Institutional Policies for Internationalisation: How to Make Them Work

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Structure of the presentation

– **Who/what is CHE Consult**

– **Rationale for internationalisation**

– **Status quo – Europe and CZ**

– **Accountability**

– **Employability**

– **Organisation of internationalisation**

Who/what is CHE Consult?

- History:
  - founded 2001 as a spin-off of CHE (known e.g. for the Ranking in Die Zeit and the U-Multirank)
  - Currently owned by Christian Berthold and Uwe Brandenburg
- What does it do?
  - Consulting: 40% of the budget, usually universities, small to medium size, consulting on all aspects of universities (such as mindset change, organisational change, change management, etc), mainly in Germany and also abroad (Spain, Japan, Italy…)
  - Applied Research: 60% of the budget, usually EC/ministries/networks/foundations, large scale, multiple years, international but also for the BMBF, usually around internationalisation, employability and impact assessment
  - Lots of publications on internationalisation, e.g. Erasmus Impact Study or Change in Chinese Higher Education (so far 95,000 downloads)

Examples of practice (not always good ones) to be used throughout presentation

- Own experience:
  - BTU Cottbus: small, technical, at the fringe in East Germany, unknown, small to no degree of internationality when starting, restricted funds, not very strong self-image
  - Humboldt Universität zu Berlin: large, in the capital, world renown, already quite international when starting, substantial internal funds, very strong self-confidence
- International examples
  - Sciences Po Paris: small, specialised, in Paris, ministry run, famous, high degree of internationality, large funds, extremely strong self-image
  - University of Helsinki: large, in the capital, known but not famous, very high degree of internationality, normal funds, normal self-image
  - Universidad Francisco de Vitoria: small, private, not very famous, rather low degree of internationality, normal funds, normal self-image, eager to improve
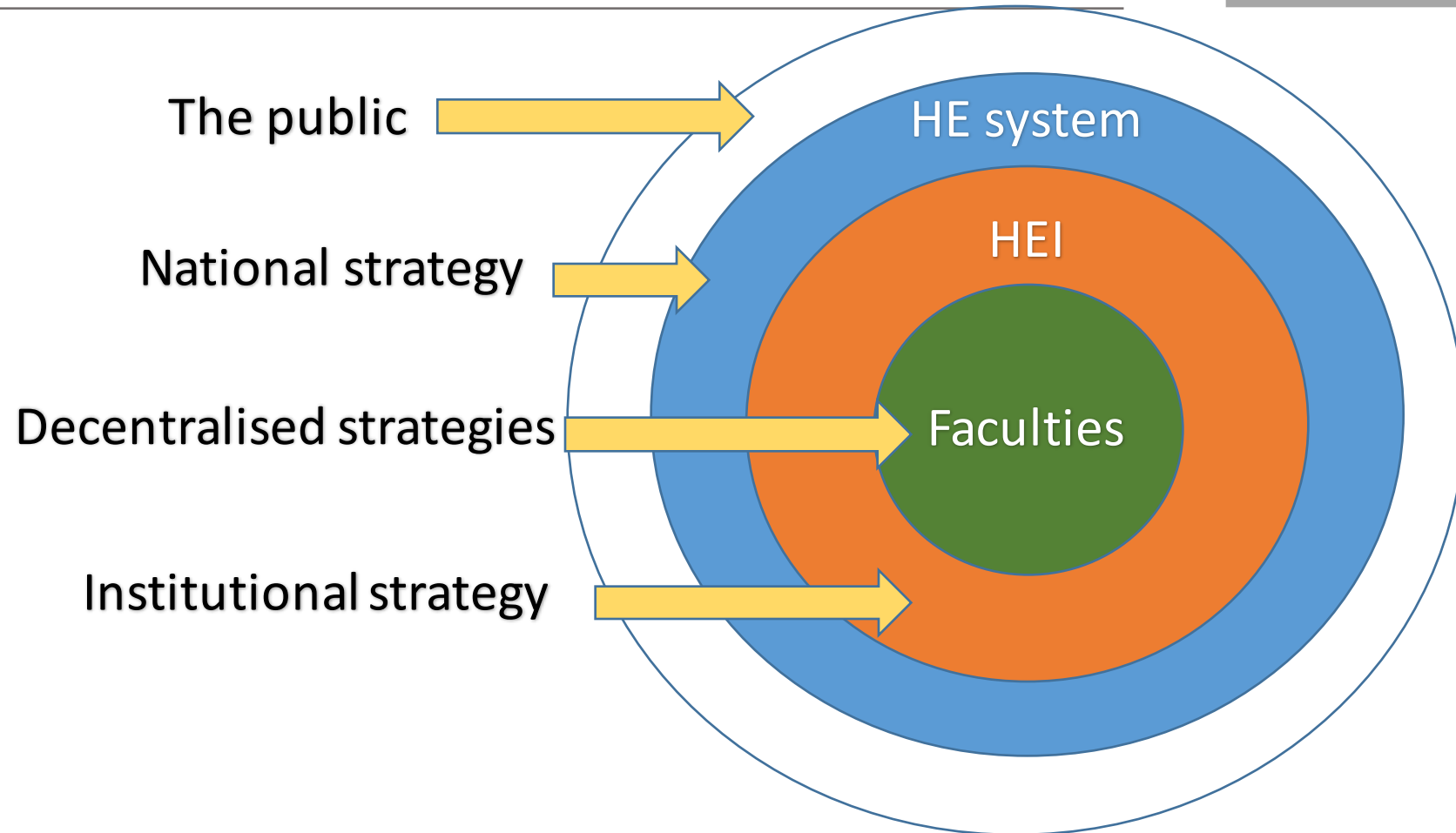
Rationale for internationalisation

- It is all a linguistic game!

- Internationalisation is not a goal in itself!

- Isomorphism in internationalisation: mimetic, professional, coercive?

- It means investment (of money and staff), therefore...

- It has to improve any of the following
  - Efficiency
  - Effectiveness
  - Quality

- Regarding the core tasks of a university:
  - Teaching
  - Research
  - Social engagement

Rationale for internationalisation
- an example of intelligent internationalisation I^2

– Goals

  ▪ Can vary by actor

  ▪ Can be contradictory between layers

  ▪ Can be clear on some layers but not on others

The public →

HE system

National strategy →

HEI

Decentralised strategies →

Faculties

Institutional strategy →

Rationale for internationalisation:
the public opinion or the issue of rankings and internationalisation

- Increased competition on national level to „look good" in rankings
  - Internationalisation-related aspects of rankings drive institutional policies
    - Publications/citations
    - Nobel prizes
    - Output indicators
  - Increased competition on international level for students and staff make rankings relevant
  - Rankings are an example of **Prisoner's Dilemma**
  - **Be realistic: how many of 17,000 HEIs can be among the top100?**
- Practical examples: THE, Shanghai, U-Multirank

Rationale for internationalisation: the national level

– Germany

- Internationalisation conditio sine qua non

- Nearly every HEI has an int. strategy

- Everybody expected to speak German

- English programmes an exception, esp. on BA level

- Strict credential evaluation for degree programmes

- Mobility is priority

- Large funding through DAAD

- Still often lip service, evaluation not widely spread

– Czech Republic

- Is it a conditio sine qua non?

- English courses rather common, full programmes less so

- Credit evaluation for degree programmes?

- But EAIE Barometer says:
  - Strategies widely spread but still considered an issue
  - Needs for external funding
  - Legal procedures and documents need improvement
  - Evaluation of int. Programmes and policies needed

Rationale for internationalisation: the institutional level

- Strategies, goals and approaches need to differ according to

  - Type of HEI (private / public)

  - Size (large / medium / small)

  - Complexity inside (few / many faculties)

  - Degree of autonomy of the institution and its parts

  - Degree of internationality

- Practices from the examples: Cottbus, Humboldt, Sciences Po, Helsinki, UFV

What makes it work and what not? Bottom-up vs. top down

– Strong independent faculties

- Expert organisation
- Buy in essential
- Overarching institutional goals necessary
- Specific Goals and indicators need to be developed bottom up
- Needs attention to faculty-specific needs
- Slow decision processes

– Practices from the examples: Cottbus, Humboldt, Helsinki, UFV

– Strong central administration

- Line management structure
- Buy in less relevant
- Overarching institutional goals can define decentral goals and indicators
- Quick decision processes

– Practices from the example: Sciences Po

Rationale for internationalisation: the faculty level

- Strategies, goals and approaches need to differ according to
  - Subject area
  - Tradition in the field (e.g. law vs engineering vs. linguistics)
  - Size and complexity
  - Staff structure (international staff yes/no)
  - Accreditation and other legal frameworks (e.g. national regulations for medicine, law)
  - Level of education relevant to internationalisation (BA, MA, PhD)
  - Degree of autonomy of faculty/-ies

- Practices from the examples: Cottbus, Humboldt, UFV

Achieving and accountability: measure what matters…

- Input

  - Defined as the resources invested in internationalisation

  - Examples: staff in the IRO, partnerships, stipends, website

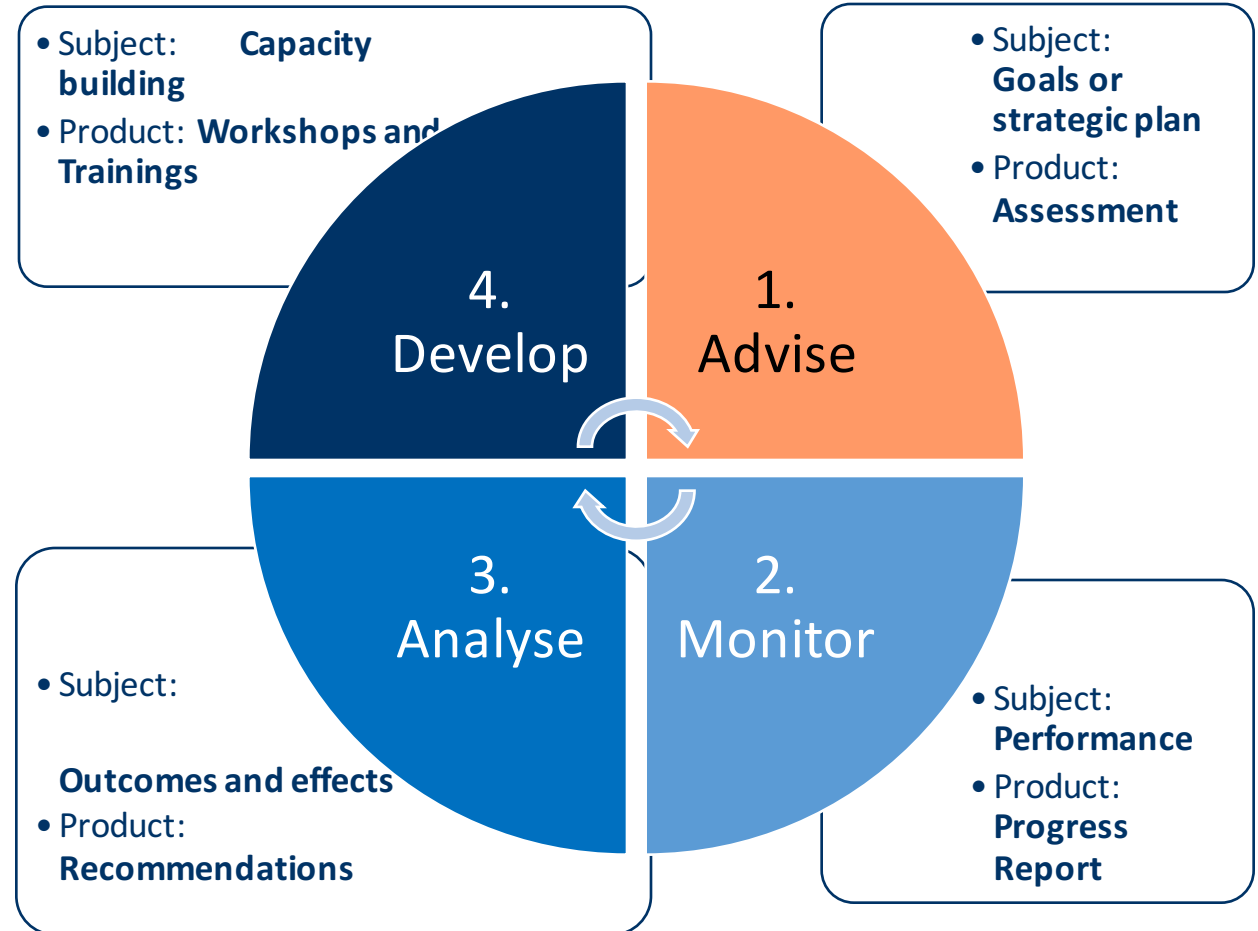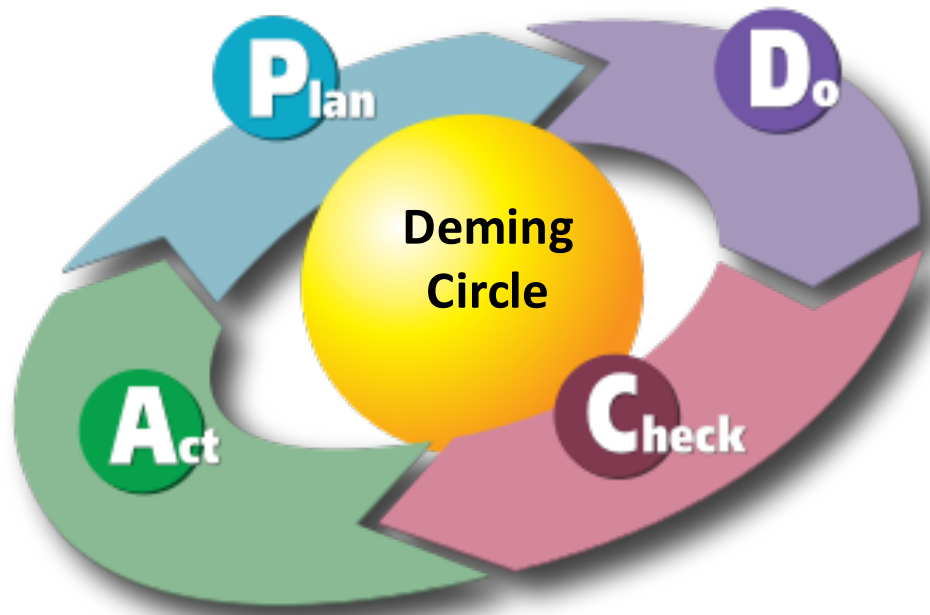 - Accountability: easy to measure, low relevance, high prevalence

- Output

  - Defined as the direct results of internationalisation

  - Examples: number/percentage of exchange students, percentage of staff from abroad

  - Accountability: not difficult to measure, mid-level relevance, medium-level prevalence

- Outcome

  - Defined as the effects and impact of an internationalisation activity

  - Examples: change in personality, increase in competences, increase in employability, increase in institutional visibility

  - Accountability: hard to measure but possible, high relevance, low to very low prevalence

Achieving and accountability:
The PDCA circle for internationalisation

Deming Circle

- Subject: **Capacity building**
- Product: **Workshops and Trainings**

- Subject: **Goals or strategic plan**
- Product: **Assessment**

- Subject: **Outcomes and effects**
- Product: **Recommendations**

- Subject: **Performance**
- Product: **Progress Report**

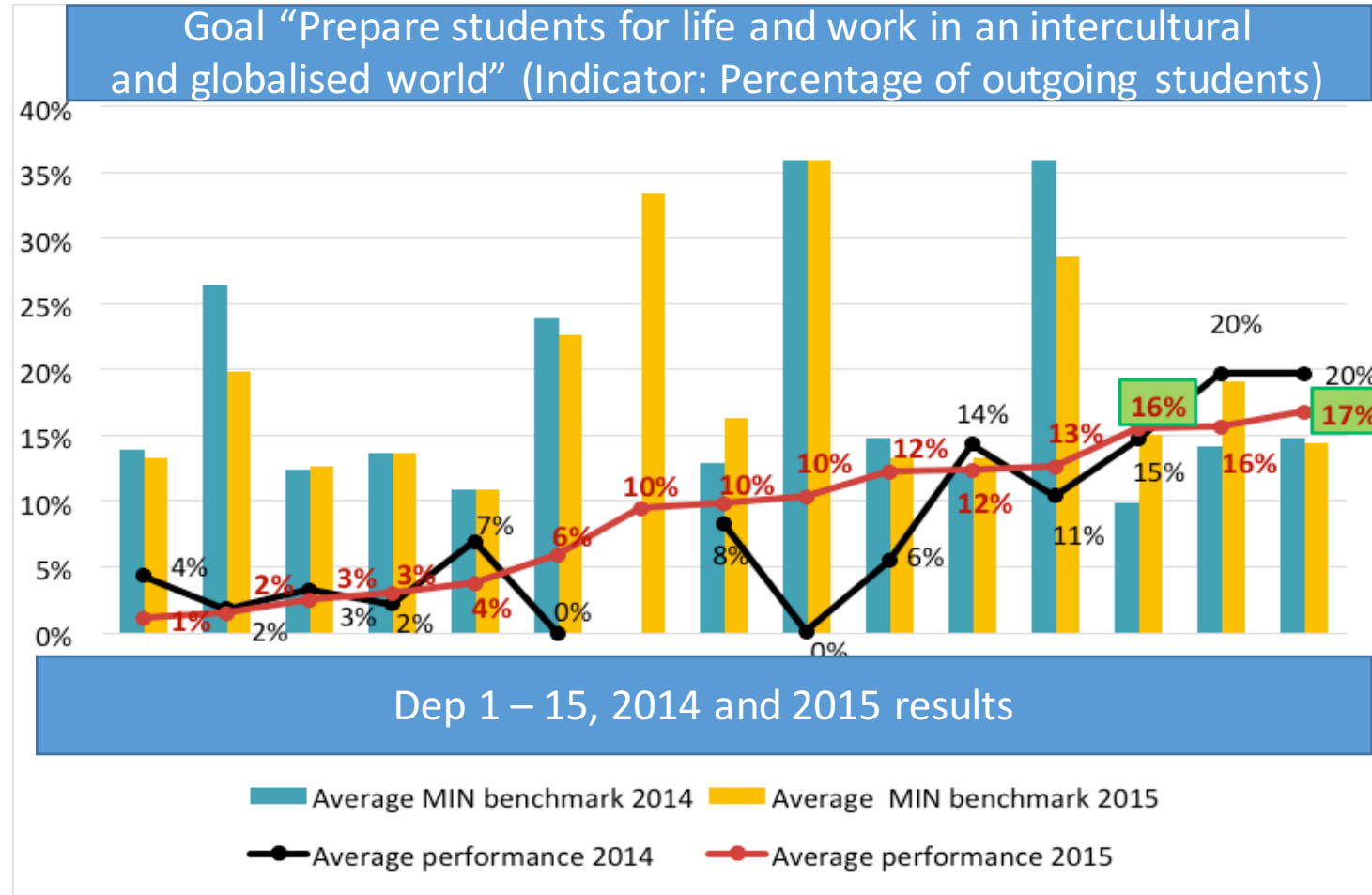**4. Develop** | **1. Advise**
3. Analyse | **2. Monitor**

Achieving and accountability:
Example of an indicator based bottom-up model

Nr	Indicator	MIN	MAX	no. of cases	overall no.	ratio	result per indicator	Perform ance against MIN	Above MIN	Perform ance against MAX	Above MAX
Development of internationalisation in each degree programme	Nr of degree programmes taught partially in a foreign language in relation to the total nr of degree programmes (excluding doctoral)	39%	50%	4,00	21,00	19,0%	0	49%	-51%	38%	-62%
	Nr of degree programmes taught fully in a foreign language in relation to the total nr of degree programmes (excluding doctoral)	7%	14%	0,00	21,00	0,0%	0	0,0%	-100%	0%	-100%
	Nr of double/multiple/joint degree programmes in relation to the total nr of degree programmes (excluding doctoral)	19%	28%	0,00	21,00	0,0%	0	0,0%	-100%	0%	-100%
Outgoing mobility of students	Nr of outgoing exchange students in relation to the total nr of full-degree students	18%	28%	59,00	3818,00	1,5%	0	9%	-91%	6%	-94%
	Nr of outgoing exchange students who received a scholarship to study abroad in relation to the total nr of outgoing exchange students	10%	17%	49,00	57,00	86,0%	1	824%	724%	495%	395%
	Nr of candidates for student outgoing mobility programmes in relation to the nr of outgoing exchange students	71%	79%	57,00	60,00	95,0%	1	134%	34%	120%	20%
	Nr of active international partnerships regarding student mobility in relation to the total nr of international partnerships	32%	52%	29,00	249,00	11,6%	0	36%	-64%	22%	-78%
	Nr of outgoing internship students in relation to the total nr of full-degree students	21%	31%	55,00	3818,00	1,4%	0	7%	-93%	5%	-95%

Achieving and accountability:
Example of an indicator based bottom-up model

CHE Consult

Results for Univ X Internationalisation Monitor 2015

Goal "Prepare students for life and work in an intercultural and globalised world" (Indicator: Percentage of outgoing students)

Dep 1 – 15, 2014 and 2015 results

Average MIN benchmark 2014   Average MIN benchmark 2015
Average performance 2014   Average performance 2015

Achieving and accountability:
Examples of national initiatives

- German Excellence Initiative:
  - Launched in 2005-06
  - €1.9 billion (£1.5 billion) in the first round
  - €2.7 billion in the second
  - Target: select group of graduate schools, departments ("excellence clusters") and institutions (future concept)
  - Currently 11 elite universities: five new winners (HU Berlin, U Bremen, U Cologne, TU Dresden, U Tübingen) and six title holders (RWTH Aachen, FU Berlin, U Heidelberg, U Konstanz, LMU Munich, TU Munich)
  - Huge impact on internationalisation for these 11

Achieving and accountability:
Examples of national initiatives

- Czech national strategy:

  - Mobility should not complicate the completion of the study

  - Semesters dedicated to foreign mobilities

  - Not only mobility but also IaH

  - Full integration of incoming students and teachers

  - Utilising the potential represented by foreign students (IaH)

  - Internationalisation of the curriculum

  - Making use of international experience

  - Partner institutions of comparable quality and factual similarity.

  - Standards for accrediting joint degree programmes will be created

Achieving and accountability:
Examples of national and international initiatives

- AACSB accreditation for business schools
  - Internationalisation crucial part of the process
  - Thorough procedure (self report, assessment, site visits, evaluation)
  - Harsh and strongly competitive
  - Very expensive

- HRK (Rectors' Conference) Internationalisation Audit
  - Self report
  - Assessment by external peers
  - Site visits, recommendations, final report
  - Option for re-audit
  - Friendly, not competitive
  - In the first rounds subsidized by Federal Ministry

Achieving and accountability:
Internationalisation and employability – the Erasmus Impact Study

The Erasmus Impact Study

Effects of mobility on the skills and employability of students and the internationalisation of higher education institutions

01 Impact of mobility programmes on **employability of students**

02 Impact of mobility programmes on the **internationalisation of the HEIs**

1. STUDENTS	2. ALUMNI	3. EMPLOYERS	4. HEIS	5. STAFF
56 733	**18 618**	**652**	**964**	**4 986**
mobile and non-mobile students	mobile and non-mobile alumni	employers (mainly SMEs)	higher education institutions	mobile and non-mobile staff (academic and non-academic)

78 891 individual responses in total

the largest sample ever

Achieving and accountability:
Internationalisation and employability – the Erasmus Impact Study

– Main findings employability

- Mobility has a measurable impact on the personality traits and competences of participants

- Personality traits are good predictors of employability

- Especially internships generate substantial career and labour market advantages

- Alumni with international experience have substantially more often fulfilling or rewarding careers

– Main findings internationalisation of the institution

- Mobility of students is still core of internationalisation

- Participation of staff (academic and administrative) in mobility still marginal

- Mobility increases competences of academic staff, improves teaching skills, research and programmes

- Academic staff is often unhappy with low degree of recognition of international experience

Achieving and accountability:
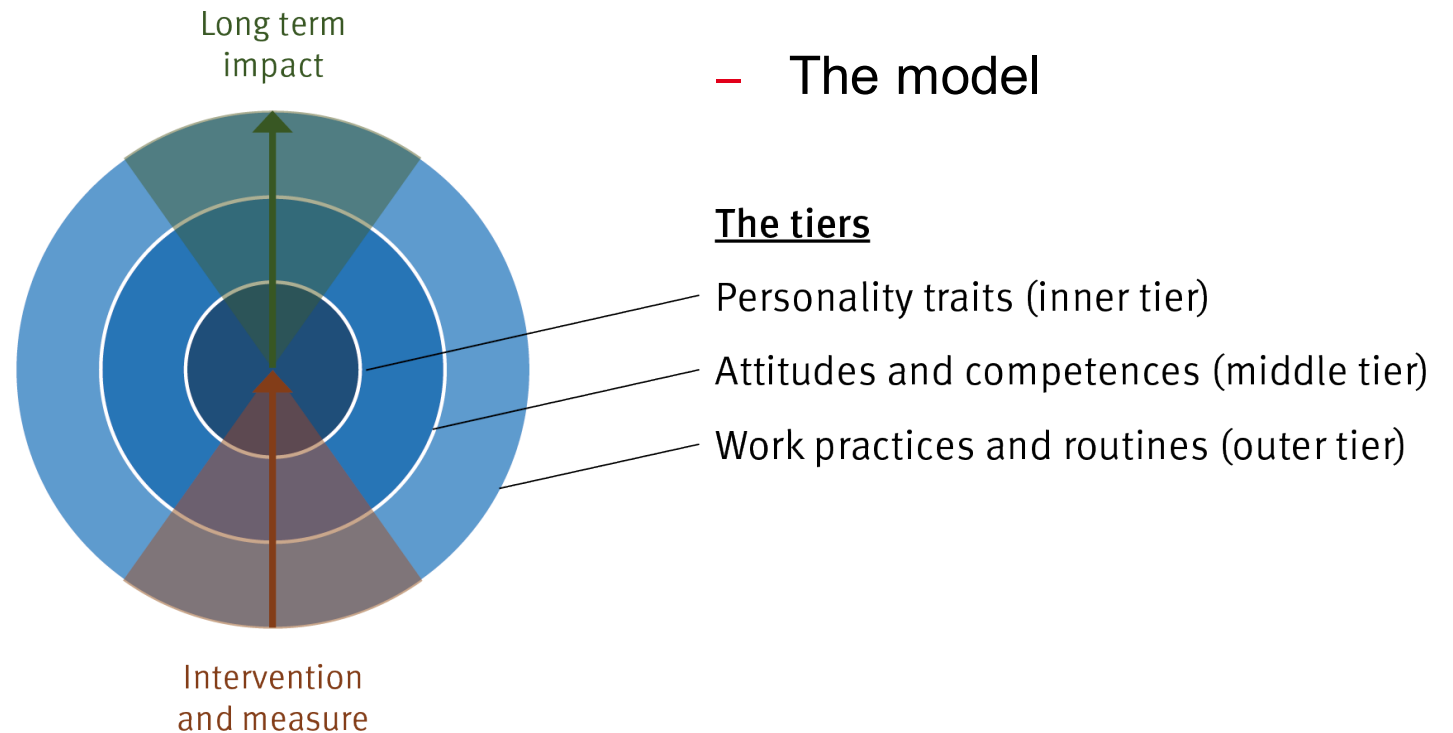# Evaluating employability

- European Volunteering Service Evaluation

▪ Assessing the impact of EVS on employability, career, personality, social responsibility, citizenship and European attitudes

▪ Large scale study across Europe, so far approximately 5,500 participants (volunteers and institutions) and growing

▪ Current project, so results cannot be unleashed

Achieving and accountability:
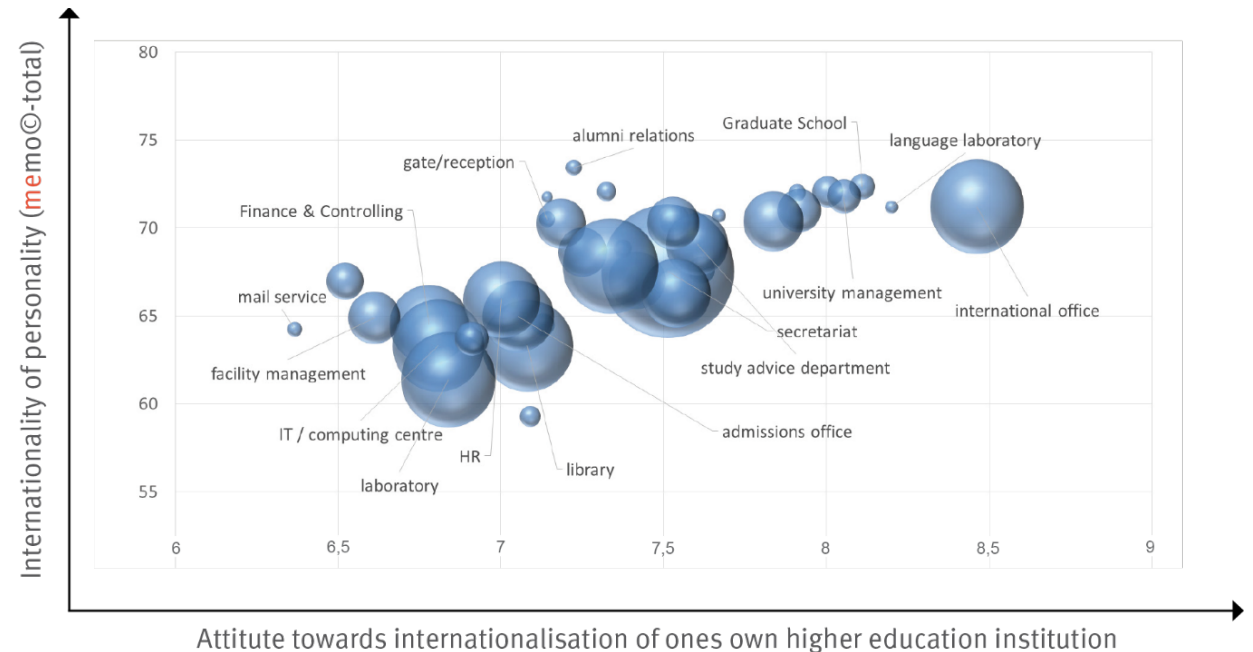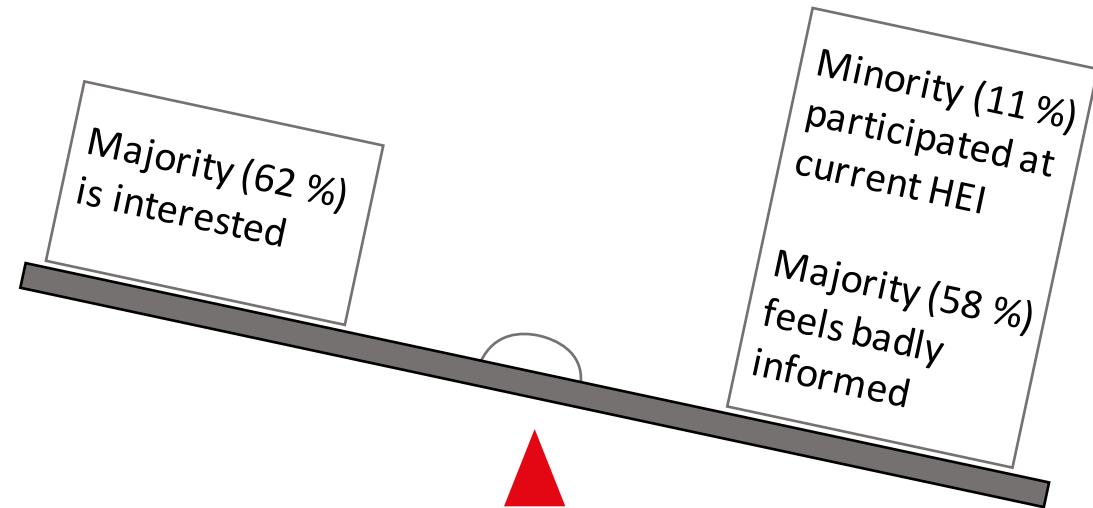# The impact of internationalisation of administrative staff

– InHoPe study for the German Federal Ministry (BMBF)

▪ Three year research project
▪ app. 1 Mio Euros budget
▪ In first two rounds 10,000+ participants
▪ Mix of online surveys and webinars / panel

Long term impact

Intervention and measure

– The model

The tiers

Personality traits (inner tier)

Attitudes and competences (middle tier)

Work practices and routines (outer tier)

Achieving and accountability:
The impact of internationalisation of administrative staff

– Major findings so far…

Majority (62 %) is interested

Minority (11 %) participated at current HEI

Majority (58 %) feels badly informed

Internationality of personality (memo©-total)

Attitute towards internationalisation of ones own higher education institution

alumni relations
Graduate School
language laboratory
gate/reception
Finance & Controlling
mail service
university management
international office
secretariat
facility management
study advice department
IT / computing centre
admissions office
HR
library
laboratory

Achieving and accountability:
The impact of internationalisation of administrative staff

– Major findings so far…

▪ Staff recruitment:

- Previous experience abroad and migration background are essential for international mindset

- Personality trait (memo©) values are strongly correlated with international attitudes

- Thus for positions with substantial international relevance and strong exposure to international clientele, it is more efficient and effective to recruit staff with the dvanced mindset

▪ Staff development:

- Very useful for those with less international work environment, lower education and less self-responsibility, development measures can substantially boost an international mindset

- Strongest effect with mobility, followed by intercultural trainings and language courses

▪ **Unfortunate reality:**

- **Those who don't need it, get it; those who need it don't get and don't know about it!**

Personal experience:
from small to large… achievements and challenges

- Cottbus (in 3 yrs):
  - Challenges:
    - Old networks against new networks
    - Very non-international administration and partly academics
    - Unknown place, difficult environment (neonazist activities)
  - Solutions:
    - Use every small opportunity (e.g. DAAD SG born in Cottbus)
    - Identified a few USPs such as environmental engineering and architecture
    - Grow slow but steady
  - Achievements:
    - From 20 international students to 200
    - From Budget of 30,000 DM to 300,000
    - From no partnerships to app. 20

- Humboldt (in 8 yrs):
  - Challenges:
    - Ineffective team organisation, administrative culture
    - Very complex institution
    - Departments not bought in
    - Little use of name and position e.g. with foundations
    - Competition with FU Berlin
  - Solutions:
    - Restructure the office, develop service culture
    - Regular individual meetings with all Deans and leading academics
    - Establish large projects with foundations
    - Develop co-option with FU Berlin
  - Achievements:
    - From 2,000 international students to 6,000
    - From Budget of 3 Mio DM to 7,8 Mio €
    - No.1 in Erasmus in D in 8 yrs consecutively

Conclusions:
what makes an internationalisation strategy work?

- Build on the diverse interests of all relevant parts of the HEI
- Not separate from the general HEI strategy but a coherent part of it, designed to strengthen the core tasks of the HEI
- Setting a limited number of priority areas
- Adjusted to national and if necessary trans-national strategies but still UNIQUE
- Revisited regularly
- Strict accountability:
  - Consequent monitoring
  - based on quantitative and qualitative indicators
  - Assessing efficiency and effectiveness
  - Focusing on outcome rather than output
- And finally: **there is never a shortage of resources, there is only a lack of prioritisation**
- **And VERY finally: fairness is simply clever**

Future challenges of internationalisation:

English will drop to be no.4 in the world.
Most people will speak Mandarin (says David Graddol)

2016: 0.96 billion people speaking Mandarin

2066: (my prediction) 4 billion will speak some or fluent Mandarin globally
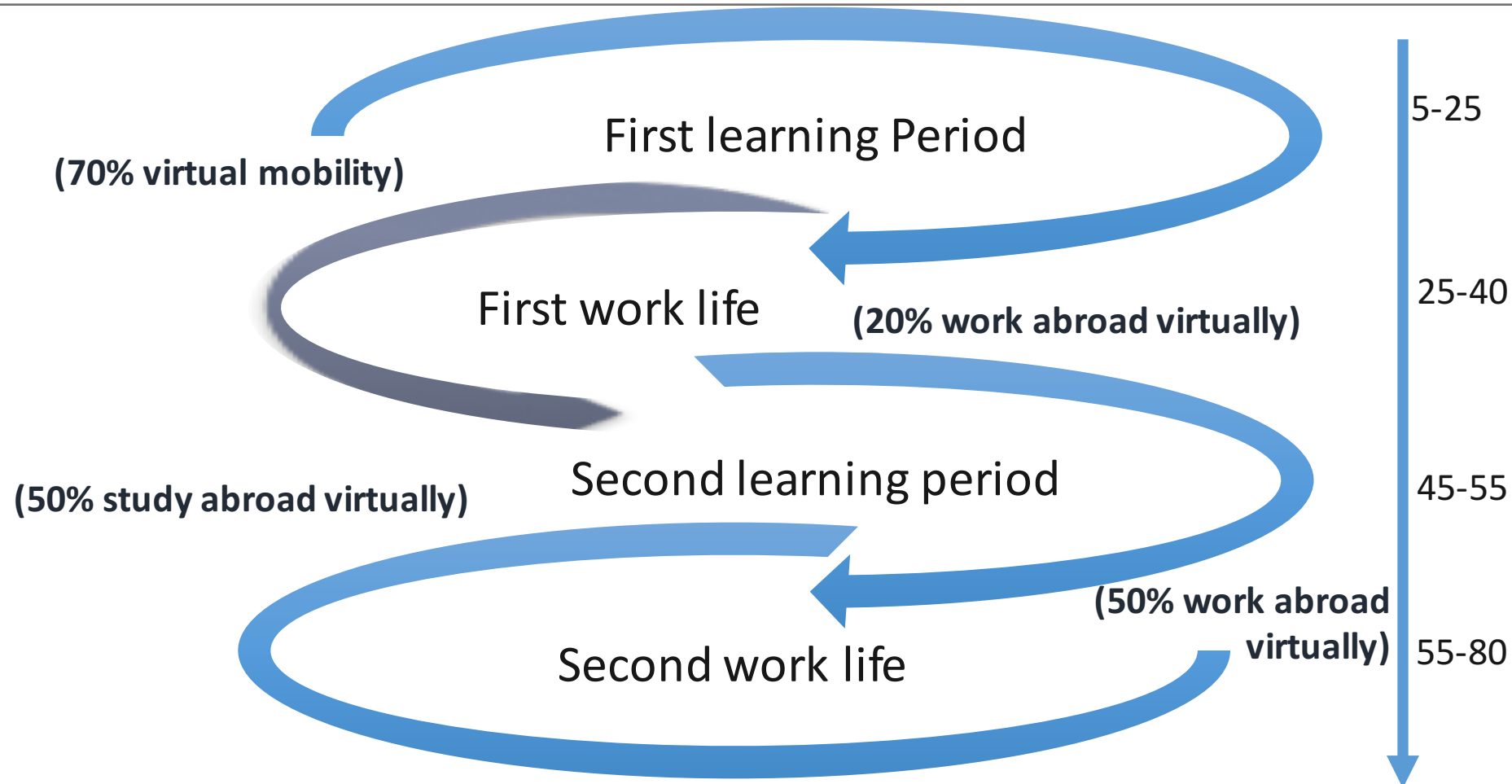
China

Taiwan

Singapore

China will be the leading internationalisation hub globally, leaving Europe and the US behind

Future challenges of internationalisation:

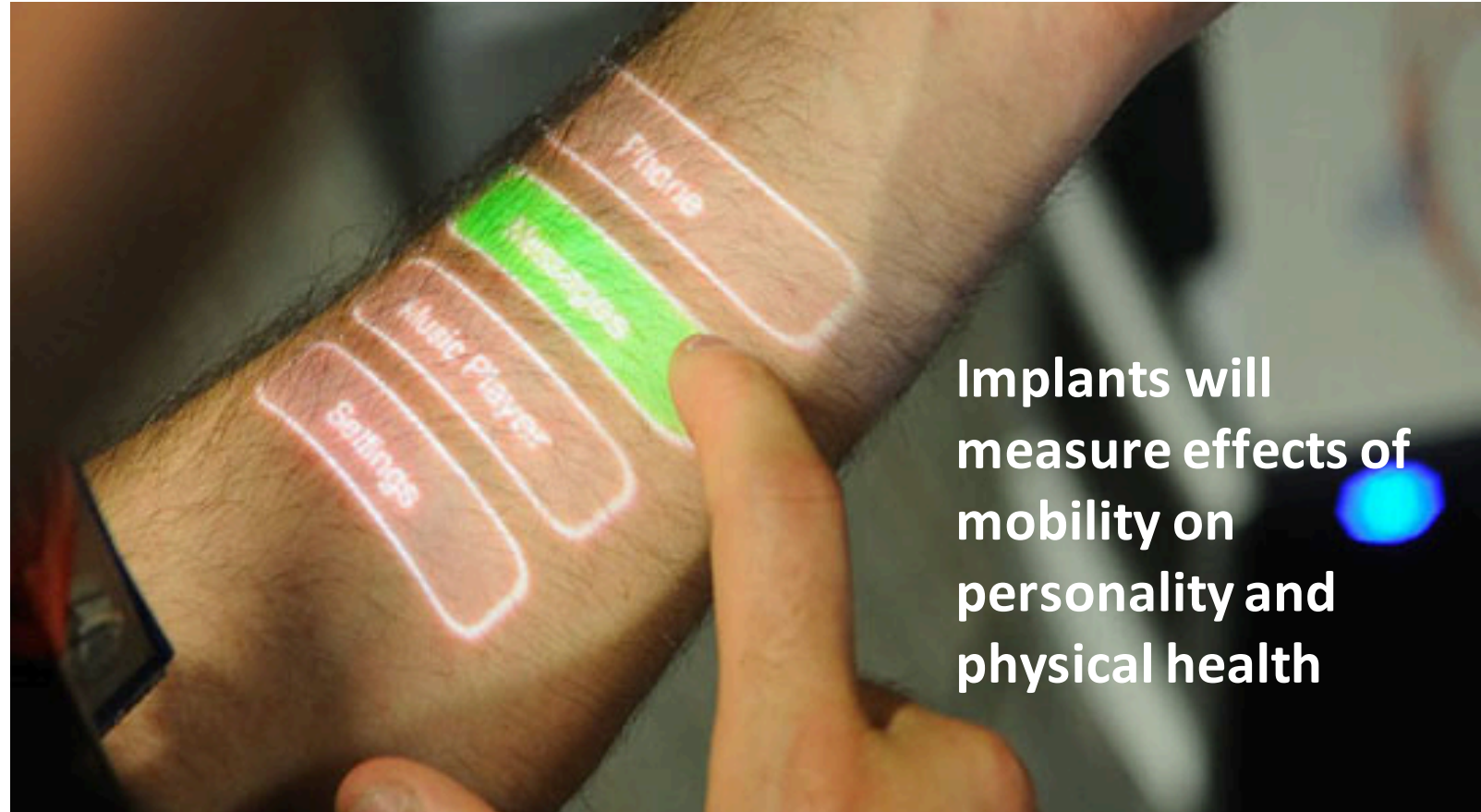
80% of mobility will be virtual through avatars

Future challenges of internationalisation:

First learning Period

(70% virtual mobility)

First work life

(20% work abroad virtually)

(50% study abroad virtually)

Second learning period

Second work life

(50% work abroad virtually)

5-25

25-40

45-55

55-80

[1] http://webarchive.nationalarchives.gov.uk/20160105160709/http://www.ons.gov.uk/ons/rel/lifetables/period-and-cohort-life-expectancy-tables/2010-based/index.html

Future challenges of internationalisation:

Implants will measure effects of mobility on personality and physical health

Future challenges of internationalisation:

These developments will heavily influence internationalisation at European HEIs

- Chinese will become a necessity in internationalisation management
- Much of the classical, also degree, mobility will become obsolete
- Our current understanding of blended learning and distance education will have to dramatically change
- People in their second learning cycle will have entirely different demands, we will need two different cultures of internationalisation
- Current ideas of accountability (time-delayed, post activity, legitimation rather than improvement oriented, demanded from the participant but not benefitting him/her) will become obsolete: it will be in realtime, all the time, participant-driven

Food for the discussion - debate

- Do you have a buy-in problem in your institution and how do you address it?

- How do you plan to satisfy the upcoming accreditation demands regarding internationalisation – do what the emperor demands or use it strategically?

- Where do you see your main (future) challenges and how do you think internationalisation could help to solve them?