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Internationalisation – institutional level action and responsibilities

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Institutional *and* ***national strategies*** *for internationalisation are* ***interdependent*** *and should be* ***mutually-supportive*** *–*

a clear link between the two is ***essential***

Internationalisation is a hybrid of bottom-up and top-down approaches

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Outline

1. Global trends in internationalisation strategies
2. The process of developing or enhancing an institutional strategy for internationalisation
3. Implementation – international activities and dimensions
4. Discussion – University of Montenegro: similar realities?

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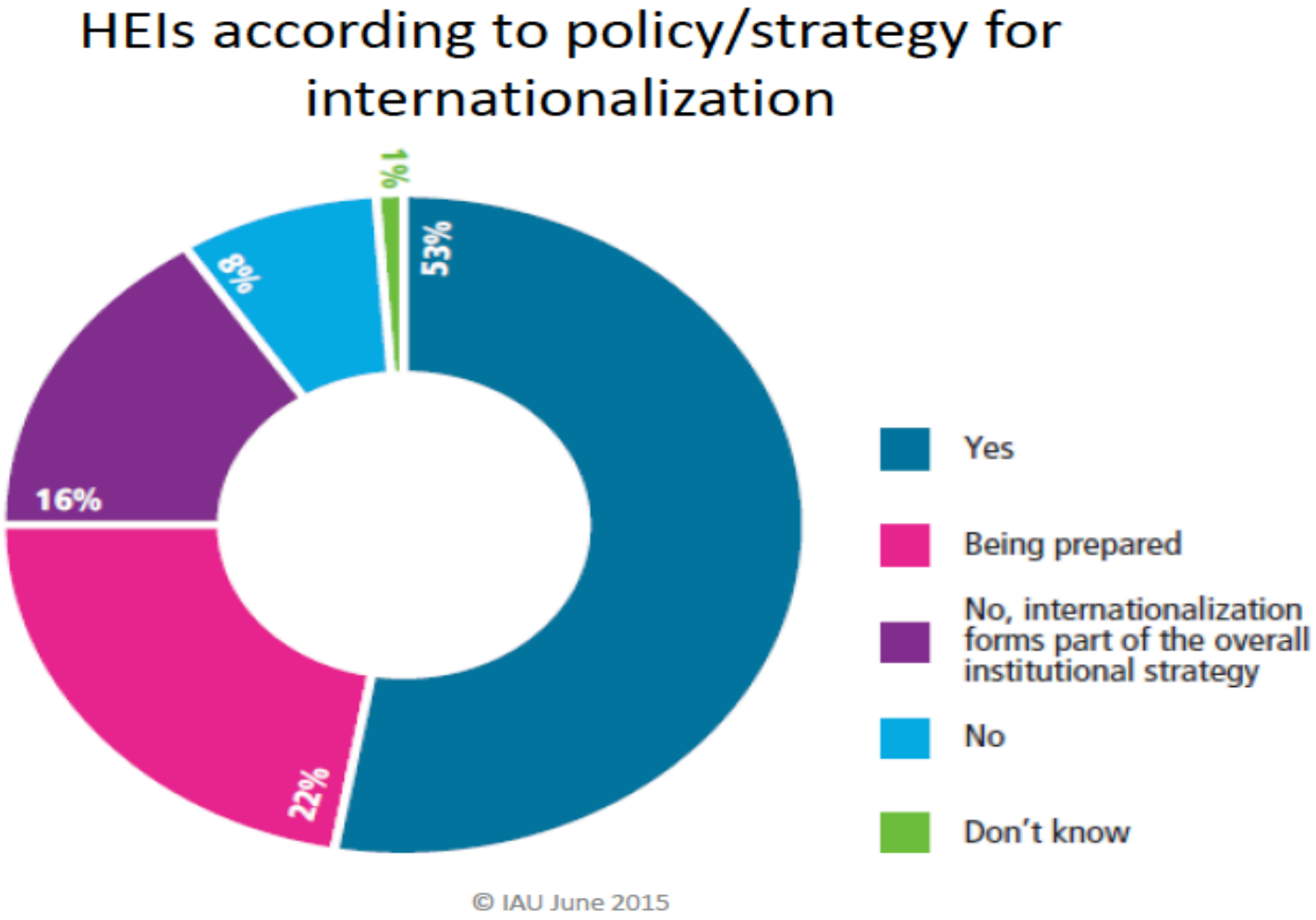
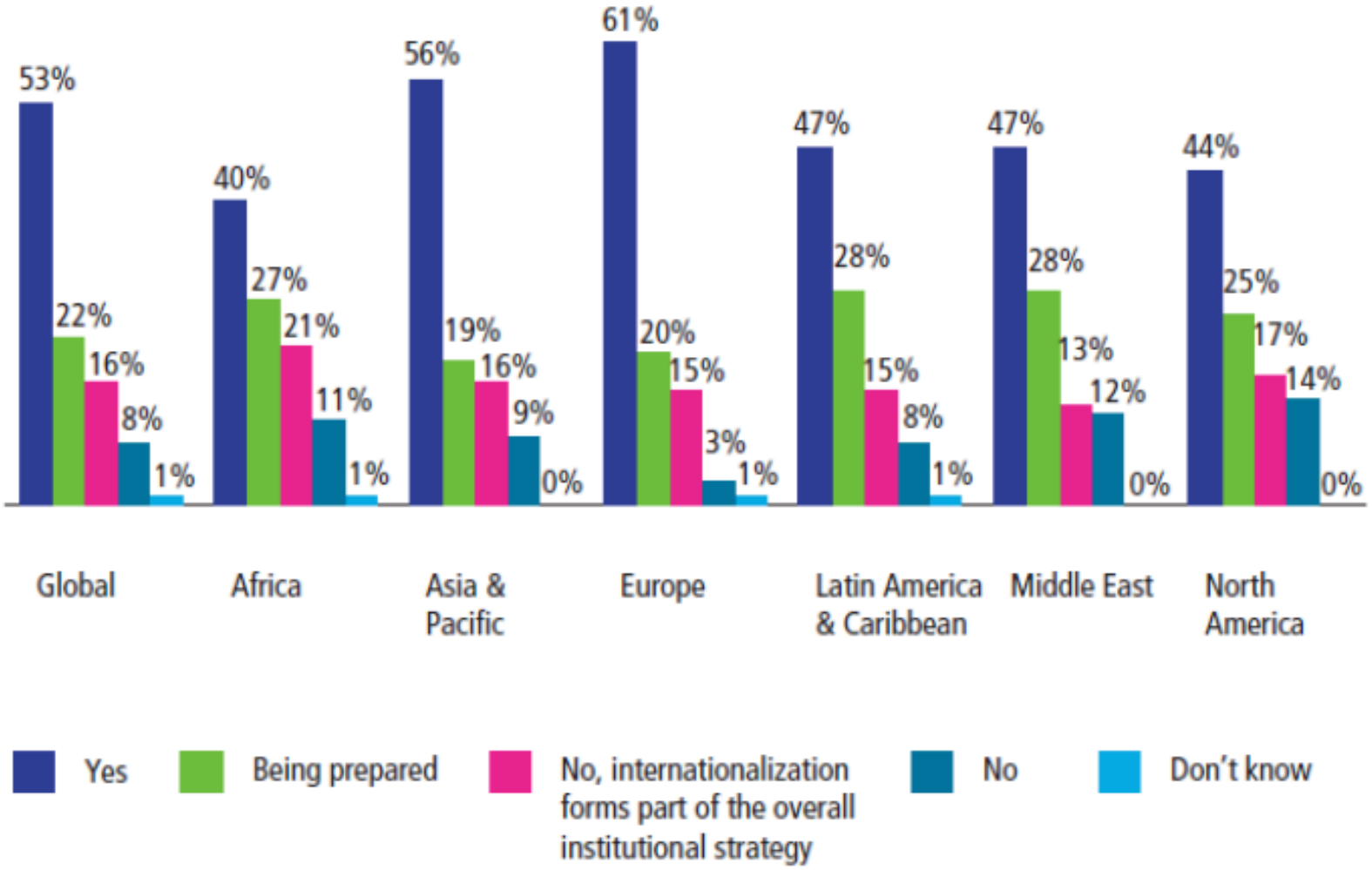
1. Global trends in internationalisation strategies



Source: 4th IAU Global Survey 2015

1. Global trends in internationalisation strategies



Source: 4th IAU Global Survey 2015

Top three ranked priority internationalization activities

	Global	Africa	Asia & Pacific	Europe	Latin - America & Caribbean	Middle East	North America
Outgoing mobility opportunities for students	1			1	1		1
International research collaboration	2	1	1	2	2	1	
Outgoing mobility opportunities for faculty / staff	3	2	2		3	2	
Strengthening international / intercultural content of curriculum			3	3		2	3
Recruiting fee paying international undergraduates							2
Joint double / dual degrees							
Bi - or multilateral international student exchanges							
Marketing and promoting our institution internationally						3	
International development and capacity building projects		3					
Recruiting fee paying international post-graduate students							
Delivery of distance/online education, and/or e-learning courses /programmes designed for students in other countries							
All types of Off-shore provision							

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Source: 4th IAU Global Survey 2015

Top three ranked potential risks of internationalization for institutions

	Global	Africa	Asia & Pacific	Europe	Latin - America & Caribbean	Middle East	North America
Int. opportunities accessible only to students with financial resources	1	1	1	2	1	1	1
Difficulty regulating locally the quality of foreign programmes offered	2	3		1	2		
Excessive competition among HEIs	3		2	3			3
Over-emphasis on internationalization at the expense of other priorities			2			3	
Pursuit of internationalization partnerships / policies only for reasons of prestige			3		3		
Brain drain		2				2	
Too much focus on recruitment of fee paying international students							2
Overuse of English as a medium of instruction							
Homogenization of curriculum							
Reputational risk derived from our institution's offshore activity							
Other							

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Source: 4th IAU Global Survey 2015

Top three ranked potential societal risks of internationalization

	Global	Africa	Asia & Pacific	Europe	Latin - America & Caribbean	Middle East	North America
Commodification / commercialization of education	1	3	1	1	3		1
Unequal sharing of benefits of internationalization	2	1	2	2	1	3	3
Growing gaps among HEIs within country	3			3	2		
Increase in number of foreign low quality providers			3				
Brain drain						1	
Dominance of a 'western' epistemological approach		2					
Growing gaps in terms of development among countries and regions							
Over-dependence on international students							2
Loss of cultural identity						2	
Loss of linguistic diversity							

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Source: 4th IAU Global Survey 2015

2. The process

- Why talk about the **process?**

The process of designing the strategy can make or break the implementation:

internationalisation strategy as 'another piece of paper' (concept, rhetoric)

vs

strategy as a shared commitment and mission of the university community (action)

2. The process

A **strategic planning process** should go through the following phases:

1. analysis of the **internal and external context**;
2. development of **awareness of need, purpose and benefits of internationalisation** among the different stakeholders (leadership, staff, students, local community, industry, etc.);
3. establishment of **commitment by these stakeholders** to the strategy;
4. **planning of the strategy** by identifying **needs and resources, purpose and objectives and priorities**;
5. **operationalisation** of academic activities and organisational factors and implementation of both;
6. **review** of the strategy by assessment and enhancement of the quality and impact of the initiatives and progress of the strategy; and
7. reinforcement by developing **incentives**, **recognition** and **rewards** for those involved.

2. The process

A basic **strategic choice** between

Separate internationalisation strategy of the university

or

Internationalisation **integrated** into the overarching university strategy

2. The process

Possible **elements** of an **internationalisation strategy**

1. Foreword
2. Introduction
3. Strategic vision
4. Areas to be addressed
5. Goals, actions and objectives/targets
6. Existing ‘infrastructure’ – set-up, structures, decision-making processes
7. Roles and responsibilities
8. Resources and budget allocation
9. Monitoring and review
10. Key performance indicators (KPIs) and data collection process

2. The process

Prerequisites for successful **initiation and implementation** (adapted from John Hudzik, *Comprehensive Internationalisation*, 2011)

- Clear and consistent **leadership** from the top
- Clear **prioritisation** – comprehensive internationalisation is a gradual process (which disciplines, which actions, which stakeholders?)
- **Institution-wide commitment** (administrative staff are a key player – commitment from the 'cleaning lady' to the rector)
- Clear **assignment of responsibilities**
- **Constant monitoring** – creating an **'internationalisation narrative'**
- **Persistence and adaptability**

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3. Implementation – international activities and dimensions

- Internationalisation via the IRO or integrated internationalisation
- Joint study programmes
- Strategic partnerships
- Internationalisation of the curriculum via ‘mobility windows’
- Funding
- Internationalisation of staff (academic and administrative)
- Mobile students as agents for internationalisation at home

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3. Implementation – international activities and dimensions

Internationalisation via the IRO or ‘mainstreamed’ internationalisation

Source: TU Dortmund website

3. Implementation – international activities and dimensions

HISTORY AND ESSENTIALS OF UH EMBEDDING

- **International Office Disappears 2003**
  - ”By-product” of admin reform
  - Classic IRO essentials disseminated
- **Hiring additional experts**
  - English-taught programmes and joint degrees (2003)
  - Marketing and communications (2005 ->)
  - International Staff Services (2007 ->)
- EAIE Toolkit 2005
- EAIE Innovation Award 2013
- Chapter in ”Comprehensive Internationalization”, Hudzik, 2014

- **No International Office**
  - People with ”international” is various offices
  - International ”contamination”
- **No International Strategy**
  - Main strategy heavily ”international”
  - Embedded, not a chapter
- **No International Committee**
- Rector + 3 Vice-rectors, all with ”international” in their portfolios
  - One VR designated as having main responsibility

UNIVERSITY OF HELSINKI

Source: Markus Laitinen, Head of International Affairs, University of Helsinki

3. Implementation – international activities and dimensions

Joint study programmes

Basic traits

- Definition: *Programmes with an integrated curriculum coordinated and offered jointly by different higher education institutions and leading to double/multiple degrees or a joint degree* (adapted from European Approach for Quality Assurance of Joint Programmes, 2015) .
- Generally perceived as elite, high-quality programmes
- Policy priority in EHEA since early days, but lack of national support quite often (unconducive national legislation on accreditation)
- Joint degrees – extremely rare, given the legislative barriers

Most typical **challenges**

- **Quality assurance** – having to meet the accreditation criteria in all the countries of the HEIs offering the programme → extremely cumbersome
- **Quality enhancement/excellence** – how to achieve higher quality of the educational offer and of the cooperation?

3. Implementation – international activities and dimensions

Joint study programmes

How to overcome the challenges? – No ready-made recipes, an ongoing 'battle'

Quality assurance – towards a European approach for QA in joint programmes?
"European Approach for Quality Assurance of Joint Programmes" – adopted by the EHEA ministers in 2015

Quality enhancement/excellence – of the content and the cooperation
Some tips for good collaborations

- Coordinator is important driver, but commitment of all is needed
- Reasonable size of the consortium (the more, not necessarily the merrier)
- Formalisation and control mechanisms are essential (even between 'old-time friends')
- The key to international cooperation is internal coordination
- Diplomacy important, but not at all costs

3. Implementation – international activities and dimensions

Strategic partnerships

Some trends

- From collaboration in small networks (1970s/80s – JSP), to 'mass partnerships' (1990s – 2000s), and back to "strategic partnerships" (at present)
- Tendency of HEIs in Europe to reduce number of bilateral agreements and focus on a few, high-quality partnerships ("strategic")
- Often done in the framework of intentionally limited in size university networks – Coimbra Group, LERU, UNICA, etc. (the 'by invitation only' clubs)
- Funding at the EU level that supports this tactical approach to collaborations – KA2, Strategic partnerships

3. Implementation – international activities and dimensions

Strategic partnerships

One of the key challenges – *How to evaluate hundreds of existing partnerships and know which are underperforming and which are worthwhile to continue?*

Some possible solutions, in progress: eQuATIC project
(http://www.equatic.eu/)

- Guided by the question: *How can we monitor the quality of cooperation objectively?*
- Developed by Ghent University, in Belgium, in collaboration with most of the Flemish HEIs
- User-friendly web-based tool that will help HEIs to improve the quality of their cooperation with partner institutions – based on already available data in HEIs, and on indicator scores
- Should go live on 8 December 2016
- Want to know more? Contact Paul Leys (Paul@eQuATIC.eu)

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3. Implementation – international activities and dimensions

Strategic partnerships

Factors that seem to make partnerships sustainable and increase quality of the cooperation:

- Beyond the “one-man show” model – aiming for wider ownership within the HEI and for institutional impact
- Good balance between bottom-up initiatives and top-down support (vision)
- Meeting face-to-face and mutual trust
- Intercultural sensitivity and tolerance – realistic expectations
- Multi-layered partnerships: research & education
- Building the partnership gradually

…….

3. Implementation – international activities and dimensions

Internationalisation of the curriculum via 'mobility windows'

Mobility windows

- *"A mobility window is a period of time reserved for international student mobility that is **embedded** into the curriculum of a study programme."*
- 'Curricular embeddedness' =
  - The mobility period is an **explicit part of the home curriculum and study plan**
  - The home curriculum and study plan create **transparency about the possibility of recognising the stay abroad**.
- Beyond the 'standard ERASMUS mobility'
- Physical, international mobility

Source: Ferencz, I., Hauschildt, K. 1 Garam, I. (2013) Mobility Windows. From Concept to Practice: http://www.aca-secretariat.be/fileadmin/aca_docs/images/members/ACA_2013_Mobility_windows.pdf

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3. Implementation – international activities and dimensions

Internationalisation of the curriculum via 'mobility windows'

Mobility windows

- Mandatory vs optional
- Strictly prescribed vs loosely-prescribed
- Multiple partners vs bilateral cooperation
- One, double, multiple degrees
- For study, for internships, for research or a mix
- Of various durations

Increased support at national level – e.g. Mandatory for all new study programmes in Hungary

3. Implementation – international activities and dimensions

Funding

*"Like everyone, faculty need incentives. Funding is a **significant inducement** to internationalization, but it is **not a sufficiently powerful inducement on its own**, particularly for sustainability."*

*"If **Comprehensive Internationalisation** is viewed in a tight budget climate as an **"add on"** it will be **"subtracted off" when things get tough**. Integration of internationalization into the academic core is vital."*

Source: John Hudzik, *Comprehensive Internationalisation*, 2011

3. Implementation – international activities and dimensions

Internationalisation of staff (academic and administrative)

- Should be part of the **human resource management**
- Internationalisation **beyond the 'usual suspects'**
- Turning **individual impact** of mobility into **institutional impact** – clear assignments for missions abroad (beyond tourism)
- **Administrative staff** – not secondary: staff training week
- **Recognition** of international engagement (financial, visibility, career progress)

3. Implementation – international activities and dimensions

Mobile students as agents for internationalisation at home

- Turning **individual impact** of student mobility into **institutional impact** – making use of the international experience of 'returning students'
  - Feedback
  - Promotion of mobility
  - Adaptation of the curriculum
  - 'Buddies' for international students
  - Etc.

4. Discussion – University of Montenegro: similar realities?

- Which international activities does the university prioritise?
- Which are the main challenges in implementation?
- What are local solutions?
- Any immediate plans for expansion or concentration?