IN2IT

WP1 – WORKSHOP 1

MATURITY IN INTERNATIONALIZATION
WHAT DOES IT MEAN?

MAREK POLAK
WARSAW UNIVERSITY OF TECHNOLOGY
20-22 JANUARY 2016
Internationalization of higher education is defined now as a dynamic, multi-dimensional and complex process.

[2005, Jane Knight] "the process of integrating an international, intercultural and/or global dimension into the goals, functions (teaching/learning, research, services) and delivery of higher education".

[2015, Hans de Wit, Fiona J. Hunter, Robert Coelen] "the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society".
Internationalization complexity

Adding value to the University’s own learning?

- Mobility/exchanges for students
- Mobility arrangements for staff
- International cultural dimensions in curriculum
- International fee paying student recruitment
- International faculty
- Distance learning
- International networks
- International institutional agreements
- Research collaboration
- Visiting scholars
- International development projects
- Joint degrees
- Joint extra – curriculum activities
- Programme delivery abroad
- Developing multi-lingual capacity

Co-funded by the Tempus Programme of the European Union
Maturity curve

- Level 1: Awareness of Process
- Level 2: Repeatable Process
- Level 3: Defined Process
- Level 4: Managed Process
- Level 5: Optimised Process

Co-funded by the Tempus Programme of the European Union
Maturity  ⇔  Strategic approach
Strategic Model

VALUES
VISION
MISSION
SUCCESS FACTORS
GOALS
STRATEGIES
ACTIVITIES
Strategic approach to internationalization  
(definition by OECD Guide for HE Institutions, 2012)

- Clarify the institution’s **objectives for internationalization** and articulate how internationalization is expected to enhance the institution’s main mission(s).
- Select the most **appropriate modes and forms of internationalization** for the institution, taking into account both the institution’s missions and objectives and the environment affecting internationalization.
- **Involve key stakeholders** actively in developing the internationalization approach …
- Develop a **sustainable business model** to support internationalization, taking into account:
  - expected benefits and costs over the medium term;
  - financing arrangements;
  - timing of roll out and phasing of implementation;
  - assessment of risks;
  - ability to respond rapidly in light of experience and to new challenges.
- Establish the **partnerships and join the international networks** that will be most relevant and effective to achieving the institution’s objectives for internationalization.
- Verify that the institution has the full set of **capacities** required to support the internationalization strategy and take steps to fill gaps identified or adjust the strategy in light of capacity constraints.
- Incorporate **monitoring and evaluation processes** into the strategic plan.

Co-funded by the Tempus Programme of the European Union
Strategic approach

Values, Vision, Mission → Institutional Objectives → Departmental Objectives → Implementation Activities → Assessment & Control

External Environment Analysis → Internal Environment Analysis → Institutional Objectives

Co-funded by the Tempus Programme of the European Union
Maturity = Effective institutional support
Institutional support - main issues

- There is **no universal model** of institutional support. Typical approaches: centralized, semi-centralized and distributed.

- Organizational solution **should comply with applied strategy**. Functions of IRO and other structures should enable implementation of planned activities.

- Organizational structures supporting internationalization **should evolve step by step** in accordance with scope of international activities.

- No chance for success without **real involvement of top management**.

- Strategic approach needs **secure funding** of international activities (sources: budget of the institution, projects, percentage of revenues from tuition fees, external funding, …). It is logical and rational that allocated funds may depend on achieved results.

- Matured internationalization process needs dedicated, **well-prepared staff** fully aware of responsibilities, challenges, risks and development opportunities.
Maturity ≡ Effective management
Recommended Project Management approach

- The internationalization needs to be managed by qualified Manager with international experience and linguistic proficiency.
- There is no room for chaotic, ad hoc activities resulting in low quality of results and not justified costs.
- The basis is „translation” of strategic plan into implementation plan / action plan / time schedules / activity budgets / etc.,
- The person in charge of internationalization process should be granted with a rational autonomy and power of attorneys from the Management.
- The reporting routes should not create unnecessary bureaucracy and be as simple as possible.
- Available ITC solutions should be in day-to-day use.
Maturity  ≡  Managed risk
Risk Management Process

- **Identify the Exposure**
- **Identify, Analyze and Proritize Risks**
- **Classify Each Risk: As Avoidable, Acceptable or Acceptable with Mitigation**
- **Determine Potential Prevention and Control Approach**
- **Select Controls Based on Cost/Benefit Analysis**
- **Monitor Results and Adjust Controls Based on Results**
## Risk Classification

<table>
<thead>
<tr>
<th>SEVERITY</th>
<th>PROBABILITY</th>
<th>HIGHER</th>
<th>LOWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>MORE</td>
<td>ACCEPTABLE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LESS</td>
<td>ACCEPTABLE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNACCEPTABLE</td>
<td>ACCEPTABLE with MITIGATION</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Risk Management - Example

Activity: Israeli College ABC is negotiating student exchange agreement with College XYZ from Poland. 20 undergraduate students of the first year from IT department expressed their interest for one-semester study at XYZ. IRO is processing agreement and organizing exchange planned 6 month from now. The plan is to send 8 students to Poland.

Risk Exposures (examples):

- Organizational:
  - The budget allocated for exchange program at ABC is not allowing for individual scholarship higher than 900 € a month per student plus 500 € for return air-ticket. It may be not enough to cover accomodation and basic cost of living.

- Didactic (program of studies):
  - Applicants represent different levels of English proficiency and minimum requirement by Polish party is B2.
  - Program of studies at XYZ is not 100% compliant with that of ABC. Polish party suggested that students can select courses on individual basis.
  - The learning outcomes of exchange studies have to be recognized by ABC College (Dean’s decision).
Maturity = Awareness among staff and students
Internationalization awareness at the institution

- Internationalization process and related activities have to be known to institution’s community.
- It is normal that in the initial phase the number of awared staff and students is relatively low.
- Semi-centralized and decentralized models of organizational structures are more effective in this regard. So-called „sponsors” or „supporters” located at departmental level and below are vital for the process.
- International activities (conferences, exchanges, study visits, projects, etc.) should not be addressed always to the same people.
- An internationalized website is a key-important instrument to increase awareness among staff and students.
- Administration staff should not be forgotten.
- Differentiate between people awared of internationalization and those who are involved with its implementation.
Maturity  =  Quality Assurance
Quality Assurance in Internationalization

The goals of QA in internationalization:
- quality improvement of outputs / results
- quality control of processes / sub-processes
- public accountability
- international comparison / benchmarking
- rankings (international, sometimes national)
- funding (if depends on quality of results)
- recognition (international, academic, research)

Four ways of organising QA in internationalization:
- **evaluation** (internal or external, by group of peers, linked to quality improvement function)
- **accreditation / certification** (by independent and certified organization, linked to quality control and accountability functions)
- **benchmarking**
- **audit** (focuses strongly on internal processes and procedures)
Consequences of the lack of QA

- Typical examples of negligence in quality assurance:
  - no admission policy / procedures > very low success ratio,
  - no criteria / procedures in signing partnership agreements > a lot of „dead” agreements with no results,
  - no carefully prepared learning agreement for exchange student > no recognition of learning outcomes, no recognition of earned credits,
  - no internal or external evaluation of project results > results not compliant with declarations in application,
  - carelessness in the preparation of internationalized curriculum > students resigning from the course; critical opinions in student surveys; no accreditation; low reputation in rankings,
  - no quality plan in research project > no final acceptance by the auditor, no final payment released,
  - insufficient information addressed to foreign students > complaints by students, bad opinion in surveys and rankings.

- Each HE institution should pay enough attention to quality control of all internationalization activities and their results.
Maturity = Optimization
Focus on process improvement

Internationalization process is very dynamic. The sub-processes of internationalization need to be permanently improved. Examples:

- Internationalization of **curriculum** (e.g. update following development in the subject, introducing new teaching techniques, …)
- **Partnerships** (e.g. database maintenance, aiming for strategic partnerships, implementing feedback from evaluation, …)
- **Information** policy (e.g. updating information, new media, …)
- **Organizational support** (e.g. adjustment to the development, new sources of funding, changes in the management, new staff, …)
- International **project management** (e.g. new risk exposures, changing availability of resources, new program requirements, …)
- **Intercultural approach** (e.g. training for staff, new elements of adaptation and assimilation policy, …)
- Student **exchanges** (e.g. focus on learning outcomes, recognition of outcomes and credits, …).

The process, as a whole, **can not be in stagnation** as there is no escape from internationalization of HE institutions and continuously changing internal and external environments of internationalization.
Question:

Maturity = Wide range of activities or not necessarily? Your opinion?
Thank you for attention!

Dr. Marek Polak
Email: mpolak@cwm.pw.edu.pl