline and to the levels of achievement in high performing schools.

The School has Associate Deans for teaching and for research who will guide the School in developing its intellectual capital without which the School can not sustain an international reputation of excellence. The development of productive working relationships with other business schools is a separate activity and will be the responsibility of the Dean and the Associate Dean, International Relations.

The School has many opportunities and requests to partner with other schools around the world. However, any partnership must be active and add value to both parties. They must be properly managed and, given the School's size, it is more appropriate to focus on a limited number of active partnerships than having a lengthy list of moribund arrangements.

It is envisaged that the School will have two types of partner—institutional and exchange. The School's objective is that at the end of five years the School will have strong connections with a limited number of geographically spread business schools, each of which itself has a strong reputation and network. These will be the School's institutional partners with which we have our closest links at staff and student levels. In addition, the School will have a larger number of exchange agreements with business schools around the world to meet the needs of UWA Business School students who wish to study overseas.

*Partnership development*

The development of these partnerships is an area where a layered approach is required. As indicated above, the School can leverage the University's reputation. Similarly it can leverage the University's own partnerships, particularly those with which the University has developed a special relationship. Where these universities have comparable business schools the partnership will be cultivated, such as with the Business School at Queens University in Canada. Where the School already has strong relationships with good business schools (which is the case in Europe, Copenhagen Business School and WHU Business School in Germany being examples) these will continue to be cultivated. A limited number of additional schools have been identified and steps will be taken to explore the potential of mutually beneficial relationships.

There are a number of practical ways in which partnerships can be built. Initially this will be through visits at a senior level, followed up by other faculty visiting to give seminars, during their study leave or in conjunction with teaching commitments.

While this School may have a desire to partner with other prominent Schools it is critical that we provide those Schools with a compelling reason to partner with us. We must be in a position to clearly show how the UWA Business School can add value to our partners. This requires the School to not only build its own intellectual capital and continue to develop the international content of its programs but to also demonstrate this to the outside world through our web site and informational

material. Securing accreditation through EQUIS and AACSB is also a key element in demonstrating our quality and establishing our partnership credentials.<sup>14</sup>

Taking the layered approach to building a network of institutional partners (Figure 4) we will build on existing activity with Schools where we have a strong relationship, particularly Copenhagen, St Gallen and WHU. Concurrently we will invest in building a relationship where there is known potential for a mutual relationship. These schools might include Manchester Business School, Singapore Management University, Penn State, Queens, Zhejiang, these last three being universities with which the UWA is building a special relationship.

As opportunity arises we will seek to build relationships with a limited number of top ranking schools with which we currently have little or no connection, such as the London Business School or Judge in the UK; RMS Erasmus or IMD in Europe, Kellogg or Stanford in the US; and Chinese University, Hong Kong. This suggested list needs to be reviewed and refined; for example, we have yet to identify a business institute in India.

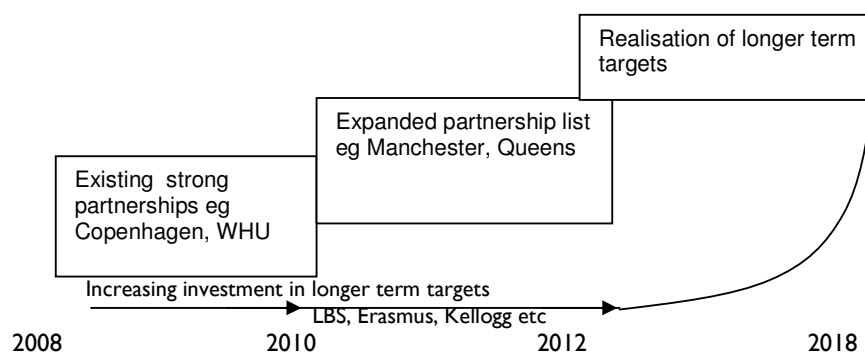


Figure 4 A layered approach to long term partnership building

It is recognised that it takes time to build an effective relationship with a premier business school and that some of the identified partner relationships may not materialise. There will be an ongoing search for potential partners until the School has established the partnerships it needs.

We should encourage students wishing to study overseas to give first consideration to studying at one of our institutional partners. However it is important to offer a broader choice to our students and so with the involvement of the International Centre, the School will review and expand its list of exchange partners beyond the present focus on European schools. This will be accompanied by increased marketing of exchange and study abroad opportunities within and across the School. The number and location of exchange schools will be kept in balance with the student demand. We recognise that as a School we are likely to receive more students from partner schools than we send but this imbalance is accepted as it contributes to the international diversity of the student body here in Perth to the benefit of local students. The combination of institutional and exchange partners will provide a strong partnership profile (see Table 2) which will enhance the School's reputation and provide a rich international dimension to our students' study opportunities.

<sup>14</sup> As a School we would be reluctant to partner with a school which is not accredited but we are expecting schools to want to partner with us even though we are yet to achieve accreditation ourselves.

*Institutional partners:*

*Existing strong partners:* for example, Copenhagen, St Gallen, WHU

*Additional institutional partners (to be achieved in the short term)*

A realistic list might be drawn from: Manchester (or LSE), SMU, Zhejiang, Penn State and Queens

*Additional institutional partners we aspire to (to be achieved in the longer term)*

A list might include: LBS or Judge, RSM Erasmus or IMD, Kellogg or Stanford, Chinese University, Hong Kong

*Exchange partners:*

A realistic list might include Bocconi, Dijon and Vienna Business Schools in Europe, California, Colorado State, North Carolina, McMaster Universities in North America

Table 2 Developing a desired partnership profile

*Partnership development: performance indicators*

As indicated above a number of tasks are required across the range of School activities to position the School to be a desired partner. In terms of specific action to build effective partnerships a number of performance indicators can be established and some are suggested in Table 3. These will need to be the subject of further discussion. The activity of staff through 2007 (see Appendix 1) demonstrates how a strategic approach can strengthen relationships with existing preferred schools while laying the groundwork for relationships in the future with other targeted schools.

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Senior visits to three preferred partners each year and visits from two preferred partners each year</li><li>• By 2010, at least two study leave visits to institutional partners and at least one academic visit to the School from staff at an institutional partner</li><li>• By 2010 a list of ten active geographically spread exchange partnerships,</li><li>• By 2010, at least one study leave visit to an exchange partner and at least one academic visit to the School from staff at an exchange partner</li><li>• By 2012, regular contact by senior staff or through a research project with one aspired institutional partner.</li></ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Table 3 Partnership building: indicative performance indicators

**Task**

To make a financial commitment to underwrite staff exchanges.

**A question of geography**

The focus on Singapore has served the School well over the years. It has not been without its difficulties but it has provided a clear statement of the School's genuine internationalisation as well as contributing to revenue and growth in staff numbers. We can envisage the Singapore activities basically remaining in a steady state for the next five years. There may be a change in programs being offered but in the context of the University's greater commitment to Singapore, the Business School is likely to remain and continue offering its programs.

The question arises whether the School should look to develop a second focal point that would continue the School's activity from the next five years and beyond. This would be an important long

term strategic decision by the School which can only be made after full consideration of the potential benefits and resource implications. There are a number of possibilities.

The School may make a strategic decision to focus its activities in the Asian region, which would be consistent with its vision of being one of the most influential Business schools in Australia and Asia.

The Philippines is a country which traditionally has been US-centric in its education (as in many other areas of policy making) but there is a growing interest in Australia. The language difficulties which are experienced in some parts of Asia do not arise in the Philippines. The growing economy will provide the demographics for a growth in business education. The existing MBA program is the only non-Philippine program to have been accredited. Serious difficulties within the local partner organization have delayed the growth of the program but these have been overcome and we still have the first mover advantage. The Manila MBA should grow to the same size as the Singapore MBA. It could be complemented (if the School has the research capability) by a DBA program.<sup>15</sup> The Philippines is a growing market for international students; a combined effort between the Business School, the International Centre and Science Faculty (which has a growing interest in the Philippines) would benefit both the Manila and Crawley programs.

Opportunities exist in China, such as in Shanghai building on the program being offered there or in Guangzhou based on the sister relationship between WA and that province. Opportunities to offer programs locally also exist in Vietnam, which has been identified by the University and the School as a growing market for international student recruitment.

However, taking a *global* perspective would suggest that if a new offshore hub is to be developed it should be outside of Asia. One alternative is India. The potential scenario would be to build a relationship with one particular institute, develop joint programs and work with that institute to draw in students from the region and create opportunities for academic research and for executive development programs.

A region which is expanding is the Middle East. Countries there, particularly some of the Emirates, have committed to establishing themselves globally, particularly in international trade, finance and tourism but also in education. Some universities and several private educational foundations (typically with strong royal connections) are looking for partners as they seek to become established internationally. Many approaches have been made to the Business School to offer programs (particularly the MBA) in the Middle East.

Another alternative envisages focusing on a region which has yet to develop. For example, there will clearly be growth in education in many African countries and several Australian universities are already leapfrogging Perth to recruit students from Africa. As with the Indian sub-continent, there is a geographical logic to building links between Western Australia and east and south African

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<sup>15</sup> It should be recognised that the Business School's DBA program is one of its distinctive features. There is a growing number of professional doctorates but these are often discipline-based comprising course work in a particular disciplinary area and then a dissertation with only a small part of the degree being explicitly focused on research skills. The UWA DBA is *wholly* focused on research training and the thesis and is a proven success in getting students through to completion of their DBA or PhD research. It has potential as a stand alone research training program (MBR) as well as a professional doctorate. It is limited by the extent to which staff can supervise the students through their thesis stage. A case can be made that there are more offshore opportunities for the MBR and DBA than there is for the MBA. If so, the School might use the DBA to help build an international reputation for research excellence by offering the program in more offshore locations than just Singapore. Investing in research capability would then be a critical element in long term internationalisation.

countries. Geography argues against trying to involve the school in some other regions of growth such as Eastern Europe, the central Asian countries, or Latin and South America.

In all cases, whether the decision is to consolidate existing programs or develop new areas of offshore activity, the preferred strategy would be to work in conjunction with other UWA Faculties, particularly Engineering and Science to develop a comprehensive brand building, program delivery and international student recruitment strategy. Cooperation with one of the School's institutional partners to offer a joint program in a third location would be another approach.

### **Criteria for evaluating proposals**

As indicated above the School has to be strategic in its approach in an environment which requires long term investment and carries inherent risk. Any proposal (international or otherwise) should be evaluated against the returns which the investment of time, money and commitment into the activity will provide for the School and the University. The returns might take the form of reputation, revenue, student experience or research. In addition it is necessary to consider the risks involved relative to the investment.

What are the **returns** from this proposed investment?

Specifically,

- what are the **reputation** benefits from this activity?
  
- what are the **revenue** benefits of this activity?
  - Student income?
  - Research funding?
  - Funding from business , government, alumni etc or from executive programs?
  
- what are the **research** benefits of this activity?
  - The contribution to the School's research profile?
  - The opportunities for further research?
  
- to what extent does this activity enhance the **learning experience** of students?
  
- what is the degree of **risk** to the School should the proposed activity fail to achieve its objectives?

Existing activities should be evaluated against the same criteria.

### **Task**

Acceptance of criteria to evaluate new and existing activities

## **PART 3 Recommendations and implications**

### **Measures of performance**

The School must be able to demonstrate that it has or is progressing towards the various characteristics of internationalisation outlined in Part I of this document. A number of performance measures can be suggested for each dimension of the School's activities and given the nature of academic work and the role of the School, many activities contribute towards more than dimension of performance. The measures suggested here—with the exception of those relating to partnerships—are derived from key strategies within the School's operational priorities plan. As indicated elsewhere in this report the internationalisation of the School is largely consequent upon success in other key areas and so this list of suggested measures needs to be refined in relation to the School's other strategies and where appropriate, integrated into those strategies' performance measures. It is anticipated that the data will show that the School is already 'international' in many respects but will also provide a basis for measuring ongoing improvement.

#### *Research*

- i) A list of major research projects, a significant proportion of which have international data collection or clear international application
- ii) Staff attendance at international conferences, presentation of papers
- iii) Publications in international journals, books etc

#### *Teaching, students and graduates*

- i) A list of units which clearly focus on international issues, examples of international perspectives embedded in other units.
- ii) Evidence to show that students can not graduate from any program without having had exposure to international business issues at some point in their program.
- (iii) Data showing that a significant minority of students (eg 30%) are from overseas, and from a variety of countries. Examples of diversity within, for example, tutorial groups.
- iv) A growing number of UWA Business School students studying overseas; a growing number of incoming exchange students.
- v) Increasing number of UWA Business School students participating in overseas study tours.
- vi) Data showing international alumni; evidence of networking by the School and by alumni.

#### *Partnerships*

- i) A list of significant business schools which acknowledge a partnership with us.
- ii) Data on staff visits, student exchanges, research and other collaboration with these schools

#### *Business and the broader community*

- i) Increasing unrestricted income into the School.
- ii) Active involvement by senior business executives in the activities of the School
- iii) Evidence of first preference recruitment strategies by employers.

#### *International practice*

- i) Successful offshore programs
- ii) A number of management development programs with international companies.
- iii) Regular formal performance comparisons with key partner schools.

## **Recommendations**

The issues discussed in this paper have given rise to a number of decisions and tasks, some minor and some which have significant strategic implications for the School over the coming five to ten years. These proposals are presented under the broad headings of the report though in many cases the impact of the recommendation will be felt more widely. These are preliminary recommendations for further discussion by the Management Group and Faculty as a whole, to be considered as the future strategy for the UWA Business School is formulated.

### *General policy decisions and tasks*

- \* Agree upon the characteristics of an international school.
- \* Endorse the need for further internationalisation.
- \* Secure the whole School's acceptance of the need for further internationalisation across the whole range of School activities.
- \* Acceptance of the need for long term investment in internationalisation.
- \* Integration of international dimension into the School's key objectives.
- \* Acceptance of criteria to evaluate new and existing activities.

### *Brand*

- \* Ensure the University expands its brand building initiatives.
- \* Clearly articulate the School's value proposition.
- \* Make a financial and staff commitment to marketing and web site development

### *The School's intellectual capital—research presence and program strength*

- \* To make a financial commitment to underwrite international conference participation and visits by leading academics.
- \* Make a financial commitment to underwrite staff exchanges
- \* Develop research in offshore program locations.
- \* Ensure the web site and other materials fully demonstrate the School's research capability and impact.
- \* Review courses for international content and outcomes.
- \* Strengthen the teaching and research capability in international business.
- \* Reorganise and expand the administration of student exchanges and student experience activities.

## **UWA Business School Internationalisation Strategy**

- \* Develop and resource international study programs as a strategic initiative

### *Alumni*

- \* Ensure the University continues to provide an alumni development officer specifically for the Business School and supports the School's approach to alumni development.

### *Accreditation and rankings*

- \* Allocate sufficient resources to data collection and report preparation to ensure successful accreditation.
- \* Offer a full time MBA.

### *Partnerships*

- \* Make a financial and time commitment to relationship building.

## **Appendix I Partnership building activity 2007**

(as at September 2007 but anticipating some planned visits during the remainder of the year)

### *Developing existing partnerships*

#### WHU Business School, Germany

Visit by Associate Dean, International Relations

They have accepted our invitation to their Dean (as an Alcoa visiting fellow) and we will be sending a completing PhD student to the prestigious finance conference held at WHU in January

#### St Gallen

A first visit by Associate Dean, International Relations to the school following signing an agreement with them

Visit by a staff member to conduct collaborative research, following a visit by the St Gallen professor to UWA Business School

#### Copenhagen Business School

Visit by Associate Dean, International Relations, the agreement to be renewed and expanded

Visit by staff member as part of her PhD research

#### Colorado State University

Visit by the Dean

### *Potential partners*

#### Singapore Management University

Visit by the Dean and other senior staff

#### Queens (university partner)

Visit by the Dean (planned)

Visit by staff member as part of study leave

Visit by the Marketing Manager

#### Manchester Business School

Visit by Associate Dean, International Relations

#### Sheffield (university partner)

Visit by Associate Dean, International Relations

Visit by Associate Dean, Teaching and Learning

### *Aspired partners*

#### Judge Business School Cambridge

Staff member teaching on their MBA program

Visit by Associate Dean, Teaching and Learning

#### London Business School

Involvement through the AIM:UWA Business School Alliance visiting professor from LBS

#### RSM Erasmus

Potential future involvement for the School through the AIM:UWA Business School Alliance's participation in the Erasmus-led consortium to deliver the United Nations management program.

### *Exchange partners (schools wanting an exchange arrangement with UWA Business School)*

Visit by Marketing Manager to McMasters

Visit by Associate Dean, International Relations to Maastricht Business School