

**INTERNATIONAL ACADEMIC RELATIONS AND SMALL NATION STATES:
A CASE STUDY OF SELECTED BRITISH, AMERICAN, AND CANADIAN
INITIATIVES IN BAHAMIAN HIGHER EDUCATION**

by

Joan Dorrell Vanderpool

**A thesis submitted in conformity with the requirements
for the degree of Doctor of Philosophy
Department of Theory and Policy Studies
Ontario Institute for Studies in Education of the
University of Toronto**

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Joan D. Vanderpool, Ph.D., 1999.
Department of Theory and Policy Studies
Ontario Institute for Studies in Education of The University of Toronto

ABSTRACT

The transformation of educational legacies from a colonial past and the adaptation of policies and practices from recently formed academic relationships abroad are discernible features of higher education development in The Bahamas since political independence was attained in 1973. An on-going exercise in Bahamian higher education therefore involves sustaining old and establishing new relationships with larger nations.

Bahamian international academic relationships contribute to the development of a viable higher education system and a number of higher education opportunities. However, they can also challenge and impose limitations on the creation of indigenous educational policies and practices and weaken the identities of emerging local institutions. In this thesis these contributions and challenges are explored using qualitative and quantitative research approaches. A survey of local perceptions of external influences on the development of Bahamian higher education was conducted along with a multiple case study of initiatives that reflect British, American and Canadian influences during the 25 year period, 1973 to 1998.

The initiatives include: transformation of bank training and education from British models of the 1970's to today's programs in banking at The College of The Bahamas; the evolution of a part-time extension program from America into a Bahamas-based university college; and, the selection of Canada as one foreign study destination, among many options, selected by Bahamian students seeking higher education. All initiatives were analyzed across typical higher education

functions to assess the extent to which they offer opportunities for productive strategies of development including domestic relevance, linkages with regional and other higher education jurisdictions, and allow for counter-penetration into cultures of initiating countries. Literature reviews and a country study that includes an overview of higher education in The Bahamas, serve as contexts for research findings. Suggested ways of enhancing British, American, and Canadian academic relations with The Bahamas are offered based on prevailing issues, foundations and theoretical orientations.

Survey findings reveal that participants perceive benefits from fostering international linkages but they also value the development of The Bahamas' own unique approach to higher education. From a Bahamian perspective, academic relations are based on individually asserted needs for and strong national obligations to provide locally and internationally recognized standards of achievement in higher education. Meanwhile, the Bahamas' larger partners in academic relations seek international linkages establishing offshore extension, exchange, and research programs, or facilities abroad and the recruitment of potential students to help increase enrollment and perceived levels of internationality at home. Findings suggest that the strategic value of international academic relations on either side is linked to both prestige and expedience. However, it is apparent that even though academic relationships between small and large nations appear to be potentially beneficial and interdependent, they are not always reciprocal or collaborative. This might be because multidimensional and interrelated, issues, foundations and theoretical orientations circumscribe these relationships. In addition, such relationships are rooted in the intellectual, cultural, political and economic traditions of the countries involved.

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Successful completion of this work would have been impossible were it not for the unwavering support of Angela Hildyard, Michael Skolnik, and Saeed Quazi. The collective wisdom and guidance of this team will remain among my most precious of memories.

For me, however, having the best team of professors on one's thesis committee was only one lifeline (albeit an important one) that I needed to survive the graduate study experience. Being so far away from home, having a limited amount of study leave from my job in The Bahamas, and my personal learning style were all realities that required a mixture of support systems. These included faculty, staff, and fellow graduate students at OISE/UT and Harvard University; colleagues at The College of The Bahamas; and family and friends at home and abroad.

The Higher Education Group in the Department of Theory and Policy Studies provided a solid foundation and home-base for my studies at OISE/UT. Professor Glen Jones, and Janice Verner were my first contacts and their kind advice and interest which began even before I set foot on Toronto soil remained consistent throughout my OISE/UT experience. Having Angela Hildyard as my thesis supervisor and Michael Skolnik as my faculty advisor will always rank high on my list of the luckiest things that ever happened to me in my life. Angela's vast experience in higher education research is surpassed only by her willingness to share it. Michael's respect and concern for his students in the classroom and as an advisor is uncommonly strong. Other higher education professors Ruth Hayhoe, Cicely Watson, Glen Jones, and Jamie Magnusson all provided inspiration for my work. I am particularly indebted to Ruth Hayhoe for her course entitled International Academic Relations as well as her early contributions to my thesis committee. And I will always be

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Prior to coming to OISE/UT I began my doctoral journey at Harvard's Graduate School of Education (HGSE). It was there that my formal academic inquiry into the phenomenon of international academic relationships began. The support and encouragement of Rosalind Michahelles Director of the Office of International Education, and the courses I took with professors Fuller, Lawrence-Lightfoot, and Rossman at HGSE, and Axworthy at the Kennedy School of Government, all provided elements that were important precursors to this thesis.

In 1995 when I began this doctoral journey I took along with me the prayers and well wishes of many colleagues at The College of The Bahamas. I remembered them whenever I had doubts (which was quite frequent). I am especially grateful for the help and moral support I received from Eve Poitier, Earl Alfred, Paula Anderson, Olivia Saunders, and Delores Williams.

Finally, I end this litany of appreciation where my life began, with the love of God, my family and friends. The Vanderpools and family friends like The Eneases have always been the foundation of many of my successes. My brothers and sisters particularly are all important titles in my library of life. But this particular work, my doctoral thesis, I dedicate to my mother Menera and my daughter Tarek -- two very classy ladies.

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CHAPTER ONE

Introduction and Background of The Thesis

For many centuries, the islands which make up the Commonwealth of The Bahamas have been involved in the affairs of other countries. Recorded evidence of this involvement dates back to the year 1492 when the explorer Christopher Columbus made the first landfall of his expedition to the new world on the shores of an island which he called San Salvador.

Initially presumed to be a part of India, San Salvador was actually one of several hundred islands comprising an archipelago which became known as The Bahamas. Since 1492, this country, a former colony, located between the continents of North and South America, has been both reluctant and eager host (depending on the nature of the sojourn) to famous and infamous international visitors. Even a short list of these visitors demonstrates their diversity of origin and purpose. Invited or not, explorers, colonizers, pirates, missionaries, slaves, blockade runners, legitimate traders, refugees including a deposed Shah, a King abdicate, and tourists, have all found reasons to go to The Bahamas.

Now, five hundred years later a new and politically independent Bahamas, like many other small nation states in the world, has become the locus of yet another type of venture which attracts international attention and visitors. Sources of this attention are national foreign policies and the initiatives of academic institutions for purposes which range from scientific research, implementation of development aid programs, foreign

student recruitment and the provision/export of higher education services. Such enterprise is often welcomed and even encouraged by small nations because of its perceived relevance to the achievement of national development goals and objectives.

In tracing the development of former colonies, it is notable that amidst their wide ranging diversity, modernization has been a commonly shared agenda. Along with political independence, it is apparent that modernization was the goal, and Western was the ideal, of these nation states. Newly independent, fledgling, and even fragile, many small nation states made concerted efforts to discard past colonial as well as indigenous traditions perceived to be limiting and irrelevant. Each of these nations sought to hold on to those legacies which they thought would help them to catch up and “grow up modern” (Fuller, 1991, p. xv). Moreover, education was one of the legacies of a Colonial heritage which many new nations highly valued because of the almost universal assumption that education is a prerequisite for development and modernization (Altbach, 1977 p. 480; Fuller, 1991 pp. 28-34).

This thesis examines British, American, and Canadian involvement and influence in Bahamian higher education by reviewing and inquiring into specific examples of academic relationships. The study of the development of education in a small nation state such as The Bahamas is quite complex however, and requires an understanding of the historical and prevailing international academic relationships of the countries involved. Such study also requires exploring and explaining the varied approaches of each academic partner within the context of relevant, theoretical and philosophical foundations and structural traditions.

As some former colonies gained political independence and became more developed (such as the U.S., Canada and Australia, for example) , they transformed inherited educational legacies and added new approaches within the context of their indigenous needs and expectations. These transformed legacies, new philosophies and practices, over time, produced distinctive knowledge and educational traditions that newly independent nation states incorporated in their domestic and foreign policies. Moreover, as these nations subsequently established new linkages and academic relationships with other newer, usually smaller nations, it is these traditions which they transferred and shared.

The Problem

The transformation of legacies inherited from a colonial past, or from more recent international academic relationships, into viably relevant local, educational policies and practices is a complex task. Moreover, the complexity of this task becomes increasingly apparent as one considers the strong push toward the achievement of the goals inherent in a modernization agenda, and the fragility of the identity and autonomy of new nation states and their institutions. As has been noted by scholars and other commentators, to conform to traditions inappropriate to local needs could lead to patterns of modernity with undesirable degrees of dependency. Such conformity does not allow for productive strategies of development, such as those recommended by Ali Mazrui in "The University as Multinational Corporation". Mazrui argued that modernization without the application of strategies of domestication, diversification and counter-penetration hinders the balancing of the influences of the local society and those of external forces, limits the

exposure of the indigenous populations to other world cultures, and narrows the gap in reciprocity between the newer and older nations of the world (Mazrui, 1978).

Formulating productive strategies for development involves very real concerns for many small nations like The Bahamas, whose economies center around international activities, such as banking and tourism. For such nations, academic linkages have potential value for the policies and practices of both education and foreign relations. But, the crux or essence of the problem is that just like the legacies of the colonial past, these newer international academic relationships often present both opportunities for strengthening indigenous educational policies and practices, as well as challenges which could weaken the identities of newly emerging, local institutions *and threaten and limit their capacity for modern development without dependency*. This study proposes the thesis that, an urgent, on-going exercise for small nations involves identifying and managing challenges and opportunities inherent in academic relationships with larger, more economically advanced nations, within the context of local and global conditions. Moreover, examining specific academic relationships can provide a useful forum for exposing the influences of internationalization on higher education development.

The purpose of this thesis, therefore, is: *to describe and analyze international academic relationships between a small nation state and its much larger partners, using a mixed methods research design involving case studies of selected British, American, and Canadian academic initiatives within Bahamian higher education.*

Research Objectives & Questions

Specific research objectives of this thesis and related questions include:

Research Objective #1:

To explore prevalent issues, foundations and theoretical orientations affecting British, American and Canadian international academic relations from the perspective of small nation states.

- i) What are the possible connections and in what ways are international academic relationships associated with higher education as an area of study?
- ii) From the perspective of small nations, what issues, foundations and theoretical orientations influence the activities, and actors involved in British, American, and Canadian international academic relations?
- iii) What challenges do small nations face in their efforts to develop their higher education institutions and systems?
- iv) In what ways do international academic relations influence the development of higher education in small nations?

Research Objective #2:

To discover local perceptions of external influences on Bahamian higher education

- v) How are external influences on Bahamian higher education perceived by faculty and administrators, students and the local community?

Research Objective #3:

To examine selected British, American, and Canadian academic initiatives undertaken in The Bahamas during the 25 year period, 1973-1998.

- vi) To what extent do British, American and Canadian international academic relationships allow for productive strategies of development of higher education in The Bahamas?
- vii) Can international academic relations between small and large nations be enhanced?

An inquiry such as this is important for several reasons. Many colleges and universities are making concerted efforts to establish and strengthen linkages with countries abroad, via international governmental and non governmental organizations. They actively seek to participate in international consulting projects, increase their foreign student enrolments and intensify an international dimension on their campuses and within their classrooms. Several factors (political, economic, and cultural) have been cited as the major causes and sources of this need for increased effort and activity.

Definition of terms

Frequently used terminology in the discourse surrounding these efforts and activities include: 'international education', 'internationality', 'internationalization', 'international dimension' and, less frequently, the term 'international academic relations'.

'International education' is a very broad field of teaching and inquiry, also known as international development education. "The term is often used to cover comparative, cross national, or cross-cultural work extending beyond the borders of the United States. It could also apply to cross-cultural teaching and research domestically" (Warwick et al, 1977 p. 1).

Burn (1985) uses the term the 'internationality' of higher education, explaining: "I refer not to the internationalization of higher education but to its internationality, a word which, according to Webster's Second Edition, means 'the quality or state of being international'. This is deliberate as the word internationalization implies moving from non-international to internationality. My topic and my convictions rule out the possibility

that higher education is non-international, though it may have varying degrees of internationality”(Burn, 1985, p. 9).

Rudzki (1995) acknowledges that he first defined, in an earlier publication, ‘internationalization’ as: “[A] long-term strategic policy for the establishment of overseas links for the purposes of student mobility, staff-development and curriculum innovation”. He then redefined it as: “[A] defining feature of all universities, encompassing organizational change, curriculum innovation, staff development and student mobility, for the purpose of achieving excellence in teaching and research”(Rudzki, 1995 p. 421).

Knight (1993) notes a need for more common understanding and usage of the term internationalization in higher education and defines it as, “Integrating the international dimension into the primary functions of an institution of higher education.” This ‘international dimension’ she defines as, “ [A] perspective, activity or program which initiates or integrates an international/intellectual/global outlook into the major functions of a university or college” (Knight, 1993 p. 6).

The definitions I have selected are drawn from the recent work of scholars in Britain, America and Canada. This is done in order to demonstrate a multinational scope. These definitions, although fairly clear, do not completely remove the ambiguity or compensate for the lack of conceptual clarity which surrounds this topic. The word internationalization and the term international education are often used interchangeably while the notions of internationality and international academic relations are not often referred to.

In this thesis I have chosen to use the term ‘international academic relations’. I **define *international academic relations* as *those interactions and linkages which***

take place at home and abroad, among and between people of different cultures and nationalities and people in educational agencies, and institutions including colleges, universities and research institutes.

This definition comes from personal and professional experiences as an educator in a small nation state, as a graduate of a Bahamian high school modelled on a British grammar school, and as a graduate of American and Canadian universities. I believe my definition allows for and encompasses, the negotiable and collaborative aspects of human and institutional relationships that the other terms do not address, but which are of fundamental importance when discussing organizational behaviour and international relations. Likewise, I would argue that if international education and internationalization are forces that drive the internationality of a university, then international academic relations is both the cause and the result of them all.

Globalization is another term that is indirectly relevant to this thesis topic because it is sometimes used interchangeably with the term internationalization. Moreover, I have observed that negative connotations attached to the idea of globalization are sometimes transmitted to notions of internationality and international relationships of any kind. These observations are commensurate with Klak's (1998) argument that, "although globalization has become a common term in corporate and political circles, neither the mass media nor scholars define it, much less interrogate it against evidence (1998, p. 3)". Klak's premise is that users of the term globalization need to specify its meaning within a specific context because indiscriminate use of the term, "reiterates and reifies its ideological aspects (p. 21)."

For the purpose of this thesis when I use the term international I assume the simple definition of the word i.e., between nations. Although its boundaries and roles are shifting the nation-state is still the most tangible unit of analysis for examining relationships, not confined to economic ideology, between different places in the world.

In this thesis I define a small nation state as a nation with a population of two million or fewer.

It should be noted that in The Bahamas, colleges and universities outside of The Bahamas and the Caribbean region are often referred to as “off-shore colleges or universities”. Therefore, some educators in The Bahamas who were interviewed for the thesis research used the term “off-shore university liaison” to refer to or describe international academic relationships.

Significance of the Study/Impact on Scholarship and Practice

This research has significance from several perspectives including the field of higher education, its fundamental identity and relationship with society; the organizational development of higher education systems and institutions; international academic relations as a potential area of study; higher education in small nation states; higher education in The Bahamas; and the organizational response (on campus, in the field and on the Internet) of British, American, and Canadian higher education institutions to the pressure to internationalize.

Broadly speaking, this thesis contributes to the discussion of internationality as a fundamental aim or characteristic of higher education. Within a narrower context, that is, from a systems, institutional and departmental perspective, it also adds to the rapidly

emerging information and scholarship on internationalization in higher education organizations. Findings from this study should also provide additional information for research and scholarship that could lead to a better definition of and theoretical framework for international academic relations as a field of study. As Hayhoe and Philips (1989) have noted, the dynamics of inter-university relations in the international political economy is certainly “an arena in higher education that is often hard to illuminate” (p. 69) .

The thesis has significant relevance to small nation states because it adds to the limited existing knowledge and scholarship regarding small nation states in general. This is important because nearly half of the world’s sovereign states have populations of less than five million (Chapter Four, Table 4 - 1), yet their experiences in transforming educational traditions are not widely documented.

The thesis is particularly significant to The Bahamas because of that nation’s unique geographical location and national priorities, the rapidly developing Bahamian higher education system needs information for planning and decision-making, especially with respect to financing international study.

Because of the increasing competition for international students and offshore sites for international initiatives, British, American, and Canadian colleges and universities could benefit from information regarding the response to their efforts from a geographically close market such as The Bahamas. Feedback from target countries could inform intra-institutional concern and controversy regarding ethics and relevance of international academic activity at home and abroad. Feedback is also useful for subsequent review and revision of current internationalization efforts and the design and planing of future initiatives.

Delimitations and Limitations

In higher education, international activity and efforts cover a broad range of institutional functions. In this thesis, development and aid initiatives are referred to only if they are inextricably linked with academic projects.

It should be borne in mind that the multiple case study, which is based on selected British, American, and Canadian initiatives in Bahamian higher education, is meant to explore and describe the programs or traditions which originate from these initiatives rather than evaluate them. In addition, considering their diverse characteristics and conditions care has been taken to avoid assigning or implying a common identity for small nations.

Organization and Outline of Thesis

Chapter One introduces and provides background data on the research topic. It includes the problem statement, the underlying purpose and significance of the investigation, the research objectives, the questions which frame its nature and scope, and the thesis outline.

The second chapter details the research methodology applied to the study of the thesis topic. This chapter provides the assumptions and rationale used in selecting the research design, and the initiatives and projects for investigation. It also describes aspects of data collection and analysis, such as the use of theory, selection of research participants, and the role of the researcher.

The third and fourth chapters present a review of literature which informs the research questions outlined in the first chapter. Chapter Three explores and examines definitions, models and rationale related to the field of international academic relations

within the context of higher education organization and administration, and international theory. Chapter Four clarifies definitions and characteristics of small nation states and challenges they face in the development of their higher education institutions and systems within the context of international relations in general and international academic relations more specifically.

Chapter Five is essentially a country study, which traces the development of higher education in The Bahamas since the time it gained political independence from Britain in 1973 to the present date. This development is contextualized by a brief summary of the development of post-secondary institutions in the Caribbean region.

Chapter Six reports the findings of the survey of local perceptions regarding external influences on Bahamian higher education. Chapter Seven examines selected British, American, and Canadian initiatives currently on-going in The Bahamas. It also explores the current involvement of these countries in Bahamian higher education during the twenty five year period, 1973-1998, and provides a multiple case study of the specific nature and origin of selected initiatives which exemplify this involvement. British, American, and Canadian influences on Bahamian higher education are reported in cross-functional perspective and are analyzed and discussed with reference to the extent to which they reflect productive strategies of development.

Chapter Eight provides an overview of the research findings, strengths and weaknesses of the research process, and implications of the findings for higher education development in The Bahamas and other small nations as well as to the development of international academic relations as a field of study. Suggestions are offered for enhancing international academic relations between small and large nations.

The three appendices include supplementary information regarding both quantitative and qualitative aspects of the research data. The appendices comprise letters to research participants; copies of the three survey instruments, summarized response data, participants' comments; and an interview participants and perspectives grid.

CHAPTER TWO

Research Design and Methodology

Research Design: Approach and Rationale

To better understand the rarely researched, and wide ranging phenomenon of international academic relations and small nation states in general, and British, American and Canadian influences on Bahamian higher education specifically, both quantitative and qualitative methods were employed in this thesis

The variety, mutability and lack of transparency of international academic relations policies provide a challenge to systematic research and documentation. Yet, there are several reasons why it is important to view them in a broad and comprehensive fashion. International relations diplomats, faculty who work as consultants abroad, foreign students, their parents and advisors, and others are all affected by such policies. Therefore the achievement of the first objective required review of the literature for linkages and interconnections between issues, foundations, and theoretical orientations which influence British, American, and Canadian international academic relations that could accommodate the broad scope of this thesis. Both chapters of the literature review are not intended to be all encompassing and comprise a type of summarized, yet comprehensive analysis and discussion in order to research and document a broad perspective.

The organizational framework guiding aspects of the research design, data

collection and case study analyses and which is also used to provide parameters for document analysis, survey design, and interviews, is based on the Samuels (1992) classification of the mission and functions of higher education institutions and Mazrui's (1978) strategies for productive development in post colonial settings. Both of these frameworks and the rationale for their use are detailed in Chapter Three. Therefore, some survey and interview questions were asked in order to get participants' views on how the projects and initiatives selected have impacted upon strategies of a) domestication - particularly family island opportunities (N.B. the family islands are the rural, lesser developed islands in The Bahamas' archipelago of seven hundred islands); b) diversification - particularly regional and international linkages; and c) counter-penetration as might be evident, for example, through tourism and the contributions of Bahamian intellectuals abroad.

Selected British, American and Canadian initiatives undertaken in The Bahamas. were examined to discover local participants' perception of them, and their importance to the development of the Bahamian higher education system. To achieve these objectives the methodology encompassed the following:

1. An exploration of common perceptions by surveying the knowledge and opinions of members of the higher education and local community regarding external academic influences.
2. An inquiry of selected initiatives (one from each of these jurisdictions) for in-depth study which will involve collecting data from both primary and secondary sources. This included document search (needs analyses, project proposals, etc.), site observation, and the interviewing of key actors and stakeholders. The initiatives/projects were selected using the rationale outlined below. The projects were also used as referents when seeking

opinions of interview and survey participants regarding international academic relations and the development of higher education in The Bahamas.

Some comparative methodologies are incorporated throughout the thesis, in order to provide typologies and indicators that could help to organize the data and present it in a comprehensive manner, as well as demonstrate the significance of the study to a broader audience.

Comparative education methodologies, both qualitative and quantitative, offer useful approaches to exploring the above relationships and the extent and intensity of the very wide-ranging and mutable forces involved. Since the beginning of the 20th Century, the field of comparative education has included pure and applied studies and has evolved through several distinct stages. In the early years scholars such as Sadler, Kandell, Rossello, Schneider, Hans, wrote about 'driving forces' and 'national factors'. Later on, in the sixties, publication of the works of Bereday, King, and Holmes, evidenced a more positivist approach. According to Halls, during the era of the seventies, funds for educational research (including comparative education studies) were reduced because education was discredited as a universal social and economic panacea . Yet there was renewed interest in comparative education during this era because of the achievement of independence of post colonial countries who looked abroad for models of education and not necessarily exclusively toward former colonial powers (Halls, 1990, p.13).

Furthermore, the era of the eighties saw an increase in comparative education studies and the growth and development of what became known as international development education and involvement of international regional and supranational organizations for the same. When using comparative methods to examine the international academic

relations in higher education, the shift in focus referred to above adds to the logic of considering the relationship (apparent through the activities of academic-practitioners) between the “twin” fields of comparative and international education (Wilson, 1994; 1997).

Consider, for example, the comparison of the international relationships forged through higher education of three large nations such as the United Kingdom, The United States, and Canada. Once the tasks, actors, and formal policies which characterized these relationships are identified (broadly as they are in this thesis or more specifically which is beyond its scope), a pertinent question would be, what classificatory frameworks, indicators and variables are needed for effective measurement and assessment? The construction of ideal types (Holmes 1968; Trow, 1975; Keohane and Nye, 1977; Hayhoe, 1989) for example, could lend an empirical and positivist approach to research undertaken to answer such questions. Relevant to the problem identified in this thesis, ideal levels of domestication, diversification and counter-penetration can be defined, then used as indicators which draw attention to productive strategies for development of higher education institutions and systems. The construction of ideal types is essentially what Trow did when reflecting on growth and access in higher education (Trow 1973,1975).

In order to compare issues of growth and access Trow used what I would define as a problem solving, ideal normative approach. Such an approach to comparative education is explicated in works of the British educationist, Brian Holmes (1968). Simply stated, this approach advocates identifying a problem with implications for policy formulation and implementation before devising taxonomies for comparison. After

careful thought and contemplation regarding the problem, Holmes recommends (drawing on the work of Max Weber), that one could construct ideal types as classification guidelines that would be useful in phenomenological and positivist comparative research.

The core problem Trow identified was that of growth in higher education institutions and systems. The ideal types he constructed were elite, mass and universal higher education. In doing so, he provided a paradigm or model which is flexible enough to facilitate and clarify research and scholarship relevant to issues of growth and institutional identity. His is one of the most frequently referred to paradigms in higher education, particularly when referring to growth and access. The use of a framework comprising ideal typical values or strategies such as Mazrui's could be equally as useful as a classificatory framework for facilitating and clarifying research relevant to international academic relations and higher education development in small nation states.

Use of Theory

There are several theoretical models of world society and national development which are relevant to the methodology incorporated in a study which, as does this thesis, attempts to trace the educational legacies and the transfer, or borrowing, of knowledge from one nation to another. Those theories which are particularly popular in the field of comparative education, educational planning and international education and which I consider to be most applicable to the thesis topic include development, modernization, dependency, human capital, and reproduction theories. References to them are prevalent in academic papers and presentations. As I reviewed and reflected on these theories and their use in this thesis, I perceived that a common element underlying them all is the notion of

individual and societal change. Human or national development, modernization, and human capital investment are all active constructs which imply the occurrence of change. They involve aspects of change such as movement, alteration, modification, transformation, etc., which all play important roles in higher education development in small or large countries. However, I believe that persons who work in countries undergoing rapid, momentous, societal change (such as newly independent nation states) will have different perspectives on change and its parameters than persons in countries where change is less eventful. Reflecting on these differences, I determined that to meet the research objectives of this thesis and interpret data that might provide possible answers for the research questions, the most useful approach to the use of theory would be an hermeneutic one.

Hermeneutics takes the position that nothing can be interpreted free of some perspective, so the first priority is to capture the perspective and elucidate the context of the people being studied (Patton, 1990, pp. 84-85).

Patton explains that

Hermeneutics asks, "What are the conditions in which a human act took place or a product was produced that makes it possible to interpret its meaning?"

Hermeneutic philosophy, developed by Wilhelm Dilthey and other German philosophers, is the study of interpretive understanding, or meaning, with special attention to context and original purpose. The term *hermeneutics* refers to a Greek technique for interpreting legends, stories, and other texts (Patton, 1990, p. 84).

This approach also falls within the parameters of qualitative research design methods that inform my data collection and analysis. This thesis is constructed and interpreted from the perspective of a small nation state, however no single theoretical rationale or ideological orientation are used as a basis for its research design.

Selection of Sample Initiatives

The standpoint or praxis from which I am reporting my findings, as well as participants' perspectives of the three initiatives examined in this thesis, are based on specific Bahamian situations within the context of higher education in The Bahamas over a period of 25 years.

Initiatives selected for the multiple case study were projects, programs or traditions which could serve as context for describing and analyzing international academic relations between a small nation state like The Bahamas and its much larger partners. Since prevalent theoretical rationale are rooted in European contexts and interpreted from the perspective of Westernized, large industrialized countries using them as a basis for the study of small, new nations could omit a small nation state perspective which in turn could obscure and suppress local realities. Therefore selectively documenting local and on-going initiatives provides an alternative context for interpreting change and development relevant to higher education in The Bahamas and (by extension, possibly) other small nation states.

The initiatives selected for this case study typify traditional academic relationships and/or represent various sectors of the Bahamian economy and higher education institutions. For example, in selecting a representative Canadian initiative I examined the tradition of Bahamians choosing Canada as a destination and locus for foreign study, i.e. higher education outside of The Bahamas. For the initiative attributed to British origins I chose to examine degree programs in banking and finance at the College of The Bahamas (COB). The American initiative selected was the Bahamas Benedictine University College (BUC). Aspects of the initiatives selected have been predominant features of

private and public Bahamian higher education since independence was attained in 1973. They are all currently in progress and were reasonably accessible for research purposes.

Research Participants

Survey:

The survey was designed to assess the knowledge and opinions regarding Bahamian higher education and external influences among three distinct groups: faculty and administrators; students; and the local community (Appendix, B). The objective was to obtain a group of at least 150 participants 75% of which would comprise higher education personnel including faculty, administrators and students. Questionnaires for higher education personnel were distributed during the months of August to October 1997 at the College of The Bahamas (where there are 143 full-time and numerous part-time faculty employed, and close to 3,000 students enrolled in degree programs). For the local community group the objective was to include at least 15 to 20 participants from the public service, health, financial services and tourism sectors. These questionnaires were distributed at the Bahamas Institute of Bankers, the Ministry of Health and the Tourism Training Center.

A total of 134 questionnaires were returned. The first two groups, 39 faculty and administrators, and 54 students, comprised approximately 75% of the survey participants. 41 members of the local community responded, however because their questionnaires were distributed in public buildings (unlike the questionnaires for the higher education personnel) they were more accessible to the general public. Therefore it is possible that some of the local community respondents were actually employed in

areas other than those specified above. Survey participation is reported in the appendices and discussed in greater depth in Chapter Six.

The questionnaires for the three groups differed slightly with respect to the demographic data requested. However, questions regarding reasons for fostering international academic linkages, their advantages and disadvantages and challenges facing the development of Bahamian higher education were the same for all groups surveyed.

Interviews:

Twenty-one persons were interviewed. The interviewees included faculty, administrators, liaison persons and students. They were chosen based on their exposure to and involvement with the three selected initiatives. This group of participants were selected from personnel listings discovered through document research. Where there were several persons holding the same position the selection was random.

Collecting, Managing, Recording, and Analyzing Data:

Data collection began in August of 1997 and generally included the immediate environs of the research participants. Survey questionnaires were distributed prior to the beginning, and during the initial weeks of the fall semester of 1997, from August to October.

Site visitations were made to the Bahamas Institute of Bankers facilities and COB and BUC campuses in Nassau, during the month of August 1997. During that time also, 16 of the 21 interviews were conducted. The remainder (interviews with two BUC lecturers, and three students studying in Canada) were conducted via telephone during the period November 1997 to March 1998. For interviews I used a general guideline for

inquiry as outlined below. The interviews were however, very exploratory and open-ended. Interviewees were given much leeway to raise issues without being prompted.

Areas of Exploration (Survey & Interviews):

General

Demographic information:

Participant's academic development

Educational practices:

Knowledge/Awareness of
Bahamian Higher Ed. System

Historical and Social Context:

Knowledge/Awareness
of International Academic
influences

Identity

Attitude regarding International
academic influences

Specific

General academic history of participant and
his/her immediate family and close friends;
age; occupation etc.

Knowledge of particular initiatives and/or
projects and perception of their influences.
Comments on aspects of project planning
design, implementation and evaluation.
Resources used. Extent of collaboration.

Awareness/assumptions of off-shore university
influences. Knowledge of specific initiatives
and/or projects. Perception of response of
Bahamas to influences.

Concepts and perceptions of higher ed.
experience (local or international) on
self, i.e. the participant, and on society
i.e. national and political identity.

Interest, concern, regarding perceived
influences and response, as acknowledged in
previous answers.

Methods of Verification - triangulation of Data

Document analysis, interviews, examination of relevant theoretical frameworks,
will triangulate and help to verify the data collected.

Role of Researcher

For this study, my role was rather like that of a participant observer. Because I
have worked in the field of higher education, and also because I am from The Bahamas,

and have endured and benefited from international academic relations as a student and as a professional, I cannot justifiably claim the position of detached, objective observer.

Throughout the research process, I tried to maintain awareness of my involvement and subjectivity by keeping a journal (which I started in 1996 while preparing the thesis proposal) and reviewing my personal and professional reactions/responses to what was going on around me. This approach to dealing with subjectivity is discussed by Kreiger (1985) and Peshkin (1988). Katz (1983) also provides very practical suggestions for the researcher collecting qualitative data. Along with their belief that it is very important to be as clear as possible about one's role as the researcher in such studies, I found the recommendations of these professionals quite sound. This was not only because of ethical issues, but also because following such suggestions facilitated the data collection, management and analysis process. In this thesis I used journal entries to supplement other notes as I tried to sift and sort the copious information the research generated.

On another level, my knowledge of, and involvement in, higher education in The Bahamas and the other three countries, brought to this research a degree of awareness and experience that was very useful. Experience facilitated access to formal and informal networks, sites, documents and those human actors and agents most relevant to my research. This was particularly important for developing the country study in Chapter Five, because research and documentation of higher education in The Bahamas has been rarely undertaken and/or published.

CHAPTER THREE

Literature Review - Part One

Higher education and international academic relations

This chapter explores and examines international academic relations as an area within higher education, its scope, its activities, tasks and behaviours, and its actors and stakeholders. Also reviewed and examined in this chapter are issues, foundations and theoretical orientations which may be of particular relevance to British, American, and Canadian international academic relations with small nation states. The literature review continues in the next chapter (chapter four) with discussion on small nation states, as well as a review of the challenges such nations face in developing their higher education institutions and systems. Those challenges are outlined within the context of international relations in general and educational development specifically.

To narrow the focus of this broad study, an attempt is made to find common threads which link aspects of international relations and development theory to college and university academic relations, including the exchange of knowledge across cultures. To aid in achieving a balanced perspective a concerted effort was made, in both parts of the literature review, to include the work and viewpoints of scholars, practitioners, and researchers from a variety of countries.

I. Issues and Themes in Higher Education

As I reviewed the literature it was apparent that the study of international academic relationships draws upon, touches on, or involves comparative education, educational planning, international education and international relations. These areas are all multidisciplinary in orientation and cut across the boundaries of other fields of study, such as anthropology, economics, geography, politics, psychology, social psychology, religion and sociology. However, while this thesis draws on several areas of study, as its title suggests it specifically explores and examines international academic relationships within the field of higher education.

Teichler (1996) identified major issues or themes of higher education policy and research in Europe which can also be applied to higher education in the Western hemisphere, including The Bahamas and countries in North, Middle, and South America. These themes, while making accommodation for obvious differences such as the centralization of higher education, have included: the relationship between educational investment and economic growth; higher education expansion, institutional diversification and equality of opportunity; the need for stronger student centred approaches in curricula, teaching methods, guidance etc.; employment problems of graduates; and the governance and management of higher education combined with efforts of evaluation and quality control (1996, pp. 434-435).

Even as various countries and jurisdictions share similar concerns, the attendant conditions surrounding each issue differ in degree and emphasis from nation to nation. For example, major developments in higher education in The Bahamas span only twenty-five years compared with the centuries old traditions of other nations in Africa, Asia, Europe

and North America. Yet within twenty-five years, The Bahamas has rapidly built, expanded and diversified local higher education offerings in order to meet increasing demands (MOE report, 1991). While North American counterparts in the U.S. and Canada, for example, face the challenge of upgrading and repairing existing higher education facilities, The Bahamas faces the costly challenge of establishing institutions and facilities where none existed before. To take another example, notions of institutional autonomy are not germane to the debate regarding higher education investment and economic growth in The Bahamas, where the stated purpose of public higher education is developmental. There, both government and community expect Bahamian higher education institutions to help with the development of the nation's human resources in order to ensure economic growth (MOE white paper, 1970, p. 3; Maraj, 1974, pp. 48-49).

In addition to outlining themes as identified above, Teichler predicted (and I concur) that the next major focus of higher education policy and research would be on issues within the theme of the internationalization of higher education (1996, p. 435). While a definition of the term internationalization, or a discussion of its activities and implications was not within the scope of Teichler's article, I am assuming that he refers to the efforts of many colleges and universities to establish and strengthen linkages with their counterparts abroad as they actively seek to increase the numbers of their foreign students and add an international flavour or dimension on campus and in the curriculum. Numerous definitions and terminology have become associated with these efforts and a summary of a selection of them is outlined below.

Summary of Relevant Terminology

Source	Term	Definition
British Rudzki	internationalization	a long-term strategic policy for establishing overseas links and a defining feature of all universities, encompassing organizational change, curriculum innovation, staff development and student mobility, for the purpose of achieving excellence in teaching and research (Rudzki, 1995).
American Warwick et al	international education	a very broad field of teaching and inquiry, also known as international development education. The term is often used to cover comparative, cross national, or cross-cultural work extending beyond the borders of the United States as well as cross-cultural teaching and research domestically (Warwick et al, p. 1).
Canada Knight	internationalization	"Integrating the international dimension into the primary functions of an institution of higher education" .
	international dimension	" a perspective, activity or program which initiates or integrates an international/ intellectual/global outlook into the major functions of a university or college" (Knight, 1993, p.4).
Hayhoe	"international academic relations"	"an area of research and study at the interface of comparative education and international relations which might be broadly defined as international academic relations" (Hayhoe, 1995, p.27).
Caribbean Klak	globalization	seen in a negative sense "as both an ideological force (i.e. a conceptualization of the world) and a material force (i.e., real transnational movements of capital and commodities) " . . . seen in a positive, optimistic sense as a 'global village' concept with notions of greater international connectivity, blurring of traditional distinctions between core and peripheral regions etc.(1998, p.5)

International Academic Relations and Higher Education

When discussing issues relevant to linkages between higher education and society, I prefer to speak of international academic relations which I define in a descriptive sense, and only in the context of higher education, as **interactions and linkages of the faculty, staff and students of knowledge institutions such as colleges, universities and research institutes, which take place at home and abroad, among and between people of different cultures and nationalities**. As indicated in the introduction to this thesis, I propose that this definition allows for and encompasses the negotiable and collaborative aspects of human and institutional relationships that are only implicit in other terms.

I submit that if international education and internationalization are forces that drive the internationality of a university, then international academic relations is both the cause and the result of them all. And, whereas international education and internationalization are sweeping generalities, international academic relations could more readily be disaggregated into discreet units for easy analysis.

Tasks and Behaviours

While definitions and terminology outlined above can be found in the literature, what is not readily found are listings or discussions regarding the actual nature of international activity in colleges and universities. During the course of my career, particularly in positions which involved liaison between higher education institutions, business and industry, I have been intrigued by the numerous tasks which comprise international activity and academic relationships of North American and Caribbean

colleges and universities at home and abroad. If one reviews published documents, including course catalogues, admissions information etc., as well as unpublished reports, minutes, and memos of individual ministries, institutions and departments, it is possible to get an idea of the specific tasks and behaviours inherent in the work and functions of the international academic relations of higher education institutions. I have listed in Table 3-1, some of these tasks and behaviors in alphabetical order because their actual order of emphasis or priority could differ according to the persons, systems or institutions involved.

Despite institutional differences, execution of these tasks include the following features:

- some involve one or a few people for example, the evaluation of an international program or project might be done by a single professor or a few professors who are consultants to a project which may have been contracted to them directly, or through the college, university or institute where they are employed;
- some are undertaken by several people working together in a team and/or a department, e.g. an office of admissions, or an international center;
- some involve many people but not necessarily working in a group or even being aware that these activities are taking place in other parts of the institution. For example, the integration of international content in teaching and learning situations, or the writing of grants and proposals to contract international consulting work;
- some require collaboration within the university, for example, between international admission and housing;
- some require no collaboration within the institution, for example, individual faculty conducting research in other countries; and,
- some require contact and collaboration both within and external to the institution. For example, when arranging the itinerary of international visitors the person or group responsible will work in concert with people within the institution as well as those in the local or international community, in embassies, trade and high commissions, etc.

Table 3 - 1. International Academic Relations in Higher Education: Task & Behaviors

Admission of international students	Enhancing the scope and range of international activity.
Advisement of international students	Evaluation of international activities, projects and programs.
Advisement of students, staff and faculty re: international travel, immigration policies etc.	Fostering international and global awareness.
Approval of agreements, contracts and grants.	Hosting international visitors.
Arrangement of international exchange itineraries	Identification of development opportunities and projects.
Arrangement of international visitor itineraries.	Integration of international context and perspectives in teaching and learning situations.
Adding international documents and artefacts to library, archival and museum collections.	Liaison with internal and external constituents and stakeholders re: international activity.
Conducting research in other countries	Production of publications re: international activities i.e. opportunities and outcomes.
Compiling information databases regarding international activity and relations.	Providing cross cultural communication and sensitization training.
Collaborating with national and international governmental organizations.	Providing grantsmanship training and advice to those seeking funding for international projects.
Collaborating with national and international non governmental organizations.	Providing incentive for faculty, staff and student participation in international activity.
Counselling domestic and international students, scholars and exchange participants.	Providing or restricting work experience placement opportunities for international students.
Contracting consulting services.	Provision of housing information for international students, scholars and visitors.
Contracting research services.	Promoting international activities and events.
Defining legalities of international activity.	Recruitment of international students.
Dissemination of information re: international activities, opportunities and outcomes.	Review of agreements, contracts and grants.
Hosting international conferences and seminars.	Review of programs, events and activities.

Ref: Vanderpool, Joan D. (1998) "Comparing Internationality in Colleges and Universities". Paper presented at the annual meeting of the Comparative International Education Society, New York, U.S.A.

Internal and External Influences: Actors and Stakeholders

In countries where education is not centralized, each higher education system within a particular province or state, or each higher education institution singly or even each department could and do differ in the extent of their international activity. However, despite issues of autonomy or academic freedom many of the tasks and activities listed in Table 3-1 are affected by the international relations of the nation-state with others. For example, recruitment and advisement of international students in many small nation states is assisted, even initiated through diplomatic channels such as the embassies (of the various nations involved) which handle education and cultural liaison.

Therefore, in advancing a rationale for analyzing international academic relations and defining levels of internationality, one should consider that the tasks involved not only significantly pervade the multiple missions and functions of higher education institutions, but they also impact numerous actors and stakeholders within and external to their confines. By tracing the origins of the tasks in Table 3-1, and analyzing their nature one can isolate or identify some of the major actors who are involved and their various roles. However, the actors, stakeholders and gatekeepers involved in the tasks and behaviors i.e. the work of international academic relations are not always obvious. For example, when organizing an itinerary for international visitors one might have to collaborate not only with Foreign Affairs, but Security and Defense Ministries as well.

The approach of identifying actors in order to study how they relate to one another is a fairly common practice among political scientists and scholars in international relations. "People who study world politics typically use the term *actor* to refer to entities that are its primary performers. The image portrayed is that of a stage on which those most capable of

capturing the drama of world politics act out the roles assigned to them (Kegley and Witkopf, 1993, p. 43).” In Table 3 - 2, I have outlined a typology of major actors and stakeholders that I have had to work with (during the years 1977 to 1995) when faced with the responsibilities of liaison between Bahamian higher education institutions and British, American and Canadian institutions and agencies.

Hayhoe (1987) for example, when comparing knowledge transfer policies of several nations and their interactions with China, identified specific agencies which influence formal public policies that affect international linkages. In the case of British knowledge transfer policies with China, actors and stakeholders Hayhoe identified included: The British Council; the Foreign and Commonwealth Office; the Overseas Development Administration; The Royal Society, the British Academy; the Economic and Social Research Council; the Confederation of British Industry; six British companies; the Thompson Foundation; the Open University; and polytechnics (1987, pp.119-132). Some of these same organizations and agencies, such as the British Council, the Foreign and Commonwealth Office and the Royal Society, have been involved with interactions with The Bahamas. Individual companies such as Barclays Bank were also major agents involved in knowledge transfer policies in small nation-states and The Bahamas, along with professional institutes and certification bodies for accounting, banking, and others.

Reviewing the multiplicity of possible actors and their roles along with the wide variety of tasks and processes of international academic relations it is apparent that academic relationships impact the multiple missions and functions of modern higher

Table 3 - 2 Internal and External Influences on International Academic Relations: Actors and Stakeholders

INTERNATIONAL ACADEMIC RELATIONS – INFLUENCES		
INSTITUTIONAL	INTERNAL NATIONAL	EXTERNAL INTERNATIONAL
Academic Senate	Cultural Attaches	Agencies of the United Nations
Academic Departments & Units	Embassies & High Commissions	Bilateral Funding Agencies
Counsellors	Foreign Affairs Ministries	Governments of other Nations/Countries
Deans	Immigration Ministries/Departments	International Foundations
Faculty	Industry Ministries & Departments	International Non-Governmental Organizations
Governing Boards	Labour & Human Resources Ministries	International Development Bank
International Liaison Officers	National Professional Organizations	The Internet
Librarians	National Research Councils	International Professional Organizations
President	National Development Banks	International Research Councils, and other Colleges and Universities
Registrars	National Foundations	Multilateral Funding Agencies
Research Directors & Officers	Security & Defence Ministries	Regional Non-Governmental Organizations
Students	Trade Consulates and Consuls	Regional Governmental Organizations
Vice Presidents	Trade Ministries & Departments	United Nations.
Visitors and Visiting Scholars		World Bank

Ref: Vanderpool, Joan D. (1998) "Comparing Internationality in Colleges and Universities". Paper presented at the annual meeting of the Comparative International Education Society, New York, U.S.A.

education institutions as well as those of national governments . This pervasive nature of international academic relations coupled with the complexity of institutions of modern higher education present a challenge to any effort to research and document their impact and influence.

Complexity of Modern Colleges and Universities

When designing the research methodology for this thesis I sought guidelines, a framework, that could serve as a useful tool for examining and describing academic relations in higher education using a functional approach. I found such an approach in the book Varsity Letters: Documenting Modern Colleges and Universities. In this book, Samuels (1992), outlined a framework for studying and/or comparing various higher education issues and themes from a cross-functional perspective. Samuels proposed that while teaching, conducting research, and providing public service are the three missions traditionally assigned to nineteenth and early twentieth-century academic institutions, they do not adequately describe or reflect, “ the full multiplicity of activities that constitute modern colleges and universities” (1992, p.20).

In order to describe modern colleges and universities more accurately Samuels transformed the terms used for the traditional missions of teaching, research and public service into a group of seven functions. Samuels’ premise is that while traditional missions remain central to higher education institutions they expand into seven functions as follows:

1. *Confer Credentials* describes the process of recruiting, selecting and admitting students; providing financial aid and academic advice; and finally graduating the students.
2. *Convey knowledge* covers the formulation and delivery of the curriculum as well as the learning process.

3. *Foster Socialization* includes the informal learning that takes place outside the classroom in a planned and unplanned manner through residential life, extra-curricular activities and personal counseling.
4. *Conduct research* describes the endeavors of the faculty and graduate students in the search for new knowledge.
5. *Sustain the institution* covers those areas, including governance, financial and personnel management, and physical plant, that are required to assure the continuity of the institution.
6. *Provide Public Service* examines those activities, including technical assistance and continuing education that are primarily directed to outside communities.
7. *Promote Culture* explores the role of the institution as collector and disseminator of culture through the operation of museums, libraries and archives. (1992, p.22)

Although various institutions differ in their approach to or the emphasis they place on the functions listed above, arguably these functions are as common to British, American, Canadian colleges and universities as they are to those in many other Anglophone nations including small ones like The Bahamas. For this reason, I selected this typology of functions to use as a framework for organizing and analyzing the higher education initiatives examined in the multiple case study in Chapter Seven.

II. Foundations

Higher Education and Society

As one examines the broad scope of the actors, agents and stakeholders involved it is apparent that the foundations of international academic relations are based within the broad category of higher education and its relationship with society. I have observed that a feature of international academic relationships is that they expose a divergence between the ideal of university autonomy and its practice, particularly within the context of contemporary social and economic change. The literature reveals that autonomy is a prominent and highly touted value of the Western university. Yet, there is tension between

the values inherent to perceptions of autonomy in universities and their role in the cultural and intellectual penetration abroad (Hayhoe and Phillips, 1989; Pan, 1996). Pan, for example, provides a discussion of the role of universities in the transfer of knowledge across cultures. Pan observes the irony of visions of university autonomy at home, and their role as extensions of government policy abroad (1996, p.144).

Reflecting on notions of intellectual penetration and knowledge transfer across cultural and national boundaries via academic relationships I sought to place them within the broader context of international relations concerns. Holsti (1985) asserts that power, security and order are predominant concerns of international relations. Of these three concerns, I would submit that power (both the perception and reality) and its various dimensions is the predominant concern of international academic relations.

Dimensions of power

Singer (1972) proposes that power is relative and contextual, and that,

“either domestically or internationally in terms of interpersonal, intergroup, or interstate relations, the three basic components of power are: wealth (either material or human), organization, and status. In presenting this analysis, the basic premise is that the exercise of power is a process (1972, p.61).

Further to Singer's assertions, I would add that power to influence academic relationships comes from various angles including the intellectual, the economic, the cultural, and the political. Moreover, these varying sources or points of view are reflected in the various assumptions, attitudes and ideas that actors and stakeholders have about the nature of higher education as well as prevalent theoretical orientations regarding knowledge, societal change and development. Outlined below are notions of power as this construct relates to higher education delivery in The Bahamas.

Intellectual power

Relative to the topic of international academic relations and small nation states (and ironically so considering the title) is an article by Altbach (1994) entitled “Gigantic Peripheries: India and China in the World Knowledge System”. In this article Altbach presented the notion of a complex and unequal international knowledge system, one aspect of which is the world scientific system. This international knowledge system affects all of the scholarly disciplines as well as applied fields, and comprises people and institutions that create knowledge and the structures that communicate knowledge world wide (1994, p. 221). According to Altbach, knowledge (i.e. scientific knowledge based on research and circulated internationally) is produced and distributed by a few countries at the center of the system such as Britain, the United States and to a lesser extent Canada and Australia. Outside of these, i.e. at the periphery of the system, are other nations including smaller rich industrialized countries such as Norway, and developing and third world countries. Altbach points out that the even the world’s largest countries, China and India, are relatively unimportant in the international production and distribution of knowledge and will remain peripheral in the world scientific system.

Although Altbach does not mention small nations states per se, he lists several convincing reasons for the inequality that exists in the international knowledge system that he describes. These reasons include the fact that the major industrialized countries fund most of the basic and applied scientific research and development in the world and dominate the scientific communications system. For example, most internationally circulated scientific journals are edited by senior scholars (the gatekeepers of science) from major industrialized countries. These journals are published in the major international

scientific languages (the languages of the major industrialized countries) including English, French, German, and Spanish. English, however, dominates scholarly publishing. Major book publishers, editors and markets are located in industrialized nations. Databases and information networks, hardware and software are produced, and their input controlled, by major industrialized countries. Moreover there is an 'invisible college' of science that works through personal contacts, international conferences, and seminars.

Altbach concludes that developing countries are at a disadvantage in the international knowledge system because of language barriers, lack of funds and equipment, and lack of access to international formal and informal communications networks. Moreover large numbers of their students have studied abroad. Some settle abroad (Altbach believes that these serve as a source of continuing peripherality), and those who return bring back foreign ideas and reinterpret their own culture and society.

Within this scheme of things and at this level of magnification, the small nation states of the world, including The Bahamas, appear as mere dots on the map of the knowledge system described above, perhaps even more so than their physical appearance on a typical map of the world. In the 'world knowledge system' that Altbach describes, it is difficult to find or even imagine the contribution of small nation states. Indeed, this begs the interpretation that small nation states, regardless of language, culture or geographical location, are forever consumers of the world scientific community and never actors or stakeholders in it.

Cultural power

Transfer of knowledge represents a point of intersection between intellectual, cultural and political power in international academic relations within the international

knowledge system of which Altbach speaks. Although the technical expertise that this system generates is valued by non-Western societies, there is concern within such countries about developing local systems of education that facilitate the transfer of Western knowledge and technology while at the same time maintaining cultural traditions.

Bagherian (1994), for example has used a metaphor of transplanting a tree from one environment to the other, observing that an imported Western educational system was “like a weed transplanted in a fertile but fragile environment” (1994, p. 269). Such a system prepares students for work or universities but does not teach them the skills relevant to local social needs and realities.

Similarly, Rahema (1994) noted that vernacular or indigenous societies are discovering that science and technology threaten their cultural memory and their capacity to regenerate their own ways of doing, and of self-expression. Referring to Foucault’s (1980) dual definitions of subjugated knowledges, Rahema decried the fact that the deep-rooted knowledges, which have enabled indigenous societies to preserve their culture and identity, are subjugated by the symbolic tools of science. Yet, even as modern science views subjugated knowledges with contempt, it condescendingly uses them for profit as, for example, in the case of the use of indigenous knowledge regarding the curative value of local plants by multi-national pharmaceutical industries (Rahema, 1994, p. 41). Rahema pointed out the role of universities in supporting such counterproductive attitudes, noting that they could be nursery gardens of modern science thereby reproducing those attitudes or alternatively they could provide the impetus for change. (1994, p. 46-47).

Even though The Bahamas is an English speaking nation in close proximity to major industrialized Western states, the metaphor of a weed transplanted to a fragile

environment resonates. For example, numerous studies on terrestrial and marine life have been conducted on the shores and in the waters of The Bahamas by researchers from abroad. However, only in recent years have concerted efforts been made to regulate these activities so that the local educational system may benefit from or at least know about what is being studied in their own nation (MOE, files).

Political power: National values and institutional traditions as context

From the literature, it appears that the context of discussions concerning British, American and Canadian orientations in education generally, and approaches toward knowledge and its transfer via higher education linkages in particular, is embedded in national values and institutional traditions. Skolnik (1990) and McLean (1995), for example, are two scholars who have compared and discussed educational issues within the context of national values. In doing so, both authors reference the work of Lipset (1990a, 1990b), a comparative, political and sociological analyst.

The new-nation status of small nation states like The Bahamas is strongly configured by national identity. While it might be difficult to get a group of Bahamians to agree on a specific list of defining characteristics of this national self concept, there is an overall consciousness regarding what being Bahamian is or more usually what being Bahamian is not. This consciousness played a very important role in the early development of the nation and its institutions including The College of The Bahamas (MOE, 1972). It was apparent to me that when Independence was gained in 1973, and thereafter, many Bahamians espoused a national identity in order to distance themselves from their colonial ancestry. In addition, the government introduced a policy of Bahamianization which

actively sought to ensure employment of Bahamians in jobs and roles that had been dominated by non-Bahamians for hundreds of years.

An overtly expressed national identity, like that of The Bahamas, is not a common feature of all nations. Differences in the way in which national identities are expressed could be due to conditions that existed when each nation was founded. For example, Lipset describes The United Kingdom as an old colonial imperialistic power similar to France, Spain, and Japan. This suggests to me that the traditional elitism associated with higher education in these countries, is linked to their founding principles. Lipset refers to the United States as a country of the revolution that created a new government. Canada is a country of the counter-revolution which derived “its title-to-rule from a monarchy linked to a church establishment”, and whose independence, like Australia’s, India’s and African countries’ came later after defeat and struggle (Lipset, 1990, p. 1).

The Bahamas, a recently independent country like many other small nation-states, while maintaining a British legal and administrative infrastructure, gained majority rule and Independence much later and with less physical struggle (absence of battles/war) than its North American counterparts. Indeed, Bahamian Independence is often referred to as a quiet revolution. There was less of a struggle, not by virtue of an act of imperial kindness, but because of the need for England to divest itself of expensive responsibilities. Notably, the force that pushed for this to happen to the best advantage of the majority was a revolutionary, dramatic shift in political and cultural power, no matter how quiet. The fact that the leaders of the revolution were from the grass roots rather than the elite, forced a strong degree of egalitarianism in higher education.

Economic power: Higher education, utilitarianism, funding and market orientation

The literature reveals that rhetoric and rationale surrounding the importance and benefits of international academic relations which intensified after the Second World War, are now voiced not only by internationalists, but also by politicians, college and university presidents, and other leaders. Today, it is apparent that despite avowed notions of autonomy higher education in many industrialized nations is strongly influenced by their need to maintain a competitive edge in trade and industry within a political economy which has become trans-national in its orientation and scope. Moreover, this influence is not new to higher education. Historical review reveals that even before the existence of the 'studium generale' and the 'universitas' of medieval lore (commonly held to be the precursors of Western universities) the utilitarian outlook of education and schooling for the purposes of enhancing political, economic and social stability permeated the Graeco-roman system of education (Cobban, 1975, p. 6). Such perceived benefits to society even predates the establishment of European nation-states (Schachner, 1938; Cobban, 1975).

In this era, the restructuring of international capitalism, euphemistically referred to as globalization (Klak, 1998, p. 3), appears to have become the foremost rationale for internationalization in higher education. From my point of view, this is an ironic and notable challenge in an era when the boundaries of the nation-state seem to provide few barriers to international and trans-national flows of business and commerce.

Notwithstanding issues of autonomy and academic freedom, I would argue that a nation's utilitarian perspective of higher education, its role in funding such institutions, and a high

regard for market participation, create a trinity of forces which propel internationalization and influence international academic relations.

This restructuring of international capitalism is clearly evident in the case of Canada. In a recent national report of the Canadian Bureau of International Education (CBIE), Tillman discussed the response of the Canadian Government to recommendations of a special committee that reviewed Canada's foreign policy in 1994. The government outlined, "... three central foreign policy objectives: promoting prosperity and employment; protecting our security, within a stable global framework; and projecting Canadian values and culture". Tillman asserted that the third objective means, among other things, that the government has made the international dimensions of education a federal government policy and has taken the lead not only in ensuring that the academic community has access to the 'international stage', but also in promoting Canadian educational services (CBIE Report, 1994/1995, p. 39). Explaining why this was a welcomed pronouncement, Tillman compared relevant programs of other countries such as the United States, the European Union, Australia and Japan that demonstrate their commitment through policy and action, to international academic relations.

Providing incentive for the increasing market orientation in higher education is the economic impact of the approximately 60,000 international students in colleges and universities in Canada in 1992, conservatively estimated as well over two billion dollars and many thousands of Canadian jobs (CBIE p. 2). In the U.S., during the 1994-1995 academic year, there were 452,635 international students enrolled in accredited institutions of higher education (Desruisseaux, 1995, p.1). In 1993, foreign student spending contributed \$6.8 billion in tuition and fees to the U.S. economy, a figure which rivaled

exports such as wheat, soybeans, corn and lumber, and an additional \$3.6 billion in other spending (Haigh, 1995).

Light (1993), noting that in the past the motivation for wanting more foreign students in American institutions has shifted from traditional American altruism and/or because of US policy interests wrote,

In short, the foreign student has been transformed into our best customer. This metamorphosis has occurred in so short a time that many academics and staff in American colleges and universities are not even dimly aware of the change in status and continue to articulate frustration over the special problems that foreign students present without recognition of the critical economic need that we now have for them (1993, p.263 –264).

III. Theoretical Orientations

Development & International Relations Theories

Examining the nature of the tasks, actors and the literature of international academic relations and its related fields of study, the theories I have found most relevant are those which attempt to explain social change and development. The theoretical models of societal change and national development pertinent to British, American and Canadian international academic relations include development, modernization, human capital, reproduction and dependency theories. These theories are explicit and implicit in past works of several scholars including Altbach, Mazrui, and Fagerlind and Saha. More recently and more directly relevant to international academic relations, international and development theory is referenced in the writings of Hayhoe, Pan and Song. While the prevalence of these theories in the literature (and the extensive debate surrounding them) might seem to add an additional layer of complexity to already intricate and convoluted

terrain, the use of theory could paradoxically serve as a common pathway for exploring it. Although this pathway is more likely to resemble bumpy and obscure track roads rather than a smooth and clearly marked freeway, there is common ground connecting the territory. And, it is notions of individual and societal change that provide the common ground which serves to connect these theories and their relevance to the multidisciplinary orientation of this thesis.

There are many sources from which to select references regarding theories of social change and development including Fagerlind and Saha (1989), Koizumi (1993), Noah and Eckstein (1988), and Farrell (1996). Using these sources and others, I was able to trace origins, major arguments and critiques of theories of social change and development as these have emerged through various schools of thought from the eras of Classical, Christian, and Enlightenment thought to the structural functionalism, neo-evolutionary and post-modern approaches of the nineteenth century.

In addition, careful scrutiny of the literature reveals that some of these schools of thought intersect with international theory and current concerns regarding globalization. Literature which informs that discourse may be found in K.J. Holsti's book The Dividing Discipline (1985), which provides a comprehensive overview of the state of international theory and the book Globalization and Neoliberalism: The Caribbean Context edited by Thomas Klak (1998).

Holsti expounds on the dominance of a single, classical, paradigm in the field of international politics and relations, providing a general discussion of its etiology and, most pertinent to international academic relations, its limitations and possibilities in accommodating increasingly diverse perspectives and specialization (1985, p. 82). In

outlining challenges to the hegemony of the classical tradition on international theory, Holsti includes the approaches and arguments of realists, liberals, neo-marxists and global modelists. Holsti's overview provides a framework for more in depth analysis and discussion about the role of the university in international relations.

Theory with Emancipatory Overtones

As one reviews the literature it is clear that the theoretical rationale for explaining or analyzing international academic relationships is rooted in Western thought and tradition (Holsti, 1985; Fagerlind and Saha, 1989; Hayhoe, 1995). Furthermore, negative connotations implicit in much of the theory relevant to British, American and Canadian academic relations with small nation states include notions and ideas which reflect some influential and apparently persistent beliefs. Some examples of these influences include: the supremacy of rational knowledge and the belief that pure knowledge and science supersedes theological knowledge (Fagerlind and Saha, 1989; Koizumi, 1994, pp. 5-7; Pennycock 1990, p.75); notions of "survival of the fittest", that the poor were poor because they were less fit than the rich and that the rich deserved to be rich; and the assumption that people of less-developed societies were primitive, 'backward' and 'uncivilized' thereby needing assistance in their development along the same unilinear evolutionary path as 'advanced' societies (Fagerlind and Saha, 1989, p. 13); and that "the organizational patterns of societies, justifiably considered modern, share a common origin i.e., the societies of Western Europe developed from the medieval base which emerged after the decline of the Roman Empire (Parsons, 1966).

As in Altbach's description of a world knowledge system, it is difficult to find a place for the small, new nation states of the world within this rationale. And again, the

notions outlined above beg an interpretation that omits small nation states regardless of language, culture or geographical location or achievement as significant actors or stakeholders in a modern world. In making these observations I am not debating the accuracy or even the appropriateness of prevalent theoretical rationale in international academic relations. Rather, I seek to illustrate points of intersection among such rationale that might possibly contribute to counter-productive assumptions on either side of academic relationships between The Bahamas and its larger partners.

For example, Pan (1996) submits that if the dissemination of knowledge is to avoid being imperialistic and oppressive Galtung's (1975) suggestion of four principles: equity, autonomy, solidarity, and participation should guide and inform any international exchange of knowledge (Pan, 1996, p. 36). Citing Hayhoe (1989), Pan elucidates the way in which these principles provide a framework for knowledge interaction that in my opinion has firm emancipatory overtones,

Equity would suggest interaction patterns that are symmetric and horizontal rather than vertical and unbalanced. *Autonomy* would envisage a form of scholarly cooperation that stimulates creativity and an independent contribution from peripheral scholars rather than co-opting them to work within the established theoretical frameworks of the centers. *Solidarity* refers to the development of close cooperative relations among peripheral scholars in one country or region or among peripheries. *Participation* refers to the full conscious involvement of peripheral researchers in the creative as well as the technical aspects of knowledge production, so that all are equally enriched by the experience. (Hayhoe, 1989: 94).

Noah and Eckstein (1988) outlining the debate concerning the use of dependency theory in comparative education maintain that the theory attempts to explain relationships among and between nation states. These authors note that dependency theorists assert that in each country "... there is an identifiable center exploiting a periphery, with a dominant class or caste seeking to use schooling to reproduce the set of values and the system of

stratification marking its continued hegemony.” Noah and Eckstein also describe the use of dependency and related theories by various scholars in international and comparative education and demonstrate those occasions when such theories are used in a manner which implies the possibility of liberation or emancipation of the dependent from domination and hegemony.

One such scholar to whom Noah and Eckstein refer is Ali Mazrui (1978), whose work “The African University as a Multi-National Corporation: Problems of Penetration and Dependency” provides emancipatory overtones relevant to dependency theory. In this work, Mazrui recommends strategies for development within newly independent societies, recognizing that while modernization might be a desirable goal for them, such societies could find ways to decolonize modernization without terminating it (Mazrui, 1978, p.306).

Mazrui’s Strategies of Development

Mazrui’s strategies for development are particularly important to this thesis for several reasons. Firstly Mazrui wrote during a period when many former colonies, large or small, attained independent political status from various imperialist nations. Secondly, Mazrui examines issues relevant to the challenges in higher education development faced by newly independent countries. Thirdly, although the article was written almost a quarter of a century ago, Mazrui uses as context a metaphor (i.e. the notion of the university as multinational corporation) which has particularly relevance to contemporary concerns regarding globalization and its effects on national and higher education development in countries, east, west, north, south, large or small. Finally, and because this thesis is written from the perspective of the small nation state, Mazrui offers the

perspective of the formerly colonized rather than those Western states which were the colonizers. The context and timeliness of the issues that Mazrui raises are central to my analysis and discussion.

Mazrui's premise was that the characteristics of commercial corporations in Africa could be applied to cultural multinational corporations like the university. This was because most African universities began as overseas extensions of metropolitan institutions in Britain, Belgium, and France. Notably, this practice was not limited to African states but occurred also in the Caribbean where The University of The West Indies (UWI) started its existence as an extension of the University of London. Mazrui, outlined shortcomings of university extensions and observed that "cultural goods sold to a new African clientele did not necessarily bear relevance to the needs of an African market. Skills were transferred without adequate consideration for their value in Africa. Other skills were withheld because they did not conform to world criteria of 'excellence' as defined by the parent body (1978, p. 285)."

Mazrui traced the emergence and nature of cultural and intellectual penetration from the various metropolitan based institutions into African universities. He succinctly phrased the dilemma which this type of penetration poses to African interests (as well as multinational business interests which require educated local personnel) by asking the question, "how to decolonize the process of modernization without ending it? (1978, p. 301)." In the ensuing discussion Mazrui delineated economic and cultural dependency, outlined the linkages between economic and cultural development, and distinguished the difference between political liberation and cultural bondage.

Surmising that the decolonization of modernity without ending it requires short and long term strategies of development, Mazrui put forward three proposals. Firstly, that modernity needs to be domesticated, i.e. related to local cultural and economic needs. Secondly, that the cultural context of modernity could be extended by diversifying it. This means that foreign reference groups for African universities should include not only the West but other civilizations as well, thereby, Mazrui asserts, transforming the African university from a multinational to a multicultural corporation. And thirdly, a long term strategy of development which required a slower and more sustained approach, the strategy of counter-penetration which, "concerns the attempt of the African continent on the whole to counter-penetrate Western civilization itself (p. 314)."

Commenting on Mazrui's three strategies, Noah and Eckstein notes that Mazrui makes use of the center-periphery metaphor primarily as a way of approaching his topic, rather than as an explanatory tool,

The contrast between this advice [Mazrui's strategies of development] and the typical message of dependency theory is noteworthy. According to most dependency theorists, the outlook for the dependent nations is quite bleak. They are described as being caught inextricably in the toils of a powerful world-wide network of forces, in a system of exploitation, immiseration, and oppression that will not let them go. Mazrui accepts none of this (Noah and Eckstein, 1988).

Although Mazrui used African examples and concerns to illustrate his ideas and concepts it is easy to see the relevance of his commentary and recommendations to higher education development in small nation states within the context of present day international academic relations.

As will be seen in part two of this literature review, higher education institutions in small nations (just like the African university described by Mazrui) also face the

challenge of balancing external influences with local needs and realities. Domestication for them also requires academic vision and local policy making which addresses admissions, curriculum, faculty and staff recruitment and other issues. Like the African university, higher education institutions in small nations need to extend the Western influence (what Mazrui refers to as 'uni-cultural') from European and North American universities to include linkages with other types of civilizations and locales. Such linkages should include other countries with similar histories and stages of development. Small nations states, like post colonial nations in Africa, also need to reverse the flow of influence back to the West and find ways to penetrate reciprocally other cultures. Mazrui's recommendation that response to cultural and intellectual penetration should involve reciprocity and inter-dependence rather than disengagement or withdrawal is particularly important for many small nations in a world with an increasingly dominant global economy. For small nation states these three strategies of development have emancipatory overtones, not commonly found in development theory, that are as practical as they are inspirational.

While this thesis cannot define or discuss the breadth and scope of the on-going debate regarding theories of change and development, reference to the strategies of development outlined above, have informed the direction of my data collection. I used them as parameters and guidelines for items on the questionnaires and as probes during case study interviews, in particular. Along with the Samuels framework of higher education functions, Mazrui's productive strategies of development are used to analyze research findings as outlined in Chapters Five, Six and Seven.

It is evident from the literature reviewed that international academic relationships are associated and connected within the broad scope of higher education research and practice. In addition, despite the obvious differences between The Bahamas and its larger partners in academic relations there are common concerns and practices in Bahamian, British, American, and Canadian higher education institutions. These common concerns and practices include: a shared British colonial past, a shared language, and similar higher education mission and functions. However, it is also evident that there are differences in terms of power, and in policies regarding societal change and development. These common concerns and practices, different dimensions of power, and varying theoretical influences all have implications for establishing future and sustaining present international academic relations with small nation states.

CHAPTER FOUR

Literature Review - Part Two

Higher education & international academic relations in small nation states

Small Nation States Information Sources

Apart from the works of a few scholars, literature on higher education and small nation states appears to be limited to articles, monographs and statistics published by various international organizations. Multilateral agencies which regularly examine education in small states include The Commonwealth Secretariat, The World Bank, and The United Nations Education and Science Organization (UNESCO). For example, in 1986 the Commonwealth Secretariat held a conference on education development in small states of the Commonwealth and in 1992, the World Bank held a Small States Policy Seminar on Higher Education in 1992 at Brunei Darussalam. These meetings resulted in conference publications such as The Challenge of Scale: Education Development in the Small States of the Commonwealth edited by Bachhus and Brock (1987), and published by the Commonwealth Secretariat.

The publications of international and multilateral organizations contain information that is usually not available in current books and journal articles. In addition, these types of publications include the writings not only of researchers and scholars but also of persons working directly in the field such as faculty, administrators and consultants in higher education institutions and agencies in small nation states. The World Bank's Small States Policy Seminar, for example, resulted in the publication of the

following conference papers: A policy brief prepared by the World Bank entitled, Higher Education and Economic Development: Strategies for Reform: Key Issues in Higher Education in Small States by M.K. Bacchus, University of Alberta; “Policy Options in Higher Education for Small States with Special Reference to The University of The West Indies” by J. Edward Greene, University of The West Indies; and the Keynote Address by Tupeni Baba of the University of Fiji entitled “Higher Education and the Development of Small States” (1992).

Other articles and books published on education and small states to which I refer include the works of Bacchus (1987, 1994), Bray and Packer (1993), Brock (1990), Brock and Tulasiewicz (1985), Dommen and Hein (1985), and Harden (1985).

Small Nation States - Definitions

Central to discussions regarding international activity of any kind is the concept of nationality. What makes a nation state? In recorded history, the nation state is a fairly new phenomenon. One of the issues that this thesis will address, because of its direct relevance to international academic relations, is the issue of the changing concept of the nation state within the framework of a transnational political economy in this era of intense globalization (Reich, 1991; Light, 1995; Farrell, 1997).

Dommen (1985) observes that although the United Nations is composed of States its charter does not bother to define them. Dommen outlines the historical development of the term “state” from the date of its first appearance (in the year 1332, up until 1800, and comments, “One could start from the assumption shared by many authors that an entity which wishes to be regarded as a State should be endowed with the attributes of

territory, a permanent population, a government and the capacity to entertain relations with other states (Dommen and Hein, 1985, pp.1-4).”

Citing Carnoy’s observation that “almost all analyses of educational problems have implicit in them a theory of the state, but few tell us what this theory is”, Farrell (1997) argues

by the mid 1990s, it is clear that many of the assumed characteristics and powers of the nation-state are eroding. I argue that we have not yet seriously begun to understand how profound a challenge this presents to the ways in which we have traditionally thought about education and educational change (p. 308).

While Farrell notes that the very nature of the nation state is being altered by economic globalization, it remains to be seen whether or not the implications of this change differ for the small versus the large nation state. Within the context of the Caribbean states (most of which qualify as small nation states) for example, Klak (1998), examining the notion of globalization as “growing integration and compression of the world’s peoples, places and nation states as well as the blurring of their territorial boundaries”, argues,

such emerging global linkages come as no news to people of the of the Caribbean, which historically is perhaps the most globalized of world regions.

. . . Now that the entire world has entered the present era of (U.S. - dominated) globalization, the Caribbean offers a chronicle of the impact produced by exposure to many previous rounds of transformations of global capitalism (p. 6).

Definition of “small” as used in referring to small nation states or microstates, vary. The Bray and Packer (1993) classification entitled “The Small States of the World” outlines seventy nine states and territories, using a population figure of one and a half million or less.

Bacchus and Brock also define small state with reference to population size. Using the figure two million or less, these authors acknowledges that while it is an arbitrary figure it is often used as a benchmark for small country work.

For this thesis I define small states as those having a population of two million or fewer. However unlike Bacchus and Brock, I will only be looking at independent states. Therefore non-independent states such as Bermuda and the Cayman Islands for example, are not included in my analyses. Notwithstanding justifiable arguments regarding the shifting powers of the nation state, my focus on independent states is based on the fact that for all practical purposes whatever the effect of economic globalization on international academic relations might be, that effect is tempered by a national response.

It should be noted that information on nation states, their borders, boundaries and even their names, is so fluid that there could be changes even before this thesis is bound and shelved. However, based on the Macmillan (1997) atlas, there are 191 nation states in the world and among these, there are a total of 86 nations with populations less than 5 million and 54 with populations less than 2 million (Table 4 - 1).

Small Nation States - Characteristics

Physically, politically, economically and culturally, small nation states showcase a broad spectrum of differences that lend complexity and challenge to theory and practice in international relations and international academic relations. The Macmillan Atlas (1997) divides the world into five regions and provides basic data for comparison between them, such population, language, levels of literacy, and rural/urban ratios.

Table 4 - 1 Small Nation States By World Region: Population Less Than 5 Million

WORLD REGIONS	# OF NATION-STATES IN EACH REGION	POPULATION	
		< 5 MILLION	< 2 MILLION
North & Middle America	23	14	10
South America	12	4	2
Europe	42	19	10
Asia	47	17	7
Australia & Oceania	14	13	11
Africa	53	19	14
Total	191	86	54

ref: Macmillan Centennial Atlas of the World (1997).

According to this source, West of the Atlantic within the region of the Americas there are a total of 35 nation-states. Of these nations twelve (34%) have population sizes of fewer than 2 million (Table 4 - 1).

Located throughout the world, small nation-states exhibit a broad range of ecological, human and social diversity. Small nations are geographically diverse. There are small nation-states that are enclaves land-locked by other nations, or single islands and/or archipelagos isolated or in close proximity to other nations. These nations may be found in every conceivable time zone and their climates, flora and fauna, vary according to latitudinal location or sea level height.

The racial and ethnic make-up of small nation populations range from majority groupings in some states, to those that are widely heterogeneous. Religious and cultural differences also vary. Some small nations have one predominant religion, while others

have a mixture of many. There are different political configurations ranging from monarchies and dictatorships to socialist and democratic states. There are small nation states with parliaments that predate larger nations. The Bahamas for example has the oldest parliament in Western Hemisphere.

But even within this plethora of differences there are some common areas or points of interface that small nations experience such as threats to their stability and other factors of vulnerability. These may include being caught between power rivalries of larger and more powerful states who perceive them as having strategic value or resources as in the case of the Falklands and Grenada; being reluctant hosts of political refugees; and being used as a destination for the shipping of industrial waste and other externally imposed ecological dangers. Internally the threats may include poverty and unemployment; poorly trained and understaffed police and armed forces; corruption and suppression of democracy; and internally imposed ecological dangers. These internal and external threats are commonly referred to in much of the literature on small nation states and Brock and Tulasiewicz (1985) offer a comprehensive discussion of them relevant to this thesis. Brock adds to the list of threats, the issue of insularity and isolation, noting that insularity is not limited to island nations but to enclaves as well (Brock, 1980 p. 72).

Harden (1985) asserts that size does not mitigate the strategic value, importance, or the potential of small nations, even as micro-states, to cause 'macro-political havoc' in international affairs (1985, p. 4).

In spite of their diversity or strategic value, small nations and the peoples who inhabit them are often referred to as if they collectively possess a common identity, or project a singular image, or exist outside of the mainstream of international activity. Yet,

within an international context, small nations have more open economies, and strong international perspectives because, “international contacts are a fact of daily life in many spheres of small-state activity” (Bray and Packer, 1993, p. 241).

Small Nation States-Issues of Identity and Culture

Bray and Packer attribute the internationality of small nations to dependency on large states and regional groupings (p. 241). This explanation however, does not take into account the interests, will, and traditions of indigenous people and the spectre of dependency masks the efforts and achievements of human agency in the development of small nations. Wiley (1998), for example, notes that smallness, “offers several possible advantages as well, including higher levels of social cohesion, more effective planning (since planners are closer to the objects of their efforts) and a greater potential for psychological decolonization” (1998, p.156).

While reviewing the literature I observed that the efforts and achievements of human agency in the development of small nation states is generally under-reported. The omission of such efforts and achievements negates the identity of small nations and distorts their image in the world community. Moreover, because international academic relationships involve transfer of knowledge across cultures, issues of image and identity are unavoidable.

Bray and Packer identify identity as an important issue in education in small nation states noting the difficulty these states face in retaining and developing national and cultural identity. This difficulty involves balancing the need for education to maintain cultural and national integrity, with the demands of international economic

interdependence (Bray and Packer, 1993, p. 238). Conway (1998) on the other hand has noted more positive and progressive qualities. With reference to small nations in the Caribbean region, Conway, noting how racial/ethnic divisiveness among persons of Indian and African descent in Guyana and Trinidad does not preclude the inculcation of common national identity, concluded that, “national pride and identity is a postcolonial sentiment that Caribbean small island societies have successfully fostered” (1998, p. 56).

Brock and Tulasciewicz offer this definition of identity, “[A] state of distinctiveness achieved by an act of separation produced either by external pressures exercised by a group or individual upon another with the aim of isolating it or by a group, society or individual using its own ‘forces propres’ to conceptualize and arrive at some unique characteristics.” They suggest further, that

Identity can only be formed in a system of relations which crystallize into a commitment. Politics - indeed educational policies - can be used to further, transform, or destroy a social, cultural or national identity and does affect groups or individual in different levels of scale of change . . . (1985, p.1)

Similarly Bacchus (1987), discussing the importance of a total integrated approach to development, proposes that it is essential to include educational policies and practices. Bacchus submits

[T]he knowledge , skills and dispositions acquired by those who receive an education must be of the type that will combine with the other locally available ‘factors of production’- including the cultural values and the development strategy being used - to maximize the level of output of the individual and the overall output of the society” (1987, p. 3).

The term “culture” takes on various meanings in the literature. However, I take it to mean more than a cultivation of the mind, and apply it to a system that informs the

gamut of social activity (including the economy and politics) of a nation and its people. As noted by Mazrui, "indeed, what is culture but a system of interrelated values and social perspectives, active enough to condition the behaviour of its adherents" (1975, p. 4).

Exploring international academic relations with small nation states, requires a sensitivity to Bacchus' observation that "The challenge for a creative and effective administrator would be to develop administrative styles which would incorporate rather than ignore these relevant local realities". He suggests that " [L]ocal personnel, because of their intimate knowledge of their societies, are likely to be in a better position to face this challenge and come up with solutions which tend to recognize rather than ignore local cultural values and practices but which at the same time are likely to improve administrative efficiency (Bacchus, 1987, pp.186-187)." This suggestion could also be applied to areas other than administration in international academic policies and processes.

Higher Education and Small Nation States

Among the world's small nation-states (population < 2million) more than 70% share membership in the Commonwealth of Nations with Great Britain and Canada. Thirty-two percent of them lie in close proximity to the United States and Canada and share membership in the Organization of American States, with these two large nations. All but one of the small nation states in the Western Hemisphere are English speaking, therefore outside of the Caribbean, the closest source of English speaking higher education institutions for them are the United Kingdom, the United States and Canada.

Examining indicators and variables such as total population; age profiles; urban/rural ratios; gross national product; human development index; and number of individuals studying abroad provides pertinent background information for comparing higher education among nation states (Table 4 - 2). However, with the exception of human development indices (UNDP, 1997), I found that the availability of specific data such as educational expenditure and attainment for example, is limited and often sporadic. On discovering these limitations and inconsistencies, my first assumption was that this was due to the level of development of these countries. However, closer scrutiny reveals that even for countries such as The Bahamas where relevant information is readily accessible and where there are qualified experts in the field of higher education who can help to verify data, information included in the mainstream literature is often out of date, inaccurate or even non-existent.

When one examines the data which is available using variables relevant to higher education development, it is difficult to find a common typology of higher education needs for all small nations. However, considering fundamental economies of scale it is notable that nations of this size usually do not invest in individual, full-scale multi-versities or large research universities. Many individuals in small nations seek higher education opportunities abroad. However, foreign study (pursuit of higher education in country other than ones own) as a model of higher education is itself not without financial costs. Governments often have to provide financial assistance to students who undertake study at various destinations abroad. The cost of this assistance not only involves the competing for scarce resources, but also the expense of foreign exchange. Higher education becomes another import and the equivalent funds are not available for

Table 4 - 2 Comparative Review of Small Nation States: Populations < 2,000,000

Nation State	Urban/Rural Ratio	Population	Languages	GNP	Illiteracy
ANTIGUA & BARBUDA	36/64	65,000	2	5,980	4
BAHAMAS	86/14	272,000	2	11,500	1
BARBADOS	47/53	261,000	2	6,240	1
BELIZE	47/53	210,000	3	2,440	4
DOMINICA	40/60	71,000	3	2,680	3
GRENADA	65/35	92,000	3	2,410	2
ST. KITTS & NEVIS	42/58	41,000	2	4,470	1
ST. LUCIA	48/52	141,000	2	3,043	7
ST. VINCENT & GREN.	46/54	111,000	2	2,130	2
TRINIDAD & TOBAGO	71/29	1,300,000	4	3,730	4
SURINAME	50/50	418,000	5	1,210	4
GUYANA	36/64	825,000	4	350	3
BAHRAIN	90/10	550,000	2	7,870	21
BHUTAN	6/94	1,600,000	2	170	59
BRUNEI	58/42	280,000	3	17,200	14
CYPRUS	54/46	730,000	3	10,380	6
KUWAIT	97/3	1,600,000	2	23,350	26
MALDIVES	27/73	246,000	1	820	8
UNITED ARAB EMIRATES	84/16	1,900,000	4	22,470	3
ANDORRA	63/37	65,000	3	21,150	<1
ICELAND	91/9	266,000	1	23,620	<1
ESTONIA	73/27	1,540,000	2	3,040	<1
LIECHTENSTEIN	46/54	30,000	1	33,000	<1
LUXEMBURG	89/11	401,000	3	35,850	<1
MALTA	89/11	364,000	2	8,000	13
MONACO	100	31,000	3	N/A	<1
SAN MARINO	94/6	25,000	1	6,000	2
SLOVENIA	63/37	1,940,000	2	6,500	1
VATICAN CITY		750	2		
FIJI	40/60	771,000	3	2,010	13
KIRIBATI	35/65	77,000	2	700	10
MARSHALL ISLANDS	35/65	52,000	2	2,500	9
MICRONESIA	28/78	121,000	2	980	23
NAURU	100	11,000	2	13,000	1
PALAU	N/A	15,800	2	N/A	N/A
SOLOMON ISLANDS	17/83	366,000	2	710	76
TONGA	40/60	98,000	2	1,480	7
TUVALU	45/55	9,000	2	530	10
VANUTU	19/81	165,000	3	1,210	35
WESTERN SOMOA	21/79	169,000	2	940	2
COMOROS	30/70	530,000	2	520	45
BOTSWANA	27/73	1,400,000	3+	2,790	25
CAPE VERDE	53/47	381,000	2	850	33
DIJIBOTI	83/17	566,000	4	780	81
EQUATORIAL GUINEA	41/59	389,000	5	360	48
GABON	49/51	1,300,000	3+	4,050	38
GAMBIA	25/75	1,100,000	3+	360	70
GUINEA-BISSAU	22/78	1,100,000	2	220	61
LESOTHO	22/78	2,000,000	2	660	22
MAURITIUS	41/59	1,100,000	2	2,980	20
NAMBIA	36/46	1,500,000	4	1,660	60
SAO TOME & PRINCIPE	41/59	100,000	2	360	33
SEYCHELLES	54/46	73,000	3	6,730	23
SWASILAND	29/71	832,000	2	1,090	33

Variables = Region; Population; Urban/Rural Ratio; Languages; Gross National Product (GNP); Literacy.
 Ref: Macmillan Centennial Atlas of the World (1997).

circulation and investment in the local community. It is not surprising, therefore, that foreign study, attracting foreign students, is listed as an export item in budgetary considerations of large nations such as the U.S. (Haigh, 1995).

Similarly in Britain higher education has become the centre of Government policy and the associated costs are frankly admitted:

Britain is often seen as a land of opportunities. And so it is, with its excellent academic facilities, its international culture, its history and scenery, and countless organisations for sports and leisure pursuits. This is what people dream about when they think of studying in Britain. But the bottom line of all these is money and to make those dreams come true, you will need plenty of it. Just to survive and study on all but the shortest courses you will need many thousands of pounds. (British Education: The International Student Guide, 1994, p. 38)

Small Nation States - Models of Higher Education Development

Bacchus and Brock (1987), describe two models of development that could resolve the problem of high unit costs. One model is that of the tertiary college that would provide, "at least in a certain range of subjects, the level of tuition and materials support necessary to cover the first year, or perhaps two, of an undergraduate programme". These authors contend that such a facility would be based on the upper secondary stage of education, vocational training , and teacher education (p. 17). The other model they describe is the sharing of a university among, " small countries that are suitably clustered (pp. 17-18)." Examples of both of these models (that is, tertiary colleges and regional universities) may be found in both the Caribbean and the Pacific.

In conclusion, as illustrated above, review and interpretation of the literature relevant to international academic relations and higher education development in small

nation states involve a wide range of considerations and concerns. Considerations include the cross functional disaggregation of task and behaviors and the broad array of actors and stakeholders involved in international academic relations both locally and internationally. Concerns include the applicability of Western theoretical orientations and the influence of intellectual, cultural, political and economic power on higher education in small nation states. Among some authors cited, there is agreement regarding the complexity of issues, foundations and theoretical orientations relevant to this thesis topic. However, in my view, most commonly underestimated or overlooked in the literature is the strong interest of local actors and stakeholders in the availability and accuracy of research and documentation regarding all aspects of their culture, including higher education. This is particularly apparent in articles and books written from a predominantly external, non-indigenous perspective and which exclude the voice of local actors and stakeholders.

Further research and documentation of higher education in small nation states could inform the literature on international academic relations. Particularly if such documentation includes development needs as perceived by the persons in small nations and their individual and collective will to meet those needs. In the following chapters a country study, survey, and a multiple case study on The Bahamas are provided to include local voices and illuminate the other side of considerations, concerns and influences of British, American, and Canadian academic relations with a small nation state.

CHAPTER FIVE

Higher education in The Bahamas - 1973-1998

Introduction

The development of higher education in The Commonwealth of The Bahamas reflects the conditions and challenges of the country's colonial past, its unique physical geography, its present social realities, the aspirations of its people and their vision and hope for its future as an independent nation.

With a population size of less than two million, The Bahamas shares many of the challenges to development experienced by other small nation states in the world in general, and those in the Caribbean region in particular.

Documentary research reveals that the government has played a central and pivotal role in the growth in interest, opportunity and demand for higher education during the first twenty five years of an independent Bahamas. Within the past decade however, there has been a marked increase in the participation of private interests (both local and off-shore) in the tertiary education sector in The Bahamas (MOE files, 1993). Moreover, the nation's public higher education institutions have had variable success in their efforts to protect their autonomy. These recent trends, when taken along with the need to ensure access to higher education programs and institutions and the continuous need for vigilance in attaining and maintaining quality and credibility of local higher education offerings, reveal the roles that various actors and stakeholders (including government) currently play

in Bahamian higher education and possible formulas for their future involvement. In identifying these stakeholders and elucidating their roles, a pattern of local, regional, and international influence through academic relationships may be discerned. The purpose of this chapter therefore, is to examine characteristics and influences of the emergent higher education system within local, regional and international contexts in order to provide a background for closer scrutiny of the higher education initiatives selected for the multiple case study which follows in chapter seven. In order to trace the development of higher education in The Bahamas since the time it gained political independence from Britain in 1973, to the present, research methods used included review and synthesis of information found in relevant documents from national and institutional archives, recent end of year reports and a commissioned study on post-secondary education. Primary data were obtained from interviews of key persons directly involved in higher education since Independence.

In The Bahamas and the Caribbean, higher education is often referred to as the tertiary and skills training sub-sector. However, in this chapter as in the other parts of this thesis, the terms postsecondary, higher and tertiary education are used interchangeably. The tertiary education sub-sector includes programs offered after completion or drop out from schools; teacher education, technical-vocational, and academic programs; and GCE A- levels. Such programs may be offered in various institutions including community colleges, teachers' colleges, technical institutes, polytechnics, and in the sixth forms of secondary schools. Tertiary education in many Caribbean countries also includes formal and non-formal skills training programs offered by public institutions, employers, private institutions, and non-governmental organizations. In The Bahamas, both the words

college and university could mean degree granting postsecondary institutions.

While one would expect that the collection and recording of data regarding the affairs of a rapidly developing, under-reported country such as The Bahamas and other small nations like it, would be a challenge, it must also be kept in mind that even the information that is reported could be inaccurate. I have found inaccurate reports of information about The Bahamas in handbooks, encyclopedias and other publications which contain comparative data. A limitation of a country study like this therefore is the lack of accessible data in comparison to what one might normally find in countries whose data collection, retrieval and reporting mechanisms are more systematized.

For example, McClean (1994), presents an image of The Bahamas and its education system that persons who have worked in that system might find difficult to recognize. In the article McClean offers the following assertions,

- The "Nassau branch of the University of the West Indies" provides part-time courses to degree level in teacher education.
- "The universities of Miami and St. Johns, New York also validate studies in the College of the Bahamas"
- "Vocational education is concentrated on the College of the Bahamas."
- "A training college for the tourist and hotel industry was planned to open in 1992."
- The achievement of the aims of education is weakened by a failure to develop a powerful sense of Bahamian cultural identity.
- "The goal of parents and their children, where resources permit is to gain entry to institutions of higher education in the United States. Individual aims of education are conditioned by these demands"
- "Education in the Bahamas is largely public".
- "Public academic secondary education modeled on the grammar schools of England was not available prior to the seventies".
- The proportions of the relevant age groups proceeding to postsecondary education are low and all full higher education has to take place outside of the country.
- The major problems for the year 2000 are experienced at the apex of the education pyramid rather than at the base. "there is an insufficient base of qualified people located in institutions within the country to give a distinctive Bahamian character to the curriculum, to textbooks and other learning materials, and to examinations. As a result the Bahamas remains dependent upon foreign educational influences".

- “The problems of raising teacher quality are likely to remain perennial in view of the limited provision of higher education in a country with a small and scattered population.”
- “There is a lack of even provision of educational opportunities at all levels in the peripheral islands”.
- That education has not been high on the agenda of political debate since the mid-1970s.
- The impression that GCE O-Level examinations have been retained.
- The implication that a Certification of Teaching course from which 37 students graduated in 1989 was the sole source of teachers in the Bahamian education system.
- The impression that a number of students leave school after completing junior secondary level schooling. (1994, pp. 439-444)

As will be seen from information provided in this thesis the first nine statements listed above are wrong and the remainder are misleading. Yet, perhaps it is should not be surprising that the level of error is so high, considering the limited number of references listed none of which are dated later than 1982. Except for a 1973 MOE publication, none of McLean’s sources appear to have had the input of persons extensively involved in or knowledgeable about higher education in The Bahamas.

Notwithstanding the dearth of information regarding some sectors of Bahamian development such as higher education, much has been researched and documented about the history, physical geography and the political economy of The Bahamas, all of which provide useful background for the review and discussion of Bahamian higher education.

Early History of The Bahamas

As one of the oldest colonial settlements in the Western Hemisphere (it was on the Bahamian Island of San Salvador that Christopher Columbus made the first landfall in the region of the Americas, on October 12, 1492), the Commonwealth of The Bahamas provides a fairly unique and distinctive model of the national development of a post colonial, small state in the era of the late twentieth century.

After Columbus' landfall, at different periods, the Bahama Islands were settled by both Britain and Spain, however only British cultural, legal, and administrative traditions have remained. However, there is evidence of organized pre-Columbian civilization and that indigenous peoples had linkages with others in adjoining Caribbean, North, South and Central American shores. Fifteenth and sixteenth century activity in The Bahamas was characterized by expeditions, wars, slave-mongering and piracy by legitimate and illegitimate representatives of North American, British and other European interests.

Physical Geography

The geography of The Bahamas provides two anomalies. Firstly, The Bahamas constitutes one of the most extensive archipelagos in the world comprising a chain of nearly seven hundred islands, cays and rocks situated between the southernmost tip of the eastern seaboard of the United States of America and the eastern tip of the Caribbean island of Cuba. The total territorial area of lands and waters of The Bahamas is estimated at 260,000 sq. km (approximately the size of Great Britain or all of the New England states). This archipelagic feature, i.e. many islands separated by water presents additional challenges in the public administration of the country which would not be experienced by single unit, island or landlocked small states. Secondly, the geographical location of The Bahamas situates it external to the region of the Caribbean within the waters called the great Bahamian banks which lie between the Atlantic ocean and the northernmost banks of the Caribbean Sea, and the gulf of Mexico. This location on the border of these bodies of water results in past and present references that often exclude The Bahamas from the designation Caribbean. At the same time, because of this location and the deep water

channels The Bahamas has, since the fifteenth century, been an active shipping path and destination of world travelers. As such The Bahamas is not an isolated area and therefore does not enjoy, or suffer from, much of the isolation common to some nation states.

Among the more well known natural resources of The Bahamas are its numerous white and pink sand beaches; harbours and sheltered waters; and abundant fish stocks. The geological composition of the islands, cays and rocks covers many different types of soils; some rocklands and swamps; marine limestone; corals and aragonite sand. The vegetation comprises mixed coppice and forests of great diversity including pine barrens; mangrove swamps; and sand dune vegetation. In addition to the beauty of its beaches, the climate is another feature of The Bahamas which contributes to its popularity as a favourite tourist destination. The islands which make up the Bahamas chain are located between the sub-tropical and tropical belts. Consequently temperatures would, only on rare occasions, drop below 10 degrees Celsius. Temperatures in January average approximately 20 degrees Celsius., and in July 28 degrees Celsius (Sealey, 1992, pp. 1 - 10).

Population

In 1994, the population of The Bahamas was 273,581 and it is projected that it will be 306,964 by the year 2000 (Dupuch, 1996).

While approximately thirty of the islands and cays of The Bahamas are inhabited, more than half of the population live in Nassau, the capital city which is located on the island of New Providence (Table, 5 - 1). The second largest city is Freeport, located on Grand Bahama island with a population of over 41,000 people (1994 estimate). The populations of the other islands vary and are significantly smaller. Table 5 - 1, shows the

uneven distribution of the population as well as its increase and decrease during the period 1980 to 1990. The islands of The Bahamas are separated by miles of water. This feature, along with the uneven population distribution, present major challenges in the administration of national affairs and in the provision of social services (Bethel, 1989, p.1).

Table 5 - 1 Commonwealth of The Bahamas: Population Information

Population Distribution for Significantly Inhabited Islands of The Bahamas 1980-1990*		
ISLAND	1980	1990
Abaco	7,271	10,061
Acklins	618	428
Andros	8,307	8,155
Berry Islands	509	634
Bimini	1,411	1,638
Cat Island	2,215	1,678
Crooked Island (Long Cay included)	553	423
Eleuthera, Harbour Island & Spanish Wells	10,631	10,524
Exumas	3,670	3,539
Grand Bahama Island	33,102	41,035
Inagua	924	985
Long Island	3,404	3,107
Mayaguana	464	308
New Providence	135,437	171,542
Ragged Island	164	89
Rum Cay and San Salvador	825	539

Estimated Population for the year 2000 = 306,964

* Population figures from official census 1980 and 1990.

ref.: 1995 Bahamas Handbook and Businessman's Annual
Nassau: Dupuch Publications

The present population of The Bahamas is largely derivative in nature comprising

inhabitants who have descended from people of other lands. The original inhabitants were called Arawak, Lucayan and Taino Indians. These indigenous people are said to have been wiped out by the diseases, trade and the aggression of early European explorers and settlers.

More than 85% of the nation's present inhabitants are black, having descended from slaves as well as free persons of African origin many of whom came to the Bahama Islands in the seventeenth and eighteenth centuries. Over the centuries, Greek, Chinese, North American, British, European, Haitian and other Caribbean nationals immigrated to The Bahamas. Although many British and European expatriates left The Bahamas after it gained political independence in 1973, there are still a few non-nationals from various countries employed on contract in occupational areas of the workplace for which it could be proven that there are no qualified Bahamians. A feature of the population relevant to educational planning and development is the fact that more than 50% of the population is below the age of 25 years.

Economic Factors

The physical geography described above provides both challenges and opportunities for economic activity in The Bahamas. However, its primary industries (tourism, and banking and financial services) are facilitated by the existence, locally, of modern transportation and communication resources. The Bahamas has for many years maintained a state of the art communications system which links it to the rest of the world. It has its own national airline and several international airports provide direct and connecting flights to the major capitals of the world (Dupuch, 1996). There are 27 major ports of entry for

boats, landplanes and seaplanes and over a dozen sufferance wharves. Other economic activities in The Bahamas include ship registration; forestry; cascarilla bark; seafood; sportsfishing; mariculture; farming; and light manufacturing industries (Sealey, 1992).

Social, Political, Religious, and Knowledge Traditions

The Bahamas is an independent nation of several hundred islands, among which only sixteen or seventeen are significantly inhabited (Table 4 - 2). English is the common written and spoken language, however there is also a distinct local patois that many Bahamians use on a casual basis. Distribution of wealth ranges from poor or subsistence, to several levels of the middle class, to the extremely wealthy. It is a nation in which can be found rural simplicity as well as the sophistication of high technology, and luxurious lifestyles. It is possible to find in The Bahamas evidence of the social and economic development of all of the first, third and developing worlds.

Although there are distinct differences among the islands of The Bahamas (it is often possible to distinguish the island of origin based on a person's use of accents and speech patterns), Bahamians are not tribally divided. The notion of family is not restricted to a nuclear configuration. Kinship is strong and the extended family is the norm rather than the exception.

The Bahamas has the oldest sitting Parliament in the Americas. The only threats to democracy have been restrictions on participation of slaves and freed blacks which was imposed by colonial powers. The Bahamas is also known for its 'quiet revolutions' (Dupuch, 1995, p. 44). Indeed, majority rule was won (1968), independence gained (1973) and, more than once, strongly, entrenched political powers were overturned

without the aid of bloody coup d'etat.

Christianity is the religion of choice among Bahamian people and practiced by several denominations featuring varying styles of preaching, and worship. Per capita, The Bahamas has more ministers and reverends than almost any other country" (Dupuch, 1995, p. 79). Anglicanism is the state method of worship but there are many Baptists, Catholics, Methodists, and members of other Protestant faiths. There are also very small groups of Greek Orthodox, Muslim, Buddhist, Bahai and other religions. There is no strict separation of Church and state. Prayer is allowed, even encouraged, during school assemblies.

The Bahamas has a strong tradition of oral history. Story-telling, news brought by the many world travelers plying its waters and touching its shores were all readily communicated and shared amongst the people. In many cases, particularly on the Family Islands, wisdom is respected whether or not the individuals possessing it are formally educated. The Bahamas, like all other Caribbean nations, has distinct cultural characteristics as demonstrated by its art, craft, music, dance and food.

Education

Much is documented regarding the deep regard for knowledge and education held by the people of the English speaking Caribbean, including The Bahamas, and their determination to educate their children even in the face of indifferent colonial rule and antagonistic plantation owners and managers who were determined not to let education 'interfere' with their sources of cheap labour (Waggoner, 1986; Bacchus, 1994).

In 1995, there were 210 primary and secondary schools in The Bahamas. Of these 76.7% are fully maintained by Government. 37 are located in Nassau and 124 in the Family Islands. The other 23.3% are independent schools, 31 in Nassau and 18 in the Family Islands (Dupuch; 1998, p. 310).

Earliest organization of secondary education followed British traditions. Stages of achievement were marked by the transition from the first form in the first year of high school to the fifth form. During the nineteen eighties, following North American Models, all high schools converted from forms to grades. During the final year of high school (fifth form and/or twelfth grade) students sat external examinations from Great Britain including the Cambridge School Leaving Certificate, and in later years, the University of London General Certificate of Education (GCE) at ordinary (O) level and advanced (A) levels. The GCE (O) level exams were externally prepared and marked in London, England. Since 1994, the GCE (O) level examinations have been replaced by local ones called The Bahamas General Certificates of Secondary Education (BGCSE)..

Influencing secondary education development were the entrance requirements into the University of the West Indies (UWI) and those universities in the UK, which up until recent times required examination passes at Higher School Certificate or General Certificate of Education Advance level. It was not until 1960, however, that preparation for the GCE (A) levels was offered in The Bahamas at the only public High School (fashioned after the English Grammar School), called The Government High School (GHS). GHS later accommodated the enrollment of students from all high schools in The Bahamas for the purpose of pursuing GCE (A) level studies. When majority rule was attained in 1968, funds were provided to encourage more high school students to prepare

for these studies and for other high schools to add programs of their own (Bethel, 1989, p. 11).

Early Postsecondary Activity

Prior to independence, systematic and consistent planning and policy relevant to higher education was rare. As occurred in other countries of the Caribbean in the years prior to independence, persons left home and sought postsecondary education abroad. The predominant destinations for studies at universities and colleges off-shore were the United Kingdom, the United States, Canada and the West Indies.

Bethel (1989) records and chronicles the following regarding early postsecondary activity in The Bahamas:

- Early planning and provision of postsecondary education opportunities in The Bahamas were made to improve and increase the numbers and quality of teachers. In 1835, a school commission was appointed by the Governor which resulted in an unsuccessful attempt to establish a Normal school. With the passage of a new Education Act in 1864, grants were provided for teacher training and administered by the Board of Education during 1865-1882. A Normal Training Institute for teachers was established in 1882 but closed in 1984. Teacher training was reorganized during 1912-1915, and again from 1930 to 1935. In 1950, a government funded, teachers training college was opened but closed in 1957. This facility located in the capital city of Nassau re-opened in 1961. In 1968, a second government sponsored teachers college was opened on the island of San Salvador.
- The first successful and sustained vocational training was a private undertaking by the Dundas Civic Centre which began in 1830. The center provided training for hotel and domestic service. In 1833 this program received support through annual grants from the government, and its operation continued for a little over one hundred years.
- The first postsecondary technical institution was founded by The Bahamas Government in 1961. Originally called the Nassau Technical Institute (renamed the Nassau

Technical College 1966 and The C.R. Walker Technical College in 1977) the facility over the years offered courses in technical and business-related subjects as well as courses for hotel and restaurant workers.

Notably, the development of education at all levels in The Bahamas prior to Independence was eventful, and characterized by what I would call a sporadic, even desultory, process. This lack of interest in the development of local human resources displayed by British colonial administrators is reported by both Waggoner and Waggoner (1986) and Bacchus (1987; 1994)), in their discussions concerning education in the Caribbean. After Independence however, the development of higher education in The Bahamas was both rapid and eventful as several institutions and programs became available (List, 5 - 1).

Development of Higher Education after Independence.

The Ministry of Education for the year 1995/1996 listed 37 postsecondary institutions operating in the community, 8 of which offer degree level instruction ranging from associate to master degree levels (List, 5 - 1). If a consistent policy preoccupation of Bahamian higher education could be identified, it would be the availability of local higher education opportunities. With the advent of independence the notion of equality of educational opportunity was a given requisite, since it was one of the most persuasive planks in the campaign platform of the political party which brought in majority rule in 1968 and political independence in 1973.

LIST 5 - 1 Higher Education Institutions and Programs in The Bahamas**Bahamian Higher Education Institutions and Programs****Bahamian Higher Education Institutions****Government/Public:**

The College of The Bahamas*	Associate & Bachelor Degrees
The Bahamas Hotel Training College*	Certificates & Diplomas
The Bahamas Technical and Vocational Institute*	Certificates
The Eugene Dupuch Law School+	(Post graduate) Certificate in Legal Education

Training Programs:

Ministry of Tourism Bahamahost Program	Certificates & Diplomas
Public Service Training Centre*	
The Police College	

Private/Independent Institutions:

Bible Colleges or seminaries	Diplomas
Bahamas Commonwealth College	Bachelor & Master Degrees
The Bahamas Baptist College	Associate Degrees Various Programs
Success Training College	Associate Degrees

Off-shore University Institutions and Programs

The Bahamas Benedictine University College	Bachelor Degrees - Various Programs.
University of the West Indies Centre for Hotel and Tourism Management	Bachelor Degree - Tourism Studies
University of The West Indies+	
Medical School	Last two years of medical training
Nova University	Bachelor & Master Degrees in Education
Sojourner Douglas College	Bachelor Degrees - Various Programs
St. Thomas University	Master Degrees in Education

* Extension Services available on other islands of The Bahamas.

+ To Begin September 1998

Public Higher Education Institutions: The College of The Bahamas

Within a year of the achievement of the country's political independence, the government began planning the merging of the two teacher training colleges and the technical college along with the Sixth Form of the Government High School. This merger resulted in the formation of The College of The Bahamas (COB) established by legislation in 1974. COB was designed to be comprehensive and degree granting and was meant to serve as the premier higher education institution in the nation.

The College of The Bahamas is governed by a Council comprising representatives from government and the local community. Both faculty and student unions are represented on the Council. There is also an Academic Board which must approve all new or revised courses and programs COB offers. The Academic Board includes representatives from every division, department and other relevant bodies at the College. Internal consistency of grades is assured by the cross-moderation of all multi-sectional courses. Affiliations with local, regional and international registration and licensing bodies help to ensure the maintenance of standards and quality (see appendix for listing). Reports from colleges and universities abroad indicate that COB graduates attending those institutions generally have no difficulty with the programs into which they transfer. As a result there are many articulation agreements between COB and off-shore colleges and universities in the U.S., Canada, and the U.K.

COB is funded by government, with only a small percentage of its operating expenses coming from fees and tuition. Since the 1995 revision of the 1974 legislation which enacted the College of The Bahamas, the college's funds are no longer a part of the consolidated fund of The Bahamas government. This financial autonomy is already

beginning to cause a marked increase in private donations (1.5 million Bahamian/U.S. dollars within two years of the revised Act). Prior to 1995 donors were reluctant to give funds because they had no legal assurance that those funds would be used for COB.

During the Fall semester of 1996, a total of 2,987 students were enrolled at COB. Among this group the ratio of male to female students was 1.3 and the ratio of full-time to part-time students was 1.6 to 1. Enrolled students were distributed among the seven teaching divisions as follows: Business and Administrative studies - 34%; Teacher Education - 20%; Natural Sciences - 11%; Technology - 10%; Social Sciences - 9%; Nursing and Health Sciences - 9%; and Humanities - 4%. In addition to the students enrolled in these programs, there were 1,043 students enrolled in courses offered by the Centre for Continuing Education and Extension Services during the Fall Semester, 1995. (COB Newsletter, 1997 p. 3).

According to a recent COB annual report, within a ten year period from 1984 to 1995, the number of persons graduating from The College of The Bahamas doubled. For the 1995/1996 year, 3,111 persons applied for admission to COB, an increase of 67% over the number of applicants five years before. Although comprehensive in scope, market demand for COB program offerings has created a decided imbalance in enrollment trends over the years. Popular program choices among applicants to COB for Fall 1995 are business and administrative studies (50% of total choices). Indeed, not until government began providing incentives (free tuition fees and a monthly allowance for nursing and teacher education students) did enrollment in nursing and education rise (COB Annual Report 1995/1996).

683 students attending COB in the Spring semester of 1996 received scholarships, grants, bursaries or awards. This financial assistance was donated by 94 government and non-government agencies, organizations and individuals (COB Newsletter, 1997, pp. 3-4).

Admission Characteristics

Early admission requirements for The College of The Bahamas were based on the number of ordinary level passes attained in the General Certificate of Education examinations (GCE O levels) which were externally administered from the University of London. In 1994, The Bahamas General Certificate of Secondary Education (BGSE) examinations replaced the GCE O levels as admissions criteria for COB and other higher education institutions in The Bahamas. COB applicants are also required to sit a placement examination as a part of the admissions requirements. Increasingly, at COB, the American-based Scholastic Aptitude Test (SAT) scores are considered as an admission requirement.

Curricula

COB offers programs in the arts and sciences as well as business, education, nursing and health sciences and technology. There is a liberal arts component within all degree level programs and students are required to successfully complete general education requirements that are not necessarily a part of their major study.

Teachers

For the 1997/1998 academic year there were 143 faculty members employed on a full-time basis at the College of The Bahamas. COB faculty comprises lecturers, senior lecturers, and counselors who are generally expected to provide teaching/counseling, research and community service, and show evidence of such if salary increments and promotions are to be gained. Among full-time faculty 58% are female and 42% are male.

74% are Bahamian and 26% are non-Bahamian. The ratio of females to male is even greater among the Bahamian group where 70% are female and 30% are male (COB files, 1998). Faculty salaries are generally low in comparison to their peers in local business and industry as well as colleagues in higher education institutions in the U.S., U.K., and Canada. Low salaries and high teaching loads have been suggested as causes for the limited involvement of faculty in research and scholarship as well as employment in more than one job.

Other Public Higher Education Institutions

Other public higher education institutions in The Bahamas include The Bahamas Hotel Training College (BHTC), and The Bahamas Technical and Vocational Institute (BTVI).

Established as a "quasi-government" institution by The Bahamas Hotel Training Council, The Bahamas Hotel Training College (BHTC) started in 1973 with its first intake of students in 1974. BHTC offers certificates and diplomas in culinary arts, hotel management and tourism studies. In 1989-1990, there were approximately 361 Diploma and Certificate students enrolled in its Nassau and Freeport locations. The governance structure of BHTC comprise a tripartite council of representatives from government (including the ministries of labour, tourism, and education) the tourism industry (employers association) and the employee union (hotel catering and allied workers union). The funding formula for BHTC included contributions of government equaled by contributions by Industry, with the Union contributing a smaller sum per annum. The Bahamas Hotel Training College is accredited by the Southern Association of Colleges and Schools. For its culinary arts and apprentice chef programs BHTC is fully recognized and follows the

standards of the Culinary Federation of America. Other North American, U.K. and European associations and affiliations are maintained by the institution and its instructors.

The Bahamas Technical and Vocational Institute (BTVI) evolved from elements from the C.R. Walker Technical Institute which had been added to the early organization of COB, to provide short-term technical and certificate programs. These programs were discontinued in the early eighties when COB determined that it would focus only on degree programs. BTVI in earlier years was also the site for government sponsored and determined, short-term training programs which young people were paid to attend.

Private, and Off-shore Higher Education Institutions

The earliest presence of off-shore institutions (mid-seventies) included the offering of undergraduate programs in education and business management by The College of St. Benedict and St. John University (Minnesota), and graduate programs in education and business from The University of Miami (Florida). A recent University of Miami advertisement promoting their MBA program in a local newspaper affirms that 450 persons have graduated from the University of Miami's Bahamas-based MBA programs since they began in 1975. Another off-shore institution with linkages in The Bahamas shortly after Independence was Florida International University (FIU) which offered, locally, courses leading to certificate and diploma programs in technological areas. In addition, FIU was one of the first off-shore universities to accept for transfer all the credits of students holding (through negotiated articulation agreements) the Diploma in Hotel Catering and Tourism Studies from BHTC.

In 1996, The College of St. Benedict and St. John University Bahamas Campus gained approval from government to change its name to The Benedictine University

College (BUC). BUC continues to offer (as it has for the past twenty years) opportunities for mature working students to begin Bachelor's degrees, locally, in education and business management, with the requirement that the last semester is spent on the U.S. campuses in Minnesota. In 1996, BUC extended its scope to include the enrollment of recent high school graduates in courses offered in the daytime. This will be discussed in greater depth in chapter seven.

Other institutions on the Ministry of Education's list of off-shore institutions operating various courses up to December 1995 are outlined in the List 5 - 1.

Regional University

The University of The West Indies (UWI) was first established as a university college of London University and began granting its own degrees in 1968. UWI is designed to serve other nations and territories in the Caribbean region which because of size and/or stage of economic or social development, could not support the establishment of their own universities. This type of regional university model may also be found in the South Pacific, where the University of The South Pacific (USP), established in 1968, serves the needs of eleven countries in the region (Baba, 1992, p. 9).

The Bahamas has been designated as a contributing, non-campus territory of The University of The West Indies (UWI) since its inception. This means that The Bahamas pays member fees and annually provides financial support to UWI to supplement the costs of Bahamians studying on its campuses. However, unlike Barbados and Trinidad, no extended campus of the university is located in The Bahamas. In addition to its financial contribution, The Bahamas government through the Ministry of Education provides

housing and technical assistance for UWI's Centre for Hotel and Tourism Management (UWI-CHTM) sub-department of that university's Social Science Faculty, and its Bahamas-based Extra Mural (Continuing Education) Department (MOE, 1993).

A certification body for teachers (serving the Northern Caribbean region through UWI) called the Joint Board of Teacher Education (JBTE) has been academically linked to The Bahamas since before independence through the teachers colleges. After the merging of the teachers colleges and the establishment of COB, linkages with UWI and JBTE continued through Diploma, Associate and Bachelor degree, programs in education.

Foreign Study

Bahamians have been studying abroad at both secondary and tertiary levels long before Independence. The Bahamas leads the region in the numbers of students, per capita, who travel for the purpose of foreign study and work experience. Unesco reports that for the 1993/1994 year, a total of 2091 Bahamians were studying abroad (this figure does not include students at UWI and other small nation state universities). It is likely that even as higher education opportunities increase at home Bahamians pursuit of higher education abroad will continue in the near future, because postgraduate studies are *generally* not available locally, and also because both of the nation's leading industries claim to value and reward international experience.

Government's Role in Higher Education

Even with the structured autonomy and academic freedom, gained by COB in 1995, public higher education is still the responsibility of the government of The Bahamas

through the Ministry of Education (MOE). The mechanism for administration of higher education affairs at MOE has evolved from tertiary education being the responsibility of various officers as directed by the Permanent Secretary and the Director of Education - to the appointment of a Tertiary Education Officer. Now, in 1997 there is a Tertiary Education Section within the Ministry, the affairs of which fall under the direction of two Assistant Directors of Education. The portfolio of this section includes the education of teachers for the government's primary and secondary schools, ranging from the teacher cadet program which seeks to encourage careers in teaching among high school students -- to associate, bachelor and diploma level programs. The tertiary education section is also responsible for registration of post secondary institutions, administration of the Commonwealth Scholarship & Fellowship Plan, UWI student housing, and other matters.

Under The Bahamas Education Act, all local and off-shore institutions offering post-secondary education and training opportunities are required to register with the MOE. The registration process involves the submission of information about the purpose, philosophy and course content of the proposed program or institution, as well as a site visit at its location. Off-shore universities must be accredited with accreditation bodies recognized by the Ministry of Public Service. Local institutions or programs which do not have accreditation with these bodies are encouraged to seek affiliation with a college or university which has such accreditation. In addition "The off-shore institutions are encouraged to involve the College in the planning of their programs in order that these programs be designed to meet the needs of The Bahamas" (MOE, 1995).

The registration process is not a form of accreditation although it is often mistaken for such by the public, so much so that in 1996 public announcements had to be placed in

the local newspapers which reminds the public that MOE only registers these institutions (Interview MOE, 1997).

The Ministry of Education at the request of other government ministries and the general public seeks information about colleges and universities wishing to offer programs in The Bahamas. Such applications come from all over the world including the U.K., the U.S., Canada, Europe the Middle East, Australia, etc. Interestingly, there were an unusually high number of inquiries from 1982 to 1993 from off-shore universities seeking to establish programs in The Bahamas (MOE files) since records (i.e., letters and memoranda in MOE files) reveal a plethora of colleges and universities from abroad providing information about their programs.

Records at MOE, the files of local bodies such as The Bahamas Adult Education Association, and recommendations of the "Master plan for Postsecondary Education" all document the need to establish a regulatory body (preferably an independent accreditation mechanism) to determine and control standards. In 1997, MOE appointed a coordinator to oversee and assist with further planning in this regard.

Summary

Bahamian Higher Education: International Context

In examining Bahamian higher education in international context, its colonial heritage and small nation status must be borne in mind, because as was mentioned in Chapter One, in tracing the development of former colonies, modernization has been a commonly shared agenda. Many educators I interviewed recognized and frankly discussed their concern that conforming to traditions inappropriate to local needs could lead to

patterns and levels of modernity with undesirable degrees of dependency. They agree in principle with Mazrui's argument that modernization without the application of strategies of domestication, diversification and counter-penetration hinders the balancing of the influences of the local society and that of external forces, limits the exposure of the indigenous populations to other world cultures, and narrows the gap in reciprocity between the newer and older nations of the world (Mazrui, 1985).

Bahamian Education: Regional context

Evidence of higher education institutions in the Caribbean was recorded as early as 1538 when a university in the Dominican Republic was established by Papal Bull (Waggoner & Waggoner, 1986). Direct and indirect external influences may be found in all higher education systems and institutions in the Caribbean. For example, British, Dutch, French, Spanish and United States influences are readily apparent

Articulation within the tertiary education sub-sector (and also between it and other local and international secondary and higher education institutions) varies from country to country, ranging from "dead-end" in some of the Latin American areas to carefully negotiated and planned transfer mechanisms, affiliation and articulation agreements as found in The Bahamas.

Mission statements and statements of purpose of Caribbean higher education institutions vary considerably. For example, when the Guyanese government decided that the University of the West Indies could not fulfill their goals for higher education they explicitly stated that the purpose of the University of Guyana was, "to create an intellectual nucleus in Guyana as a center around which some systematic definition of the national purpose can take place and partly as a defense against the persistent battery from external

colonialist and reactionary ideas against which colonial and backward societies are so helpless” (Govt. of Guyana, 1963, cited by Bacchus, 1994).

In the English-speaking Caribbean, British and North American higher education governance patterns are used, including Councils, Boards of Trustees, and Academic Boards, etc. Because education is centrally administered in many of The Bahamas and Caribbean jurisdictions, bureaucracy is a common burden, and the constant strengthening of the management capabilities of publicly administered services is an on-going challenge. Notwithstanding the similarities and shared experiences between The Bahamas and other small nation states in the Caribbean or elsewhere, differences and anomalies are to be found in many sectors of its development, particularly higher education.

Bahamian Higher Education: Local context

Both before and after political independence, studies have been commissioned for the purpose of examining education in The Bahamas. The study most relevant to higher education began in 1990, when a Central Study Team (CST) was set up by the Minister of Education, for the purpose of producing a master plan that would recommend ways to coordinate and rationalize post-secondary education in The Bahamas as well as examine issues of access and quality. The Team comprised representatives from the four public higher education institutions in The Bahamas which at that time included The College of The Bahamas (COB), The Bahamas Hotel Training Center (BHTC) the Industrial Training Centre (ITC), and The Bahamas School of Nursing. It should be noted that since that time ITC has been re-named and is now called The Bahamas Technical and Vocational Institute (BTVI), and the School of Nursing has been fully integrated within The College of The Bahamas.

The team was chaired by the then Principal (now President) of COB, and the Senior Officer for Tertiary Education (now Assistant Director of Education) at the Ministry of Education (MOE). A team of one British and two American consultants provided support to the process. A central steering committee comprising representatives from Government departments, industry and commerce, churches professions, trade unions and the higher education institutions concerned was appointed to receive and comment on drafts of the Master Plan. On the completion of their project in 1991, in summary, the Central Study Team's proposals involved the creation of:

- a) A Government -appointed, autonomous Board to ensure adequate policy development, planning and coordination.
- b) A Government -appointed, autonomous Board to oversee standards in public institutions, and "meet the needs of private institutions seeking accreditation at post-secondary level"
- c) The University College of The Bahamas, a single-site institution to offer bachelor's and postgraduate degree level studies as well as research.
- d) A multiple-site Community College of The Bahamas to offer craft, trade, technical, and vocational program, and selected two-year Associate Degree level programs.
- e) Improved and increased library services.
- f) A credit accumulation and transfer scheme.
- g) Accurate estimates of costs of implementing proposals.
- h) The use of the CST and CSC members to serve on the proposed accreditation and coordinating boards.

When forecasting the future development of the higher education system in The Bahamas all of the local, regional and international considerations and realities outlined above, as well as others must be kept in mind. Higher educationists in The Bahamas seem to agree that government has a special role to play in the development of a higher education system in The Bahamas. Those interviewed proposed that that role included:

ensuring an educated and trained workforce, particularly teachers, nurses etc; controlling the proliferation of off-shore university initiatives; the accreditation and monitoring of higher education programs and institutions; and providing the available land and resources for improving existing public campuses and adding new ones as necessary.

Persons interviewed acknowledge that there has been no government interference in determining who should be admitted to the college, the planning of curriculum and issuance of grades. However, there is the need for government to allow COB to introduce a reasonable fee structure. For example, during the opening of the faculty seminar for the 1997/1998 academic year the President of COB observed that the tuition, set at \$25 per credit hour had not changed since 1980, adding ruefully, that probably nothing else in The Bahamas could be purchased at the same price as it was seventeen years ago.

In conclusion, the research which contributed to the writing of this chapter reveals the emergence of an increasingly definable Bahamian higher education system. After examining the historical context, talking to persons involved and reviewing documents which record the rapid and effective development of higher education since independence in 1973, it is clear to me that a definable higher education system is indeed emerging. This emergent system is characterized (particularly within public higher education institutions) by a determination to ensure the transfer of credits between institutions at home and abroad, and a unique blending of off-shore influences, particularly those from the United Kingdom, the United States, and Canada, with local and indigenous input.

CHAPTER SIX

Local perceptions of Bahamian higher education and external linkages

This chapter comprises a report, summary analysis and discussion of the findings of a general assessment of the knowledge, perceptions, opinions and concerns of 134 persons, regarding aspects of international academic relationships and the development of higher education in The Bahamas. Three specific higher education initiatives, the origins of which can be traced to academic relationships with Britain, America, and Canada, are described in the following chapter.

Introduction

Information about higher education development, its benefits and challenges is of topical concern to the Bahamian public. As described in the preceding chapter, the need for education was one of the main concerns of the electorate when they voted for majority rule in the sixties and Independence in the seventies. Although early perceptions of the best approach to higher education for The Bahamas have not been widely documented, around the time of Independence and ever since then, there were frequent, lively informal debates regarding the same. Distinct and dogmatic views were often expressed, largely influenced by loyalty to alma mater, about which approach was best. A useful place to begin this study, therefore, is with an appraisal of the extent to which persons are aware of

and knowledgeable about Bahamian higher education in general and external linkages and international academic relations specifically, twenty-five, eventful years after Independence.

External Influences on Bahamian Higher Education: The Survey

The survey comprised questionnaires for three groups of participants. Group one included faculty and administrators. Groups two, and three, respectively, comprised students, and individuals employed in government and the public services, tourism, banking and health within the local community. Data was collected during the period August to October 1997.

The questionnaires were constructed to find out if participants were knowledgeable about their institution/organization's involvement in off-shore academic linkages. The questionnaires were also meant to discover: participants' views and opinions regarding the importance of international relationships with academic institutions and agencies abroad; the advantages and disadvantages of international academic initiatives, linkages, programs or projects to Bahamian higher education; major needs and/or challenges facing the development of higher education in The Bahamas; and the best approach for The Bahamas to take in the future development of its higher education systems and institutions.

The use of a survey in collecting data for this thesis had its limitations. Because of the topic's broad scope and the scarcity of previous research, exploration is a prerequisite for the type of description and analysis needed to achieve the purpose of the thesis as outlined in chapter one. The open-ended questions that are normally useful to exploring wide ranging phenomenon are more suited to interviews than they are to questionnaires. As Robson (1997) suggests, "surveys work best with standardized questions where we

have confidence that the questions mean the same thing to different respondents, a condition which is difficult to satisfy when the purpose is exploratory” (Robson, 1997 p.127). Despite its limitations however, this survey was used to collect data on a selected variety of Bahamian perspectives within the local population that would augment the broad country study in chapter five and set a context for the specific case studies of selected initiatives in chapter seven. This survey was designed with the additional intention of using its findings as a basis for future development of standardized questions for more focused inquiries relevant to international academic relations in The Bahamas.

Survey Participants

In view of the above, no attempt was made to procure a random sample of the three groups. Questionnaires were strategically distributed in places where members of the particular participant group would be found. For example, questionnaires were distributed at the annual, faculty seminar at The College of The Bahamas at which attendance is required by all full-time faculty members (approximately 143) and some administrators (approximately 20). For students, at the beginning of the fall semester questionnaires were placed in the counseling services department which, because of the variety of services offered by this department, the majority of returning students visit. Only students who had completed at least one year of study in a higher education institution (approximately 2,000), were requested to participate. The 39 faculty and administrators, and the 54 students who chose to participate in the research may have been motivated by interest in the topic or were simply willing to help with the research. For the local community group questionnaires were distributed at three main sites and 41 were completed and returned.

The three sites included the tourism training center which houses various quasi-government, hospitality and tourism departments, the administrative offices of The Ministry of Health, and the Bahamas Institute of Bankers.

Copies of the three questionnaires, summary descriptions of participants, their comments and their frequency of response to specific items are all outlined in the appendices. Tables of summarized data which outline the response to selected questionnaire items are presented in the body of this chapter. It should be noted that in this chapter, participant response frequencies are reported in valid percentages for the first three choices of each group of participants plus a weighted frequency. The weighted frequency for tables 6 - 2, 6 - 3, and 6 - 4, is calculated as the sum of the weighted response for each choice: the first choice is multiplied by three, the second by two and the third by one.

External Influences on Bahamian Higher Education: The Survey Findings

Academic Linkages

In order to assess participants' awareness and knowledge about the international academic relationships and linkages relevant to the institution with which they were affiliated, on each questionnaire there was an item for respondents to indicate the country with which their institution had the most academic linkages. The most frequent response to this item, came from group number one, i.e. of the faculty and administrators (57%); followed by group three, the local community (53%); and group two, the students(38%). Thus, not surprisingly, among survey participants, faculty and administrators in Bahamian higher education appear to be most knowledgeable or aware of the existence of

international academic relationships within their institution. In response to the request to indicate the country with which their institution was most actively involved in off-shore academic linkages among all groups surveyed, America was the country most frequently indicated. Other countries indicated were Canada, Britain, and the Caribbean (Frequency Tables, Appendix D).

Other items on the questionnaire required a certain degree of knowledge about international academic relationships generally but were geared toward soliciting the opinions of the participants.

Most Worthwhile Academic Linkages

While all groups were requested to indicate the country with which their institution had the most academic linkages as reported above, only faculty and administrators were asked which country's academic linkages/relationships were most worthwhile. A summary of response to that item is presented in Table 6 -1.

Table 6 - 1 Faculty and Administrators' Perceptions of the Most Worthwhile Academic Linkages/Relationships: By Country

Country	Faculty and Administrators: Response in Percentages
British	5
American	70
Caribbean	5
All Countries	20

Higher Education in The Bahamas: Needs and Challenges

In response to the question "What do you perceive to be the major needs and challenges presently facing the development of higher education in The Bahamas?" the response of the groups varied (Table 6 - 2 a, b and c).

Analysis of the item most frequently selected as the first, second, and third within a particular group by calculating the weighted frequencies indicates that for faculty and administrators fiscal constraints, facilities and library services rank among the top three needs and challenges (Table 6 - 2 a). Ranking within the top three for students are equipment, facilities, research and scholarship (Table 6 - 2 b). For the local community fiscal constraints, facilities and government policies ranked within the top three needs and challenges (Table 6 - 2 c).

Among all three groups of participants, business and corporate influences rank last as a perceived need or challenge facing the future development of higher education in The Bahamas. This finding provides a distinctive point of international comparison. That is, it is likely that the selection of business and corporate influences would probably rank highly on the top of a list of perceived needs and challenges facing higher education in British, American, and Canadian higher education institutions where emphasis on autonomy from societal influence is strong. On the other hand, the low ranking of business and corporate influences as a perceived need and challenge facing Bahamian higher education is not surprising in a nation state for which higher education is expected to contribute to all aspects of development and national advancement (Maraj, 1974 pp. 48-49).

Table 6 - 2 Needs & Challenges Facing the Future Development of Bahamian Higher Education

a) Faculty and Administrators

Needs & Challenges	1st Choice	2nd Choice	3rd Choice	Weighted Frequency*
Fiscal Constraints	55	6	6	183
Facilities	3	36	31	112
Library services	12	18	6	78
Faculty Development	3	15	25	64
Research and Scholarship	9	12	3	54
Government Intervention	9	6	6	45
Government Policies	6	6	-	30
Equipment	3	-	6	15
Off-shore Competition	3	-	6	15
Business & Corporate Influences	-	-	9	9

b) Students

Needs & Challenges	1st Choice	2nd Choice	3rd Choice	Weighted Frequency*
Equipment	17	28	14	121
Facilities	14	19	26	106
Research and Scholarship	14	16	16	90
Library services	19	7	7	78
Faculty Development	5	14	9	52
Government Policies	14	2	5	51
Fiscal Constraints	7	9	5	44
Off-shore Competition	9	2	7	38
Government Intervention	-	-	9	9
Business & Corporate Influences	-	2	2	6

c) Local Community

Needs & Challenges	1st Choice	2nd Choice	3rd Choice	Weighted Frequency*
Fiscal Constraints	33	6	15	126
Facilities	9	27	9	90
Government Policies	18	6	12	78
Research and Scholarship	12	12	18	78
Faculty Development	9	15	9	66
Equipment	12	3	9	51
Library services	3	18	6	51
Off-shore Competition	3	6	12	33
Government Intervention	-	3	6	12
Business & Corporate Influences	-	3	3	9

Choices = valid percentages (from response frequencies in appendix D)

- **Weighted Frequencies.** Formula = first choice x 3, second choice x 2, third choice x 1.

Reasons for Fostering International Relationships

Among the first choice of all groups surveyed, the provision of programs not offered by Bahamian institutions (i.e. program availability) was selected as the most important reason for fostering international academic relationships. Accessing resources of larger more established academic institutions was the second choice of all groups (Table 6 - 3 a, b, and c).

Using weighted frequency rankings, program availability, access to resources, and the provision of programs of international acclaim were placed among the first three choices of all groups except for faculty and administrators. The least frequently selected response to the question was "I see no reason to foster international academic relationships."

Ranked third as a rationale for fostering international academic relationships was 'because knowledge has no boundaries'. This reason among all other selections in the questionnaires required an opinion that is more philosophical in nature than the others. Based on impressions from interviews conducted for the study, it is clear that Bahamian faculty and administrators perceive themselves as a part of a world community of scholars. Indeed, as noted by one of faculty/administrators international academic relations are needed, "To broaden students' administrators' & faculty's vision, insight & human perspective – much is needed, for true learning to happen!"

Table 6 -3 Three Most Important Reasons for Fostering International relationships with Academic Institutions and Agencies Abroad.

a) Faculty and Administrators

Most Important Reason	1st Choice	2nd Choice	3rd Choice	Weighted Frequency*
Program not available in The Bahamas	42	10	32	178
Access resources	13	39	19	136
Knowledge has no boundaries	29	-	19	106
Provide programs of international acclaim	10	26	19	101
Ensure curriculum addresses International Issues	3	19	10	57
Other reason/s	-	7	-	14
No reason to Foster IAR **	3	-	-	9

b) Students

Most Important Reason	1st Choice	2nd Choice	3rd Choice	Weighted Frequency*
Programs not available in The Bahamas	51	7	21	188
Provide programs of international acclaim	19	24	26	131
Access resources	1	38	21	130
Knowledge has no boundaries	14	12	12	78
Ensure curriculum addresses International Issues	5	19	19	72
No reason to Foster IAR **	-	-	-	-

c) Local Community

Most Important Reason	1st Choice	2nd Choice	3rd Choice	Weighted Frequency*
Programs not available in The Bahamas	63	19	9	236
Access resources	9	47	19	140
Provide of international acclaim	19	19	19	111
Maintain Linkages with foreign countries	9	6	16	85
Ensure curriculum addresses International Issues	-	6	16	28
Knowledge has no boundaries	-	-	19	19
Other reasons	-	3	3	9
No reason to Foster IAR **	-	-	-	-

Choices = valid percentages (from response frequencies in appendix D)

*** Weighted Frequencies.** Formula = first choice x 3, second choice x 2, third choice x 1.

****IAR** = International Academic Relations

Advantages and Disadvantages of International Academic Initiatives, Linkages and Programs.

With respect to the advantages of international academic initiatives, linkages, programs or projects in Bahamian higher education, included in the top three choices and the highest among rankings by weighted frequency (as selected by all three groups), were: quality of academic institutions, program offerings and faculty (Table 6 - 4 a, b, and c).

There was also common agreement in the responses to the question “what do you perceive to be the three most important disadvantages? (Table 6 - 5 a, b and c).” The highest rankings by weighted frequency of the disadvantages were: relevance to Bahamian realities, adaptation to local needs and customs, and distance from country of origin. In response to this item however the student group selected as their third choice (24%) utilization of local resources as a disadvantage.

Cost was listed as an additional disadvantage of international academic linkages by three participants. Four participants commented that they did not see any disadvantages at all.

Future Development of Bahamian Higher Education Systems and Institutions: Best Approach

Among the participants of all three groups surveyed, an American approach was most frequently selected as the best single approach to higher education in The Bahamas. The second and third most frequently selected approaches by Faculty and administrators were Canadian and British, respectively. The second and third most frequently selected approaches by students, and the local community were British and Canadian, respectively.

Table 6 - 4 Advantages of International Academic Initiatives, linkages, Programs or Projects to Bahamian Higher Education

a) Faculty and Administrators

Most Important Advantages	1st Choice	2nd Choice	3rd Choice	Weighted Frequency*
Quality of program offerings	44	34	7	207
Quality of institutions	32	13	26	148
Quality of faculty	12	22	19	99
Relevance to Bahamian realities	9	13	7	60
Adaptation to Bahamian needs & customs	3	3	16	31
Adaptation to regional needs & customs	-	6	10	22
Utilization of regional resources		3	10	16
Utilization of local resources	-	6	-	12
Distance from country of origin			3	3
Other advantage/s	-	-	3	3

b) Students

Most Important Advantages	1st Choice	2nd Choice	3rd Choice	Weighted Frequency*
Quality of institutions	42	21	14	182
Quality of program offerings	28	41	14	180
Quality of faculty	5	14	31	74
Utilization of regional resources	9	5	10	47
Relevance to Bahamian realities	9	2	5	36
Adaptation to Bahamian needs & customs	2	7	10	30
Utilization of local resources	2	7	5	25
Adaptation to regional needs & customs	2	-	12	18
Distance from country of origin		2	-	4
Other advantage/s	-	2	-	4

c) Local Community

Most Important Advantages	1st Choice	2nd Choice	3rd Choice	Weighted Frequency*
Quality of institutions	42	16	19	177
Quality of program offerings	30	31	13	165
Quality of faculty	12	19	22	96
Relevance to Bahamian realities	6	25	13	81
Adaptation to Bahamian needs & customs	6	6	16	46
Adaptation to regional needs & customs	3	-	6	15
Utilization of local resources	-	3	3	9
Utilization of regional resources	3	-	-	9
Distance from country of origin	-	-	6	6

Choices = valid percentages (from response frequencies in appendix D)

* **Weighted Frequencies.** Formula = first choice x 3, second choice x 2, third choice x 1.

Table 6 - 5 Disadvantages of International Academic Initiatives, linkages, Programs or Projects to Bahamian Higher Education

a) Faculty and Administrators

Most Important Disadvantages	1st Choice	2nd Choice	3rd Choice	Weighted Frequency*
Relevance to Bahamian realities	48	14	7	179
Adaptation to Bahamian needs & customs	19	24	7	112
Distance from country of origin	16	10	32	100
Utilization of local resources	7	14	-	67
Adaptation to regional needs & customs	-	21	18	60
Quality of faculty	3	3	11	22
Quality of program offerings	3	3	7	19
Quality of institutions	-	7	4	14
Other disadvantage/s	-		4	4

b) Students

Most Important Disadvantages	1st Choice	2nd Choice	3rd Choice	Weighted Frequency*
Relevance to Bahamian realities	33	5	16	125
Adaptation to Bahamian needs & customs	15	31	11	118
Distance from country of origin	28	10	14	118
Adaptation to regional needs & customs	5	15	16	61
Utilization of regional resources	3	15	8	47
Utilization of local resources	-	10	24	44
Quality of institutions	10	-	3	33
Quality of faculty	3	8	5	30
Quality of program offerings	5	5	3	28

c) Local Community

Most Important Disadvantages	1st Choice	2nd Choice	3rd Choice	Weighted Frequency*
Relevance to Bahamian realities	42	26	10	188
Distance from country of origin	26	16	13	123
Adaptation to Bahamian needs & customs	10	23	7	83
Quality of faculty	7	13	10	57
Adaptation to regional needs & customs	3	13	3	38
Quality of program offerings	7	3	10	37
Utilization of regional resources	3	3	17	32
Utilization of local resources	-	3	17	23
Quality of institutions	3	3	3	17

Choices = valid percentages (from response frequencies in appendix D)

* Weighted Frequencies. Formula = first choice x 3, second choice x 2, third choice x 1

It is interesting to note that in comments written on the questionnaire, some of the participants qualified their selection of an American approach as best. For example, one of participants in the faculty and administrators group commented in apparent resignation, that "It seems that most students go off to the States for further studies so it probably makes sense to promote linkages with the USA". Another observed that "Globalization tends to negate proximity to the U.S.A.". And another commented that, "The Bahamas' psycho-cultural & historical connection to the Caribbean is generally under-valued in favor of U.S. connections, despite our students' obvious identification with Caribbean Literature, music, teachers, etc."

Table 6 - 6 provides a summary of the extent to which survey participants value the approach of a single country, the approach of more than one country (that is, a combined approach) or if they prefer a uniquely Bahamian approach as the best approach to the future development of The Bahamas' higher education institutions. Of the three

Table 6 - 6 Best Approach for Future Development of Bahamian Higher Education

Best Approach	Percent of participants who selected each approach:		
	Faculty & Administrators	Students	Local Community
The approach of a single country	11	48	42
The approaches of a combination of countries	11	37	50
A uniquely Bahamian approach	79	16	8

groups surveyed, 79% of faculty and administrators perceived that, 'The Bahamas' own unique approach' would be best as compared to 16% of the student group and 8% of the local community group. Students preferred the approach of a single country and the

local community a combined approach. A comment on one of the questionnaires completed by a faculty member explained that,

Owing to the global landscape in which we live, no one system would best address the various components of higher education. If the relevant institutions in The Bahamas were to adapt those elements from international institutions (i.e. grading schemes, research, faculty development etc.) that best fit into the framework of what their (*The Bahamas*) educational goals are and how they will benefit the country in general, the future development of higher education in The Bahamas would make great strides.

Within all groups, when a combination of approaches was selected as the best approach to higher education in The Bahamas, an American approach was most frequently included in combination with other approaches. Among the faculty and administrators, and local community groups, a Canadian approach was second most frequently included as one among a combination of approaches. One pragmatic reason for the selection of a combination of approaches rather than a single approach was given by a participant who commented that, “by developing along American & Canadian Lines, The Bahamas can take advantage of a wider selection of choices for students traveling abroad”.

Higher Education Backgrounds

Reviewing the responses which reflected survey participants’ perceptions of the best approach to higher education led me to question (although it was not in the original research design) whether persons would select as the best approach, the one which was most comparable to their own educational background. The findings also led me to question the extent to which Bahamians value a combined approach to higher education. First I re-examined the completed questionnaires to see how many of the survey participants had themselves pursued higher education in more than one country. Then I

cross-checked to see if those participants were the ones who held the high regard for combined approaches. It was not the case. Many of the respondents who had personally experienced single approaches valued a combined approach.

Next I reviewed the transcripts of interviews with faculty, and administrators, involved in the selected initiatives in this case study. Although these interviews were not rigidly structured one of the specific questions I had asked all of them was to give a short account of their educational backgrounds. Within the group of faculty and administrators interviewed, 100% had higher education experiences outside of The Bahamas, and 45% of them had experienced combined approaches to higher education having received their higher education in more than one country (Table 6-7).

There was nothing in the data collected that directly questioned why the survey participants or the persons interviewed valued a combined approach. However some of the comments made on the survey questionnaires as indicated, provided a few answers.

Reflecting on the above findings raised another question, that is, whether or not the prevalence of persons who had received higher education in more than one country was limited to the groups surveyed and interviewed. Seeking a relevant control group led me to a group that included people with varying levels of post-secondary education and training. This control group comprised members of parliament. Specifically members of the house of assembly, i.e. the elected representatives of the people of The Bahamas. Published, non-confidential and readily accessible data regarding their higher education backgrounds was available for this group. It is available in the curriculum vitae of these elected officials as outlined and published in 1995 and 1998 editions of The Bahamas Handbook (Dupuch, 1995; 1998). Using this source I was able to examine the higher

education backgrounds of members of parliament serving during two separate terms in the house of assembly, 1992 - 1997, and 1997 - 2002.

Table 6 - 7 Higher Education Backgrounds of Faculty and Administrators, Local Community and Members of Parliament.

Higher education experiences	Local Community	Faculty & Administrators		Members of parliament*	
		(surveyed)	(interviewed)	1995	1998
Single	73	58	83	71	72
Combined	27	42	27	29	28

N.B. All figures in percentages

* Parliament = Members of House of Assembly

I found that 89% of all of the members sitting in the house of assembly during 1995 and 1998 had experienced higher education in a country other than The Bahamas. 29% and 28% of the members sitting in the house of assembly during 1995 and 1998 respectively had experienced combined approaches to higher education (Table 6 - 7).

Summary

In Chapter One I defined international academic relations as those interactions and linkages which take place at home and abroad, among and between people of different cultures and nationalities and people in educational agencies, and institutions including colleges and universities. As the largest stakeholders in the academy, the finding that faculty and administrators are more knowledgeable about such relationships than other participants in the research makes sense. In chapter one, I noted also my preference for the use of the term international academic relations rather than internationalization and international education. Notably in the comments on the survey and later in the interviews the phenomenon under discussion was never referred to in those terms. In practice, the

concept of linkages and relationships is perhaps more commonly understood and perhaps more useful.

The knowledge perceptions and opinions regarding the external influences in Bahamian higher education expressed by survey participants who completed the questionnaires are consistent with other data collected via document research, site visits and interviews. The survey findings also provide some answers to research questions which guide this thesis, namely, challenges small nations face in higher education development, how international academic relations impact and influence this development and how British, American and Canadian international academic relationships are locally perceived.

For example, fiscal constraints, library services, facilities, faculty development, research and scholarship are all important needs and challenges facing the development of Bahamian higher education. As the survey data indicate, needs and challenges facing higher education in The Bahamas are common knowledge among higher education personnel and the general public. They are readily apparent when one visits the sites where higher education programs are conducted, and also consistently reported and recorded in documents reviewed in the literature.

It should be kept in mind that this item referred to 'present' needs and challenges. Therefore it does not mean that other concerns such as government policies and intervention, have not been of concern during the past twenty-five years to participants in the groups surveyed. Nor does it mean that these other concerns were not referred to in the literature. In fact, prior to 1995 when changes to the College of The Bahamas Act allowed for a greater degree of autonomy for The College of The Bahamas, government intervention would probably have been selected as the top concern by faculty and students.

Conversely, I would predict that in the near future, off-shore university competition will increasingly be perceived as a challenge and threat to Bahamian higher education development. On the other hand, it will be some time before concerns regarding business and corporate influences will reach the levels that they have in American and Canadian institutions.

Most of the survey participants saw reasons for fostering international relationships with academic institutions or agencies abroad. It is reassuring that maintaining international linkages and ensuring that content and curricula of higher education programs address international issues were ranked among the most important reasons selected and are most valued in a country whose major industries are international in scope.

Perceptions of advantages and disadvantages of international academic initiatives, linkages programs or projects were also consistent with other research findings.

The selection of an American approach as the most worthwhile of all the academic linkages of the faculty and administrators' institutions approach or best single approach might reflect the fact that an American presence through existing and highly sought after off-shore university relationships is quite visible. The selection of Canada as second choice, even though there is not a locally visible presence, probably comes from the fact that it has been for many years, a well-known destination for foreign study at both the secondary and primary level.

The most significant finding among the quantitative data collected and analyzed for this case study is the extent to which combined approaches to higher education development and the development of the Bahamas' own unique approach are valued by the groups surveyed. It is often assumed that Bahamians do not have confidence in locally and

regionally produced goods and services, including education. Another finding which is particularly important to the wider higher education community is the percentage of Bahamian leaders and higher educationists who have received higher education in more than one country. Further studies of a comparative type are needed to determine the extent to which combined approaches or multiple exposure to higher education impacts national and institutional development. The implications of the findings of such research are intriguing to contemplate, particularly when one considers the intensifying interest in internationalization of colleges and universities in larger nations and/or the concerns of their faculty regarding globalization. Is there a difference in the way in which globalization is perceived by higher educationists and national leaders who have combined higher education backgrounds, versus those who received all of their education at home?

CHAPTER SEVEN

British, American, & Canadian influences in Bahamian higher education

Introduction

This chapter describes and analyzes examples of current higher education efforts in The Bahamas that have British, American, and Canadian origins and influences. These examples comprise selected initiatives that were explored and examined using document research, site visits, and interviews of 21 persons directly involved in the selected initiatives. In the conclusion of the case study, the initiatives are described within the context of the multiple missions and functions of higher education, using a framework devised by Samuels (1992) and analyzed according to the extent to which they demonstrate Mazrui's (1978) productive strategies of development. The Samuel's framework for documenting higher education information and Mazrui's productive strategies of development are outlined in chapter three of this thesis (pp. 35-36; 39-42).

The Initiatives

International academic relations are conducted through linkages and activities initiated and sustained when higher education institutions articulate formally and informally with those in other nations or actually establish programs or branches in another country. They occur when faculty or students travel between nations for the purpose of matriculation, advance study, exchange programs, conferences, and training and professional development programs, courses or workshops or as visiting scholars. They

also take place when faculty serve as consultants servicing development aid, or profit-making contracts for governments and/or institutions in countries other than their own.

The initiatives reviewed in this case study are the Bachelor of Business Administration Degree Program in Banking and Finance (BBAB), at The College of The Bahamas (COB); The Bahamas Benedictine University College (BUC); and the selection of Canada, as a locus for foreign study by Bahamians seeking higher education abroad. For each case the origins, programs, sites and location, faculty, research and scholarship, and community linkages are described.

The three examples of British, American, and Canadian influences in Bahamian higher education described and analyzed below share some common elements. These common elements lend focus to the scope of this multiple case study and help to define its boundaries, both of which are important considerations in case study analysis (Robson, 1997 p. 130). Taken together the three examples provide evidence of various types of international academic relations that this thesis explores. They are all the results of relationships, which were either initiated around the time of Independence twenty-five years ago, or, in the case of foreign study in Canada, increased due to the availability of scholarships. Aspects and elements of these academic relations and the resulting initiatives have evolved into formal and for the most part, readily visible, public structures and processes. The selected initiatives are all sustainable and likely to continue for many years to come.

Common features of the selected initiatives include the fact that they were the fruit of academic relationships formed during Independence and that they have evolved into formal and sustainable higher education structures and processes. However, because none

of these initiatives have been widely researched, their less obvious commonalties, and the varying degrees of difference between British, American, and Canadian approaches to academic relationships with The Bahamas are not documented in the literature. This multiple case study represents the first comprehensive research effort to explore and examine any of these initiatives, using information obtained through site observation and the collection of data from public records and interviews of higher education personnel including administrators, faculty, students and graduates.

The initiatives included in this study as well as the findings of the survey referred to in Chapter One are not presented for the purpose of program evaluation. Rather they are included for the purpose of exploration and description. Data sources were used that could provide accurate information comprehensive in scope and rich in description. For example, interview participants were selected for the length of their involvement in and multiplicity of their perspectives regarding the selected initiatives and the objectives of the research. Involvement in different affairs is a not uncommon characteristic of professionals in small nation states. This characteristic also holds true in Bahamian higher education as the coded listing of interviewee involvement is provided in appendix E indicates. In this chapter interviewees are referred to by coded numbers as outlined in appendix E.

Twenty-one persons were interviewed including administrators from the Ministry of Education (MOE), faculty, administrators and students from The College of The Bahamas (COB), the Bahamas Institute of Bankers (BIB), the Bahamas Benedictine University College (BUC), and graduates and current students of colleges and universities in Canada. Research for this thesis included the analysis of documents from MOE, COB and the Canadian Bureau of International Education (CBIE). Among documents reviewed were

correspondence files, monographs, end of year reports, and handbooks. Sites visited included MOE headquarters, Oakes Field and Base Road Campuses at COB, the BUC campus, and offices and seminar rooms of the Bahamas Institute of Bankers (BIB).

The introduction of each initiative provides background information relevant to the activity program or institution described. For the first initiative background information is provided regarding the differential approaches in education that became increasingly relevant to The Bahamas after independence from Britain was attained. The second initiative is introduced by a discussion of the exporting/importing of higher education programs from universities off-shore. For the third initiative background information about Bahamians leaving home to study abroad generally (i.e. to any destination), introduces the study of Canada as a destination for foreign study.

Although documents available for review were limited, along with the interviews conducted, they were informative and provided much data. To sort, organize and document the findings I used the Samuel's framework, which includes teaching, research and service in the missions of the higher education institution and classifies seven functions. These functions include the conferring of credentials; conveying of knowledge; fostering socialization; conducting research; sustaining the institution (i.e., governance, finance and physical plant functions); providing public service; and promoting culture. After describing each initiative, I analyzed them using Mazrui's strategies for productive development (domestication, diversification and counter-penetration) as guidelines in order to discover the impact and influence of the initiatives on Bahamian higher education development .

A BRITISH LEGACY/INITIATIVE

Introduction: Differential Approaches

...remember now, UWI, (*the University of The West Indies*) started as the University College of London. So the UWI system in many ways is still very British, inflexible, ponderous and still not able to respond as quickly to needs, emerging needs (Interview, 17.3.79).

Many educational models used in higher education in The Bahamas can be traced back to a British colonial heritage. In fact, since the United States and Canada are also former colonies, some aspects borrowed or adapted from their higher education models and practices were also of British origin. Yet, during the earliest stages of higher education development in The Bahamas there were distinct differences between British, American, and Canadian approaches to higher education and the academic linkages and relationships subsequently forged therefrom.

Many of the higher education administrators and a few of the faculty I interviewed had worked within The Bahamas education system since the late 1960s and the early 1970s (that is, during the period of transition between the Bahama Islands as colony, and The Commonwealth of The Bahamas as an independent state). During their interviews they all recalled and described in detail the concerted efforts to aspire toward and satisfy the British, American, and Canadian higher education demands and standards of the day. The major differences in approach that these interviewees described were the academic qualifications required for admission, the length of the academic year, and the method of assessment of academic achievement.

Admission into higher education programs in the United Kingdom at the University of the West Indies or other British oriented institutions required passes at the

advanced level, of General Certificate of Education (GCE A levels) examinations set and marked by the University of London. Canadian universities required GCE A level passes or the successful completion of their own secondary school programs. American higher education institutions also accepted GCE A level passes as entry qualifications, but it was also possible to enter their programs with a high school diploma and O level passes. This difference in admission requirements, while primarily affecting the secondary schools, affected the fledgling College of The Bahamas as well. COB's early programs and degrees were at the associate degree and GCE A level. Graduates therefore needed to transfer to universities abroad for more advanced degrees. There were also those students whose parents thought they were too young to leave home in order to study abroad. For this group of students, opting to spend the first year at COB was considered to be an economical way of preparing for foreign study. This group of students often sought transfer to colleges and universities abroad without completing the COB programs. This demand for transfer after the first year is still high. In those early years however, the University of the West Indies and the U.K. universities would not give credit for the associate degrees. Therefore transfer and articulation agreements between COB and those institutions were often denied.

At the time of Bahamian Independence, assessment of academic achievement in North American models of higher education was continuous. The organization of programs and the academic year were on a semester basis and units of student productivity expressed in discrete and distinct credit hours and grade points. On the other hand, the British model at that time (and for many years to follow) was characterized by assessment of achievement at the end of an entire year or, in many

instances, at the end of an entire program. Such assessment depended on the ability of the student to successfully complete final examinations. Continuous assessment of course-work was not a feature of this model. (Interview, 15.3.9)

The notable differences in higher education structures and processes such as those outlined above did not only pertain to the admission and transfer of students into colleges and universities abroad. They were pervasive locally, and reinforced on a daily basis in the schools and in the post-secondary programs and institutions by the high percentage of expatriate academic staff employed therein. Describing the staffing requirements of COB during the period 1974-1982, Thompson wrote:

It was necessary to recruit some faculty from abroad, particularly for such areas as business and technical and vocational education. Traditionally, both the secondary school and the post-secondary institutions relied heavily on expatriate staff because of a lack of qualified Bahamians. In view of the number of faculty required to staff the various areas of the college this reliance of necessity had to be extended (Thompson, 1983 p.117).

Review of the staff complement of COB during the end of year report for 1982/1983 showed that the employment ratio of expatriate to Bahamian faculty at COB was close to 2:1. Fifteen years later, in 1997/1998 the ratio of expatriate to Bahamian faculty is 1:3.

Thompson's thesis (1983), proposes that the disposition of the COB faculty and administrators to the implementation of higher education policy in the Bahamas during the first eight years of Bahamian Independence, to a great extent accounted for the policy's performance. Thompson submits that the faculty's disposition was a consequence of their exclusion from participation in the policy formulating process. This exclusion resulted in their lack of commitment to realizing its intent(1983, p.199).

My analysis of interviewees' comments, and MOE and COB documents

however, indicates that early Bahamian higher education structures, policy formulation and implementation practices were not only based on external models and standards of higher education, but were driven by the differential approaches of British, American, and Canadian academic relations with The Bahamas.

One higher education policy maker and administrator when asked whether aspiring to both British and North American standards was a concession or a compromise, answered

Well no. No, I think it was taking into view the realities. Because if you wanted to go off to do [study] medicine, Either at UWI or to Britain you had to have A levels. You certainly could not go on an Associate degree. So it, you couldn't say it was a compromise, but it was quite a definite need and in such cases no choice (Interview 4.3.7.9).

It was this drive or force that led COB to hold on to both North American and British traditions even though the expectations of various faculty, and policy makers at the Cabinet level of government differed (Interviews 1.3.9; 4.3.9; 13.3.9).

Several administrators interviewed, (many of whom were former lecturers in GCE A level, associate degree and/or diploma programs at COB) described the numerous logistical problems entailed in the effort to maintain both British and North American standards and practices. As the quote at the beginning of this section indicates, the British model was perceived to be inflexible and (particularly in later years) unnecessarily obdurate. A few interviewees also described elitist attitudes among some liaison persons employed at offshore universities and professional development institutes, such as UWI and the British Chartered Institute of Bankers (BCIB).

One administrator recalled that at the beginning she/he thought that the external control was "like a big stick". When asked if it was like having big brother watching you,

the reply was,

Big Brother! . . . [rueful laugh] It was heavier than that! Oh goodness! Just trying to keep up with the demands of JBTE [Joint Board of Teacher Education at UWI] it seemed very, very heavy and unfair because . . . it was as if they did not trust you! With time that changed as well. We got to the stage where JBTE started taking our courses (Interview 15.3.8.9).

I asked another former lecturer, program coordinator and now senior administrator at COB (Interview, 9.3.8.9), what it felt like to work within externally imposed and restrictive parameters and vetted by counterparts and colleagues of these off-shore institutions. The administrator simply but emphatically answered "It was hell!"

The Bachelor Degree Program in Banking and Finance

The second most important industry for The Bahamas is not banking, but off-shore financial services which includes banking, trust services, money management services, captive insurance and related real estate and support services. There is a separation between domestic banking which is commercial banking and service banks and your off-shore trusts, or private banking businesses. . . . Education has to mentally separate off-shore banking (from commercial/domestic banking) because domestic banking can pretty much follow a program designed for local upgrading and training whereas off-shore banking automatically must pursue international recognition (Interview 11.2.3.4).

The bachelor of business administration in banking program (BBAB) offered by COB was selected for inclusion in this case study because of the international and local academic relationships from which it originated and its apparent transformation into an indigenous higher education product.

Origins

The Bahamas is one of those small nation states whose economies center around international activities, such as banking and tourism. Therefore included in my rationale

for selecting this initiative was the fact that a review of the growth and development of banking training and education in The Bahamas might provide an effective showcase to reveal the intricacies of internal and external academic linkages. I suspected that examining the development of the BBAB program could also show how such an initiative could influence the policies and practices of both higher education and foreign relations, particularly as these relate to economic development.

In a video tape entitled "International Banking and Trust Activities in The Bahamas" produced by The Association of International Banks and Trust Companies in The Bahamas (AIBT), the commentary begins by stating,

For over fifty years the turbulence and uncertainty of international economic and political affairs have affected international financial markets. Such events have encouraged the growth of international off-shore banks and trusts.

As the video camera scans the banking districts of Nassau, showing impressive facades and interiors of well-known international financial institutions, the commentator goes on to assure the viewers that these financial institutions offer a wide variety of services to clients and are a safe haven for assets. The commentary describes Nassau the capital of The Bahamas (which has over 400 banks and trust companies) as, "one of the most established and important international off-shore financial centers in the world", and attributes its success to several reasons. Reasons outlined were: the stability of democratic government in The Bahamas which has had its own elected legislature since 1729; the use of English common law and language; the absence of major income, corporate, inheritance, capital gains, or sales taxes; keeping the dollar at par with U.S. dollar; and its commitment to adapting to the ever-growing world of finance.

The video tape commentary refers to geo-political advantages such as the convenience of The Bahamas as a destination which uses modern pre-clearance customs procedures and has extensive travel and communications connections to the rest of the world, to which money can be sent to any part thereof in 20 seconds. Finally, and of direct relevance to this thesis, the videotape touts the highly skilled work force which provide a large pool of workers for the off-shore financial business and the facilitation of international investing. The brevity of the ten minute videotape however, did not allow for elaboration regarding the human resources of this industry, or the training and education that shapes it.

The aspect of bank training and professional development upon which this research focuses is the Bachelor of Business Administration degree in Banking and Finance at The College of The Bahamas (COB). Although its early origins can be traced to British academic linkages, relations, and influences, the BBAB cannot be called a British program. The design, and implementation of the BBAB program like other higher education initiatives and practices in The Bahamas also included Bahamian, Caribbean, American, Canadian, and European inputs. Several Bahamians and non-Bahamians from the higher education and financial services communities have contributed their ideas, expertise and support to the program over the years. Many of them were educated and/or employed in countries other than the United Kingdom. For example, a COB lecturer credited with being the driving force in establishing and maintaining the banking programs received undergraduate and postgraduate degrees from a U.S. university. Two Central Bank Governors who were supportive in facilitating the program's development were both educated in the U.S. and in Canada. Many of the program's lecturers were educated in

The Bahamas, the Caribbean, and other countries. And as the survey findings in chapter six indicated, many were educated in more than one country.

A COB administrator explained that early on, and for several years, all examinations set by COB faculty (i.e. the associate degrees in banking), were vetted by an education committee in Nassau then sent all the way to the British Chartered Institute of Bankers in London, England for further moderation. This administrator observed,

... then when they saw that our people were perfectly competent and they were quite satisfied with the way the marking was going, they said well look we don't need to bother with this anymore. But our connection therefore, with that British linkage in that program started very early (Interview 1.3.4.9).

Program/s

The first bachelor degrees ever conferred by The College of The Bahamas were awarded to graduates of the Bachelor of Business Administration in Banking and Finance (BBAB), in 1996.

The BBAB program is conducted through the Banking and Economics department of the Business and Administrative Studies (BAST) Division at COB. This Division accounted for 31% of all graduates from the seven academic divisions at COB during the 1995-1996 academic year (COB, End of Year Report 1995-1996). The program, its requisite courses, including its general education requirements, are all approved by the Academic Board of the College of The Bahamas.

Bankers have traditionally aimed at obtaining a basic liberal arts education and then the certificate or membership in the Chartered Institute of Bankers. That has been the avenue until recently with the implementation of the bachelor's degree in Banking and

Finance area. A lecturer explained the introduction of academic programs in banking and finance as follows,

That is a world-wide phenomenon, until recently you had no approach to banking and finance combined as a Bachelors academic degree. And, because of this approach, the British have now begun phasing out overseas examinations for the Chartered Institute and replacing them with associate degrees and bachelor degrees (Interview 11.2.3.4).

COB's Business and Administrative Studies Division (BAST) offers, along with the new BBAB program, several academic programs in banking and finance at the associate degree level. The associate degree programs which can now serve as feeder programs for the BBAB, comprised at least two years of full-time study for traditional college students (i.e. recent high school graduates) or several years of part-time study for adults (usually workers in the financial services industry). Admission requirements, tuition and fees for the associate degree programs are the same as other COB programs (see chapter five).

The Bachelor of Business Administration in Banking and Finance (BBAB) at COB is not a four-year baccalaureate. It is currently offered as what is called a 2 & 2 program (Interview, 11.2.3.4). Admissions requirements include the successful completion of one of the Associate's degrees in banking, and employment in the financial services sector. It is anticipated that in a few years the program will be offered as a four-year program, which would allow for direct entry without a previous associate degree. The BBAB began in 1993 and the first graduates of the program were awarded their degrees in 1997. Tuition fees are levied at a higher price than are those for the associate degree programs.

In the 1993 edition of the Associateship Examinations Handbook published by The Chartered Institute of Bankers, multi-avenued routes leading to an MBA from the banking

certificate are charted. One of these avenues includes a “recognised degree/professional qualification” such as the BBAB (p.4). Notably, the Chartered Institute of Bankers promotes the ACIB as equivalent to a first degree. Therefore, when conducting interviews I sought participants’ views on the value of a degree in banking and finance versus the other routes. The answer seems to lie in the high regard placed on the liberal arts base of all of COB’s degree programs. One senior administrator recalled that COB from the beginning has insisted on having a strong core of general education.

I find that people have this vision that if you are vocational that you must of necessity, that must somehow be in contradiction to being academic, and I think that’s a non-issue. I don’t think they are mutually exclusive at all! If you are going to be a successful at any calling, any occupation, you have to be grounded in strong general education which teaches you how to think, how to express yourself how to analyze ... situations, communicate with other people, understand where you have come from in terms of your own society and culture. And this is why to an extent I have a serious problem with this what I feel is a very artificial division between “education” and “training” ... To me education and training are all encompassing and part of that is the ability to do something with your knowledge if called upon to do it (Interview, 1.3.9)

Voicing enthusiastic approval of the general education requirements for the associate and bachelor degrees one of the lecturers interviewed added,

I always say that let us not by-pass the liberal arts, ...I am for the holistic approach. I am for the individual becoming a total person. You can’t do business, you can’t become an accountant, you can’t become a marketing manager, or economist, unless you have some background, good background in your English, and not only English comprehension, English literature and (many) students don’t like literature. But literature sets a dimension for your own life. (Interview 20.2.4).

Faculty

Faculty in the banking programs at COB comprise full-time lecturers, as well as part-time lecturers from the professional community. It is not uncommon to find that lecturers in these programs have academic degrees as well as professional designations

such as MBA's CPA's and CFA's. Some instructors who teach the professional development courses at the Bahamas Institute of Bankers are also lecturers at the college. Lecturers and instructors establish and sustain contacts with their counterparts in higher education institutions, and professional institutes at home and abroad. They also attend local, regional and international conferences and workshops (Interviews 11.2.4.9; 20.2.4).

Sites and Location

Courses for the bachelor degree program in banking and finance are conducted at the main campus of COB at Oakes Field Campus in Nassau and at a nearby site, (called a satellite campus) on Base Road.

At the Oakes field campus there are 10 fairly large, 2 level buildings and a few smaller single story structures, all of which are referred to as 'blocks' with the designations A through T. These alphabetical designations may or may not be logical. For example, the A block does indeed house most of the central administrative offices, and the T block, the offices laboratories and classrooms used by the Technology Division, however the F, G and S blocks bear no relation to what these blocks house. The confusion that this causes is a wonder to behold.

The administration offices for the Banking programs are housed in the Business and Administrative Studies Division, aptly located in the B block at the Oakes field campus. This is a building whose lack of esthetic appeal is striking when compared with the classic architecture of the A block, and the buildings on the nearby Bahamas Hotel Training College campus. The B block is a rectangular two level structure with a central courtyard overlooked by covered verandahs. Along the southern corridor on the first level are

faculty offices. Lack of air conditioning leads faculty and students to complain that these offices are unbearably hot particularly in summertime and much of the fall semester.

With the exception of the BAST Chairperson, Assistant Chairperson and the Banking and Economics Department Head, faculty share office spaces. There is a small central suite of offices comprising a medium sized private office for the BAST chairperson, a smaller office that houses secretaries and work-study students, and a small closet for the photocopier, and office supplies. The smaller office also serves as a reception area for persons seeking information and assistance. It is an extraordinarily busy and congested little space.

Classrooms in the B block facilitate the seating of up to 25 to 30 students. On the second level there is a conference room, and a secretarial and a computer laboratory. The conference room is fairly large, air conditioned and has a seating capacity of approximately fifty persons. BAST courses are also taught at the Base road campus which is located within 10 minutes walking distance from the B block. The Base Road campus is really a result of COB needing space and having to rent half of the available space of a nearby shopping center. This structure is a fairly new with an inadequate parking lot and no grounds, however parking is available across the very busy street. The rooms are large air conditioned and well ventilated.

On the whole the COB, Oakes Field, and Base Road campuses are very crowded, busy, places from the time classes begin at 8 a.m. until they end at 9:30 p.m. Both the campuses are in the center of one of the busiest commercial areas of the city. This central location is convenient for students who are working, particularly in the downtown area and Cable beach, where many of the banks are located. So it would take less than 15 to 25

minutes to drive to class during normal traffic. However, a constant and consistent student and faculty complaint is that public transportation services are not available after 7 p.m.

During site observation visits, I observed two Saturday morning classes held at The Bahamas Institute of Bankers' suite of offices in Nassau. These classes were conducted for the purpose of preparing students for one of the off-shore examinations from the British Chartered Institute of Bankers. What I found most impressive during those observations was: that the Institute provided this type of coaching; that workers would take advantage of it so early on a Saturday morning; and that the lecturers wove local, regional and international information in their presentations. In my site observation notes for that morning, I recorded instances in which these lecturers mentioned various local banking and finance institutions and issues, as well as those in New York, Montreal, London, Hong Kong, Singapore, Turkey, Cayman Islands, just to name a few. It was apparent that even while the students were clearly grappling with banking concepts and processes, they were encouraged to do so within an international context.

Research and Scholarship

According to faculty interviewed, research is considered to be the greatest weakness of the banking and finance programs. In the Bachelor degree program there are two research courses. Some lecturers reported disappointment with recent results of these courses and attribute them to the lack of institutional and government focus/ support for research (Interviews, 11.2.4; 20.2.4). None of the COB administrators, except those directly involved in banking programs noted this deficiency.

Contrary to the dismal view of research expressed above however, it was the banking and economics department that produced one of the first and longest running

academic publications in The Bahamas i.e., The Journal of Banking and Finance. This journal was first published in 1988 as, Readings in Banking and Finance. The publication continues today as the Journal of Banking and Finance. Articles published in this journal cover a broad range of features relevant to the field. COB faculty and students, as well as professionals in the financial services and wider business community write these articles. This important and historic research and publication achievement was not acknowledged in any of the COB end of year reports to which I had access.

Also not mentioned in interviews, or documented in COB annual reports, is the amount of research that goes into the development and design of new curricula. COB faculty involved in the design of both the general and professional education requirements of banking and finance degree programs, have had to examine available inputs into the course-work of these students. They have done this by studying the guidelines of relevant professional bodies, the course outlines of British, Canadian, Caribbean and European institutions, and by consulting with professionals in the local, regional and international communities. Lecturers also undertake research in order to adjust what they teach to reflect changing international, regional and local conditions.

The bachelor degree in banking and finance program although regionally and internationally oriented has implicit in its design and *raison d'être*, a need to include local realities and practices. These differ even among nearby Anglophone Caribbean nations such as Jamaica, where banks are government owned (Interview, 20.2.4). An example of response to local/domestic needs, cited in interviews with BBAB faculty and students, was their response to the impending establishment of a Bahamian stock exchange. In anticipation of this addition to the financial community, lecturers have long begun revising

curricula to accommodate this new development. They did this not only for banking and finance programs, but also for all other business programs including management, accounting, secretarial sciences and others (Interviews, 5.2.4; 20.2.4).

Community Linkages

The program's close links with the banking and financial services community particularly, and the business community in general, gives it a high public profile. Traditionally, persons successful in this field are among the better paid and attain a higher status in the community than persons in many other occupations. Graduates and students often participate in public fora and appear in the media on issues related to small business development and money management.

In addition, all COB students, including those in the banking and finance programs, are required, in their first year, to take a student development seminar. This seminar is a 12 week orientation program which includes a four week placement of approximately two hours per week during which each student has to volunteer her services to one of a wide variety of government and private social service agencies including retirement homes, orphanages, day care centers, air, sea and rescue association, free clinics etc. While the student development seminar is a mandatory, non-credit course for all COB students, there is also a three to five credit hour course entitled Cooperative Work Experience (CWE).

The CWE courses are a part of COB's Cooperative Education Program. Like the student development seminar, the Counseling department of COB coordinates this program. Students who elect to take this course obtain job placements relevant to their fields of study, in the local workplace. They are guided in their work experience by a designated workplace supervisor on the job, and a faculty member at the college. The

Counselor responsible for cooperative education facilitates this network and conducts a weekly professional development seminar for all students enrolled in the CWE course each semester. The seminar part of the course permits students to share their experiences, and practice professional behaviors and challenges. End of term grades are computed based on a weighted average of the student's performance in the seminar and the evaluation of their performance in the field by both faculty and workplace supervisors. At COB, during the period 1992-1994, banking and finance students comprised a fair percentage of students who enrolled in these courses (CWE, records).

COB degree programs in banking and finance had their genesis in the relationships forged between their faculty, individual professionals in the banking and financial services community and both The Bahamas Institute of Bankers (BIB) and the British Chartered Institutes of Bankers (BCIB). Both institutions provide fora for socialization among BIB members, COB faculty, students and graduates of the banking program. The strong linkages between BIB, BCIB and COB provide channels of communication and support which gives The Bahamas-based banking and finance students access to local and international culture and climate. Social fora include those that take place on site, at the Bahamas Institute of Bankers, or on COB campuses. Because of the central location of these sites, students can meet and associate with professionals in the field.

BIB often organizes social activities including banquets, exhibitions and displays. At COB, banking students are fully integrated with other students in general education classes and through campus organizations such as the College of The Bahamas Union of Students (COBUS). Many of the associate degree students (and all of the BBAB students) are part-time, however. COB counsellors, and concerned faculty have for years found it a

challenge to help find ways for part-time students to participate more fully in campus affairs (Interview, 5.2.4; 10.3).

Summary

Impact on the development higher education system

Bank training and education is one of the few higher education initiatives in The Bahamas which is not only rooted in British tradition, but still maintains active academic relations linkages with the United Kingdom and other countries in the British Commonwealth.

The BBAB program has affected Bahamian higher education in that it provides a model of continuing education that is fairly accessible and facilitates relatively easy articulation between professional development and academic study. Domestication, diversification and counter penetration are all readily apparent in this program.

It is apparent that program faculty interviewed are aware of the need to address the balance between international, regional and domestic foci. Because research and development of the curriculum tempers its domestic relevance, faculty and students are able to refer and relate to local and regional issues in the curriculum and co curriculum that are not available to students who study abroad.

Examining the genesis and development of this program exposes the transformation of a British legacy and set of traditions (that is, from a series of examinations for courses of study designed, set, and evaluated off-shore) into a viable distinctively Bahamian higher education product.

AN AMERICAN LEGACY/INITIATIVE

Introduction: Off-Shore University Programs

Relevant files at the Ministry of Education confirm that at the time of Bahamian Independence in 1973, it was not uncommon for The Bahamas, like many other small nation states, to invite established and accredited institutions from abroad to offer locally based higher education programs. These program offerings imported from abroad during the first twenty-five years of an Independent Bahamas were as diverse as the needs of the Bahamian citizens and comprised training and professional development workshops and seminars as well as undergraduate and post graduate degree programs. There were undergraduate programs in management and business management brought in from as far away as Minnesota by The College of St. Benedict (CSB) and St. John University (SJU). Closer to home, came engineering technology programs brought in by Florida International University (FIU). Graduate programs in education and business were brought in from The University of Miami (UM), in Florida.

The permutation of the arrangements made for these higher education opportunities and offerings varied. Some were temporary arrangements and after the need was fulfilled, and/or the local institutions achieved the capacity to provide the same services, the programs were discontinued. Sometimes the arrangement expanded to include additional programs or the extension of an existing arrangement into a full satellite campus or college in association with the parent university. The transformation of CSB and SJU undergraduate extension programs in business management and education into what is now the Benedictine University College (BUC) is as an example of the latter arrangement.

The Bahamas Benedictine University College (BUC)

Origins

Reviewing the early correspondence between MOE and the College of St. Benedict (CSB), it is apparent that the initiative which resulted in the BUC of today was a response to a formal request by the Bahamas Government to assist with the continuing education of teachers in the public school system. Interviews and document review reveal that this initiative was instigated and negotiated through the auspices of graduates of CSB.

Academic linkages between The Bahamas and the College of St. Benedict and St. John's University (SJU) began before Bahamian independence. Both of these off-shore higher education institutions were connected with the Bahamas via linkages with St. Martin's convent and St. Augustine's monastery in Nassau. Before and after Independence there were several Bahamians who, after completion of secondary school, went to study at CSB and SJC in Minnesota.

Governance and organizational foundations of BUC are quite similar to those of most colleges and universities yet there are some distinctly unique features. The program originated in 1974 as an extension program of The College of St. Benedict in Minnesota. The program's original mission was the preparation of teachers for the Catholic school system. This was immediately revised to include the training of teachers for government run schools. Twenty years later, In 1994, St. John's University in Minnesota and St. Augustine's Monastery in Nassau, through a joint venture agreement, became co-sponsors of the extension program. In 1996 what had been an extension program from CSB became an independently organized program affiliated with both The College of St. Benedict and St. John's University (CSB/SJU). These two institutions were chartered by legislation by

the state of Minnesota and are accredited by the North Central Association of Colleges and Schools in the United States of America (MOE files; Interviews, 16.3.8; 19.3.5.8).

In Minnesota, the College of St. Benedict and St. John's University define themselves as coordinate institutions. They are still both independent institutions with what a BUC administrator describes as "a unique form of relationship". Each of the two institutions still has its own Board, its own Presidents and administration. However, there is one academic officer and a uniform academic program shared by both institutions. Students and faculty go back and forth, but the Degree offered is still separate.

Although the program has grown from an extension program to a university college campus, there are no immediate plans to offer a Bahamas Benedictine University College degree per se. Degrees are conferred by the parent institutions. The degrees awarded are in the name of one or the other of the two parent institutions in Minnesota. Males receive the degree from St. John's University and females from the College of St. Benedict (Interview, 19.3.5.8).

The Programs

In its promotional literature BUC advertises the availability of three current program offerings. These three programs include a college preparation program, a core program and a continuing education program. The College Prep Program is designed for recent high school graduates and adults who lack admission requirements. Admission requirements into the college programs for new students include: a high school diploma with a GPA of 2.5 or above; letters of recommendation; five BGCSE's in English and Math and three other subjects; and/or SAT, or ACT scores. Admission requirements for transfer students (i.e. students with prior college experience) include the submission of

official transcripts as a part of the application for admission. Tuition fees for the BUC programs are set at less than half the cost of regular tuition in Minnesota, but considerably more than that of The College of The Bahamas (Interview, 19.3.5.8).

“The Core Program is a full-time day program which serves recent high school graduates interested in obtaining a bachelor’s degree. The Adult Program is a continuing education program. It is designed for students who have previous college experience and seek to complete a bachelor’s degree, but is not restricted to students who have previous college education” (BUC Brochure, 1997).

Depending on their choice of a major, students can expect to be in residence in Minnesota for at least one semester. For the education and business majors, this has been a tradition since the extension programs were offered in the seventies. The one semester of residency is usually undertaken during one of the two final semester before graduation .

The brochure advertises that BUC in association with CSB/JSU offers students enrolled in the college programs over 40 majors. It is not clear from the promotional material whether or not the length of time of residency at the Minnesota campus would exceed one semester for students who choose majors not offered locally. During the first year since it became a local campus, BUC has offered only seven of the 40 majors. Administrators interviewed were quite frank about the current lack of resources available for students who for example, wanted to major in the natural sciences. At the time of the collection of the data for this thesis talks were underway regarding the possible sharing of resources with COB. There was some speculation that an arrangement might be made whereby BUC students might use COB science labs while COB students would use the

BUC computer linkages to libraries abroad. A kind of reciprocity based on the varies strengths of the two institutions (Interview, 6.4.9).

Faculty

Over 40 professionals from the Bahamian community are employed as faculty members at BUC. It is interesting to note that among this group are some full-time, COB faculty and administrators. Records reveal that over the years, 30 to 50 percent of faculty teaching in the programs had doctoral degrees (higher percentage than COB). Notably, the CSB extension program in contrast to the early University of Miami and Florida International University extension programs utilized local resources for teaching.

Research and Scholarship

I was not able to ascertain the type of research that generated the planning of BUC. A key Bahamas based administrator and leader of the efforts to establish the locally based university college died shortly before the plans for the new college came to fruition. At the time of data collection the top administrators at BUC were from Minnesota. As a new college which is still heavily influenced by Minnesota-based faculty and administrators the development of a research culture and commitment at BUC has not yet begun. At the time of this study incentives for conducting research at BUC were not evident. The library at BUC is very small in space and collection. However, there is a state of the art and fully equipped computer laboratory through which students can access via electronic linkages, library resources on the main campuses at Minnesota. The use (by Minnesota based faculty) of this facility for distance teaching has not yet begun.

In its approach to planning the intention is to, "set up a more collegiate approach to running BUC as opposed to a hierarchical approach (Interview 19.3.5.)". But, when these

data were collected the locus of curriculum development and design at BUC is the parent institution in Minnesota. All of the courses that are offered locally have the same name and course numbers as those listed in the parent university catalogue. The extent to which this promotes American rather than Bahamian culture is obvious. However, unlike the off-shore institutions to which Bahamians travel for further education, students at BUC are exposed to faculty who work and live in the Bahamian community. This provides constant opportunities for exposure to local influences. Moreover, symposia and other classroom discussions are based on local experiences, news, and events.

The symposium is a three-semester course requirement for all BUC students. The course serves as a orientation program while providing students with communication skills needed for college survival. Groups of no more than 16 students have a single instructor who also serves as their advisor. A 'vertical and horizontal bonding' between the students and this advisor/instructor is encouraged (Interview, 16.4.9). BUC provides funds for social activities and the groups elect to go to dinners, games and other events together (Interviews, 2.2.5; 6.3.5; 19.3.5).

Site and Location

BUC's campus, like the extension program from which it evolved, is located on the grounds of St. Augustine's Priory of the Order of Saint Benedict. Situated at the eastern end of the island of New Providence, in Nassau, this location is arguably one of the most attractive and tranquil settings in the city. The very large building, which presently houses the administrative offices and classrooms, was constructed in the early nineteenth century. With its thick walls and graceful arches it is perched on one of the highest of the few hills which exist on the island of New Providence. The surrounding acres of undeveloped land

all owned by St. Augustine's Monastery, acts as a buffer between the campus and bustle of the city. The beauty of the natural vegetation as well as the landscaped areas of this property is unusual in contrast to the immediate, city environs. On the same hill a few hundred feet away from the administrative office of BUC is the Emmaus Center, a newer building used by the Catholic Diocese of Nassau as well as other religious and business groups, for retreats, conferences, seminars and workshops. Down the hill about a quarter of a mile away is St. Augustine's College, there is a private, co-educational secondary school for grades six to twelve. During my visits to the BUC campus, it did not appear that the school in any way disturbs the tranquillity of the campus on the hill. This is probably because of the distance between the two institutions and the fact that the school generally uses a different route for entry and exit than does the college.

Additional sites on other islands in the Commonwealth of The Bahamas are being considered for extension of BUC programs and courses. According to information posted on the Internet, BUC has already extended its offerings (two college level courses and a college prep course) to Abaco. The possibility of including Eleuthera and Grand Bahama as sites for future extension is being explored (CSB/SJU document, 1996).

Community Involvement

In 1974 when formal academic linkages between the Bahamas and CSB were initiated, the intention was to upgrade the credentials of teachers in schools administered by the Catholic Board of Education of the Diocese of Nassau. The Catholic school system in The Bahamas comprised at that time, several primary schools of varying sizes and four large, comprehensive high schools. However, just prior to Independence, the Ministry of Education, sought assistance from the College of St. Benedict (CSB) in up-grading the

qualifications of graduates of the early teachers' colleges, from certificate, or associate degrees, to bachelor degrees (MOE files, 1974). CSB was an entity that had linkages and ties with the community through the local monastery and convents, as well as Bahamians who had graduated from the programs in Minnesota. As such it was trusted by the government and the people. It was this trust and credible reputation that led to the request for continuing education from CSB (MOE files; Interviews, 16.3.5.8; 19.3.5.8).

Contrary to the denominational clashes which preoccupied the involvement of missionary bodies in education throughout the Caribbean in the nineteenth-century (Bacchus, 1994), a feature of the relationships that characterized BUC, since 1974 to the present day, is the absence of tension relevant to its religious roots. Anglicanism is the state religion of The Bahamas and the largest religious group comprises Baptist denominations. Yet, after the achievement of Independence and ever since, the support for and encouragement of catholic education institutions remains positive. Teachers and students in these institutions come from every denomination and religion in The Bahamas.

Johnson (1988) aptly describes the post Independence tradition of the nation's private (independent) schools and church schools as follows:

Although a majority of these private schools have been established and are administered by local churches, they are not typically "religious schools" in the sense that their major task is to promote religious dogma. The private school system which receives a head grant (based on enrollment at the secondary level) from the public treasury, provides an alternative route for approximately 23% of the school-going population. Both systems exist relatively free of open tension (Johnson, 1988, p.47).

While catholic and other private primary and secondary schools are government subsidized, no government subsidies are provided for private higher education. BUC

therefore receives no financial assistance from the government of The Bahamas.

Administrators interviewed believe (with varying degrees of confidence) that in the future, BUC will seek to raise funds locally, through the diocese and alumni and the general public (Interviews, 6.3.5; 19.3.5.).

Unlike students at COB, BUC students are not required to undertake community service. However individual faculty can assign field visits to various, community service agencies. One of the symposium leaders I interviewed organized visits to the local orphanages and children's homes for students. But this is left to the discretion of faculty.

CSB/JSU claims over 500 alumnae in The Bahamas, "... many of whom returned to the Commonwealth to serve in government, education, banking, social agencies and corporations"(BUC brochure). Alumni interaction directly with the extension program in the past, or the new college is not apparent. Formal linkages of graduates with BUC, through an alumnae association, for example, have not yet developed.

At the parent campus in Minnesota, the focus is on cultural pluralism as opposed to internationalism although they have seven international programs, with sites in Europe, Japan, China, El Salvador, and South Africa. From the CSB/SJU Minnesota campuses faculty members and students are sent abroad for a semester of study (Interview 16.3.5). It is evident however, that for BUC students spending time on the Minnesota campuses is the extent of their participation in study abroad and/or foreign exchange initiatives.

Administrators interviewed did not seem to think an international focus was necessary for The Bahamas-based students. When data was collected for this thesis in 1997, administrators indicated that BUC had no formal plan for promotion of local Bahamian culture. However, new information posted on the Internet site in 1998 proclaims the

institution's focus on Bahamian culture and the possible extension of programs to Eleuthera, Abaco and Grand Bahama Islands.

Summary

Impact on the development of the Bahamian higher education system

BUC adds choice and diversity in local higher education offerings. BUC is a private institution versus one controlled by the legislation of the state as is COB. Asked about the advantages of being a private versus state run institution an administrator replied,

... I think the difficulty in the state run schools is that they are controlled by legislature, some form of legislature. The exciting thing about working in a private college is that we can be creative in education and in our teaching and ways of teaching and we can change easily and adapt and (we) do, and may be at the forefront of experimentation many times. Not only in specific disciplines but in the whole educational process too.

... I have seen enormous evolutions (at CSB/SJU), that I never thought would ever be possible, take place. And, there are a lot of private colleges in Minnesota, which is known for many quality colleges like the Lutheran college, that have changed in the same way and they have done extraordinary things in education that would never be possible at the University of Minnesota or any of their affiliated colleges (Interview 6.3.5).

BUC faculty and students when asked what was the primary reason for recent high school graduates students opting to attend BUC rather than COB, all referred to the complexity and stressful nature of COB as being something some students chose to avoid. "The atmosphere there (BUC) is much more conducive to study and reflection" (Interview, 8.2.5). A 1992 graduate from the extension program suggested several reasons why students opted to attend BUC rather than COB:

For one thing, students were mature did not want to mingle with the younger recent high school graduates at COB. The classes were available at night, therefore students could attend on their own time rather than requesting study leave. Persons who lived in the Eastern part of Nassau, preferred the proximity to their homes (Interview, 14.1.5).

For older students with familial and other obligations, BUC was seen as an alternative for students who by virtue of limitations in budgets and/or their unwillingness to travel, cannot afford to seek full-time foreign study.

Development of core courses with content relevant to the Bahamas is planned for the near future (CSB/SJU Internet posting, 1998) but it is apparent that to date, lack of local input in the research and development of the curriculum limits the domestic relevance of BUC. However, the pervasive off-shore influence (in this case, from the U.S.) is balanced by this college's diocesan connections and linkages, as well as the exposure of its students to local conditions. There are opportunities for faculty and students to refer and relate to local issues in course-work and socially, that do not exist for students who study abroad. BUC has the potential to domesticate its offerings and in doing so could add a regional emphasis. This could be further strengthened if BUC starts accepting foreign students from the rest of the Caribbean.

The survey findings outlined in Chapter Six, the recorded information in documents reviewed, and comments made by persons interviewed indicate that there is general accord among all of these sources regarding reasons why The Bahamas should foster international linkages and relationships.

To reiterate, reasons for fostering external academic relations most frequently cited by survey participants included: the provision of programs that were not offered by Bahamian institutions; ensuring that program content and curriculum address international issues; and accessing resources of larger more established academic institutions and agencies (chapter 6, p. 93). While the Bahamas Benedictine University College reflects

some aspects of this rationale, productive strategies for development of domestic, relevance, diversified linkages with cultures other than the U.S., and opportunities for cultural penetration into the Minnesota or U.S. culture are limited.

FOREIGN STUDY: A CANADIAN LEGACY/INITIATIVE

Background Information

The Bahamas has a tradition of foreign study i.e., people going abroad to study. Among the nations in the region of the Americas, it has the highest percentage (0.8%) of the total population, of students going abroad to study. For example the percentage for Canada is 0.1%, and for Barbados, 0.3%. The Bahamas is recorded as having a total of 1,989 students studying in 8 of 50 countries reported in a listing of foreign students by country of origin in the 1997 UNESCO Statistical Yearbook. According to the Unesco statistics 1,666 Bahamians went to the U.S. for foreign study, 184 to Canada and 116 to the U.K. (1997, p.3-391).

In the past, when secondary education completion was based on external, British examinations it was commonplace for Bahamian students to go to England for advanced secondary training and post secondary education. Bahamian students, in those days, who set out to study law for example, had to do so in Britain until a Faculty of Law was established at UWI, owing to the fact that British common law is practiced at the Bahamian Bar. Others went to study engineering, medicine and dentistry in Britain, Canada and the U.S. (Interview, 4.3.6.8.9). Contrary to brain drain problems noted by so many international education scholars the majority of these students returned to The Bahamas after graduation and were active agents in the country's transition from Colonial

outpost to new nation. Bahamian graduates of Oxford, Cambridge, Alberta, McGill, Toronto, Harvard, Stanford, Boston, Pace, Meharry, Howard and Miami, to name just a few, returned home to make outstanding contributions in their various fields of Education, Banking and Financial Services, Religion, Tourism, Medicine, Dentistry, Law, Business and the Fine Arts.

For Bahamians and other nationals of small nation states, 'going off to school' means leaving the country and spending time in cultures and climates far different from home. There are some who go to countries where they have friends or relatives, while others go to places where they are unknown. Yet, it is safe to say that whatever the destination most students go off to school with a sense of purpose, and the expectation that doing so would have a positive impact on their lives and future careers.

There are many common elements of foreign study or the 'going off to school' experience. For example, there is a mystique surrounding the notion of going away from home to study that can be associated with a type of coming of age or rite of passage for high school graduates. In most instances it is the first time that the student is spending an extended time away from home on their own. And for many it is the first real step on the career ladder. It is not just the children of the wealthy who make these sojourns. In a pre-Independent Bahamas, many of the children of the wealthy merchant class traditionally did not go abroad to study but stayed home to work in family businesses (Interview 4.3.9). On the other hand many Bahamians of what was then considered to be more humble means such as straw vendors, fishermen, shop-keepers and others made significant financial sacrifices to give their children the chance they did not have. Often, because of the extended family structure which is still prevalent in The Bahamas, parents and other

relatives are likely to come to the aid of students seeking going off to college. There is also a tradition of students obtaining financial assistance through private donations and/or scholarships from local churches, community groups and business, and in more recent times, philanthropic foundations.

Canada as a Destination for Foreign Study

I think it was a part of the British Tradition. At that point in time (early seventies) U.S. education was not viewed as having the higher standards and all of my teachers in high school had been British for the most part, 90% of them were, and they steered us in the direction of Britain or Canada, perhaps UWI, but never the U.S. (Interview, 3.1.6)

A thorough study of issues relevant to Bahamians studying abroad is beyond the scope of any one dissertation. Therefore this important aspect of Bahamian international academic relations in this thesis is limited to a brief exploration and examination of Bahamian nationals undertaking foreign study in one country.

I chose Canada as an example for examining foreign study because there have been few programs, institutions or even courses which have a distinct Canadian legacy or influence in The Bahamas, certainly none which are currently in use. However, there is a consistent tradition of academic linkage with Canadian education institutions at elementary, secondary and university levels. Canada continues to be one of the popular choices of Bahamians who select to send their young children, particularly girls, to boarding schools.

The practice of Bahamians studying abroad is a legacy which preceded Independence. While there are many common elements regarding the 'going off to school' experience no matter what the destination, care must be taken to avoid treating the

Canadian case as representative of all possible destinations. Nonetheless, like the other initiatives in this thesis, the Canadian case is being used to highlight the international academic relations inherent in a particular higher education legacy, and to demonstrate changes and or transformation that may or may not have occurred over the past twenty-five years. Unlike the two preceding initiatives however, it was necessary to depend more on document review than primary data in order to explore foreign study in Canada. Therefore, in this section I depend less on primary data, i.e. the interviews of students currently enrolled in Canadian colleges and universities. More appropriate for the scope of this thesis is secondary data such as document research and interviews with graduates and higher education administrators who have oversight of academic relations with Canadian higher education institutions and foreign study in general. These sources are more appropriate because student encounters are so very different even within the same country e.g., the experiences of students studying at a community college versus a polytechnic or a university college; or the experiences of studying in Washington D.C. versus Lincoln, Nebraska; Toronto, Ontario versus Prince Edward Island or Edinburgh, Scotland versus Sussex, England, UWI law school at Mona, Jamaica versus the UWI Medical School at Port au Spain, Trinidad. The variety and diversity of possible experiences are so great, even within the same university, that in a study of this size, data collected by interviewing even one student from every college and university in Canada would not reliably provide a description of what it is like to study in Canada.

Origins

One of the persons interviewed who had been involved with both secondary and post-secondary educational institutions for more than twenty-five years said that the first

influence of Canada in Bahamian education came during the World War II. That war curtailed the usual recruitment of English teachers, therefore the only two high schools in The Bahamas during the war, Queen's College (QC) and Government High School (GHS), both of which were modeled after British grammar schools, turned to Canada. "They did not go to America because that would have been too different. Canada was considered to have the same basic traditions and so they brought in Canadian teachers"(Interview 4.3.6). When asked about American, British, and Canadian academic influences and linkages over the past 25 years the same interviewee observed that,

... of the three, Canadian would have been the least. And I can't understand why, because I would have thought their character of education and their being a commonwealth country would be what we wanted here. I think it is because of the effect that we did not have the exposure to Canada that we had to America (Interview, 4.3.6.8.9).

Site and Locations

Both Canada and The Bahamas are members of the Commonwealth of Nations. Canada's original colonies were settled by France and Britain but it is now a federation comprising ten provinces and two territories. It is one of the largest countries in the world in terms of geographic size, but has a relatively small population of approximately 26 million people. Canada has been described as a country of disparate parts and diverse origins that from the outset has shown evidence, "in all aspects of Canadian life, of an intense and independent localism (Watson, p.109)."

As Watson suggests, this independent localism is reflected in Canada's universities in the form of a determined defense of institutional autonomy. Therefore each university's approach to international academic relations including their response to and treatment of

foreign students, cannot be expected to be the same. It has only been in recent times, since the mid-eighties, that these universities have begun to centralize their institutional capacity for internationalization (AUCC, 1993).

Documentation of research data and other information concerning international students in Canada is available from a variety of sources. The sources that I used for this thesis were reports of the Canadian Bureau for International Education (CBIE), a national, non-profit making organization of educational institutions and individuals. Among its members are over 110 Canadian universities, community and technical colleges. It should be noted that in Canada the terms 'college' refers to private or public post-secondary institutions which do not grant degrees, while 'university' refers to post-secondary institutions that grant degrees.

CBIE's focus is on international students i.e., the non-Canadian studying in Canada, and the Canadian studying in another country. CBIE was incorporated in 1966 and its purpose is the promotion of international education, international development and intercultural understanding. CBIE publishes yearly reports using data derived from Statistics Canada's International Participation in Canadian Education and from Citizenship and Immigration printouts (CBIE 1995, pp. ii-vi).

In 1976, institutions in some Canadian provinces began proposing fee differentials varying from none (British Colombia) to 50% more than domestic students (Alberta) to 150% (Ontario). However, the extent to which the setting of fee differentials caused a decrease in the number of Bahamians studying in Canada is likely minimal because total costs to study in Canada are still, on average, lower than comparable U.K. and U.S. institutions. Reasons for this include: lower travel costs (The Bahamas is closer to

southern and northwestern Canadian provinces than it is to the U.K); Canadian tuition and fees are generally less than those of British and American colleges and universities; the Bahamian dollar which maintains parity with the U.S. dollar has been stronger than the Canadian dollar for many years. However, as fees increase in Canadian higher education institutions the relative difference in cost to the Bahamian attending British, American, and Canadian higher education institutions is shrinking.

In the CBIE 1993-1994 report there is data compiled based on information from Statistics Canada for the five year period 1989-90 to 1992-1993. To get more recent information, I used the monograph Education in Canada, 1997, a publication of Statistics Canada. From these two documents, it was possible to obtain a composite view from a more or less national perspective of the Canadian context of foreign study.

Keeping in mind the limitations of any set of compiled figures on a wide-spread phenomenon, I obtained data pertinent to this thesis from the CBIE report and the Statistics Canada monograph on international university students: by type of study; by province; by region of origin; by major source countries; by country of origin; by level of study; by field of study; international students at the top twenty Canadian Universities; and international students and trainees sponsored with Canadian official development assistance (ODA).

Education in Canada, 1997 reveals that over the 10 year¹ period 1985-1996, the majority of international students who chose to study in Canada did so in order to attend its universities. The second largest number of international students came to study at the

¹ Information provided for total numbers of international students fluctuated during this ten year period. Numbers of international students in Canadian universities declined in 1986-1987 and 1987-1988,

elementary/secondary level. The college/trade level received the fewest international students.

In 1996, 43% of the total number of foreign students in Canada were studying at university level (i.e. in degree granting higher education institutions). Twenty one percent of the total number of foreign students in Canada were studying at the college and trade level (i.e. in non-degree granting higher education institutions). Within universities in 1996, 42% of the international students were in graduate schools. It is interesting to note the decrease in international students at the undergraduate level and the subsequent increase in those studying at the graduate level. For example, in 1985 international students at the graduate level comprised 32% of the total number, achieving a peak of 43% in 1994 - 1995. On the other hand, at the undergraduate level international students declined from 68% of the total in 1985, to 57% in 1994 - 1995².

By province, the majority of international students in Canadian universities during the period 1991 - 1996 were to be found in Ontario, followed by Quebec, British Columbia, Alberta, Manitoba, Nova Scotia, Saskatchewan and New Brunswick, Newfoundland, and Prince Edward Island. During that period, Ontario, British Columbia and Alberta had respectively, the most international students in Canadian colleges (pp. 118-119).

By world region of origin the majority of international students in Canadian universities (during the period 1991 - 1996) came from Asia, followed by Europe,

increased slightly in the following three years and has declined steadily each year since 1991 (Education in Canada, 1977, p.116).

² Percentages calculated from figures reported in Education in Canada, 1977 (p.116).

North/Central America and Africa, South America, and Oceania. The majority of international students in Canadian colleges come from Asia, and Africa (p. 117).

During the year 1992 - 1993, a total of 2,403 international students in Canada, were sponsored with Canadian Official Development Assistance (ODA) (CBIE, 1995, p.23-24). Examining the record during that year revealed that only 2% of the total number of international students from The Bahamas studying in Canada received Canadian ODA as compared with international students from other small nation states as follows: Barbados, 6.4%; Guyana, 13.8% ; The Seychelles 13.0%; Fiji, 16.6% and The Solomon Islands 100%. And, as compared with some larger nations: India, 9.5%; Egypt, 11.4%; and Thailand 36.5%³.

According to the CBIE definition, 'international students' (also referred to as foreign students) are students who are neither Canadian citizens, nor are they permanent residents of Canada (formerly called landed immigrants). International students require student authorizations issued by Immigration Canada, although a small number have special ministerial or diplomatic permits (1995, p. vi). Reviewing early documents regarding international students, or foreign students as they were called in earlier years, it noticeable that foreign students were not always favorably viewed and many problems were associated with their presence in Canada. Such disfavor is also discernible on campuses. And, even in the nineties I have heard fears expressed in the presence of foreign students about how they take up precious space in higher education institutions that could be better used on Canadians. I have also heard such fears expressed by Americans in the U.S. and

³ Percentages calculated based on Tables # 5 and 6 of the CBIE National Report on International Students in Canada 1994/1995 (p. 18-25).

Bahamians in The Bahamas regarding the presence of international students in their countries. I found that the language of the discourse surrounding foreign students in Anglophone North America is often replete with the words, “problem” and “dilemma”.

Published in the CBIE 1986-1987 national report on international students are the results of a survey of its member institutions regarding their attitudes toward international education issues. The questionnaire included: items about the need for national and institutional policies on international education; the benefits of international education; international student enrollments, needs and services; international exchanges; differential fees and recruitment ethics.

Responses to items on the questionnaire indicated that a clear majority of respondents were favorable in their attitudes toward international education and agreed that there was a need for policies and improved services in this regard. Response to a question about the benefits of international students revealed that there was agreement among respondents that education of international students: can develop opportunities for political influence and good will (over 94%); it can be used for the promotion of democratic values and practices (74%); and it can help develop opportunities for Canadian markets abroad (88%) (CBIE report 1986/87, pp.55-56).

Despite these favorable responses, however, in a consultation paper “Canadian Program of International Cooperation in Training and Education”, prepared by CBIE in 1994, concern was expressed regarding the need to reorient Canada’s activity in international education because it has not responded to Canada’s own needs nor has it been a part of an overall trade strategy.

Institutions and Programs

The responsibility for higher education in Canada, with few exceptions, is shared between the federal and provincial levels of government, though vested primarily in the latter. At the Federal level, there is no national structure for post secondary education, but operating funds are transferred from the federal government to the provinces which determine and control the way they are used and disbursed to the universities. The individual Acts establishing university Governing Boards as legally constituted corporations are provincial statutes. And, in all Canadian universities it is the Governing Boards which have the authority to manage and control the university, its affiliates and federated colleges, their property, revenues, business and affairs. The main responsibilities borne directly by the federal government are research funding and the approval and guarantee of payment of student loans. (Skolnik, 1992).

Tuition and fees are higher for Bahamians studying in Canadian institutions who, like other international students in the U.S. and U.K, usually pay at least double the charge of domestic students.

Faculty

A large percentage of faculty and administrators of Canadian universities possess terminal degrees and/or Ph.D.s in their fields. However, for the most part faculty in many Canadian undergraduate programs are not very heterogeneous in ethnicity or nationality. This might influence the comfort level of both Canadian faculty and international students of different racial and ethnic origins and the extent to which individual faculty members are able or willing to serve as role models and mentors for them (Interview, 7.1.6).

Research and Scholarship

Bahamians studying in Canada like many other students who study abroad do conduct research directly or indirectly related to their home country for their course work, master's and doctoral level thesis. The extent to which the data collected and analyzed for individual courses is shared at home is minimal. However, access to completed theses and dissertations of Bahamians who study abroad is steadily increasing because a concerted effort to collect them at The College of The Bahamas Library has begun.

Other than a student's individual research as described above, other opportunities to participate in the rich research culture of Canadian universities depend on the university, the program, and the good auspices and graces of individual faculty. The expertise, research and scholarship achievements of many faculty members in Canadian higher education institutions is world renown. While any credible off-shore college or university at which Bahamians study might be involved in conducting research, this research is usually for and about advancing knowledge in various disciplines and/or projects relevant to the communities where these institutions are located. Yet when Bahamian students are afforded the opportunity to participate in such projects, while the content may not be relevant to The Bahamas the research experience and skills the student gains and brings back home with him/her are very valuable.

Community Linkages

For the student, socialization could occur through contact with peers, faculty, and the local community. Usually such socialization happens through the curriculum itself as well as the co curriiculum, cooperative education and community involvement.

One final year student in a communications program at a University in Southern Ontario for example, noted that there is no apparent university protocol to foster the socialization (that is, expose them to issues and people in the local and international community relevant to their course of study) of students. S/he reported that concerted efforts to provide opportunities for student/faculty interaction are not uniform throughout the university. Such interaction seems to depend either on the accessibility of the professor as evidenced by their willingness to talk with students, holding user friendly office hours or through 'prof. nights'. Individual faculty, if they choose to do so, could bring in colleagues usually from the domestic or international community to share information of a factual or a motivational nature regarding their field of study with the students. However this did not occur in his/her program. The student did indicate that there were numerous clubs and associations including those within students' field of study on campus. However, participation in these organizations is not compulsory (Interview, 7.1.6). As mentioned previously, the experiences of students vary even within the same university, and even more so across the length and breadth of a nation as diverse as Canada. For example, some universities are noted for their cooperative education programs while others are not.

It was beyond the scope of the data collection methods employed in this thesis to find out just how widespread cooperative education programs are or their accessibility to international students. However, as a cooperative education coordinator and as a counselor for students who transfer from COB programs to programs in colleges and universities outside of the Bahamas, I have had the occasion to discuss university/community linkages with scores of students in recent years. From discussions with students, their parents and colleagues, it appears as if the opportunities for linkages with

professionals in the local community of the Canadian university at the undergraduate level are not as available as they are for students in similar programs in the U.S. or The Bahamas. On the other hand, some students at Canadian colleges and at Ryerson Polytechnic University report that these institutions insist on the socialization of their students in the local work-place and wider world trends. Work-place concerns are consciously woven in their curriculum. Mandatory work-study placements augment this orientation (Interview, 18.1.6)

It should be noted that the foreign student complement of Canadian higher education institutions comprises a distinct minority. This possibly mitigates the extent to which these students are able to be included in the social fabric of the organization and the community. The existence of racial and ethnic prejudice in some aspects of Canadian life, makes this difficult to surmount (Interviews, 7.1.6; 9.1.6).

Colleges and universities vary in the extent to which they promote the culture/s of their communities or global culture as a dimension of their curricula or co-curriculum. Canada professes a multicultural society however, this is readily apparent in its universities, many of which are attended for the most part by Canadians of European heritage. It is not an infrequent occurrence that Bahamian students in Canadian and American universities report hearing negative references regarding third world and developing countries from other students. Students and graduates of Canadian institutions I interviewed, with the exception of those who had attended both American and Canadian institutions, thought that there was less prejudice in Canada. Those who had experienced higher education in both countries said that there was no less prejudice in Canada than the U.S., only that in Canada it was less obvious, and more subtle.

Public Service

Canadian universities and their government immigration agencies provide a public service to the Bahamas by allowing its citizens to seek entry into some of their programs. This is done by processing student visa authorizations. This processing requires the possession of necessary credentials, i.e. appropriate travel documents, official acceptance letters, proof of financial ability etc. Obtaining the authorization costs \$200 Canadian. A Canadian Consulate officially represents Canada in The Bahamas. The small, one room office is open for half a day on weekdays. The clerk accepts the documents and sends them to Jamaica for processing. The process usually takes six weeks. The length of this process is compounded by the fact that students traditionally (and up until the collection of this data) do not receive official acceptances from Canadian universities until July or August. More than 50% of the Canadian bound students to whom I have spoken during recent years have had to pay an extra \$50 U.S. or Bahamian dollars to pay for courier services to and from Jamaica in order to expedite the process by a few weeks. In contrast, a U.S. student visa, which requires the same types of credentials and travel documents as outlined above may be obtained within one or two days at a cost of \$20 U.S./Bahamian dollars. However, the site of processing for these documents although far larger and better furnished is equally as unappealing as the Canadian office. People seeking visas stand in lines for long hours, unsheltered from sun and rain. Students bound for study at British institutions report a friendlier reception at the offices of the British embassy. The processing of student authorizations for attending higher education in British institutions is not as lengthy or expensive as the others.

Summary

Impact on the development of the Bahamian higher education system

Presently, Bahamians studying in Canada at the secondary and post-secondary level is a well established tradition which shows no signs of ceasing in the near future. A graduate of a Canadian university whose children also attended Canadian institutions commented,

The majority of students still go to U.S. institutions, but you find that those persons who are going to Canada . . . many of them are going there because their parents prefer Canadian institutions. So there are some reasons why people go to Canada. People still feel that Canada is a bit safer than the U.S., that's one major reason. And, many people feel, rightly or wrongly, that Canadian institutions have a better quality (Interview, 15.1.3.6)

Even though the relative numbers of Bahamians studying in Canada is now less than those studying in the U.S. institutions and at UWI, this is probably because of the increases in the numbers studying at those institutions, more so than a decline in those studying in Canada (UNESCO). The increase in students who transfer to U.S. institutions from COB before or after completing an associates degree has been attributed to the fact that ,

. . . a part of their [higher education institutions in the U.S.] mission statement is to look at globalization to look at multiculturalism, diversity and the way to assure for that is to go after the international student. . . . They are all committed to bringing in international students to help their universities strengthen in terms of understanding peoples of different cultures and all of that, in terms of making a better well rounded university and student. As a result they are making very attractive offers in terms of scholarships, jobs . . . whatever it takes to get the student in there so I think that's where the shift has come, even though the schools in the U.S. are more costly than Canada. The Bahamian dollar goes farther in Canada but I am finding that more and more students are heading toward the U.S. (Interview 10.3.6.7)

As Bahamian graduates of higher education programs in Canada and other countries increase, likewise their demand for postgraduate study increases. Studies have shown that there is an increase in the selection of Canadian universities for postgraduate study by international students even as the demand for undergraduate studies lessen (Quazi and Stokes, 1997, p. 80). On the other hand, after undergraduate studies in Canada some former students and/or graduates continue their education in another country. For example, graduates who seek entry into medical schools are restricted from doing so in Canada, therefore many attend medical schools in the U.S. and at UWI. Presently students seeking law degrees go to the U.K. or UWI. Other graduates from Canadian higher education institutions return directly to The Bahamas with their degrees. Like others who attend off-shore universities and colleges, many graduates of the Canadian institutions return home and help to build, directly or indirectly, the education system either by administration, teaching, or sitting on boards, advisory councils etc. The practice of international students seeking permanent residency in Canada does not appear to be a tradition among Bahamian students.

Case Study Analyses and Conclusions

From survey findings, interviews with faculty and administrators and the review of COB and MOE documents and correspondence, it is clear that early academic relationships between the Bahamas and British, American, and Canadian higher education institutions were driven by Bahamian efforts to aim for internationally accepted educational standards. Local higher education structures were therefore based on external models and standards of higher education. Moreover, they were designed to accommodate the differential

approaches of British, American and Canadian higher education in terms of admission requirements, the length of the academic year, and the method of assessment of academic achievement. Recognition of these different approaches and the will to accommodate them was manifested at COB by the extraordinary effort to maintain both British and North American models and standards.

The Initiatives in Cross Functional Perspective

Program evaluation is not an objective of this thesis. However, to discover some of the strengths and shortcomings of academic relationships which sustain the initiatives, they are examined below, within the context of typical higher education mission and functions.

Conferring of Credentials and Conveying of Knowledge

In the Samuels (1992) framework for documenting higher education functions which I have chosen to use to analyze the three initiatives, the higher education function to “confer credentials describes the process of recruiting, selecting and admitting students; providing financial aid and academic advice; and finally graduating the students. . . (The) convey knowledge function covers the formulation and delivery of the curriculum as well as the learning process (1992, p.22)”.

A range of credentials is exemplified in the descriptions of the initiatives explored in this case study. The processes of recruiting, selecting, admitting, and supporting students are also varied. Recruitment of students from the local high schools for admission into COB and its programs including associate degrees in banking and finance is regularly conducted by COB faculty and administrators. The COB process of recruitment and the dissemination of information regarding available programs extends beyond the capital city

of Nassau, to include Grand Bahama and even the most remote Family Islands. Presently however admission into the BBAB program targets only those employed in the industry.

Canadian higher education institutions do not recruit students from The Bahamas as actively as American institutions. It has only been in recent years that a Canadian presence has increased at the annual college fairs sponsored by the Bahamas Counselors Association and local high schools in Nassau and Freeport during the past 18 years (Interview, 10.3.6.7).

Despite the strong drives of American colleges and universities to recruit Bahamian students, ironically the BUC program has not been seen to actively recruit students. At the time of the interviews with BUC administrators publicity and promotion was admittedly an underdeveloped aspect of its administration. This may be due to the fact CSB/SJU has always enjoyed a steady enrollment of students who were attracted to their programs by word of mouth (Interview, 14.1.5). However with the increasing access to higher education programs available locally and abroad, this passive recruitment might be replaced by more assertive recruitment strategies.

At COB, there is a need-based financial aid program for which all students are eligible. In addition, the tuition of students enrolled in banking and finance and many other programs at COB is sometimes paid by employers. Many banks (and other employers) have programs through which they reimburse workers for the cost of tuition, after successful completion of courses taken each semester.

BUC offers no scholarships for its students. When students have to go for the required residency period at the Minnesota campuses they have to apply to locally administered financial aid and scholarships schemes. There are several financial assistance

and scholarship plans available locally for students who seek to study abroad. Such assistance is extended to eligible students (on the basis of need or academic achievement) by government through the Ministry of Education and other Ministries, business, industry, foundations, churches, non-governmental organizations, clubs and associations, and private citizens. In 1995 there were 31 financial assistance programs from all of these sources, listed in a Bahamas Chamber of Commerce publication (Vanderpool, 1995).

For study at Canadian institutions in particular, there has been two notable locally-administered scholarship schemes. Bank Leu provides a scholarship based on academic achievement, of U.S. \$10,000 per annum for graduates of COB to pursue economics or finance studies at Canadian universities. The Canadian branch of the Lyford Cay Foundation offers several scholarships of U.S. \$3,500 per annum (based on academic achievement and need) for qualified students seeking to pursue programs at Canadian universities. Financial assistance schemes administered in Canada for Bahamians pursuing foreign study include the Canadian Commonwealth Scholarship and the scholarships and graduate assistantships offered by individual institutions. The Canadian Commonwealth Scholarship may awarded annually to a Bahamian pursuing postgraduate studies at a Canadian University. Candidates must be recommended by the Ministry of Education.

Although effective academic advisement is a common complaint of students at COB and BUC, of the three initiatives explored, there are some additional problems that students at these two institutions do not encounter as do their counterparts in Canadian institutions. These problems include non-existent or underdeveloped transfer and articulation policies in many universities. Another problem which may be compounded by the first is that personnel in Canadian higher education institutions who advise Bahamian

students in Canada are often not willing or able to consider the credentials of so-called third world institutions.

Conveying Knowledge

Bahamian higher education system offers local bank training and education in the form of preparation and arrangements for the sitting of external examinations for professional designations, through the Bahamas Institute of Banking as well as associate and bachelor degrees conferred locally by The College of The Bahamas. This gamut of credentials in banking and finance is endorsed by academicians and professionals in the field, both locally and internationally. Delivery and formulation of the curriculum of degree programs in banking and finance including the BBAB, and the learning processes involved, are locally controlled.

Access to a broad variety of bachelor degree programs are facilitated through BUC. However, while a large part of the preparation toward the attainment of these bachelor degrees is undertaken locally, the degrees are conferred externally by CSB/SJU, in Minnesota. The extent of local faculty involvement with the formulation of the curriculum seems to be variable but all faculty members participate fully in its delivery.

Selecting Canada as a destination for foreign study not only provides access to a broad variety of bachelor degree programs, but other types of post-secondary qualifications ranging from the vocational and technology diplomas awarded at the college level to masters, doctoral degrees and professional designations. However not only are these degrees conferred in Canada, but the design and delivery of requisite course-work also takes place external to The Bahamas.

Fostering Socialization

This function of higher education includes “the informal learning that takes place outside the classroom in a planned and unplanned manner through residential life, extra-curricular activities and personal counseling (Samuels, 1992, p.2)”.

It may be argued that the extent to which a student in a university or college interacts with others on campus or within the wider society cannot be controlled by the institution. Nevertheless, there are higher education institutions (or programs within those institutions) that purposely structure opportunities for fostering the socialization of their students. Local and internationally based Bahamian students over the years, have indicated that opportunities for socialization appear to be more highly structured and intentional in Bahamian and American institutions than they are in British, Canadian, and Caribbean institutions (Interview, 10.3.6.7). Higher education institutions in countries, which have recently gained independence for example, are often said to be developmental, i.e. their mission is obviously linked to national development goals and “geared toward making a greater impact on the overall social economic and cultural development of their societies (Bacchus, 1992 p. 5)”.

In response to national development goals, i.e. to develop local human resources for the nation's number second most important industry, a program such as the Bachelor of Business Administration in Banking and Finances was developed in the first place. Secondly, built into the bachelor degree and other banking programs at The College of The Bahamas are structured opportunities which afford students a great deal of exposure to society either by participation in campus life, or through general education requirements, the banking and finance curricula, CWE courses or student development seminars.

Conducting Research

The conduct research function describes, “the endeavors of the faculty and graduate students in the search for new knowledge (Samuels, 1992 p.22)”

In response to the questionnaire item regarding higher education needs and challenges in The Bahamas, participants identified research and scholarship as one of the three most important needs. A participant interviewed suggested also, that research was a national shortcoming and noted the fact that insufficient attention and resources have been paid to institutional and community research in The Bahamas (Interview, 11.2.4.9).

The leadership and agency of persons actively involved in higher education institutions locally are more likely to initiate and instigate improvement of this national shortcoming. From this perspective, the BBAB program would appear to be most advanced in this effort. Some lecturers, instructors, and financial industry leaders are vocal about achieving excellence in Bahamian higher education through research and scholarship. Many of them are also hold positions through which they can exert political pressure in this regard. On the other hand the present leadership of BUC, at this stage of that institution’s development do not have seem to have the will or influence to do so. Yet, they are in a position to encourage their parent institutions to encourage research and development that is interdependent in its approach. It should be borne in mind that BUC and its parent institutions CSB/SJU offer only undergraduate programs. This limits the extent of their research interest and scope. In contrast, many of the universities in Canada are strongly research oriented and have the potential to facilitate development of research in The Bahamas. Realization of this potential however, would require the willingness of Canadian faculty to collaborate with local scholars when they are conducting research sponsored

through their universities and/or the individual contracts they obtain in developing countries like the Bahamas.

Sustaining the institution governance, finance and physical plant functions

The continuity of all three higher education initiatives presented in this case study appear to be assured because of the needs they meet and the access they provide to Bahamians seeking education beyond the secondary level. The requisite governance mechanisms although varied, seem committed to continuity and therefore are ensuring the financial and other resources needed to manage the administration of the BBAB program, BUC, and foreign study in Canada.

The legal arrangements and the infrastructure required to run COB, BUC and Canadian higher education institutions appear to be sustainable. COB and BUC are still in the early stages of their development as compared to many Canadian universities. The latter, along with other popular British, and American destinations for foreign study, have increased the tuition and other fee requirements that international students pay in order to offset the rising costs of higher education in these countries. Despite the shortcomings discussed earlier the international student enrollment is apparently important to Canadian universities. Canadian universities nation-wide, through innovation and/or reform, have tangibly adjusted their capacity to respond to international activity and internationalization. Many of them now explicitly refer to the international nature of their mission in formal statements and many have established specific staff positions of leadership in international activities. These institutions constructed and reconstructed offices, departments, centres and other specific structures with mandates to co-ordinate, lead or manage the international activity of their campuses (AUCC Profiles, 1993).

Providing public service

All of the initiatives described above provide continuing education opportunities for the Bahamian community. The BBAB program for example is one stage in a range of continuing education services offered to persons interested in the banking and financial services industry. It is not unreasonable to assume that this program will also influence the future design and implementation of post graduate studies in business and administrative studies at COB. Both COB and BIB offer technical assistance to the local community via the provision of short professional development and technical training opportunities and through faculty expertise (either through institutional or individual contracts). COB is often the site of public information seminars and town meetings at which its faculty including lecturers in the BBAB program participate.

BUC at this stage of development appears to be limited in its ability to provide technical assistance and other forms of public service directly. Its faculty are drawn from the community and they are not traditionally identified with their roles and involvement with BUC. However, as this institution develops its capacity to provide technical assistance to the wider community, through its computer laboratory resources for example, will probably increase. It could also build on its strengths in providing electronic linkages to access library resources of CSB/SJU campuses in Minnesota.

Although many American colleges and universities are seeking to export their continuing education services to The Bahamas (MOE files, Interview), there is little activity in this regard from Canada. Bahamians wishing to access the continuing education services offered by Canadian institutions have to go to Canada to do so. Canadian faculty however do accept contracts for Bahamian projects. However, discovering a source that

would verify what contracts have been awarded to Canadian consultants is beyond the scope of this thesis.

Promoting Culture

The promotion of culture according to the Samuels classification of higher education functions "Explores the role of the institution as collector and disseminator of culture through the operation of museums, libraries and archives".

Clearly identified in early conceptualizations of COB was the notion that it would play an important role as "a centre of research and will therefore, influence policies regarding the provision and operation of a national library, public archives and museums (MOE, 1972, p.11)". BUC as an extension of CSB/SJU, and Canadian universities have no such mandate as collector and disseminator of Bahamian culture. Their activities in this regard are necessarily and understandably geared toward American and Canadian culture. It is not surprising therefore, even considering the multicultural make-up of Northern American nations during this era, that their higher education institutions promote culture from what is perceived to be a predominately Western perspective. The leadership and faculty of British, American and Canadian colleges and universities are primarily of European descent. Moreover, as suggested by Hayhoe and Phillips (1989),

Western universities have grown out of a shared tradition with a common framework for understanding the international academic community, the increasing involvement of so-called Third World universities in the international community has prompted the recognition of concerns not adequately addressed (1989, p.59).

Of the three initiatives, BUC is more likely to change its cultural promotion focus. It is an American university college on Bahamian soil and it would be interesting to see its

response to the challenge of promoting both cultures, and how it holds to its promises to design courses, “with a content that focuses on the Bahamian nation (CSB/SJU)”.

Productive Strategies of Development

Examining the three initiatives from a functional perspective (i.e., using the Samuels framework) and analyzing them within the context of the productive strategies of development proposed by Mazrui, the BBAB program appears to have incorporated more domestication and diversification strategies. Within its teaching, service and research missions and within the seven functions typically undertaken by a higher education institution, The College of The Bahamas through its banking programs exemplifies a positive model of how local and international academic relationships could result in domestically relevant, and diversified structures and processes while maintaining international standards.

There is local control of delivery and formulation of the curriculum of degree programs in banking and finance, and the learning processes involved. This control allows for faculty and institutional response to national development goals. Indeed, the BBAB was developed as a response to national development goals, i.e. to develop local human resources for the nation's number two industry. It is a current and up-to-date program, relevant to the Bahamas' cultural and economic needs. Yet, its regional and international linkages do extend the cultural context of modernity. Its reference groups although predominately Western extend to Caribbean, Asian, African and other cultures.

Altbach (1977) observed that while both the British and American nations fostered the transfer of their institutions in form rather than substance, in the American case the

process of institutional planning included individuals from the recipient nation and had the full approval of the government involved (1977, p. 478). In spite of this distinction however, BUC exemplifies a model which is not unlike Mazrui's description of the African university as a multinational corporation (Mazrui, 1978). As such, even though conditions surrounding post-colonial academic linkages are more benign in the nineties than they were during the early development of African universities, the model is clearly evident. BUC although a campus located on Bahamian-owned property is very much an extension of overseas entities. Local policy making is externally influenced, and decidedly uni-cultural, i.e., American. The opportunity for international exchange in other countries offered to students in Minnesota does not apply to students on the Bahamas campus yet. And, notably BUC does not yet recruit faculty or students from the Caribbean region. Nevertheless the history and context of Benedictine University College sets it firmly in the Bahamian community, and the interest and intentions of the off-shore institutions to which it is linked or the academic relations they engender, cannot be characterized as negative. More appropriately they can be described as unfulfilled, having the potential for domestic relevance, diversification and counter-penetration strategies of development.

Bahamians who attend Canadian colleges and universities do not expected them to be geared toward the domestic needs of the Bahamian culture and economy. However, these students do anticipate and look forward to opportunities for experiencing an international dimension in the classrooms and in campus life. It appears as if the Mazrui maxims for decolonizing modernity can be applied to Canadian higher education institutions as well. Some of these institutions, more than others, extend their cultural context to include the multi-cultural mix of their local communities, the region, and the

wider world. The ability to do so appears to depend on the attitudes and assumptions of the local faculty, staff and students of these institutions toward ethnic and cultural diversity on the one hand and notions of internationality on the other, and the organizational capacity to manage them all. The Bahamian student interested in an international experience when selecting a Canadian college or university should check beforehand to ascertain whether an international dimension is evident. Such evidence should be sought in course-work and on campus and the extent to which the institution's academic relationships with the wider world, including small nations like the Bahamas, are interdependent. Indeed such scrutiny is applicable to foreign study in general and should also take place when making the decision to study at any higher education institution in the U.S. the U.K., or other destinations.

A less than benign outcome of foreign study is the possibility of foreign students staying abroad, not returning home and thereby depriving their country of their knowledge and skills as a potential human resource. While this phenomenon is well documented, there are two relevant facts, which are underreported and rarely discussed. Firstly, the fact that failure of students/graduates to return to their local origins is not limited to foreign students. Within the same country domestic students/graduates leave their hometown for the metropolis. Highly educated persons are more likely drawn to metropolitan areas with outstanding universities and research institutions, such as London, England, Montreal and Toronto in Canada, Boston and San Francisco in the U.S., to name a few. Domestic as well as international students experience the rural to urban drift or periphery to center pull of college and university graduates. Secondly, some graduates (even from those states,

provinces, and nations that have a high percentage of persons who leave), do return and become leading forces of change and development in their hometowns.

This latter group is particularly relevant to those small nations like The Bahamas that have a traditionally low emigration rate. Evidence of any actual increase in the migratory patterns of Bahamians would have to be confirmed by tracing the emigration records of the country. However, De Souza (1997) citing Kurlansky (1992), reported that legal immigration into North America from 13 selected Caribbean territories ranged from 1.6% of the total population (Cuba) to 26.4% (St. Kitts and Nevis). The Bahamas ranked eleventh among the group (De Souza, 1997, p. 230), confirming its low emigration rate. A COB administrator reported that there might be an increasing tendency for Bahamians to stay abroad (Interview 10.3.6.7). However, this perceived increase could be due to the fact that there has always been a small percentage of Bahamians whose work or marriage would cause them to settle abroad. Among this group of graduates are persons whose areas of expertise require re-locating to facilities which are only available in certain parts of the world, e.g. performing artists, nuclear physicists, virologists, etc. These graduates are often actively wooed and recruited. Therefore, now that there are more Bahamians who are pursuing and achieving advanced degrees and credentials this particular group may have increased only in relative terms.

Ironically the presence of Bahamian higher education graduates and the contributions they make to the knowledge and cultural development in those countries to which they re-locate, are rarely acknowledged by scholars who write so prolifically on the subject of brain drain. The knowledge and expertise of these graduates become the property of the particular country where they work and are not seen as a resource gained

from other countries. The counter-penetration of a small nation's influence on the development of the three larger nations considered here is thus rendered invisible.

A key concern with regard to problems of dependency and penetration in the national development of post-colonial nations is the likelihood of students' internalization of the cultural values and mores of other countries (Altbach, 1977; 1994). It is often assumed that these values and mores are infused throughout the curriculum and co curriculum of colleges and universities, exported via academic relations with other nations, and adapted indiscriminately by local consumers. Moreover, it is assumed that after completion of studies abroad, international students/graduates find readjustment to their own society difficult if not impossible. Another assumption is that the ability of such individuals to contribute to national development is negligible.

As discovered from the analysis of data in chapter six, a prominent characteristic of the higher education background of Bahamians is the diversity of locales at which they attained their professional and academic qualifications. Within the past 25 years and preceding Independence, Bahamians have studied in many different parts of the world. The four most common destinations for foreign study, i.e. studies undertaken outside of The Bahamas by Bahamian nationals, are British, American, Canadian and Caribbean institutions. Nevertheless, many of these individuals have been strong activists, leaders and supporters of Bahamianization policies.

Further research is needed to determine if diversity in the academic backgrounds of a nation's intellectuals impact the design of higher education offerings that reflect appropriate levels of domestic relevance, diversified cultural linkages and opportunities for the counter-penetration of societies abroad.

This multiple case study along with the survey findings and country study, confirm that international academic relationships in The Bahamas have yielded discernible outcomes. These outcomes include a wide and useful range of education and professional development opportunities for Bahamians that, for the most part, appear to have positive implications for the future development of higher education in The Bahamas.

CHAPTER EIGHT

Conclusion

Overview of Findings, Research Process and Implications, and Suggested Ways of Enhancing International Academic Relations

The selected initiatives in the previous chapter, were explored, examined and analyzed as components of a multiple case study. As such, the findings were neither offered as causal factors nor are they generalizable to other international academic relationships. Nevertheless, as this thesis proposes, examining each initiative demonstrates the usefulness of specific academic relationships as a forum for exposing the influences of internationalization on higher education. The three initiatives illustrate clear examples of ways in which international academic relations are associated with higher education as an area of study as well as its development in a small nation state.

Along with the country study and survey findings the initiatives demonstrate various levels of achievement and development in Bahamian higher education and expose some of its common problems and challenges. Finding ways to surmount such challenges could result in improved academic relationships relevant to these initiatives as well as others. Therefore this thesis concludes with a brief discussion of the findings, strengths and weaknesses of the research process; their implications for higher education development in small nation states like The Bahamas; their implications for the development of International Academic Relations as a field of Study; as well as suggested ways of enhancing academic relationships between The Bahamas and its much larger, British, American, and Canadian partners.

I Overview of Research Findings

The literature reviews, country study, the survey findings and the cases presented in the preceding chapters illustrate various influences of local and international academic relations in shaping aspects of higher education and its development in The Bahamas during the first twenty-five years of independence. The findings reveal that international academic relationships are identifiably associated and connected with higher education development in small nation states like The Bahamas. There, such relationships are characterized by a willingness of most local faculty, administrators, policy makers and the general public to form external linkages and collaborate with off-shore institutions in order to attain internationally recognized levels of quality in their program offerings. For example, ever since The Bahamas attained political Independence in the seventies, despite strong Bahamianization policies, recruitment of foreign faculty and consultants continues as needed (although the extent of this need is frequently questioned). Post-independent governments have not resisted international academic linkages and have allowed various off-shore universities to establish extension programs, field stations, and even a university college in the country. In addition, the government increased financial assistance (through scholarships and loans) for foreign study. Case study findings as outlined in Chapter Seven reveal that students, aided by government assistance, or by family, employer, private donor or self sponsorship selected to attend British, American, and Canadian colleges and universities even after fee differentials were introduced in the 1970s.

For a small new nation like The Bahamas, internationalization of higher education means being on the other side of the linkages characteristic of internationalization or internationality as a defining feature of universities (Burn, 1985; Rudzki, 1995). Prevalent

in catalogues and newspaper advertisements promoting British, American and Canadian higher education institutions for example, the percentage of international student enrollment is a statistic presented (often with pride) as an indication that a particular college or university is characterized by dimensions and levels of internationality. Review of Ministry of Education (MOE) and College of The Bahamas (COB) documents and interviews with higher education personnel attest the popularity of the geographically accessible and English speaking Bahamas as a target market for higher education institutions from abroad. British, American, and Canadian higher education institutions are all involved in recruiting Bahamians and in seeking exchange and field placement opportunities for their own students and faculty. It is also evident from reports in the news media and other sources (MOE files; Interviews 9.3.8; 12.3.8) that faculty from all three countries have been involved in consulting contracts for government and private enterprises. Among the three countries American colleges and universities are the most active and frequent participants in local recruitment practices (COB files; Interview, 10.3.7) and efforts to establish extension programs (MOE files; Interview, 16.3.8).

From a Bahamian perspective, it appears that foundations of academic relations are based on individually asserted needs, and strong national obligations to provide, internationally recognized standards of achievement in higher education, locally. Country, survey, and case study data revealed however, that while external involvement in meeting local higher education needs is valued there is also a high regard for domestic and regional relevance and the development of indigenous and unique approaches to higher education.

Considering all of the above, it is evident that the strategic value of international academic relations on either side of the relationship is linked to both prestige and

expedience. At face value it would appear that these common needs and linkages should allow for and facilitate balanced levels of reciprocity and interdependence. However, review of survey results and the multiple case study suggests that the problem identified at the beginning of this thesis is as relevant now as it was in 1973. That is, although international academic relationships often present opportunities for strengthening indigenous educational policies and practices they also present challenges which could weaken the identities of newly emerging local institutions and threaten and/or limit their capacity for modern development without dependency (Chapter One, p. 4).

Noticeable throughout the data collection process, as evidenced by document review and comments of interviewees, was the critical contributions of individuals involved in national and higher education development in The Bahamas. Even before the development of systematic responses to higher education needs and during times when policy formulation and planning was either absent or inconsistent, there were persons whose individual and concerted efforts have directed and shaped the outcomes of British, American, and Canadian academic relations locally. For example, the advocacy of key leaders inside and outside of the academy, on behalf of establishing an egalitarian versus elite models of public education.

Human agency and its consequences however are not a focus of much of the literature on higher education. And, in the discourse surrounding theories of dependency and brain drain, a not uncommon assumption and a frequently expressed notion, is that persons from so-called third world or developing countries who are foreign-trained and foreign-influenced become members of an academic elite who are less likely to work effectively for societal and national development (Mazrui, 1978; Altbach, 1994; Pan 1995).

Such notions serve to condition and shape assumptions regarding the motivations and future contributions of international students. These assumptions mask the contributions of intellectuals in the national development of small nation states, distort local realities and help to create notions that most international students from developing countries are from elite and wealthy classes; that on returning home they are unable to adjust or relate newly acquired skills and knowledge to local conditions; that they do not wish to effect change and development that reflects indigenous needs; and that they create their own clique of 'haves' in the center of their communities with very little interaction between the 'have nots' at the periphery.

It is true that the profile outlined above does fit some domestic and international students when they return to their communities after "going off to school". But the converse is equally or even more prevalent in those developing countries which have strong political agendas which champion indigenization policies like the various incarnations of Bahamianization policies in The Bahamas. Many of the survey participants in the research undertaken for this thesis, all of the interviewees, and many other persons in government, business and industry were all international students at sometime or other. Many foreign-trained Bahamians from humble or elevated origin, on returning home have not only adjusted to local conditions but have worked hard to improve those conditions. Moreover, even as The Bahamas and other small nations participate in economic globalization, it is not politically expedient, on institutional or government levels, to ignore the call for developments that reflect local needs and have domestic relevance. The bleak and counter-emancipatory description of a hegemonic world knowledge system overshadows the

contributions of persons and distorts perceptions of power imbalances. Power after all is relative and contextual (Singer, 1972).

II The Research Process: Strengths and Weaknesses

During the course of conducting a research study there might be many surprises. Even the most carefully engineered research design for an apparently straightforward thesis might have to be reviewed, revised and even scrapped during the course of the study. More eventful still, is the process of conducting research within interdisciplinary and relatively unexplored areas of study. While it was important to plan research and organizational methods at the beginning of the thesis, equally important was allowing room to respond to the unknown and unexpected. For example, when selecting which initiatives to include in the thesis, tourism training and education rather than banking and financial services were initially targeted for inclusion in the case studies. Early on in the data collection phase however, it became clear that the lack of articulation between local tourism training and education programs and institutions and the wide variety of regional stakeholders, would be an insurmountable impediment for a research effort that was supported by a limited budget.

The most important considerations in planning the research process were access to reliable data sources, and the selection of appropriate organizational and analytical tools for managing and analyzing the data.

Regarding the first consideration, I found that access to and reliability of primary data, i.e. from the survey participants and the persons interviewed, were not the biggest challenges concerning data sources. This was because the thesis topic was not a

controversial one and beyond maintaining the confidentiality of student and personnel records, participants were not concerned about disclosure. They frankly answered questions posed during the interviews and were generally not reluctant to share information and/or direct me to other sources. Because meeting the research objectives entailed getting information regarding initiatives that spanned a period of 25 years, I perceived that the most relevant data sources would be faculty and administrators. Therefore, only a small number of students were included in the interview process. Many of the administrators and faculty I interviewed had direct and sustained involvement since 1973, in more than one of the initiatives into which I inquired. This allowed me to triangulate the information I received from the various participant interviews and document analysis. For example, obtaining the views of persons who may have served as an academic dean, registrar, department head, lecturer, or instructor for a particular program provided opportunities for clarification and verification of the data collected as well as an overall, comprehensive perspective on the issues involved. This was important in this type of research where there was polarization of different views, e.g. on early decisions that COB had to make regarding the selection of British versus North American approaches.

Although few students were interviewed, student perspectives were obtained from the survey data. A fairly large and representative group of 54 students enrolled in their second year or beyond in higher education programs locally responded to items on the questionnaire designed to assess their knowledge and opinions regarding international academic relations. The 39 faculty and administrators who participated in the survey also provided a fairly representative group. Not as representative however was the local community group of survey participants (41). A design objective was to include at least 15

to 20 participants from each of four areas including: the public service, health and the financial services and tourism sectors for a total of 60 to 80 participants. This objective was not achieved. The research design objective to ensure that approximately 75% of the survey participants comprised higher education personnel, i.e. students, faculty and administrators, was achieved. On the whole, access to primary data via the survey and interviews was unimpeded.

Accessing secondary data on the other hand was more difficult because international academic relationships or their outcomes are not systematically recorded. While permission to review files or read unpublished documents was freely granted, the challenge was the disaggregation of the information sought throughout various filing systems at The College of The Bahamas or the Ministry of Education. At best, one might find separate files for a particular off-shore university at the Ministry of Education. More usually, particularly at COB, information regarding off-shore linkages and international academic relationships was stored among documents relevant to typical institutional functions. Document review revealed occurrences when important matters related to international academic relations that had taken place throughout various departments and divisions were not reported in COB end of year reports.

The disaggregation of information regarding international academic relationships and linkages, throughout the various missions and functions of higher education, has serious implications for institutional and national research efforts. It curtails effective review and evaluation of efforts locally and limits the availability and accuracy of international comparative data reported in various handbooks, yearbooks and monographs. Perhaps one reason for the lack of up-dated information regarding higher education in The

Bahamas as it appears in the UNESCO Statistical Yearbooks for example, is that locally the data is not systematically collated or documented in an easily accessible form.

Responding to international requests for information could be time consuming and deadlines for submitting such data missed, due to this unfortunate drawback.

Regarding the second and third considerations, the research process for this thesis depended on selection and use of organizational and analytical tools for reviewing and presenting data collected in a coherent and comprehensible fashion. With reference to the organization and presentation of the case study data, the Samuel's framework proved to be a useful organizational format for examining and discussing various higher education activity and initiatives. Using such a framework help to ensure that the teaching, research and service in the missions of the higher education institution and its several functions were all included. In the work of higher education institutions there are several administrative and faculty positions which require perspectives which are broad and cross functional in scope and therefore a framework that accommodates such views is needed in order to lessen the likelihood of imbalance.

Program evaluation was not included in the research objectives of this thesis. But a degree of assessment was necessary when examining the initiatives in order to determine the extent to which productive strategies of development were demonstratively evident. Using the three strategies outlined by Mazrui (1978) proved to be an effective analytical lens for examining the initiatives in order to discover the extent to which each one allowed for domestication, diversification and counter-penetration. However, while the data collection methods use in this thesis allowed for assessing domestication and diversification of higher education institutional and program developments, they were not adequate for

assessing counter-penetration. The contributions or influence of the Bahamas to British, American and Canadian academia require further research that would access other data sources locally and sources within higher education institutions abroad. Nevertheless if institutional or national goals were set to review international linkages and assess levels of domestication, diversification and counter-penetration, I would submit that rating scales should be devised to do so in cross-functional perspective in order to accommodate the complexity of modern colleges and universities.

III Implications for Higher Education Development in The Bahamas and Other Small Nation States.

Recalling Teichler's themes (1996) it is apparent that The Bahamas in spite of its small size and the relative newness of its institutions, shares with European and North American counterparts similar higher education issues and concerns. Funding higher education for example is foremost among concerns for The Bahamas as well as its larger partners. Indeed, the survey findings presented in Chapter Six, Table 6 – 2, indicate that participants identified fiscal constraints and the limitations such constraints place on facilities, equipment and other developmental needs as the number one challenge facing the future development of higher education in The Bahamas.

Compared with higher education development in Europe, the United Kingdom, the United States and Canada, twenty-five years is a relatively brief period of time. Yet within that time the Bahamas has rapidly built, expanded and diversified local higher education offerings in order to meet increasing demands. In addition, the government and community expects that Bahamian higher education will help with the development of the nation's human resources in order to ensure economic growth.

Teichler's prediction that the next major focus of higher education policy and research will be on issues within the theme of internationalization has come to pass. And it may well be that this is one higher education theme for which the differences between the small nation and large nations are most striking. Whether it is defined as a process (Knight, 1993) as strategic policy (Rudzki, 1995) or as defining characteristic (Burn 1985; Rudzki, 1995) internationalization is an important and topical issue in Bahamian, British, American, and Canadian higher education alike. And, international academic relations, as I define the term (Chapter One, p. 7), is both cause and result of internationalization.

I would submit that the research revealed elements regarding the higher education system of The Bahamas that are typical of other small nations as noted by Bacchus and Brock (1987). Firstly, the higher education sector in small nation states comprises several variations of opportunities and offerings including: programs offered by local institutions and credentials conferred locally; programs offered by local institutions and credentials conferred from off-shore institutions; distance education programs; programs offered through locally-based programs and institutions and credentials conferred by off-shore institutions; programs offered at off-shore institutions and credentials conferred by off-shore institutions. The latter three variations engender many international academic relationships at home and abroad and it is not unusual to find persons in the local community who have received their higher education in more than one country and/or have higher education backgrounds which include more than one of the variations outlined above. The survey findings revealed that availability of a combination of variations or access to multi-national experiences is valued by faculty, administrators, students and members of the local community. Moreover, valuing diversity is not limited to those with

combined experiences in their higher education backgrounds, neither is it restricted to those from any one single experience. Persons who received their higher education in British, American, Canadian, Caribbean and Bahamian institutions singly or in combination stated a preference for the Bahamas to take a combined approach to higher education and/or its own unique approach. The value placed on combined approaches might not be a temporary or transitional phenomenon.

I would argue that even with the development of Bahamian higher education, local value attached to these combined variations are likely to continue for sometime to come for several reasons. Firstly the international scope of the tourism and financial services sectors, the two largest revenue earners in the local economy, makes exposure to international linkages a requisite qualification for progress up the career ladder in The Bahamas. Secondly, students and parents value 'going-off to college/university' as a rite of passage i.e., an important part of adult formation. Therefore, even as more higher education programs become locally available there will still be those who will choose the option of foreign study. Moreover, the aggressive recruitment of Bahamian high academic achievers and outstanding athletics by competitive universities off-shore is not likely to decrease. Thirdly, while education opportunities will continue to expand locally, cost effectiveness will prohibit the provision of programs for which the enrollment numbers would be small, and which might only be available at a few specialized institutions in the world. National development in both the public and private sector of a rapidly developing country such as The Bahamas will continue to require technical assistance and expertise from international sources.

Actors and stakeholders in British, American and Canadian colleges and universities should be aware that given the above elements and because of wide international exposure many of their counterparts in small nation states are likely to have a keen awareness of the higher education product on the global market. Increasingly local consumers are demanding value for money spent on imported academic programs or for those available off-shore and local expertise is available for assessing such products. This also holds true for the assessment of consulting services contracted from abroad. The Bahamianization agenda continues, and local faculty are intensifying their demands for input in the decisions made regarding the need for external assistance on various national projects.

Increasingly, high academic achievers in small nations have multiple choices for higher education. There is evidence that while the perception of the quality of British and Canadian education is still high, many high academic achievers are responding to recruitment offers based on the perceived benefits that institutions offer such as financial aid, cooperative education, and study abroad opportunities. Selectivity for foreign study appears to be based more on the quality and benefits of attending specific institutions rather than assumptions about which country is best.

IV Implications for International Academic Relations as a Field of Study

This study of academic relations and small nation states exposes the presence, in small countries, of a pragmatic and utilitarian vision of the purpose of higher education, concerns about autonomy and access, and a preference for diversity. It also reinforces the fact that international academic relations generally comprise a compendium of cross-disciplinary (and often competing) activities, actors and forces. Defining international

academic relations as a field of study is required if its aggregate effect on higher education is to be assessed and its interrelationships with other disciplines and fields of study illuminated. While Holsti (1985) asserts that notions of interdependence did not challenge the hegemony of the classical tradition in international relations theory, I would submit that they do provide an essential foundation upon which international *academic* relations (particularly those within higher education institutions) must be built. Moreover, from the findings of the research reported in previous chapters in this thesis I believe that interdependence provides the point of intersection between international relations theory and international academic relations for two reasons. Firstly, because the university and other higher education institutions although linked to their local societies are non-state actors. Secondly, notions of interdependence provide an avenue for avoiding the irony of universities (which espouse and cherish ideals of autonomy) either instigating or participating in dependent relationships with higher education institutions of other nations.

V Enhancing international academic relationships

My suggestions for enhancing international academic relations are offered within the context of the literature reviews, country and case study information and they are based on prevailing issues, foundations and theoretical orientations which under-gird British, American, and Canadian academic relations with The Bahamas.

As stated earlier, the strategic value of international academic relations, on either side of each relationship, is linked to both prestige, and expedience. However, balanced levels of reciprocity and interdependence are often not a feature of such relationships. This is surprising given the strong desire and strategic planning of British, American and

Canadian colleges and universities to develop and sustain academic relationships abroad, and the Bahamas' need to access their resources. Enhancing international academic relations therefore might include:

1. Collaborative Research

Higher education institutions should use their resources for research which would carefully examine issues, foundations, and theoretical orientations that effect their local and international academic relationships. If such research is to be of any practical use it must be collaborative involving from the onset, the participation of persons from either side of the relationship. All too often partners, on what is perceived to be the 'weaker' side of the relationship, are brought into research projects after the fact and their input limited to responding to data collection tools designed from an external perspective that often cannot accommodate their point of view.

2. Acknowledgment of Assumptions

Persons on either side of international academic relationships need to acknowledge the assumptions regarding existing intellectual, cultural, political and economic balances or imbalances of power. And, they should also be aware of the inherent distortions that are created by the indiscriminate application of theory without careful attention to contexts. Multidimensional analyses of the issues, foundations and theoretical orientations reveals consistent notions regarding the superiority of Western traditions and concomitantly the inferiority of others. The extent to which these notions are systemic within British, American, and Canadian culture is beyond the scope of this thesis however, from a Bahamian perspective they are a readily apparent force in international academic relationships with these countries. Acknowledging such assumptions regarding the

balance/imbalance of power and notions of superiority/inferiority early on in the relationships is a prerequisite for effective academic relationships between people of different cultures and/or nationalities.

I submit that collaborative research and the acknowledgment of assumptions are two important ways of enhancing academic relationships. Although these suggestions are few they are by no means easy to undertake. Collaborative research requires institutional funding that is not easy to come by. To suggest that persons in the academy need to perceive the existence of systemic and counterproductive assumptions or that they should have the ability to acknowledge them might seem offensive. On either side of the relationships it is often taken for granted that persons involved already possess such sensitivity and skill, adding yet another assumption that limits chances for reciprocity and interdependence in international academic relationships.

Remarks

Ranging from the general to the specific, further research on academic relationships between and among institutions and nations is needed on many levels and for many reasons. The requisite range of inquiry is broad, multidimensional and apparently comprehensive in breadth and depth. This range extends from simple documentation of past and existing relationships, to the evaluation of specific programs or program elements involving such relationships. Nation states and higher education institutions involved in international academic relations need accurate and accessible historical records and/or information for appropriate problem identification, decision-making and policy formulation. Such records and information are as important to the development of national and

institutional capacity for initiating and managing new academic relationships as they are for finding ways of enhancing those which already exist.

Analysis of research data collected for this thesis discloses an active concern on the part of Bahamian participants regarding the development and conservation of a distinct, national and cultural identity. These findings seem to go against assumptions implicit in modernization and dependency theories and offset some prevailing, local and international images of Bahamians as passive repositories of off-shore influences. Higher education approaches and methods inherited from Britain directly, indirectly via British-like institutions elsewhere, or borrowed from Canada or the United States of America, rather than being worn like ill-fitting hand-me-down clothes, have undergone extensive alterations. They have been refitted and fortified by new additions in order to suit the needs of Bahamian society. Indeed, several educational legacies inherited from the past have been transformed into indigenous responses to local needs. As one examines its higher education development within the past 25 years, it is apparent that The Bahamas despite its vulnerability to the influences of larger and powerful neighbours, has actively sought to divest itself of its role of colonial dependency and transform educational legacies in order to become an independent and interdependent actor on the world stage.

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APPENDIX A
LETTERS TO RESEARCH PARTICIPANTS

Letter Seeking Administrative Consent (OISE/UT Letterhead)

Dear

This letter is written to request your assistance in research that I am currently undertaking for my doctoral dissertation under the supervision of Dr. Angela Hildyard at the Ontario Institute for Studies in Education, University of Toronto. My goal is the publication of a case study based on selected British, American and Canadian initiatives in Bahamian higher education, entitled "International Academic Relations and Small Nation States".

In order to carry out this study, during the month of August, I would like to review those documents (leading to establishment of international academic linkages) such as minutes of meetings of academic board and other relevant bodies, non-confidential correspondence which reflect negotiations; as well as needs analyses, proposals, evaluations, recommendations and reports on current initiatives.. The review will be guided by a focus on purposes and expected outcomes of such linkages, their role in Bahamian higher education and their influence on local and regional realities. I shall also like to visit the actual sites of programmes or projects relevant to the study if possible.

I hope that my study will deepen understanding about the international academic relations between small and large nation states and will contribute to the literature on the globalization/internationalization of Britain American and Canadian higher education institutions. Because your participation will be an integral part of this research, I do hope you will favourably consider this request for permission to access the information requested above.

Please do not hesitate to contact me should you have any questions or concerns. I will contact you by telephone to confirm times that I will be allowed access to relevant documents, and sites.

Sincerely

Joan D. Vanderpool B.A., M.Ed., CAS,

Ph.D. candidate at The Ontario Institute for Studies in Education
of The University of Toronto

Letter Seeking Informed Consent (OISE/UT Letterhead)

Dear

This letter is written to request your assistance in research that I am currently undertaking for my doctoral dissertation under the supervision of Dr. Angela Hildyard at The Ontario Institute for Studies in Education of The University of Toronto. My goal is to produce a case study based on selected British, American and Canadian initiatives in Bahamian higher education. The title of my study is "International Academic Relations and Small Nation States: A case study based on British, Canadian and American initiatives in Bahamian Higher Education".

In order to carry out this study, I have selected to interview persons such as yourself who, according to programme descriptions, are directly involved in initiatives or projects linked to off-shore universities and/or international agencies. Interviews will be based on open ended questions about expected outcomes of such linkages, their role in Bahamian higher education and their influence on local and regional realities.

I expect each interview to last for about one hour. If possible, I would like to record our meeting for later review. To ensure confidentiality, the transcripts from the recordings will be coded, and only my thesis supervisor and I will have access to the recordings. Your name will not be used in transcriptions or in the thesis, unless you have given me permission to attribute a specific statement to you directly. You should be aware that you can withdraw from the study at anytime and all records from our interview will be destroyed.

I hope that my study will deepen understanding about the international academic relations between small and large nation states generally and will specifically contribute to the literature on the globalization/internationalization of Britain, American, Canadian and Bahamian higher education institutions. Because your participation will be an integral part of this research, I do hope you consider this request favourably.

Please do not hesitate to contact me should you have any questions or concerns. I will contact you by telephone to confirm an appointment for the interview.

Sincerely

Joan D. Vanderpool B.A., M.Ed., CAS,
Ph.D. candidate at The Ontario Institute for Studies in Education
of The University of Toronto

I understand that my participation will involve a taped interview regarding external influences on Bahamian higher education and that only you and your supervisor will have access to the recordings. I am also aware that my name will not be used in transcriptions or in the writing of the thesis without my specific permission, and that I can withdraw from the study at any time and all records from our interview will be destroyed.

Cover Letter for Questionnaires

Dear Colleague/Student

Attached to this letter is a questionnaire which seeks your opinions, knowledge or attitudes regarding external influences on Bahamian higher education. The questionnaire is a part of research which I am currently undertaking regarding international academic relations and small nation states.

Kindly complete the questionnaire and return it to the person who gave it to you, or to me, in care of the Counselling Department at the College of The Bahamas. In order to ensure confidentiality, please do not place your name on the questionnaire.

Please be aware that completion of the questionnaire will constitute your consent to participate in this research effort.

Sincerely

Joan D. Vanderpool M.Ed., CAS

APPENDIX B
THE SURVEY

QUESTIONNAIRE 1. Faculty & Administration

Note to survey participants: *This research seeks to discover the knowledge and opinions of persons in Bahamian higher education, regarding international academic relationships and Bahamian higher education. Completion of this questionnaire is a voluntary and confidential process. Please do not put your name on the questionnaire.*

(Please place ticks in appropriate spaces)

Levels of education attained: Primary ___ Secondary ___ Associate Degree ___ Bachelor Degree ___

Masters ___ Doctoral ___ Post Graduate Diplomas/Certificates ___ Countries in which you have studied at the

post-secondary level: Bahamas ___ Caribbean ___ U.S. ___ Canada ___ UK ___ Other (please

name) _____ Location of higher education institutions where you have worked:

Bahamas ___ Caribbean ___ U.S. ___ Canada ___ UK ___ Other (please name) _____

Sex: Male ___ Female ___ Nationality: _____

Present employment in higher ed. institution: Full-time ___ Part-time ___ Consultant ___ Total years employed

in higher ed. institution (need not be continuous): 1-3 ___ 4-6 ___ 7-9 ___ 10-12 ___ 13-15 ___ 15+ ___ Areas of

work: Faculty ___ Administration ___ Support Staff ___ Natural Science ___ Humanities ___ Social Sci ___

Technology ___ Business & Admin Studies ___ Nurs & Health Sci ___ Teacher Ed. ___ Continuing Ed. ___

Library ___ Research & Dev ___ Other _____

Is your institution actively involved in any of the following off-shore academic linkages?

(Place tick in appropriate place to indicate

extent of involvement. Write d/k if you don't know))

Level of Activity or Involvement

Low

Medium

High

Foreign Language training _____

Transfer of students to higher ed. institutions abroad _____

Recruitment of students from abroad _____

Articulation agreements with off-shore universities _____

International conferences/seminars _____

International student exchange _____

International faculty exchange _____

Utilization of Bahamians as faculty _____

Utilization of non -Bahamians as faculty _____

Utilization of Bahamians as administrators _____

Utilization of non -Bahamians as faculty _____

Utilization of Bahamians as support staff _____

Utilization of non -Bahamians as support staff _____

Accreditation by off-shore accrediting agencies _____

Cross-cultural training & awareness programs for

students transferring to institutions abroad _____

Cross-cultural training & awareness programs for

faculty, staff and or local community _____

Technology exchange projects _____

Indicate countries with which your institution has been most involved re: above "1" being the most active.

1 _____ 2 _____ 3 _____

Which academic linkages/relationships do you consider to be the most worthwhile?: _____

Comment:

QUESTIONNAIRE 2. Students

Note to survey participants: *The purpose of this research is to discover the knowledge and opinions of persons in Bahamian higher education, and the local community regarding international academic relationships within the context of Bahamian higher education. Completion of this questionnaire is a voluntary and confidential process. To ensure your privacy, please do not put your name on the questionnaire.*

(Please place ticks in appropriate spaces)

Levels of education attained: Primary___ Secondary___ Associate Degree___ Bachelor Degree___
 Masters___ Doctoral___ Post Graduate Diplomas/Certificates___ Other countries in which you have
 studied at the post-secondary level: Bahamas___ Caribbean___ U.S.___ Canada___ UK___
 Other(please name)_____ Total years enrolled in present higher ed.
 institution (need not be continuous):___ Major Areas of Study: Natural Science___ Humanities___
 Social Sciences___ Technology___ Business & Administrative Studies___ Nursing & Health
 Sciences___ Teacher Educ. ___ Continuing Educ. ___ Banking___ Tourism___ Law___
 Other/s(please specify)_____ Sex: Male___ Female___ Nationality:
 Bahamian___ Non-Bahamian___ Presently employed in: Government public service___ Banking___
 Tourism___
 Health___ Other/s_____

Is your institution actively involved in any of the following off-shore academic linkages?

(Place tick in appropriate place to indicate
 extent of involvement. Write d/k if you don't know))

Level of Activity or Involvement

Low Medium High

International student exchange	_____	_____	_____
Students going abroad to study	_____	_____	_____
Students coming from abroad to study	_____	_____	_____
Utilization of non -Bahamian faculty from abroad	_____	_____	_____
Faculty trained abroad	_____	_____	_____
Articulation agreements with off-shore universities	_____	_____	_____
Accreditation by off-shore accrediting agencies	_____	_____	_____
Foreign Language training	_____	_____	_____
Cross-cultural training & awareness programs for students transferring to institutions abroad	_____	_____	_____
Cross-cultural training & awareness programs for foreign faculty	_____	_____	_____
International conferences/seminars	_____	_____	_____
Technology exchange projects	_____	_____	_____

Indicate countries with which your institution has been most involved re: above "1" being the most active.

1 _____ 2 _____ 3 _____

Comment: _____

QUESTIONNAIRE 3. Local Community

Note to survey participants: *The purpose of this research is to discover the knowledge and opinions of persons in Bahamian higher education, and the local community regarding international academic relationships within the context of Bahamian higher education.*

Completion of this questionnaire is a voluntary and confidential process. To ensure your privacy, please do not put your name on the questionnaire.

(Please place tick in appropriate spaces)

Levels of education attained: Primary___ Secondary___ Associate Degree___ Bachelor Degree___

Masters___ Doctoral___ Post Graduate Diplomas/Certificates___ Other countries in which you have studied at the post-secondary level: Bahamas___ Caribbean___ U.S.___ Canada___ UK___

Other (please name)_____ Major Areas of Study: Natural Science___

Humanities___ Social Sciences___ Technology___ Business & Administrative Studies___ Health

___ Education. ___ Banking ___ Tourism___ Law ___ Other/(please specify)

Sex: Male___ Female___ Nationality: Bahamian___ Non-Bahamian___ Presently employed in:

Government___ Banking___ Tourism___ Health___ Other_____

Is your institution actively involved in any of the following off-shore academic linkages?

(Place tick in appropriate place to indicate extent of involvement. Write d/k if you don't know))

Level of Activity or Involvement

Low Medium High

Consulting Services

Employees going abroad to study

Employees trained locally

Employees trained abroad

External Professional Exams

Affiliation with The College of The Bahamas

Articulation agreements with off-shore universities

Accreditation by off-shore accrediting agencies

Foreign Language training

Cross-cultural training & awareness programs for local employees

Cross-cultural training & awareness programs for foreign employees/consultants

International conferences/seminars

Technology transfer or exchange projects

Foreign leadership/ownership of your organization

Indicate countries with which your institution has been most involved re: above "1" being the most active.

1 _____ 2 _____ 3 _____

Comment: _____

Page 2 of Questionnaire, for faculty and administrators, and student groups

The following sections provide opportunities for you to share your observations and opinions regarding higher (postsecondary) education in The Bahamas, your candid reflections will be appreciated. From your point of view what are the three most important reasons for fostering international relationships with academic institutions and agencies abroad: (Indicate the three most important reasons by placing a number 1 to 3 in the appropriate space with "1" being most important)

- ☐ Provide programmes that cannot be offered by Bahamian higher education institutions
- ☐ To access resources of larger more established academic institutions and agencies
- ☐ Higher education programmes should be more international.
- ☐ Ensure that programme content and curriculum address international issues
- ☐ Provide programmes which would have internationally acclaimed academic standards
- ☐ Other _____
- ☐ Other _____
- ☐ I see no reason for fostering international relationships with academic institutions or agencies abroad.

(For the following sections indicate the three most important advantages or disadvantages by placing a number 1 to 3 in the appropriate space with "1" = most important)

What do you perceive to be the three most important advantages of international academic initiatives, programmes or projects to Bahamian higher education?

- Quality of academic institutions _____
- Quality of programme offerings _____
- Quality of faculty _____
- Relevance to local (Bahamian) needs _____
- Adaptation to local (Bahamian) needs and customs _____
- Adaptation to regional needs and customs _____
- Utilization of local resources _____
- Utilization of regional resources _____
- Distance from country of origin _____
- Other advantages (please specify) _____
- Comment: _____

What do you perceive to be the three most important disadvantages of international academic initiatives, programmes or projects to Bahamian higher education.

- Quality of academic institutions _____
- Quality of programme offerings _____
- Quality of faculty _____
- Relevance to local needs _____
- Adaptation to local needs & customs _____
- Adaptation to regional needs and customs _____
- Utilization of local resources _____
- Utilization of regional resources _____
- Distance from country of origin _____
- Other disadvantages (please specify) _____
- Comment: _____

Page 2 of Questionnaire, for local community group

The following sections provide opportunities for you to share your observations and opinions regarding higher (postsecondary) education in The Bahamas, your candid reflections will be appreciated. From your point of view what are the three most important reasons for fostering international relationships with academic institutions and agencies abroad: *(Indicate the three most important reasons by placing a number 1 to 3 in the appropriate space with "1" being most important)*

- ☐ Maintain linkages with foreign countries
- ☐ Provide programmes that cannot be offered by Bahamian higher education institutions
- ☐ To access resources of larger more established academic institutions and agencies
- ☐ Higher education programmes should be more international.
- ☐ Ensure that programme content and curriculum address international issues
- ☐ Provide programmes which would have internationally acclaimed academic standards
- ☐ Other _____
- ☐ Other _____
- ☐ I see no reason for fostering international relationships with academic institutions or agencies abroad.

*(For the following sections indicate the **three** most important advantages or disadvantages by placing a number 1 to 3 in the appropriate space with "1" = most important)*

What do you perceive to be the three most important advantages of international academic initiatives, programmes or projects to Bahamian higher education?

- Quality of academic institutions _____
- Quality of programme offerings _____
- Quality of faculty _____
- Relevance to local (Bahamian) needs _____
- Adaptation to local (Bahamian) needs and customs _____
- Adaptation to regional needs and customs _____
- Utilization of local resources _____
- Utilization of regional resources _____
- Distance from country of origin _____
- Other advantages (please specify) _____

Comment: _____

What do you perceive to be the three most important disadvantages of international academic initiatives, programmes or projects to Bahamian higher education.

- Quality of academic institutions _____
- Quality of programme offerings _____
- Quality of faculty _____
- Relevance to local needs _____
- Adaptation to local needs & customs _____
- Adaptation to regional needs and customs _____
- Utilization of local resources _____
- Utilization of regional resources _____
- Distance from country of origin _____
- Other disadvantages (please specify) _____

Comment: _____

Page 3 of questionnaire, for all groups**Future Directions**

What do you perceive to be the major challenges facing the development of higher education in the Bahamas at present. (indicate the three most important challenges by placing a number 1 to 3 in the appropriate space with "1" being most important challenge)

Fiscal constraints	_____	Faculty development	_____
Government Policies	_____	Facilities	_____
Equipment	_____	Off-shore university competition	_____
Library Services	_____	Business & Corporate Influences	_____
Research & Scholarship	_____	Government intervention	_____
Other/s (specify)	_____		

In its future development of higher education systems and institutions which would be the best approach for the Bahamas to take (Place tick in appropriate space):

British _____ American _____ Canadian _____ Other _____

A combination of (please list) _____

Its own unique approach _____

Comments:

End of questionnaire. Thank you for your participation

Survey Participants Comments: Faculty and Administrators

Section - Institution's Active Involvement

17. It seem that most students go off to the states for further studies so it probably makes sense to promote linkages with the USA.
20. COB has and is ignoring , advances in technology in all fields - leaving the exchange part of the equation moot.
21. The Bahamas' psycho-cultural & historical connection to the Caribbean is generally under-valued in favour of U.S. connections, despite our students' obvious identification with Caribbean Literature, music, teachers, etc.
23. Bahamas should foster relationships more with other Caribbean territories. However, appears to value US links more.
25. Due to close proximity to U.S. and also its availability of modern techniques, research facilities etc. the Caribbean is important to maintain cultural links - also similarities in Educational systems - must be kept.

Section - Future Directions

9. (Regarding the future development of higher education systems and institutions in the Bahamas ranks best approach as) Canadian American and Bahamas' own approach.
11. Owing to the global landscape in which we live, no one system would best address the various components of higher education. If the relevant institutions in the Bahamas were to adapt those elements from international institutions (i.e. grading schemes, research, faculty development etc.) that best fit into the framework of what their educational goals are and how they will benefit the country in general, the future development of higher education in Bahamas would make great strides.
14. I do think that the Bahamas should form relationships with the rest of the Caribbean tertiary institutions and also to participate actively in the regional examination CxC (Caribbean Equivalent of GCE)
15. (The Bahamas should adopt it's own approach) Along with the best, most applicable aspects of the others listed above i.e. UK, USA, Canada.
17. Faculty development is excellent for Bahamians but there are a number of committed non Bahamian's who need and would like to further (or refresh) their studies. This is virtually impossible to do unless you're independently wealthy. Even the Sabbatical is unavailable to non-Bahamians. The Bahamas is a developing country but it must shed this attitude that it is not worthwhile in non-Bahamians who might pick up and leave. Bahamians pick up and leave as well. There are never any guarantees. In the meantime, valuable talent goes undeveloped.
20. Globalization tends to negate proximity to the U.S.A.
21. A combination of British, American, Canadian and Caribbean (approaches

would) tie into the Bahamian ethos to produce its own unique approach.

There is insufficient breadth of vision of the larger nature, meaning of purpose of education & of its role in development; where I work energy narcissism egotism and selfish ambition now indicate too many decisions, directions & conditions. Ironically, even systems funding and opportunities for support which ARE available to the College, are now (?) only available to a select few while the institution itself is being retarded.

22. The pre-requisite for university study in the UK. is 'A' levels. In foreign language, this corresponds roughly to 300 level courses. The disparity exists because students in the UK do 7 years of foreign language at high school before going to university, whereas American students frequently do little or no foreign language at high school and yet are encouraged to enroll in BA foreign language programmes.
23. In connection with faculty attending international seminars and conferences, COB does not actively/seriously encourage faculty to attend such events as only \$400 per ? allotted in the budget for such a purpose. Many more faculty would attend and deliver papers and conferences if they received more realistic financial assistance. How does COB hope to compete with other institutions with such a ridiculous policy?
28. (The best approach for The Bahamas is its..) unique approach along with pulling best from other countries/.
32. (There is a) need to begin to look at South to South relations. Build from Africa, Japan , etc.
34. Being able to have different perspective is important, so as to address diversity of needs.

Survey Participants Comments: Students

Section - Institution's Active Involvement

3. The United States is the only one that I know about, but it would be great if they would get involved with other Caribbean countries.
25. I don't know to what extent the institution is involved.
36. I am not familiar with C.O.B.'s relationships with institutions abroad, however, I would make it my business to become familiarized with this information.
41. Don't know
46. International Reading and Science Conferences

Section - Future Directions

5. We cannot ignore or retard the need to be involve(ed) with the global village.

27. (re. The best approach) I would say American because we are so close to them and we should do it their way and if we don't it should be similar.
36. It is my opinion that The Bahamas should develop its own ideas of future development of higher education. However, Bahamians should welcome or if necessary, ask for foreign help. I believe that Bahamians have to stop competing with each other in order to succeed in developing their educational system. In addition, if we put God first in our lives, others second and ourselves last, what we need would fall right into place. Remember that this point is the most important.

Survey Participants Comments: Local Community

Section - Institution's Active Involvement

7. My institution's is actively involved with most countries of the world because of its nature.
26. The organization is new and has yet to become involved with other countries.
33. I am unaware of any.

Section - Future Directions

2. I worked at the Embassy of the Bahamas in Washington D.C. for 3 yrs and had the opportunity to be attache for Education & Culture. Therefore I feel that Government (Bahamas) policies need to be changed in order for more Bahamians to receive financial aid. Many people would like to further their education and cannot afford it, under the present systems.
19. Major disadvantage of studying abroad is that a lot of what is learnt is not applicable locally. e.g. Accounting students learning about tax accounting which is not relevant to the Bahamas.
20. By developing along American & Canadian Lines, the Bahamas can take advantage of a wider selection of choices for students traveling abroad.

Survey Participants Summary: Faculty and Administrators

Case Summaries^a

	Educational Level Completed	Higher Education Studies	Years in H. Ed.	Sex	Nationality	Work Area
1	Undergrad.	Single	10+ yrs	F	Bahamian	Support Staff
2	Undergrad.	Single	4 - 9 yrs	F	Bahamian	Faculty
3	Undergrad.	Single		F	Bahamian	
4	Postgrad	Combination		F	Bahamian	Natural Sci.
5	Postgrad	Single	10+ yrs	F	NonBahamian	Faculty
6	Undergrad.	Single		F		Admin.
7	Undergrad.	Single	10+ yrs	F	Bahamian	
8	Postgrad	Single		M	Bahamian	Technology
9	Undergrad.	Single	10+ yrs	F	Bahamian	Other
10	Postgrad	Single		F	Bahamian	Other
11	Postgrad	Combination	1 - 3 yrs	F	Bahamian	Humanities
12	Postgrad	Single	1 - 3 yrs	F	Bahamian	Faculty
13	Postgrad	Combination	10+ yrs	M		Teacher Ed.
14	Postgrad	Combination	4 - 9 yrs	M	NonBahamian	Business
15	Undergrad.	Combination	1 - 3 yrs	F	Bahamian	Natural Sci.
16	Postgrad	Combination	1 - 3 yrs	F	Bahamian	Other
17	Postgrad	Single	10+ yrs	F	Bahamian	Humanities
18	Postgrad	Single	4 - 9 yrs	M	Bahamian	Humanities
19	Postgrad	Single	1 - 3 yrs	M	NonBahamian	Humanities
20	Postgrad	Combination	10+ yrs	F	Bahamian	Humanities
21	Postgrad	Single	10+ yrs	F	NonBahamian	Humanities
22	Postgrad	Combination	10+ yrs	F	NonBahamian	Humanities
23	Postgrad	Combination	10+ yrs	F	Bahamian	Humanities
24	Postgrad	Single	10+ yrs	F	Bahamian	Humanities
25	Postgrad	Single	10+ yrs	F	NonBahamian	Teacher Ed.
26	Postgrad	Single	1 - 3 yrs	M	NonBahamian	Social Sci.
27	Postgrad	Combination	10+ yrs	F	Bahamian	Faculty
28	Undergrad.	Single	10+ yrs	M	Bahamian	Faculty
29	Postgrad	Single	4 - 9 yrs	F	Bahamian	Humanities
30	Undergrad.	Single	1 - 3 yrs	F	Bahamian	Natural Sci.
31	Postgrad	Combination	10+ yrs	F	Bahamian	Faculty
32	Undergrad.	Single	10+ yrs	F	Bahamian	Faculty
33	Undergrad.	Single	4 - 9 yrs	F	Bahamian	Humanities
34	Postgrad	Combination	10+ yrs	F	Bahamian	Faculty
35	Postgrad	Combination	1 - 3 yrs	F	Bahamian	Teacher Ed.
36	Postgrad	Combination	1 - 3 yrs	M	NonBahamian	Admin.
37	Postgrad	Combination	1 - 3 yrs	F		Humanities
38	Postgrad	Combination	10+ yrs	M	NonBahamian	Faculty
Total	N	38	38	33	35	36

a. Limited to first 100 cases.

Survey Participants Summary: Students

Case Summaries^a

	Educational level	Number of years In H.Ed.	Major Area of Study	Sex	Present employment	
1	Secondary	.	Business	Male	Not Employed	
2	Secondary	1.00	Business	Female	Not Employed	
3	Secondary	2.00	Social Sci	Female	Employed	
4	Associates	1.00	Social Sci	Female	Not Employed	
5	Associates	2.00	Business	Female	Not Employed	
6	Bachelors	1.00	Nursing/Hlth	Female	Employed	
7	Bachelors	4.00		Female	Employed	
8		.		Female	Not Employed	
9	Secondary	3.00	Teacher Ed	Female	Employed	
10	Associates	.	Teacher Ed	Male	Employed	
11	Associates	3.00	Natural Sci	Male	Employed	
12	Associates	.	Natural Sci		Not Employed	
13	Secondary	.	Banking	Female	Employed	
14	Associates	3.00	Teacher Ed	Female	Employed	
15	Secondary	2.00	Teacher Ed	Female	Employed	
16	Secondary	1.00	Other	Female	Not Employed	
17	Secondary	1.00	Social Sci	Female	Not Employed	
18	Associates	.	Teacher Ed	Female	Not Employed	
19	Secondary	2.00	Natural Sci	Male	Not Employed	
20	Secondary	1.00	Teacher Ed	Female	Employed	
21	Associates	3.00	Teacher Ed	Female	Not Employed	
22	Secondary	1.00	Teacher Ed	Female	Not Employed	
23	Secondary	2.00	Business	Female	Not Employed	
24	Associates	3.00	Teacher Ed	Female	Not Employed	
25	Associates	.	Natural Sci	Female	Not Employed	
26	Masters	.	Teacher Ed	Female	Not Employed	
27	Secondary	2.00	Technology	Male	Employed	
28	Secondary	.	Technology	Male	Not Employed	
29	Secondary	2.00	Natural Sci	Female	Not Employed	
30	Secondary	2.00	Technology	Male	Employed	
31	Bachelors	1.00	Teacher Ed	Female	Employed	
32	Secondary	1.00	Teacher Ed	Female	Not Employed	
33	Secondary	2.00	Teacher Ed	Female	Not Employed	
34	Associates	1.00	Technology	Female	Not Employed	
35		.			Not Employed	
36	Secondary	4.00	Teacher Ed	Female	Not Employed	
37	Associates	4.00	Teacher Ed	Female	Not Employed	
38	Associates	3.00	Business	Female	Employed	
39	Associates	1.00	Nursing/Hlth	Male	Employed	
40	Associates	5.00	Business	Female	Employed	
41	Associates	1.00	Teacher Ed	Female	Not Employed	
42	Diploma	1.00	Teacher Ed	Female	Not Employed	
43	Associates	2.00	Teacher Ed	Female	Not Employed	
44		.			Not Employed	
45	Associates	1.00	Natural Sci	Male	Not Employed	
46	Associates	4.00	Humanities	Female	Not Employed	
47	Associates	4.00	Humanities	Female	Not Employed	
48	Associates	4.00	Humanities	Female	Not Employed	
49	Associates	4.00	Humanities	Female	Not Employed	
50	Associates	1.00	Humanities	Female	Not Employed	
51	Associates	1.00	Humanities	Female	Not Employed	
52	Associates	3.00	Humanities	Female	Not Employed	
53	Secondary	2.00	Natural Sci	Male	Not Employed	
54	Bachelors	5.00	Humanities	Female	Not Employed	
Total	N	51	43	52	51	54

a. Limited to first 100 cases.

Survey Participants Summary: Local Community

Case Summaries^a

	Educational level Completed	Location of H. Ed.Studies	Sex	Present Employment	Major Areas of Study
1	Undergrad	Other Countries	Female	Government	Education
2	Postgrad	Other Countries	Female	Government	Other
3	Undergrad	Other Country	Male	Banking	Other
4	Undergrad	Other Countries	Male	Banking	Other
5	Undergrad	Other Country	Female	Banking	Nursing and Hlth
6	Undergrad	Bahamas	Female	Government	Business
7	Undergrad	Bahamas	Female	Banking	Banking
8	Undergrad	Bahamas	Female	Banking	Banking
9	Undergrad	Bahamas	Female	Banking	Business
10	Undergrad	Bahamas	Male	Banking	Business
11	Undergrad	Bahamas	Female	Banking	Business
12	Undergrad	Bahamas	Male	Banking	Banking
13	Secondary	Bahamas	Female	Banking	Business
14	Undergrad	Bahamas	Male	Government	Business
15	Undergrad	Bahamas	Male	Government	Technology
16	Undergrad	Other Country	Female	Banking	Social Science
17	Secondary	Bahamas	Female	Banking	Other
18	Undergrad	Other Country	Male	Banking	Technology
19	Undergrad	Bahamas	Male	Banking	Business
20	Secondary	Other Countries	Male	Banking	Technology
21	Undergrad	Other Countries	Female	Banking	Social Science
22	Secondary		Female	Banking	Humanities
23	Secondary	Bahamas	Female	Government	Humanities
24	Secondary		Male	Banking	Humanities
25	Undergrad	Other Country	Male	Banking	Technology
26	Undergrad	Other Countries	Female	Government	Business
27	Postgrad	Other Countries	Female	Government	Natural Science
28	Undergrad	Bahamas	Female	Banking	Business
29	Undergrad		Female	Government	Education
30	Undergrad		Female	Government	Business
31	Undergrad	Bahamas	Male	Government	Humanities
32	Undergrad	Bahamas	Female	Government	Humanities
33	Undergrad	Bahamas	Female	Government	Humanities
34	Secondary	Other Country	Male	Government	Business
35	Postgrad	Other Countries	Male	Government	Technology
36	Undergrad	Bahamas	Female	Government	Business
37	Undergrad	Other Country	Female	Government	Business
38	Postgrad	Other Country	Female	Government	Nursing and Hlth
39	Secondary	Other Countries	Male	Government	Business
40	Undergrad	Bahamas	Female	Banking	Business
41	Postgrad	Other Countries	Female	Government	Business
Total	N	41	37	41	41

a. Limited to first 100 cases.

Survey Participants Response: Faculty and Administrators

Frequency Table

Higher Education Studies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	22	40.7	57.9	57.9
	Combination	16	29.6	42.1	100.0
	Total	38	70.4	100.0	
Missing	System	16	29.6		
Total		54	100.0		

Years in H. Ed.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 - 3 yrs	10	18.5	30.3	30.3
	4 - 9 yrs	5	9.3	15.2	45.5
	10+ yrs	18	33.3	54.5	100.0
	Total	33	61.1	100.0	
Missing	System	21	38.9		
Total		54	100.0		

Location of H. Ed. Work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bahamas	28	51.9	93.3	93.3
	Caribbean	2	3.7	6.7	100.0
	Total	30	55.6	100.0	
Missing	System	24	44.4		
Total		54	100.0		

Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	M	9	16.7	23.7	23.7
	F	29	53.7	76.3	100.0
	Total	38	70.4	100.0	
Missing	System	16	29.6		
Total		54	100.0		

Survey Participants Response: Faculty and Administrators**Nationality**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bahamian	26	48.1	74.3	74.3
	NonBahamian	9	16.7	25.7	100.0
	Total	35	64.8	100.0	
Missing	System	19	35.2		
Total		54	100.0		

Work Area

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Faculty	9	16.7	25.0	25.0
	Admin.	2	3.7	5.6	30.6
	Support Staff	1	1.9	2.8	33.3
	Natural Sci.	3	5.6	8.3	41.7
	Humanities	12	22.2	33.3	75.0
	Social Sci.	1	1.9	2.8	77.8
	Technology	1	1.9	2.8	80.6
	Business	1	1.9	2.8	83.3
	Teacher Ed.	3	5.6	8.3	91.7
	Other	3	5.6	8.3	100.0
	Total	36	66.7	100.0	
Missing	System	18	33.3		
Total		54	100.0		

Most Academic Linkages

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	American	29	53.7	93.5	93.5
	Caribbean	2	3.7	6.5	100.0
	Total	31	57.4	100.0	
Missing	System	23	42.6		
Total		54	100.0		

Survey Participants Response: Faculty and Administrators

Second Most Academic Linkages

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	British	5	9.3	17.9	17.9
	American	3	5.6	10.7	28.6
	Canadian	12	22.2	42.9	71.4
	Caribbean	7	13.0	25.0	96.4
	European	1	1.9	3.6	100.0
	Total	28	51.9	100.0	
Missing	System	26	48.1		
Total		54	100.0		

Third Most Academic Linkages

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	British	6	11.1	25.0	25.0
	Canadian	11	20.4	45.8	70.8
	Caribbean	6	11.1	25.0	95.8
	European	1	1.9	4.2	100.0
	Total	24	44.4	100.0	
Missing	System	30	55.6		
Total		54	100.0		

Most Worthwhile Linkages

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	British	1	1.9	5.0	5.0
	American	14	25.9	70.0	75.0
	Caribbean	1	1.9	5.0	80.0
	All	4	7.4	20.0	100.0
	Total	20	37.0	100.0	
Missing	System	34	63.0		
Total		54	100.0		

Survey Participants Response: Faculty and Administrators**Need /Challenge Facing Bahamian Higher Ed.: #1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fiscal constraints	18	33.3	54.5	54.5
	Government policies	2	3.7	6.1	60.6
	Equipment	1	1.9	3.0	63.6
	Library services	4	7.4	12.1	75.8
	Research and scholarship	3	5.6	9.1	84.8
	Faculty development	1	1.9	3.0	87.9
	Facilities	1	1.9	3.0	90.9
	Government intervention	3	5.6	9.1	100.0
	Total	33	61.1	100.0	
Missing	System	21	38.9		
Total		54	100.0		

Need/Challenge Facing Bahamian Higher Ed.: #2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fiscal constraints	2	3.7	6.1	6.1
	Government policies	2	3.7	6.1	12.1
	Library services	6	11.1	18.2	30.3
	Research and scholarship	4	7.4	12.1	42.4
	Faculty development	5	9.3	15.2	57.6
	Facilities	12	22.2	36.4	93.9
	Government intervention	2	3.7	6.1	100.0
	Total	33	61.1	100.0	
Missing	System	21	38.9		
Total		54	100.0		

Survey Participants Response: Faculty and Administrators**Need/ Challenge Facing Bahamian Higher Ed.:3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fiscal constraints	2	3.7	6.3	6.3
	Equipment	2	3.7	6.3	12.5
	Library services	2	3.7	6.3	18.8
	Research and scholarship	1	1.9	3.1	21.9
	Faculty development	8	14.8	25.0	46.9
	Facilities	10	18.5	31.3	78.1
	Off-shore competition	2	3.7	6.3	84.4
	Bus. and corporate influences	3	5.6	9.4	93.8
	Government intervention	2	3.7	6.3	100.0
	Total	32	59.3	100.0	
Missing	System	22	40.7		
Total		54	100.0		

Fostering IAR: Reason #1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Provide programs that can't be offered in Bahamas	13	24.1	41.9	41.9
	Access resources	4	7.4	12.9	54.8
	Knowledge has no boundaries	9	16.7	29.0	83.9
	Ensure program/curriculum address international issues	1	1.9	3.2	87.1
	Provide programs of international acclaim	3	5.6	9.7	96.8
	I see no reason for fostering IAR	1	1.9	3.2	100.0
	Total	31	57.4	100.0	
Missing	System	23	42.6		
Total		54	100.0		

Survey Participants Response: Faculty and Administrators**Fostering IAR: Reason #2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Provide programs that can't be offered in Bahamas	3	5.6	9.7	9.7
	Access resources	12	22.2	38.7	48.4
	Ensure program/curriculum address international issues	6	11.1	19.4	67.7
	Provide programs of international acclaim	8	14.8	25.8	93.5
	Other	2	3.7	6.5	100.0
	Total	31	57.4	100.0	
Missing	System	23	42.6		
Total		54	100.0		

Fostering IAR: Reason #3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Provide programs that can't be offered in Bahamas	10	18.5	31.3	31.3
	Access resources	6	11.1	18.8	50.0
	Knowledge has no boundaries	6	11.1	18.8	68.8
	Ensure program/curriculum address international issues	4	7.4	12.5	81.3
	Provide programs of international acclaim	6	11.1	18.8	100.0
	Total	32	59.3	100.0	
Missing	System	22	40.7		
Total		54	100.0		

Survey Participants Response: Faculty and Administrators

Advantages of IAR #1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quality of academic institutions	11	20.4	32.4	32.4
	Quality of program offerings	15	27.8	44.1	76.5
	Quality of Faculty	4	7.4	11.8	88.2
	Relevance to Bahamian realities	3	5.6	8.8	97.1
	Adaptation to Bahamian needs & customs	1	1.9	2.9	100.0
	Total	34	63.0	100.0	
Missing	System	20	37.0		
Total		54	100.0		

Advantages of IAR #2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quality of academic institutions	4	7.4	12.5	12.5
	Quality of program offerings	11	20.4	34.4	46.9
	Quality of Faculty	7	13.0	21.9	68.8
	Relevance to Bahamian realities	4	7.4	12.5	81.3
	Adaptation to Bahamian needs & customs	1	1.9	3.1	84.4
	Adaptation to Regional needs & customs	2	3.7	6.3	90.6
	Utilization of local resources	2	3.7	6.3	96.9
	Utilization of regional resources	1	1.9	3.1	100.0
	Total	32	59.3	100.0	
Missing	System	22	40.7		
Total		54	100.0		

Survey Participants Response: Faculty and Administrators

Advantages of IAR #3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quality of academic institutions	8	14.8	25.8	25.8
	Quality of program offerings	2	3.7	6.5	32.3
	Quality of Faculty	6	11.1	19.4	51.6
	Relevance to Bahamian realities	2	3.7	6.5	58.1
	Adaptation to Bahamian needs & customs	5	9.3	16.1	74.2
	Adaptation to Regional needs & customs	3	5.6	9.7	83.9
	Utilization of regional resources	3	5.6	9.7	93.5
	Distance from country of origin	1	1.9	3.2	96.8
	Other	1	1.9	3.2	100.0
	Total	31	57.4	100.0	
Missing	System	23	42.6		
Total		54	100.0		

Disadvantages of IAR #1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quality of program offerings	1	1.9	3.2	3.2
	Quality of Faculty	1	1.9	3.2	6.5
	Relevance to Bahamian realities	15	27.8	48.4	54.8
	Adaptation to Bahamian needs & customs	6	11.1	19.4	74.2
	Utilization of local resources	2	3.7	6.5	80.6
	Distance from country of origin	5	9.3	16.1	96.8
	Other	1	1.9	3.2	100.0
	Total	31	57.4	100.0	
Missing	System	23	42.6		
Total		54	100.0		

Survey Participants Response: Faculty and Administrators

Disadvantages of IAR #3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quality of program offerings	1	1.9	3.6	3.6
	Quality of Faculty	2	3.7	7.1	10.7
	Relevance to Bahamian realities	3	5.6	10.7	21.4
	Adaptation to Bahamian needs & customs	2	3.7	7.1	28.6
	Adaptation to Regional needs & customs	5	9.3	17.9	46.4
	Utilization of local resources	5	9.3	17.9	64.3
	Distance from country of origin	9	16.7	32.1	96.4
	Other	1	1.9	3.6	100.0
	Total	28	51.9	100.0	
Missing	System	26	48.1		
Total		54	100.0		

Unique/Combined Approaches

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unique approach	15	27.8	78.9	78.9
	Single approach	2	3.7	10.5	89.5
	Combined approaches	2	3.7	10.5	100.0
	Total	19	35.2	100.0	
Missing	System	35	64.8		
Total		54	100.0		

Survey Participants Response: Faculty and Administrators**Disadvantages of IAR #2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quality of academic institutions	2	3.7	6.9	6.9
	Quality of program offerings	1	1.9	3.4	10.3
	Quality of Faculty	1	1.9	3.4	13.8
	Relevance to Bahamian realities	4	7.4	13.8	27.6
	Adaptation to Bahamian needs & customs	7	13.0	24.1	51.7
	Adaptation to Regional needs & customs	6	11.1	20.7	72.4
	Utilization of local resources	4	7.4	13.8	86.2
	Utilization of regional resources	1	1.9	3.4	89.7
	Distance from country of origin	3	5.6	10.3	100.0
	Total	29	53.7	100.0	
Missing	System	25	46.3		
Total		54	100.0		

Survey Participants Response: Students**Educational level**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Secondary	20	34.5	39.2	39.2
	Associates	25	43.1	49.0	88.2
	Bachelors	4	6.9	7.8	96.1
	Masters	1	1.7	2.0	98.0
	Diploma	1	1.7	2.0	100.0
	Total	51	87.9	100.0	
Missing	System	7	12.1		
Total		58	100.0		

Location of Hed Studies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bahamas	48	82.8	96.0	96.0
	U.S.	2	3.4	4.0	100.0
	Total	50	86.2	100.0	
Missing	System	8	13.8		
Total		58	100.0		

Number of years in H.Ed.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	16	27.6	37.2	37.2
	2.00	11	19.0	25.6	62.8
	3.00	7	12.1	16.3	79.1
	4.00	7	12.1	16.3	95.3
	5.00	2	3.4	4.7	100.0
	Total	43	74.1	100.0	
Missing	System	15	25.9		
Total		58	100.0		

Survey Participants Response: Students**Major Area of Study**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Natural Sci	7	12.1	14.0	14.0
	Humanities	8	13.8	16.0	30.0
	Social Sci	3	5.2	6.0	36.0
	Technology	4	6.9	8.0	44.0
	Business	6	10.3	12.0	56.0
	Nursing/Hlth	2	3.4	4.0	60.0
	Teacher Ed	18	31.0	36.0	96.0
	Banking	1	1.7	2.0	98.0
	Other	1	1.7	2.0	100.0
	Total	50	86.2	100.0	
Missing	System	8	13.8		
Total		58	100.0		

Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	10	17.2	19.6	19.6
	Female	41	70.7	80.4	100.0
	Total	51	87.9	100.0	
Missing	System	7	12.1		
Total		58	100.0		

Present employment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Employed	16	27.6	29.6	29.6
	Not Employed	38	65.5	70.4	100.0
	Total	54	93.1	100.0	
Missing	System	4	6.9		
Total		58	100.0		

Survey Participants Response: Students**Academic Linkage #1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	United Kingdom	1	1.7	4.5	4.5
	United States	17	29.3	77.3	81.8
	Caribbean	3	5.2	13.6	95.5
	Europe	1	1.7	4.5	100.0
	Total	22	37.9	100.0	
Missing	System	36	62.1		
Total		58	100.0		

Academic Linkage #2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	United Kingdom	3	5.2	18.8	18.8
	United States	4	6.9	25.0	43.8
	Canada	5	8.6	31.3	75.0
	Caribbean	4	6.9	25.0	100.0
	Total	16	27.6	100.0	
Missing	System	42	72.4		
Total		58	100.0		

Academic Linkage #3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	United Kingdom	2	3.4	20.0	20.0
	United States	1	1.7	10.0	30.0
	Canada	4	6.9	40.0	70.0
	Caribbean	3	5.2	30.0	100.0
	Total	10	17.2	100.0	
Missing	System	48	82.8		
Total		58	100.0		

Survey Participants Response: Students**Need/Challeng Facing Bahamian Higher Ed.: #1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fiscal constraints	3	5.2	7.1	7.1
	Government policies	6	10.3	14.3	21.4
	Equipment	7	12.1	16.7	38.1
	Library services	8	13.8	19.0	57.1
	Research and scholarship	6	10.3	14.3	71.4
	Faculty development	2	3.4	4.8	76.2
	Facilities	6	10.3	14.3	90.5
	Off-shore competition	4	6.9	9.5	100.0
	Total	42	72.4	100.0	
Missing	System	16	27.6		
Total		58	100.0		

Need or Challenge Facing Bahamian Higher Ed.: #2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fiscal constraints	4	6.9	9.3	9.3
	Government policies	1	1.7	2.3	11.6
	Equipment	12	20.7	27.9	39.5
	Library services	3	5.2	7.0	46.5
	Research and scholarship	7	12.1	16.3	62.8
	Faculty development	6	10.3	14.0	76.7
	Facilities	8	13.8	18.6	95.3
	Off-shore competition	1	1.7	2.3	97.7
	Bus. and corporate influences	1	1.7	2.3	100.0
	Total	43	74.1	100.0	
Missing	System	15	25.9		
Total		58	100.0		

Survey Participants Response: Students**Need /Challenge Facing Bahamian Higher Ed. : #3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fiscal constraints	2	3.4	4.7	4.7
	Government policies	2	3.4	4.7	9.3
	Equipment	6	10.3	14.0	23.3
	Library services	3	5.2	7.0	30.2
	Research and scholarship	7	12.1	16.3	46.5
	Faculty development	4	6.9	9.3	55.8
	Facilities	11	19.0	25.6	81.4
	Off-shore competition	3	5.2	7.0	88.4
	Bus. and corporate influences	1	1.7	2.3	90.7
	Government intervention	4	6.9	9.3	100.0
	Total	43	74.1	100.0	
Missing	System	15	25.9		
Total		58	100.0		

Fostering IAR: Reason 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Provide programs not offered	22	37.9	51.2	51.2
	Access resources	5	8.6	11.6	62.8
	Knowledge has no boundaries	6	10.3	14.0	76.7
	Ensure international program and curriculum	2	3.4	4.7	81.4
	Provide programs of international acclaim	8	13.8	18.6	100.0
	Total	43	74.1	100.0	
Missing	System	15	25.9		
Total		58	100.0		

Survey Participants Response: Students**Fostering IAR: Reason 2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Provide programs not offered	3	5.2	7.1	7.1
	Access resources	16	27.6	38.1	45.2
	Knowledge has no boundaries	5	8.6	11.9	57.1
	Ensure international program and curriculum	8	13.8	19.0	76.2
	Provide programs of international acclaim	10	17.2	23.8	100.0
	Total	42	72.4	100.0	
Missing	System	16	27.6		
Total		58	100.0		

Fostering IAR: Reason 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Provide programs not offered	9	15.5	21.4	21.4
	Access resources	9	15.5	21.4	42.9
	Knowledge has no boundaries	5	8.6	11.9	54.8
	Ensure international program and curriculum	8	13.8	19.0	73.8
	Provide programs of international acclaim	11	19.0	26.2	100.0
	Total	42	72.4	100.0	
Missing	System	16	27.6		
Total		58	100.0		

Survey Participants Response: Students**Advantages of IAR #1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quality of academic institutions	18	31.0	41.9	41.9
	Quality of program offerings	12	20.7	27.9	69.8
	Quality of Faculty	2	3.4	4.7	74.4
	Relevance to Bahamian realities	4	6.9	9.3	83.7
	Adaptation to Bahamian needs & customs	1	1.7	2.3	86.0
	Adaptation to Regional needs & customs	1	1.7	2.3	88.4
	Utilization of local resources	1	1.7	2.3	90.7
	Utilization of regional resources	4	6.9	9.3	100.0
	Total	43	74.1	100.0	
Missing	System	15	25.9		
Total		58	100.0		

Advantages of IAR #2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quality of academic institutions	9	15.5	21.4	21.4
	Quality of program offerings	17	29.3	40.5	61.9
	Quality of Faculty	6	10.3	14.3	76.2
	Relevance to Bahamian realities	1	1.7	2.4	78.6
	Adaptation to Bahamian needs & customs	3	5.2	7.1	85.7
	Utilization of local resources	3	5.2	7.1	92.9
	Utilization of regional resources	2	3.4	4.8	97.6
	Distance from country of origin	1	1.7	2.4	100.0
	Total	42	72.4	100.0	
Missing	System	16	27.6		
Total		58	100.0		

Survey Participants Response: Students**Advantages of IAR #3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quality of academic institutions	6	10.3	14.3	14.3
	Quality of program offerings	6	10.3	14.3	28.6
	Quality of Faculty	13	22.4	31.0	59.5
	Relevance to Bahamian realities	2	3.4	4.8	64.3
	Adaptation to Bahamian needs & customs	4	6.9	9.5	73.8
	Adaptation to Regional needs & customs	5	8.6	11.9	85.7
	Utilization of local resources	2	3.4	4.8	90.5
	Utilization of regional resources	4	6.9	9.5	100.0
	Total	42	72.4	100.0	
Missing	System	16	27.6		
Total		58	100.0		

Disadvantages of IAR #1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quality of academic institutions	4	6.9	10.0	10.0
	Quality of program offerings	2	3.4	5.0	15.0
	Quality of Faculty	1	1.7	2.5	17.5
	Relevance to Bahamian realities	13	22.4	32.5	50.0
	Adaptation to Bahamian needs & customs	6	10.3	15.0	65.0
	Adaptation to Regional needs & customs	2	3.4	5.0	70.0
	Utilization of regional resources	1	1.7	2.5	72.5
	Distance from country of origin	11	19.0	27.5	100.0
	Total	40	69.0	100.0	
Missing	System	18	31.0		
Total		58	100.0		

Survey Participants Response: Students**Disadvantages of IAR #2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quality of program offerings	2	3.4	5.1	5.1
	Quality of Faculty	3	5.2	7.7	12.8
	Relevance to Bahamian realities	2	3.4	5.1	17.9
	Adaptation to Bahamian needs & customs	12	20.7	30.8	48.7
	Adaptation to Regional needs & customs	6	10.3	15.4	64.1
	Utilization of local resources	4	6.9	10.3	74.4
	Utilization of regional resources	6	10.3	15.4	89.7
	Distance from country of origin	4	6.9	10.3	100.0
	Total	39	67.2	100.0	
Missing	System	19	32.8		
Total		58	100.0		

Disadvantages of IAR #3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quality of academic institutions	1	1.7	2.7	2.7
	Quality of program offerings	1	1.7	2.7	5.4
	Quality of Faculty	2	3.4	5.4	10.8
	Relevance to Bahamian realities	6	10.3	16.2	27.0
	Adaptation to Bahamian needs & customs	4	6.9	10.8	37.8
	Adaptation to Regional needs & customs	6	10.3	16.2	54.1
	Utilization of local resources	9	15.5	24.3	78.4
	Utilization of regional resources	3	5.2	8.1	86.5
	Distance from country of origin	5	8.6	13.5	100.0
	Total	37	63.8	100.0	
Missing	System	21	36.2		
Total		58	100.0		

Survey Participants Response: Students**Unique/Combined Approaches**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unique approach	7	12.1	15.9	15.9
	Single approach	21	36.2	47.7	63.6
	Combined approaches	16	27.6	36.4	100.0
	Total	44	75.9	100.0	
Missing	System	14	24.1		
Total		58	100.0		

Survey Participants Response: Local Community**Educational level Completed**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Secondary	8	14.8	19.5	19.5
	Undergrad	28	51.9	68.3	87.8
	Postgrad	5	9.3	12.2	100.0
	Total	41	75.9	100.0	
Missing	System	13	24.1		
Total		54	100.0		

Location of H. Ed.Studies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bahamas	19	35.2	51.4	51.4
	Other Country	8	14.8	21.6	73.0
	Other Countries	10	18.5	27.0	100.0
	Total	37	68.5	100.0	
Missing	System	17	31.5		
Total		54	100.0		

Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	15	27.8	36.6	36.6
	Female	26	48.1	63.4	100.0
	Total	41	75.9	100.0	
Missing	System	13	24.1		
Total		54	100.0		

Present Employment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Government	20	37.0	48.8	48.8
	Banking	21	38.9	51.2	100.0
	Total	41	75.9	100.0	
Missing	System	13	24.1		
Total		54	100.0		

Survey Participants Response: Local Community**Major Areas of Study**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Natural Science	1	1.9	2.4	2.4
	Humanities	6	11.1	14.6	17.1
	Social Science	2	3.7	4.9	22.0
	Technology	5	9.3	12.2	34.1
	Business	16	29.6	39.0	73.2
	Nursing and Hlth	2	3.7	4.9	78.0
	Education	2	3.7	4.9	82.9
	Banking	3	5.6	7.3	90.2
	Other	4	7.4	9.8	100.0
	Total	41	75.9	100.0	
Missing	System	13	24.1		
Total		54	100.0		

Need/Challenge Facing Bahamian Higher Ed.: #1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fiscal constraints	11	20.4	33.3	33.3
	Government policies	6	11.1	18.2	51.5
	Equipment	4	7.4	12.1	63.6
	Library services	1	1.9	3.0	66.7
	Research and scholarship	4	7.4	12.1	78.8
	Faculty development	3	5.6	9.1	87.9
	Facilities	3	5.6	9.1	97.0
	Off-shore competition	1	1.9	3.0	100.0
	Total	33	61.1	100.0	
Missing	System	21	38.9		
Total		54	100.0		

Survey Participants Response: Local Community

Need/Challenge Facing Bahamian Higher Ed.: #2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fiscal constraints	2	3.7	6.1	6.1
	Government policies	2	3.7	6.1	12.1
	Equipment	1	1.9	3.0	15.2
	Library services	6	11.1	18.2	33.3
	Research and scholarship	4	7.4	12.1	45.5
	Faculty development	5	9.3	15.2	60.6
	Facilities	9	16.7	27.3	87.9
	Off-shore competition	2	3.7	6.1	93.9
	Bus. and corporate influences	1	1.9	3.0	97.0
	Government intervention	1	1.9	3.0	100.0
	Total	33	61.1	100.0	
Missing	System	21	38.9		
Total		54	100.0		

Third Most Important Need or Challenge Facing Bahamian Higher Ed.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Fiscal constraints	5	9.3	15.2	15.2
	Government policies	4	7.4	12.1	27.3
	Equipment	3	5.6	9.1	36.4
	Library services	2	3.7	6.1	42.4
	Research and scholarship	6	11.1	18.2	60.6
	Faculty development	3	5.6	9.1	69.7
	Facilities	3	5.6	9.1	78.8
	Off-shore competition	4	7.4	12.1	90.9
	Bus. and corporate influences	1	1.9	3.0	93.9
	Government intervention	2	3.7	6.1	100.0
	Total	33	61.1	100.0	
Missing	System	21	38.9		
Total		54	100.0		

Most Academic Linkages

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	British	4	7.4	13.8	13.8
	American	19	35.2	65.5	79.3
	Canadian	2	3.7	6.9	86.2
	Caribbean	4	7.4	13.8	100.0
	Total	29	53.7	100.0	
Missing	System	25	46.3		
Total		54	100.0		

Survey Participants Response: Local Community

Second Most Academic Linkages

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	British	10	18.5	45.5	45.5
	American	5	9.3	22.7	68.2
	Canadian	4	7.4	18.2	86.4
	Caribbean	1	1.9	4.5	90.9
	European	1	1.9	4.5	95.5
	South America	1	1.9	4.5	100.0
	Total	22	40.7	100.0	
Missing	System	32	59.3		
Total		54	100.0		

Third Most Academic Linkages

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	British	5	9.3	26.3	26.3
	Canadian	3	5.6	15.8	42.1
	Caribbean	8	14.8	42.1	84.2
	European	1	1.9	5.3	89.5
	Japanese	1	1.9	5.3	94.7
	Australia	1	1.9	5.3	100.0
	Total	19	35.2	100.0	
Missing	System	35	64.8		
Total		54	100.0		

First Reason for Fostering IAR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Maintain linkages with foreign countries	3	5.6	9.4	9.4
	Provide programs that can't be offered in Bahamas	20	37.0	62.5	71.9
	Access resources	3	5.6	9.4	81.3
	Provide programs of international acclaim	6	11.1	18.8	100.0
	Total	32	59.3	100.0	
Missing	System	22	40.7		
Total		54	100.0		

Survey Participants Response: Local Community**Second Reason for Fostering IAR**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Maintain linkages with foreign countries	2	3.7	6.3	6.3
	Provide programs that can't be offered in Bahamas	6	11.1	18.8	25.0
	Access resources	15	27.8	46.9	71.9
	Ensure program/curriculum address international issues	2	3.7	6.3	78.1
	Provide programs of international acclaim	6	11.1	18.8	96.9
	Other	1	1.9	3.1	100.0
	Total	32	59.3	100.0	
Missing	System	22	40.7		
Total		54	100.0		

Third Reason for Fostering IAR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Maintain linkages with foreign countries	5	9.3	15.6	15.6
	Provide programs that can't be offered in Bahamas	3	5.6	9.4	25.0
	Access resources	6	11.1	18.8	43.8
	Higher ed. should be international	6	11.1	18.8	62.5
	Ensure program/curriculum address international issues	5	9.3	15.6	78.1
	Provide programs of international acclaim	6	11.1	18.8	96.9
	9.00	1	1.9	3.1	100.0
	Total	32	59.3	100.0	
Missing	System	22	40.7		
Total		54	100.0		

Survey Participants Response: Local Community**Advantages of IAR #1**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quality of academic institutions	14	25.9	42.4	42.4
	Quality of program offerings	10	18.5	30.3	72.7
	Quality of Faculty	4	7.4	12.1	84.8
	Relevance to Bahamian realities	2	3.7	6.1	90.9
	Adaptation to Bahamian needs & customs	2	3.7	6.1	97.0
	Adaptation to Regional needs & customs	1	1.9	3.0	100.0
	Total	33	61.1	100.0	
Missing	System	21	38.9		
Total		54	100.0		

Advantage of IAR #2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quality of academic institutions	5	9.3	15.6	15.6
	Quality of program offerings	10	18.5	31.3	46.9
	Quality of Faculty	6	11.1	18.8	65.6
	Relevance to Bahamian realities	8	14.8	25.0	90.6
	Adaptation to Bahamian needs & customs	2	3.7	6.3	96.9
	Utilization of local resources	1	1.9	3.1	100.0
	Total	32	59.3	100.0	
Missing	System	22	40.7		
Total		54	100.0		

Survey Participants Response: Local Community**Advantage of IAR #3**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quality of academic institutions	6	11.1	18.8	18.8
	Quality of program offerings	4	7.4	12.5	31.3
	Quality of Faculty	7	13.0	21.9	53.1
	Relevance to Bahamian realities	4	7.4	12.5	65.6
	Adaptation to Bahamian needs & customs	5	9.3	15.6	81.3
	Adaptation to Regional needs & customs	2	3.7	6.3	87.5
	Utilization of local resources	1	1.9	3.1	90.6
	Utilization of regional resources	1	1.9	3.1	93.8
	Distance from country of origin	2	3.7	6.3	100.0
	Total	32	59.3	100.0	
Missing	System	22	40.7		
Total		54	100.0		

Disadvantages of IAR #1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quality of academic institutions	1	1.9	3.2	3.2
	Quality of program offerings	2	3.7	6.5	9.7
	Quality of Faculty	2	3.7	6.5	16.1
	Relevance to Bahamian realities	13	24.1	41.9	58.1
	Adaptation to Bahamian needs & customs	3	5.6	9.7	67.7
	Adaptation to Regional needs & customs	1	1.9	3.2	71.0
	Utilization of regional resources	1	1.9	3.2	74.2
	Distance from country of origin	8	14.8	25.8	100.0
	Total	31	57.4	100.0	
Missing	System	23	42.6		
Total		54	100.0		

Survey Participants Response: Local Community**Disadvantages of IAR #2**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quality of program offerings	1	1.9	3.2	3.2
	Quality of Faculty	1	1.9	3.2	6.5
	Relevance to Bahamian realities	4	7.4	12.9	19.4
	Adaptation to Bahamian needs & customs	8	14.8	25.8	45.2
	Adaptation to Regional needs & customs	7	13.0	22.6	67.7
	Utilization of local resources	4	7.4	12.9	80.6
	Utilization of regional resources	1	1.9	3.2	83.9
	Distance from country of origin	5	9.3	16.1	100.0
	Total	31	57.4	100.0	
Missing	System	23	42.6		
Total		54	100.0		

Disadvantages of IAR #3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quality of academic institutions	1	1.9	3.3	3.3
	Quality of program offerings	3	5.6	10.0	13.3
	Quality of Faculty	3	5.6	10.0	23.3
	Relevance to Bahamian realities	3	5.6	10.0	33.3
	Adaptation to Bahamian needs & customs	2	3.7	6.7	40.0
	Adaptation to Regional needs & customs	4	7.4	13.3	53.3
	Utilization of local resources	5	9.3	16.7	70.0
	Utilization of regional resources	5	9.3	16.7	86.7
	Distance from country of origin	4	7.4	13.3	100.0
	Total	30	55.6	100.0	
Missing	System	24	44.4		
Total		54	100.0		

Survey Participants Response: Local Community**Unique/Combined Approaches**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unique approach	3	5.6	8.3	8.3
	Single approach	15	27.8	41.7	50.0
	Combined approaches	18	33.3	50.0	100.0
	Total	36	66.7	100.0	
Missing	System	18	33.3		
Total		54	100.0		

APPENDIX C
INTERVIEW PARTICIPANTS AND PERSPECTIVES GRID

Interview Participants and Perspectives Grid

Table E - 1 Interview Participants and Perspectives Grid

PRIMARY CODES				SECONDARY CODES					INTERVIEWEE NUMBER
1	2	3	4	5	6	7	8	9	
		1.3	1.4					1.9	1
	2.2			2.5					2
3.1		3.3			3.6	3.7	3.8	3.9	3
		4.3			4.6	4.7	4.8	4.9	4
5.1	5.2		5.4						5
		6.3		6.5			6.8		6
7.1					7.6				7
	8.2			8.5					8
9.1		9.3			9.6		9.8	9.9	9
		10.3			10.6	10.7			10
	11.2	11.3	11.4			11.7		11.9	11
		12.3					12.8	12.9	12
		13.3					13.8	13.9	13
14.1		14.3	14.3	14.5				14.9	14
15.1		15.3	15.4		15.6	15.7		15.9	15
		16.3		16.5	16.6	16.7	16.8	16.9	16
		17.3				17.7		17.9	17
18.1					18.6				18
		19.3		19.5			19.8		19
	20.2		20.4						20
21.1					21.6	21.6			21
8	5	14	6	6	9	8	7	11	<- Total

Interviewee Numbers = 1 - 21

Primary codes:

1 = Current Student, or Graduate of a Selected Initiative 2 = Faculty/lecturer 3 = Administrator

Secondary code:

4 = Banking Program (BBAB) 5 = Benedictine Univ. College (BBUC) 6 = Foreign Study - Canada
7 = Foreign Study - General 8 = Off-shore Universities 9 = Administration - General

Total Perspectives in Each Category

Except for a few cases, interviewees were selected because of their involvement/ relevance to several objectives of the research. The combined totals of perspectives (n=72) on the various areas exceeded the total number of interviews conducted (n = 21), as follows:

- 8 persons were interviewed for their perspectives as students or graduates of a selected initiative.
- 5 as faculty currently teaching in a one of the programs of a selected initiative.
- 14 as administrators.
- 6 re: BBAB program.
- 6 re: BBUC program.
- 9 re: Foreign Study - Canada.
- 8 re: Foreign Study - General.
- 7 re: Off-shore Universities.
- 11 re: Higher Ed. Administration - General.