

Internationalization as a catalyst for networking and development

Prof. Dr Gregoris A. Makrides
President of the European Association of ERASMUS Coordinators

17.1.2018 , Bonn, Germany
12.15-12.45

A. Some highlights from a survey report on behalf of the European Parliament (2015)

B. Standards and Reference for the Internationalization of a HE Institution

C. What are the perspectives of future development, and which recommendations can be made both for policy makers and higher education institutions?

A. Survey

**DIRECTORATE-GENERAL FOR INTERNAL POLICIES
POLICY DEPARTMENT B: STRUCTURAL AND COHESION POLICIES
CULTURE AND EDUCATION**

STUDY: INTERNATIONALISATION OF HIGHER EDUCATION

AUTHORS

Centre for Higher Education Internationalisation (CHEI): Hans de Wit, Fiona Hunter

European Association for International Education (EAIE): Laura Howard

International Association of Universities (IAU): Eva Egron-Polak

Manuscript completed in July 2015

© European Union, 2015

A. The Abstract of the Study

A study on the understanding of Internationalisation of Higher Education in the European context, **based on two surveys contacted by IAU and by the EAIE Barometer**, an analysis of the role of digital learning, ten national reports from Europe and seven from outside Europe.

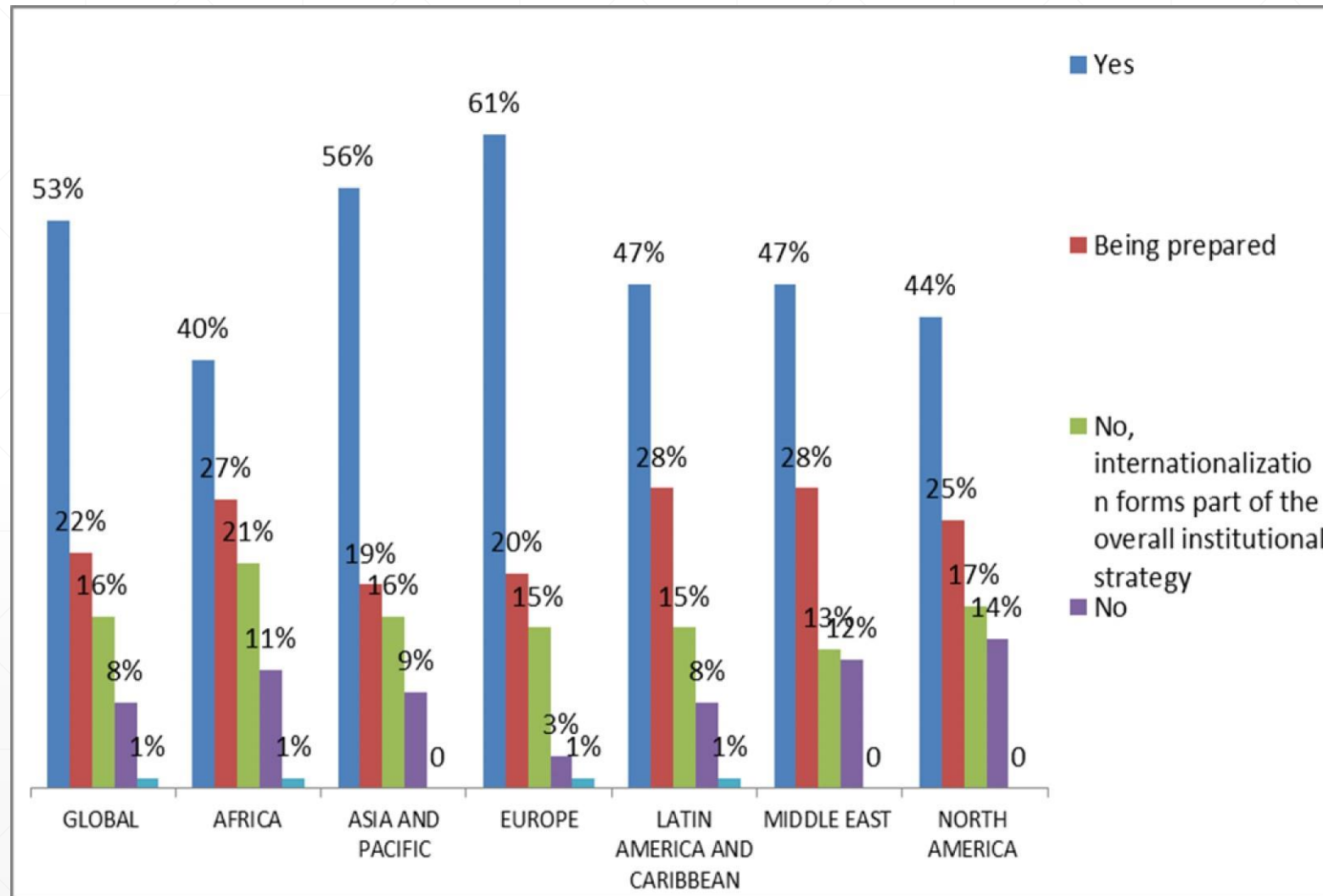
The study results in conclusions and recommendations on the future of Internationalisation of Higher Education in Europe, based on the national reports and a Delphi process among experts in international higher education.

Total Number of pages: 326

Ten key developments for Europe and the rest of the world are identified in the study:

1. Growing importance of internationalisation at all levels (broader range of activities, more strategic approaches, emerging national strategies and ambitions);
2. Increase in institutional strategies for internationalisation (but also risks of homogenisation, focus on quantitative results only);
3. Challenge of funding everywhere;
4. Trend towards increased privatisation in HE through revenue generation;
5. Competitive pressures of globalisation, with increasing convergence of aspirations, if not yet actions;
6. Evident shift from (only) cooperation to (more) competition;
7. Emerging regionalisation, with Europe often seen as an example;
8. Numbers rising everywhere, with challenge of quantity versus quality;
9. Lack of sufficient data for comparative analysis and decision-making;
10. Emerging areas of focus are internationalisation of the curriculum, transnational education and digital learning.

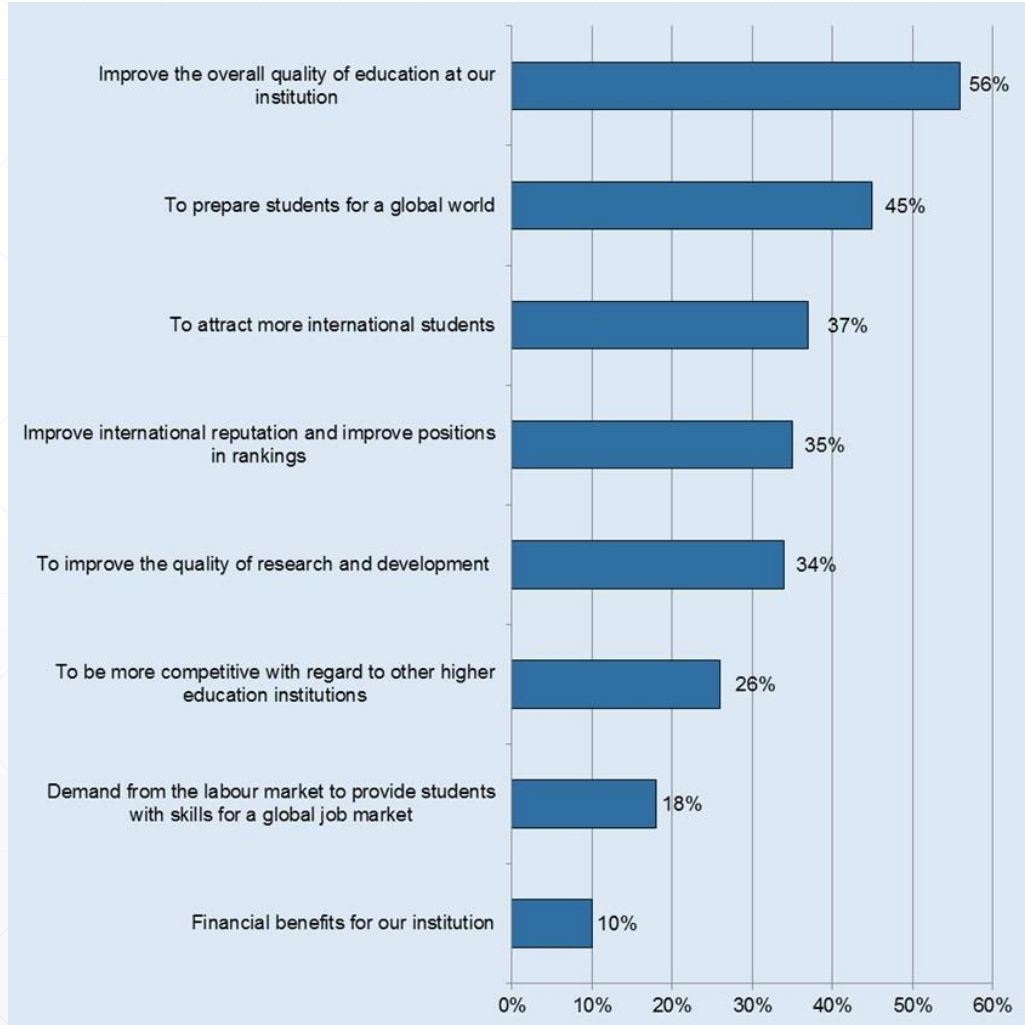
Internationalisation policy – regional results – IAU 4th Global Survey



Three top-ranked benefits of internationalisation – regional results – IAU 4th Global Survey

	Global	Africa	Asia and Pacific	Europe	Latin America and Caribbean	Middle East	North America
Increased international awareness of / deeper engagement with global issues by students	1		1	3	3		1
Improved quality of teaching and learning	2	3	2	1	2	1	3
Enhanced international cooperation and capacity-building	3	2		2		2	
Strengthened institutional research and knowledge production capacity		1	3			3	
Enhanced internationalisation of the curriculum							2
Enhanced prestige/profile for the Institution							
Increased international networking by faculty and researchers					1		
Increased/diversified revenue generation							
Opportunity to benchmark/compare institutional performance within the context of international good practice							

What are the most important reasons for your institution to focus on internationalisation? – EAIE Barometer; EHEA average (8 most common answering options)



56% Improve the overall quality of education to our institution

45% To prepare students for a global world

37% To attract more international students

35% Improve international reputation and improve positions in rankings

34% To improve the quality of research and development

26% To be more competitive with regard to other HEIs

18% Demand from the labour market to provide students with skills for a global job market

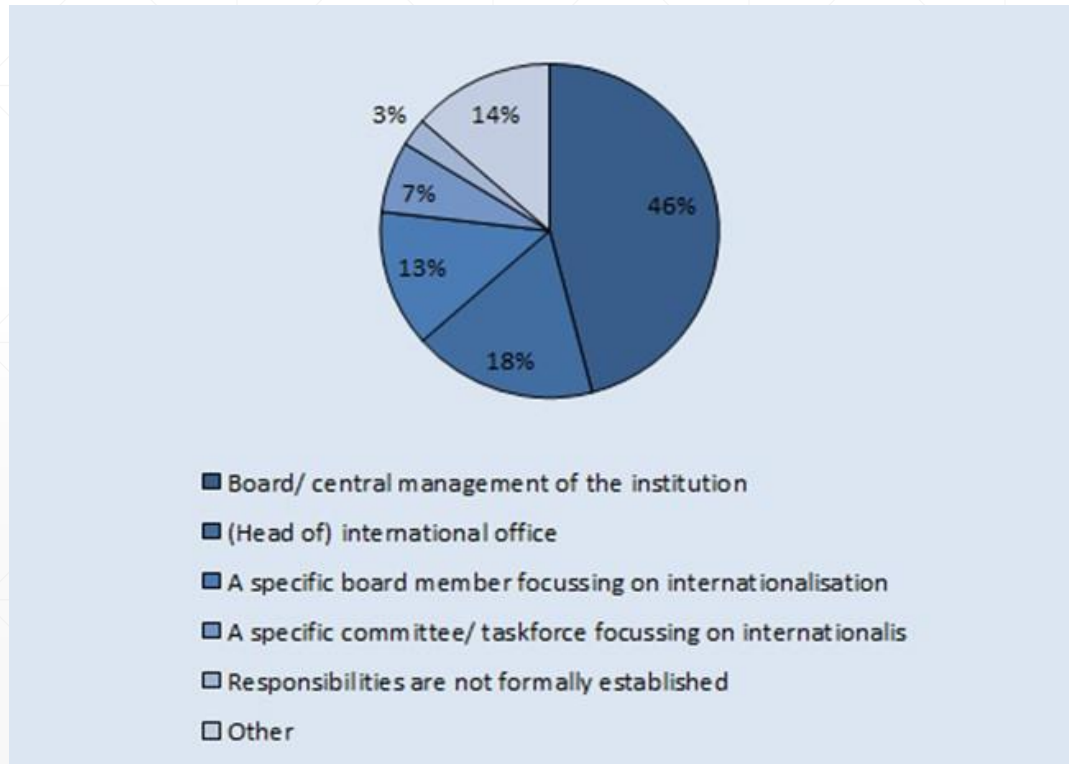
10% Financial benefits for our institution

Drivers of internationalisation

An institution's internationalisation policy or strategy and the activities that it prioritises will be affected by **what and/or who is driving the process**. Thus internationalisation strategies can be dictated by stakeholders within the institution or by pressures and forces external to it, including national or regional policies. For this reason, both the IAU and EAIE questionnaires included distinct questions to investigate such drivers.

Who has the main responsibility for the internationalisation strategy within your institution? (EAIE Barometer) EHEA average

Internal Drivers



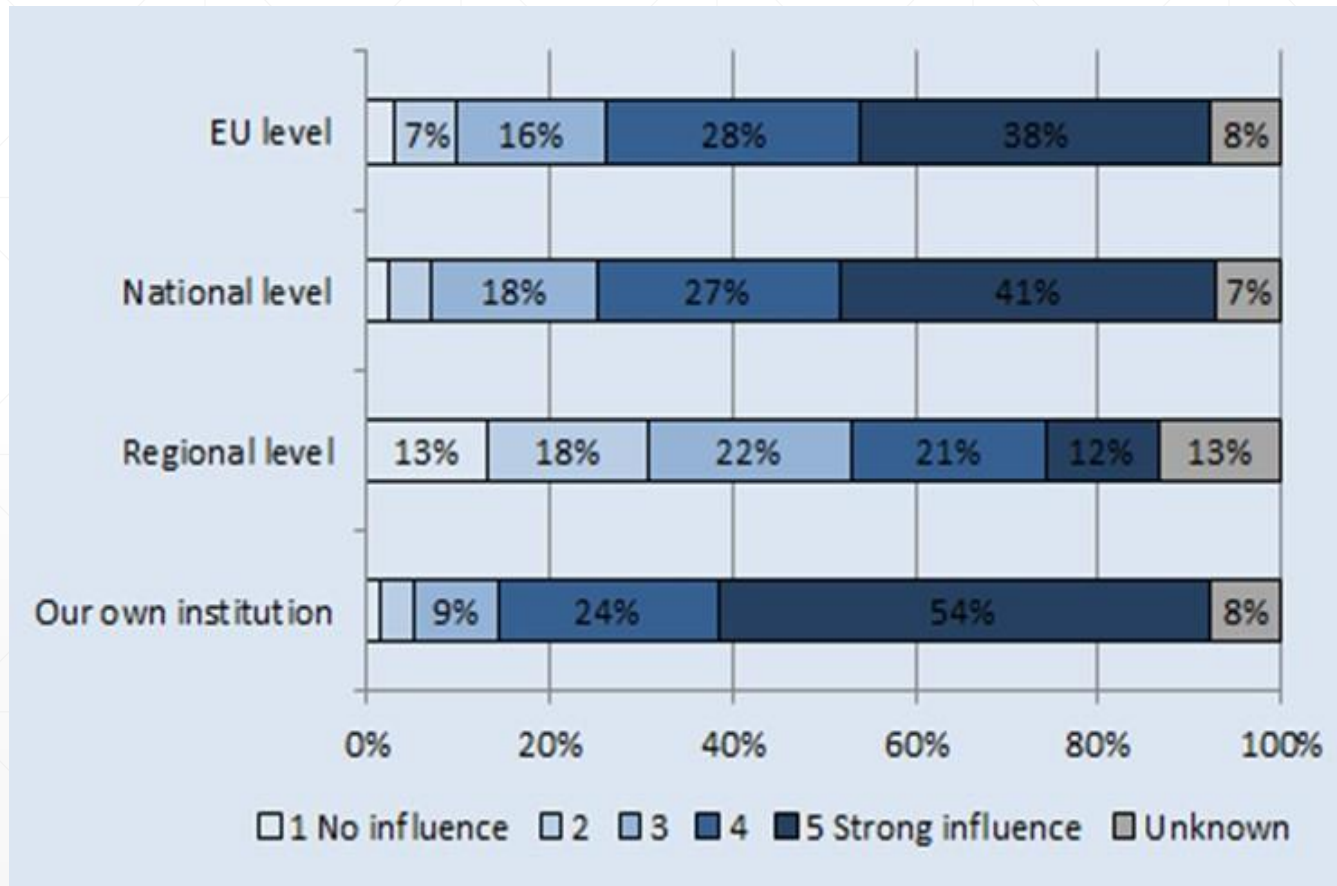
46% Board/Central

18% (Head of) international office

13% A specific board member focussing on internationalisation

External Drivers

How influential are the following policy levels on the internationalisation policy of your institution? – EAIE Barometer (n=1476)



Both the IAU and EAIE surveys asked respondents to identify **the priority internationalisation activities undertaken at their institution**. The results are quite similar. Between the two surveys, in the order of priority they are:

- ▶ **outgoing** mobility (first in both surveys)
- ▶ **incoming** student priority (second in EAIE)
- ▶ **international research** collaboration/innovation (second in IAU)
- ▶ **strategic partnerships** (third in EAIE)
- ▶ **strengthening** international/intercultural **curriculum** (third in IAU)

It is clear that all of the above contribute to Networking & Development

B. Standards and Reference for Goal Achievement

- 1. Vision**
- 2. Policy**
- 3. Planning-Realisation and Human Resources/Training**
- 4. Improvement Strategy – Quality Assurance**
- 5. Integration and Decision Making**
 - 5.1. Indicators for measuring, monitoring and developing**

STANDARDS AND REFERENCE

For achieving internationalisation

1. VISION

Clean vision on internationalisation

2. POLICY

Make it clear how internationalization is integrated in the strategic plan of the institution

3. PLANNING-REALIZATION AND HUMAN RESOURCES/TRAINING

Internationalization policy with specific objectives

4. IMPROVEMENT STRATEGY-QUALITY ASSURANCE-HUMAN RESOURCES

Internationalization in the internal quality assurance system of the institution

Institution utilizes internationalization approaches such as internationalization benchmarking, peer learning and networking as part of its improvement strategies.

5. INTEGRATION WITH DECISION MAKING

Internationalization effectively integrated into its organization and decision-making structure.

Enables the coherent implementation of all elements related to institutional Internationalisation

Vision (standard 1)

Policy (standard 2)

Realization (standard 3)

Improvement strategy (standard 4)

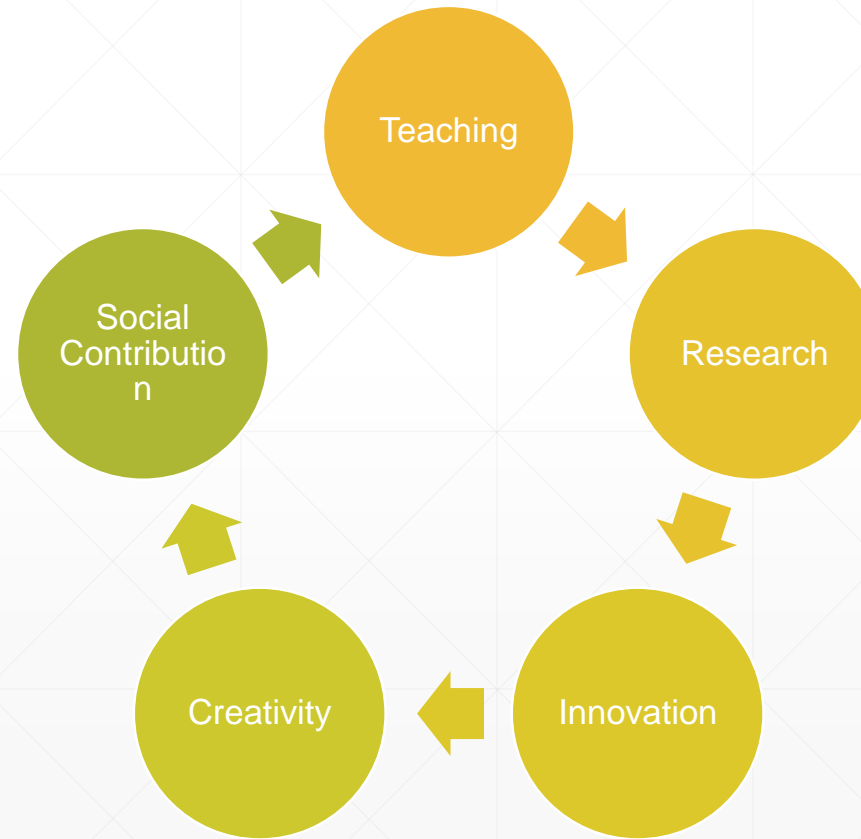
5.1 Indicators for measuring , monitoring and developing

1. VISION

Whatever the Vision Statement of your University is, it is wise to embed internationalization in it. A Vision consists of a set of vision goals, so at least one of the Vision goals has to be set for internationalization. Internationalization can be embedded everywhere...

EXAMPLE...

**Vision Pillars
with integrated
internationalisation**



2. POLICY

- Short term policy
- Long term policy

As a plan to implement the University's Internationalization Strategy

Short term policy is a set of actions decided in the beginning of each year as a goal setting for the year.

Long term policy is driven by a set of indicators , which define the goals in timeless and goal setting approach.

3. PLANNING-REALISATION AND HUMAN RESOURCES

3.1 PLANNING-REALISATION

The planning aims :

- A. To achieve impact through international partnerships.
- B. To achieve Impact through a diverse international student and staff body.
- C. To maximize impact through international research activities
- D. To enhance internationalisation in learning and teaching.
- E. To ensure the international impact of your university is widely recognized
- F. To ensure that the international impact of your university is reflected in International rankings

3.1 HUMAN RESOURCES team building to support internationalisation

It is important for people working in International Relations and Promotion to possess a number of attributes that will make a difference:



- **Personality**: extrovert, pleasant personality, open-minded, professional and committed. Need to love their job so as to be effective and also, to be able to adapt to change.
- **Skills**: Communication, knowledge of languages, IT skills, managerial skills, problem-solving skills, crisis management skills

Additionally, **continuous training** is a MUST, due to the dynamic, continuously changing environment in International Relations, in order to keep up with:

- ✓ Recent developments in national policies
- ✓ International trends and recent developments in education

Besides training, many other factors help both educate people and giving them incentives:

Clear career paths

Recognition of their work

Activities outside the workplace which help the team come closer

Opportunities for on-the-job training

4. IMPROVEMENT STRATEGY-QUALITY ASSURANCE-HUMAN RESOURCES

4.1 SELF-ASSESSMENT and MONITORING of internationalisation

Assessment of the Internationalisation Strategy at a university can be carried out using the IMPI Indicators for mapping and profiling internationalisation. These indicators are ordered first per goal dimension which involve the following:

- **Enhancing the quality of Education**
- **Enhancing the quality of Research**
- **Preparing students for life and work in an intercultural and globalising world**
- **Enhancing the international reputation and visibility of the unit(university)**
- **Providing service to society and community social engagement**

4.2 QUALITY ASSURANCE through SELF-ASSESSMENT and monitoring

- 
- **Updating of indicators** every 2-3 months
 - **Carrying out a SWOT analysis** once every year which helps shape the correct strategy for internationalisation
 - **Organising meetings and discussions** between the members of different departments, both academic and administrative plus the university governance
 - **Identifying training needs** - participation of personnel in training programmes funded by the institution or through external funding like ERASMUS+
 - **Carrying out personnel evaluation** every year which involves self-evaluation and evaluation by superiors as a basis for personal improvement
 - **Self-evaluation processes supported by external auditors**

5. INTEGRATION – DECISION MAKING

1. Council,
2. Senate,
3. Schools,
4. Academic Departments
5. Administration Departments
6. Infrastructures – Teaching, Research, Student and IR Services
7. Funding / Budget
8. Communications of the university (website, social media, fairs, conferences, etc..)
9. And more...

5.1 The IMPI (Indicators for Mapping and Profiling Internationalisation)

The IMPI project's partnership statement...

"We believe that internationalisation should not be regarded as a goal in itself but rather as an effective instrument to achieve other goals related to the central obligations of a Higher Education Institution"

(Indicators reference from Project IMPI: **Indicators for Mapping and Profiling Internationalisation**, <http://www.impi-project.eu/>) . *The website does not work anymore.*

From 2009-2012 a European project entitled Indicators for Mapping and Profiling Internationalisation (IMPI). The project was set up to create a Europe-wide toolkit that institutions could use to measure their internationalisation performance and relative improvement.

Europe-wide cooperation:

Six partners: CHE, Campus France, Nuffic, SIU, ACA , Perspektywy.

Involvement of higher education institutions:

The project deliverables were tested by more than 30 individual higher education institutions, the DAAD and the networks Coimbra Group and ACUP.

The indicators were tested in 2014 within the Olnet (Open Innovation Network) to select a short list of indicators that can easily be measured in most universities.

CHOICE of INDICATORS

- Indicators help us to set goals and to develop comparative benchmarking.
- Each university could make its choice of goals that relate to its environment and to its mission and can be measurable within its annual plan.

GOAL DIMENSION

Suggested Standard Selection of indicators for goals:

1. Goal dimension: to enhance the quality of education
2. Goal Dimension: to enhance the quality of research
3. Goal dimension: to well-prepare students for life and work in an intercultural and globalising world
4. Goal dimension: to enhance the international reputation and visibility of the institution
5. Goal dimension: to provide service to society and community social engagement
6. Overall goal dimensions....

A Proposed Set of Research and Innovation Indicators for measuring Internationalisation



C. What are the perspectives of future development, and which recommendations can be made both for policy makers and higher education institutions?

The Delphi study scenario of the Parliament Study gives some messages on the desired future development of internationalisation in Europe. Particularly...

- There is **increased competition from** emerging economies and **developing countries**, but also opportunities for more collaboration as they become stronger players in the field of higher education.
- There is a **shift from recruitment of international students** for short-term economic gain **to recruitment of talented international students and scholars**, in particular in the STEM fields, to meet needs in academia and industry, needs caused by demographic trends, insufficient local student participation in these fields, and the increased demands of the knowledge economy.
- **Funding of higher education**, tuition fees and scholarship schemes are diverse and result in different strategies, but also **generate a range of obstacles for mobility and cooperation**. Greater transparency and the **removal of these and other obstacles are needed to increase opportunities for mobility and cooperation**.

Delphi study scenario

- **Joint degrees are recognised as important for the future of internationalisation** of higher education in Europe and beyond, though many barriers still need to be overcome and it must be acknowledged that such degrees have to be built on mutual trust and cooperation, which require time to develop in order to guarantee sustainability.
- There is increased awareness of the need for **more higher education and industry collaboration** in the context of mobility of students and staff, building on the increased attention given to work placements in Erasmus+.
- **Greater recognition is being given to the important role of academic and administrative staff in the further development of IoHE.** Academics, whose contribution over the past 25 years has been reduced in the increased centralisation of European programme administration, are now understood to play a crucial role in the internationalisation of education and research and need to be given additional support.



Thank you for your attention!

EUROPEAN ASSOCIATION OF ERASMUS COORDINATORS

*Nicosia: Stassinou 36, Office104, 2003 Strovolos, Nicosia, Tel.:+357 22 283 600, Fax:+357 22 283 609
email: info@eaecnet.com, networking1@eaecnet.com , taskforce@eaecnet.com*

**National European Coordination Offices in
Nicosia, Athens, Stip, Sofia, Bucharest, Porto**