Internationalisation – institutional level action and responsibilities

Irina Ferencz, Deputy Director, ACA
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
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?
1. Global trends in internationalisation strategies

HEIs according to policy/strategy for internationalization

Source: 4th IAU Global Survey 2015
1. Global trends in internationalisation strategies

Source: 4th IAU Global Survey 2015
<table>
<thead>
<tr>
<th>Top three ranked priority internationalization activities</th>
<th>Global</th>
<th>Africa</th>
<th>Asia &amp; Pacific</th>
<th>Europe</th>
<th>Latin - America &amp; Caribbean</th>
<th>Middle East</th>
<th>North America</th>
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<tr>
<td>Outgoing mobility opportunities for students</td>
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<td>International research collaboration</td>
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<td>Outgoing mobility opportunities for faculty / staff</td>
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<td>Strengthening International / Intercultural content of curriculum</td>
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<td>Recruiting fee paying international undergraduates</td>
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<td>Joint double / dual degrees</td>
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<td>Bi - or multilateral international student exchanges</td>
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<td>Marketing and promoting our institution internationally</td>
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<td>International development and capacity building projects</td>
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<td>Recruiting fee paying international post-graduate students</td>
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<tr>
<td>Delivery of distance/online education, and/or e-learning courses / programmes designed for students in other countries</td>
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<td>All types of Off-shore provision</td>
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Source: 4th IAU Global Survey 2015
## Top three ranked potential risks of internationalization for institutions

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

© June 2015

Source: 4th IAU Global Survey 2015
Top three ranked potential *societal risks* of internationalization

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

*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**
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
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
  - 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

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

HERE Seminar – Podgorica, 7 December 2016
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 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/](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](mailto:Paul@eQuATIC.eu))
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

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?