

Implementing internationalisation processes for the 21st century

considerations, pitfalls, and approaches

Who are we?

- SME in HE consultancy and research
- Spin-off of CHE non-for-profit (U Multirank?)
- 15 staff members
- Two owners: Christian Berthold, Uwe Brandenburg
- Located in Berlin

What do we do?

- Consultancy:
 - Ministries, HEIs, governments
 - Organisational change, risk management, diversity management, internationalisation, marketing, partner management
- EU Projects: IMPI (coordinator), EMQT, EBI I and II, IMS2020
- Tenders:
 - EU: Cross-Border HE, European Quality Assurance Agencies, Effects of ERASMUS
 - International : Finnish tender on measuring effects of studies on students
- Tools: measuring exchange mobility outcomes (memo©)
- Research and publications (e.g. “end of internationalisation” with Hans de Wit)

Specifications

- We do not work for free 😊
- We constantly look for bright interns (well-paid)

Why to do it: goals and objectives

Internationalisation

- is not a goal in itself but effective instrument to achieve other goals
- can enhance education, research, civic engagement etc.

Major developments in Internationalisation

- last two decades: concept of the internationalization moved from fringe to core of institutional agenda
- internationalisation: from innovation to tradition
- The problem of terminology: good cop/ bad cop - artificial antagonism between internationalisation and globalisation
- Effects:
 - tends to become a ***conditio sine qua non***
 - creates an atmosphere of high risk of lip service and “give to the emperor...”

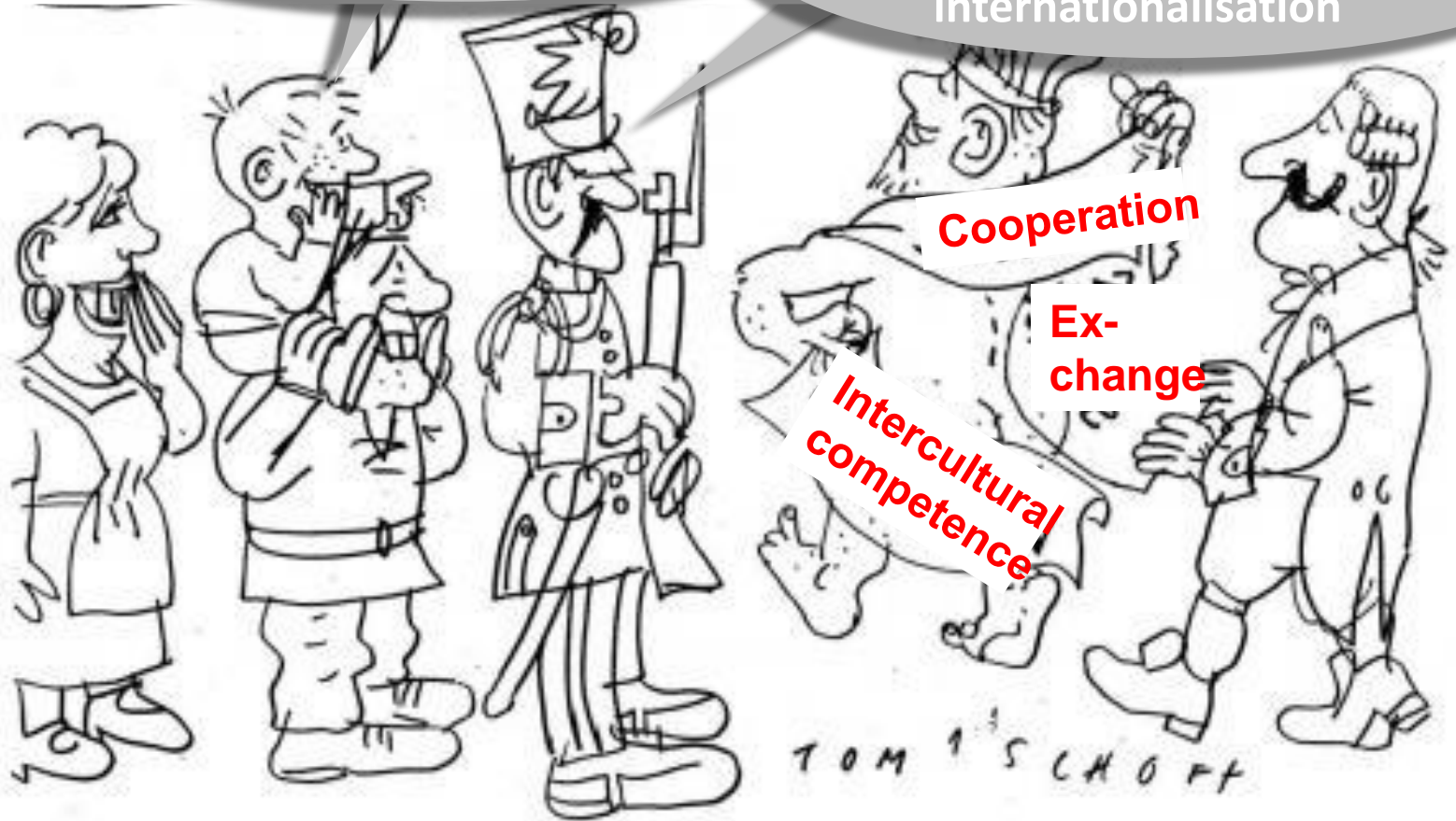
Major developments

- last two decades: concept of the internationalization moved from fringe to core of institutional agenda
- “classical notion of internationalisation” moved from innovation to tradition
- This largely affects traditional ideas of cooperativeness and exchange
 - Myth 1: “mobility is good in itself”
 - Myth 2: “Internationalisation is a goal in itself”
 - Myth 3: “We all internationalise for altruistic reasons”
 - Myth 4: “If we start to criticize we endanger the whole idea”

We do as we say?

...but there is nothing behind it!

Ah... he is wearing the true values of internationalisation



TOM 'SCHOFF

Mobility is good in itself?



More is better....?



Major developments

- reality of internationalisation

move from homogeneous approach (largely cooperative/exchange) to heterogeneous approaches	Effects:
<ul style="list-style-type: none">■ cooperate vs. competitive■ exchange vs. recruitment■ public good vs. private good	<ul style="list-style-type: none">■ We do what we claim not to do■ We do not do what we claim to do■ Little self-reflection■ Tendency to perpetuate the status quo

Major developments

- Reduction of state budgets (where still applicable): e.g. Germany, UK
- Diversification of portfolio
- Recruitment/franchising/offshore campuses/networking ...

Why to do it: goals and objectives

- Different goal levels: institutional, departmental, individual
- Different goal types: improve existing activities, create funds, gain political importance, ...

How to do it: organisational models

**President / Vice
Chancellor**

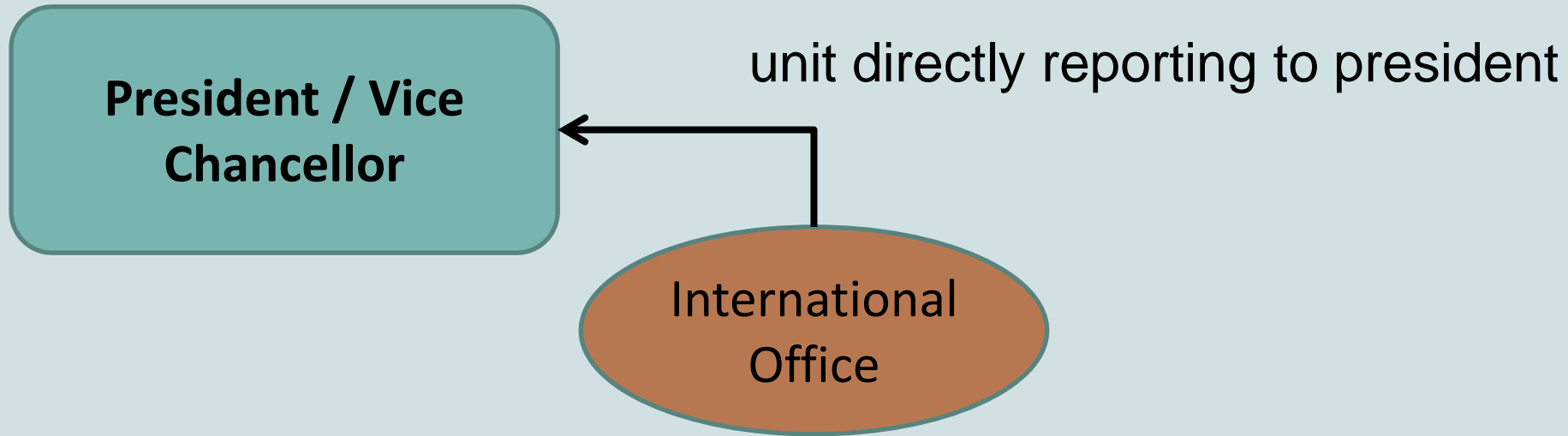
**Vice President /
Deputy Vice Chancellor
for Internationalisation**

or

Registrar

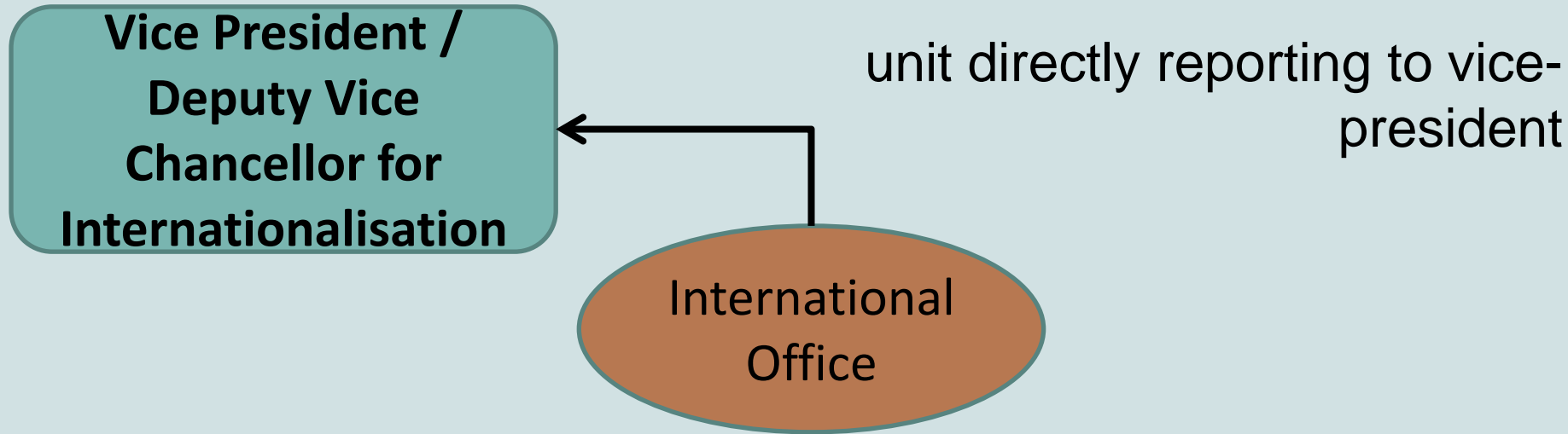
**Head of Department
(e.g. Student Services)**

How to do it: organisational models



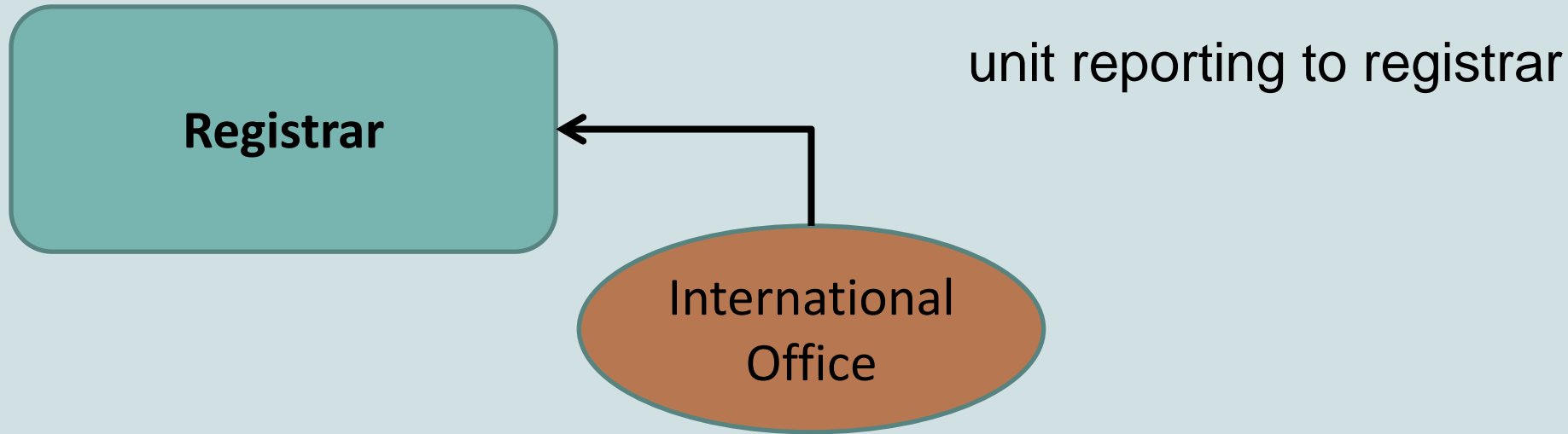
- Risks: vulnerable to envy from other departments, strong dependence on president (changes often), “high maintenance”
- Benefits: quick decisions, high power level, high strategic influence, budgetary options (on “president’s note”); high level of autonomy

How to do it: organisational models



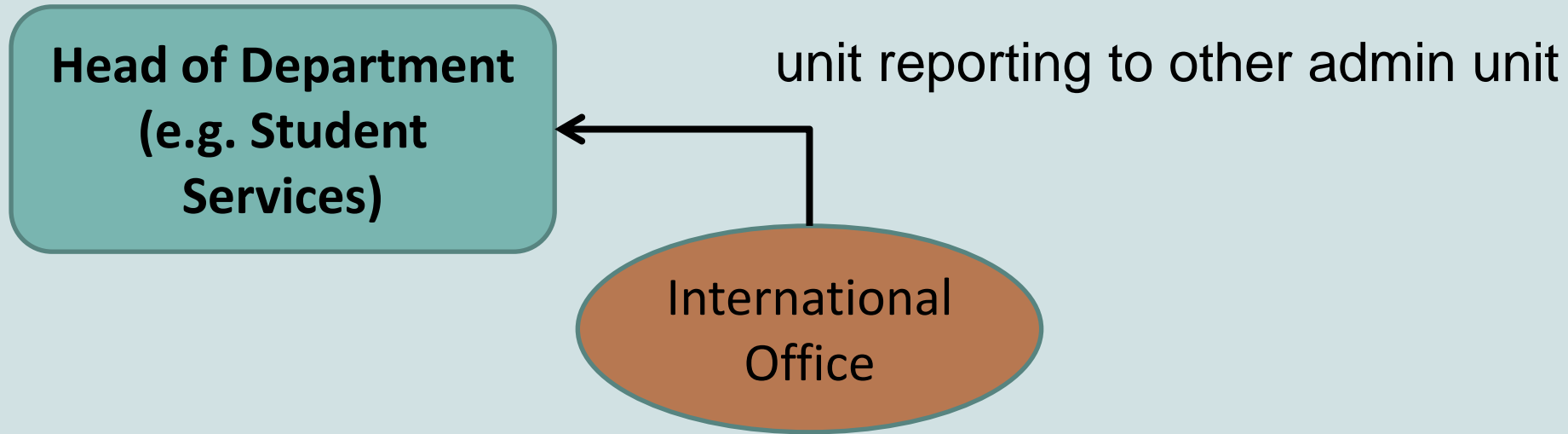
- Risks: also vulnerable to envy from other departments, effectivity depends on relation between VP and president, budget depends on power position of VP, high “maintenance”
- Benefits: no dependence on president, VP usually has more time to lead, still quick decisions, rather high power level, high strategic influence, budgetary options, high level of autonomy

How to do it: organisational models



- Risks: low strategic influence, usually no focus on internationalisation, no direct access to the decision-making level, no easy change in budgets
- Benefits: coverage against “attacks”, no envy from other departments, long-term perspective (registrars change less often), budgets rather guaranteed

How to do it: organisational models



- Risks: close to zero strategic influence, usually no focus on internationalisation, no access to the decision-making level, usually low budget competence, very low autonomy
- Benefits: coverage against “attacks”, no envy from other departments, long-term perspective, budgets guaranteed, a “quiet” job

What to do: Priorities

- Priorities should depend on:
 - Institutional goals
 - Unit's goals
 - Individual goals
- You cannot do everything!

What to do: Priorities

- Enhance the quality of education
- Enhance the quality of research
- to well-prepare students for life and work in an intercultural and globalising world
- to enhance the international reputation and visibility of the unit
- to provide service to society and community social engagement

How to measure results?

What is the value of:

- Number of partnerships if: *nothing happens?*
- % of international students if: *they do not feel integrated, are ill-prepared, fail, ...?*
- % of outgoing students if: *they come back during cultural shock, do not get recognition, do not acquire intercultural things, ...?*
- Being an international university if: *this is lip service, the institution does not know about the effects of any internationalisation activity, ...?*

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How to measure results?

- First strategic goals, embeddedness in overall strategy; then indicators
- Easy indicators have little meaning
- only meaningful when combined with other resources
- No definitive answers with regard to “success” or “failure”
- provides framework for collecting data
- effective use of the toolbox requires reflection, dialogue, and analysis

How to measure results?

A toolbox is not building the house!

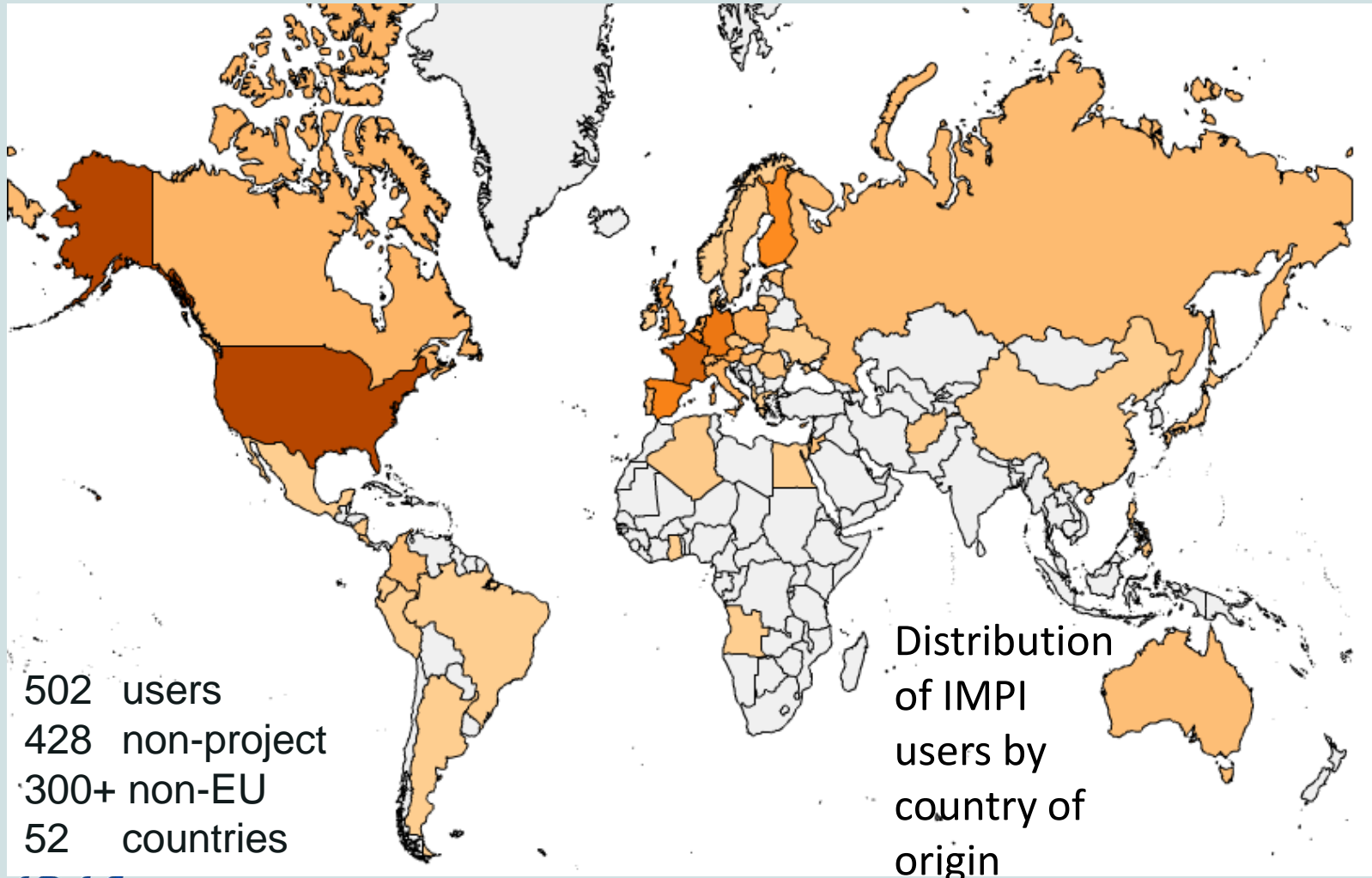


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IRIS

One example of a functioning tool: IMPI

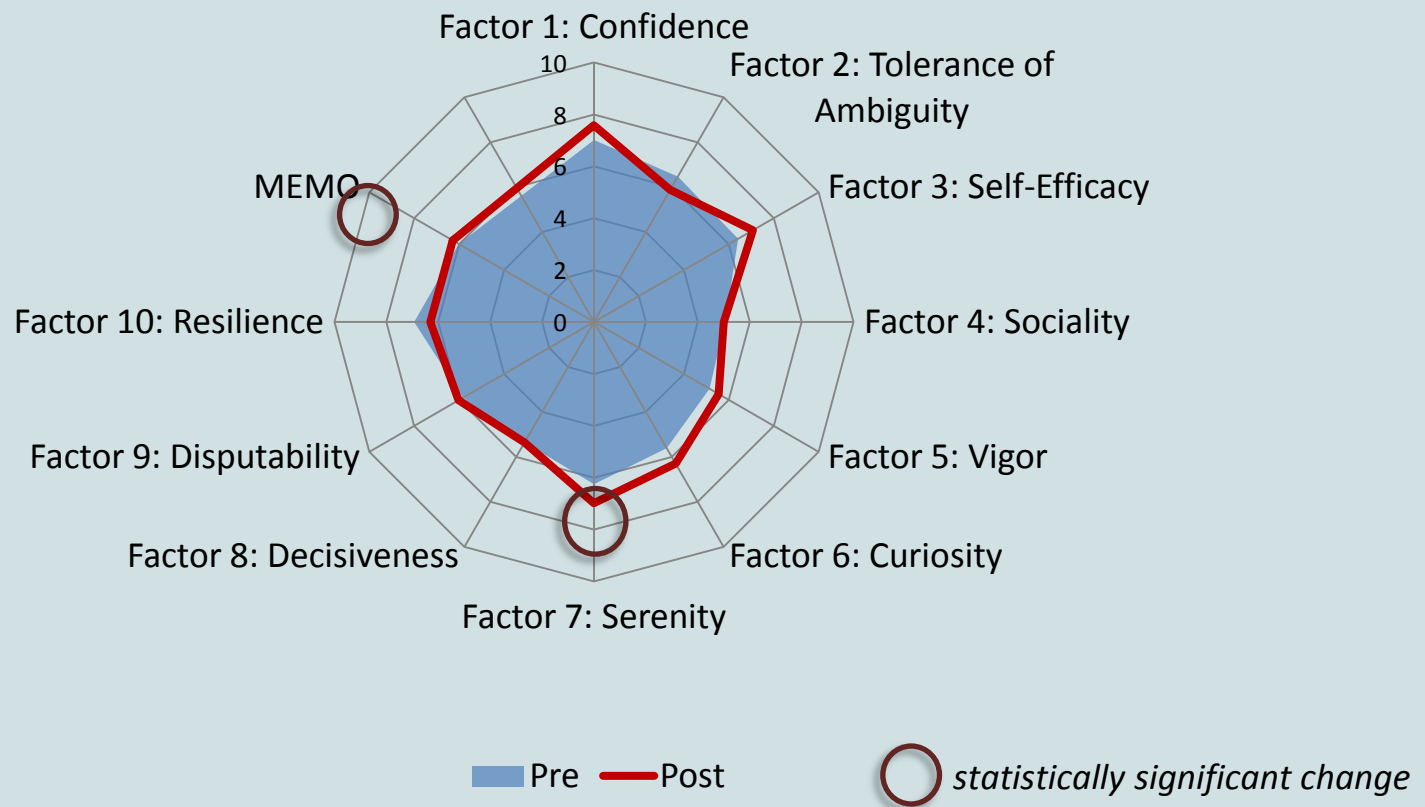


Other issues:

- All measure input (how many staff do I have)
- Many measure output (how many students go abroad, what percentage of my students are international)
- Very few measure outcome (what happens with those students going abroad)

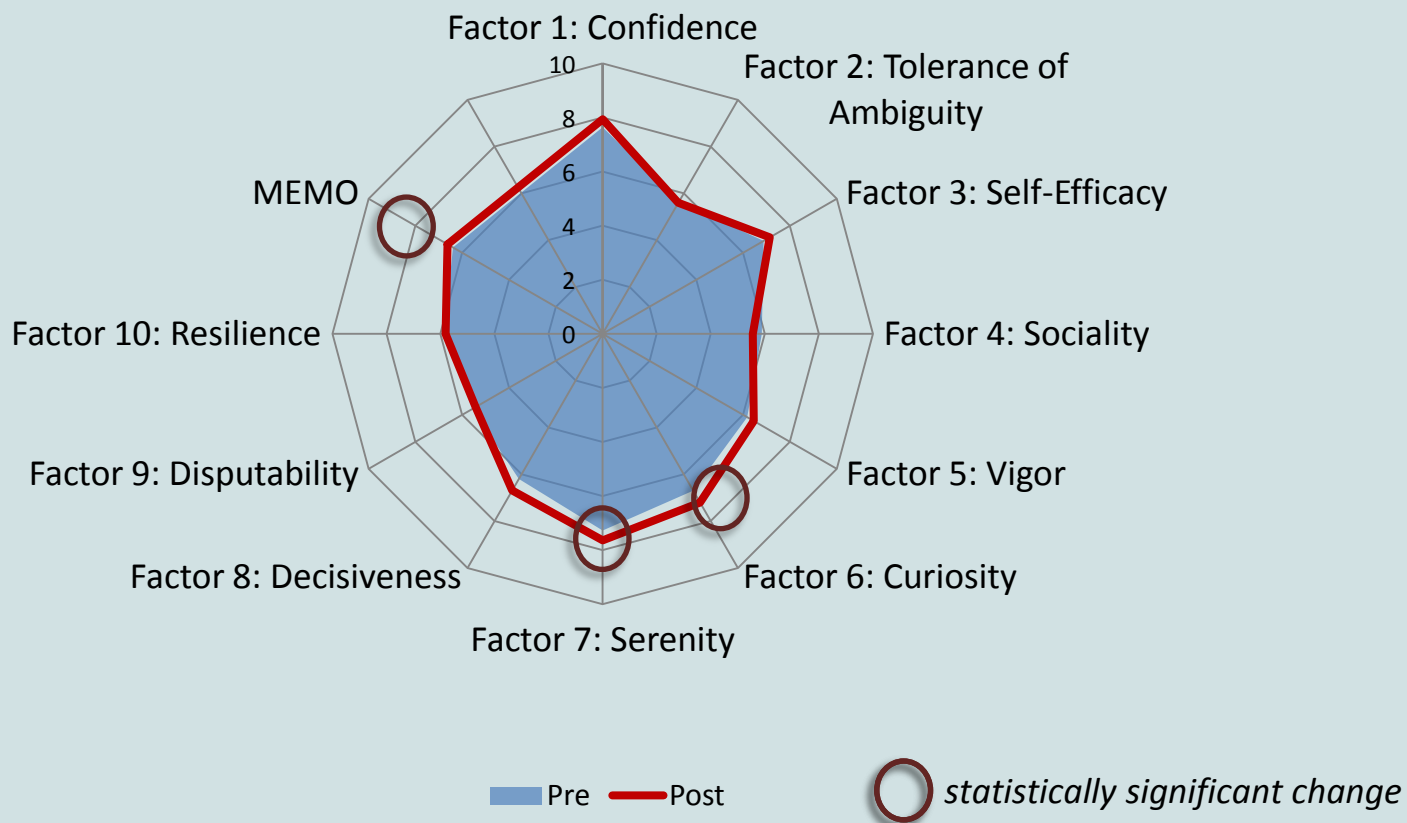
Male students show development, but they...

Male students: change



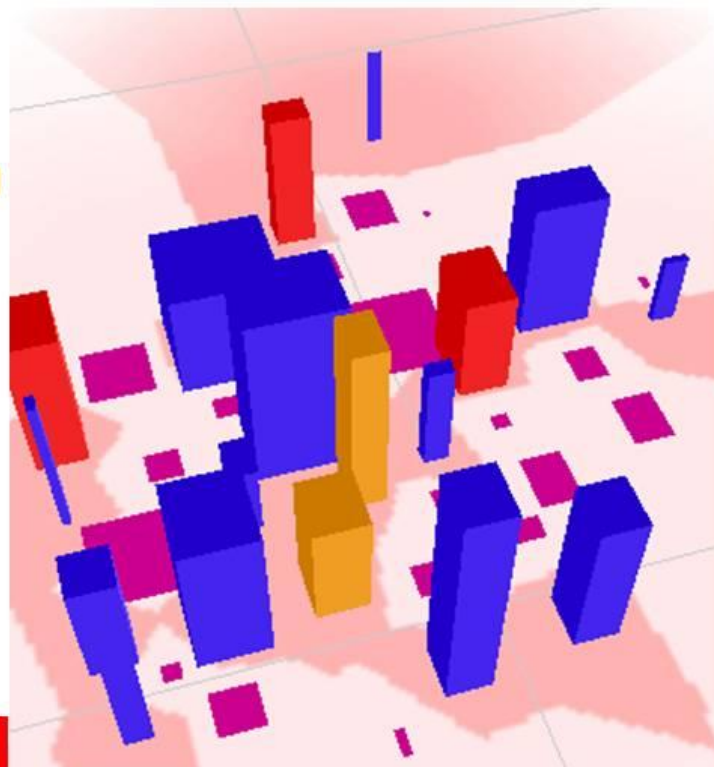
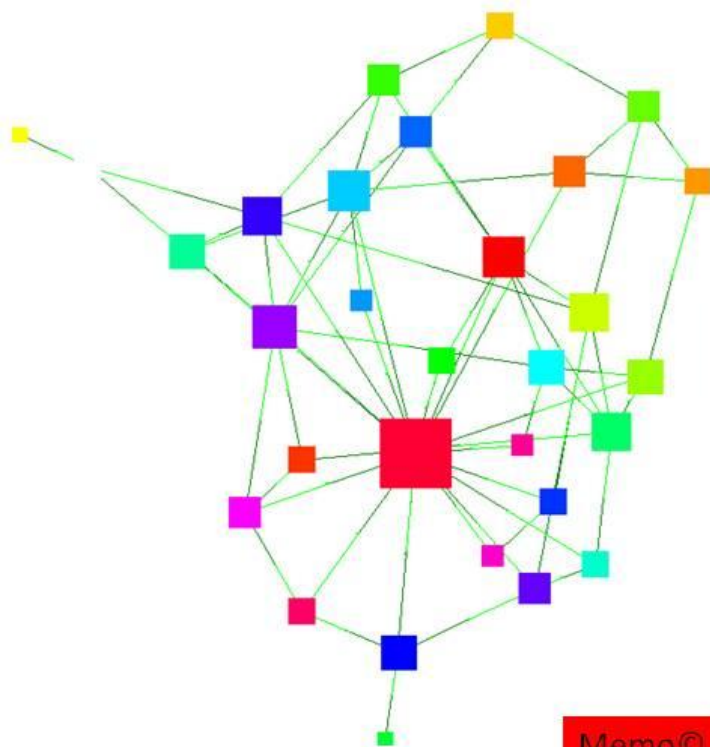
Slightly differ from female students...

Change for female students



Or analysis an entire network...

Two Analyses of Networks of Uni A



Links

www.impi-project.eu

www.memo-tool.eu