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WP1 – WORKSHOP 1

MATURITY IN INTERNATIONALIZATION WHAT DOES IT MEAN?

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20-22 JANUARY 2016



Definition of internationalization

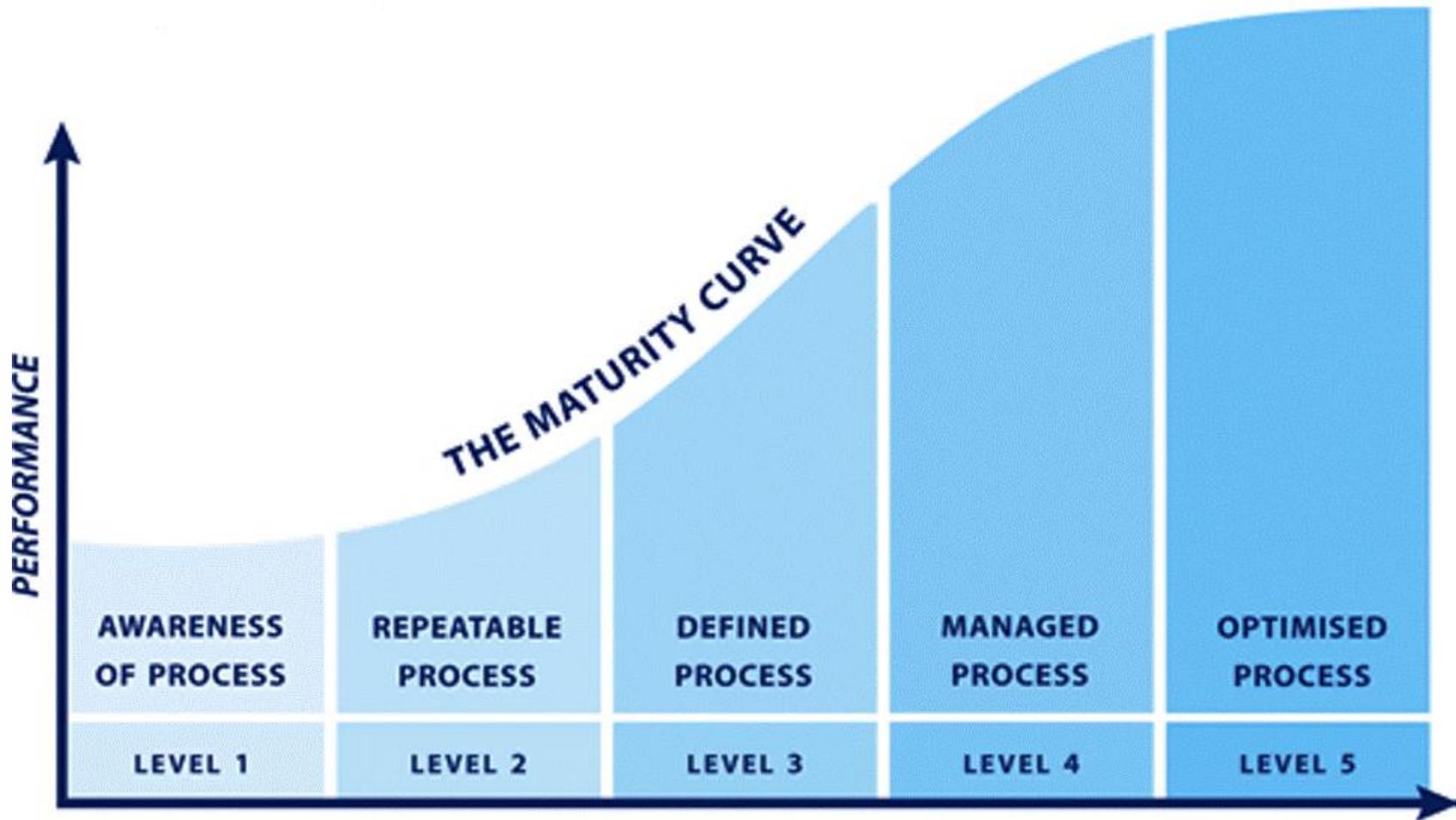
- Internationalization of higher education is defined now as a dynamic, multi-dimensional and **complex process**.
- [2005, Jane Knight] „*the **process** of integrating an international, intercultural and/or global dimension into the goals, functions (teaching/learning, research, services) and delivery 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



Maturity curve



Maturity = Strategic approach



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Strategic Model



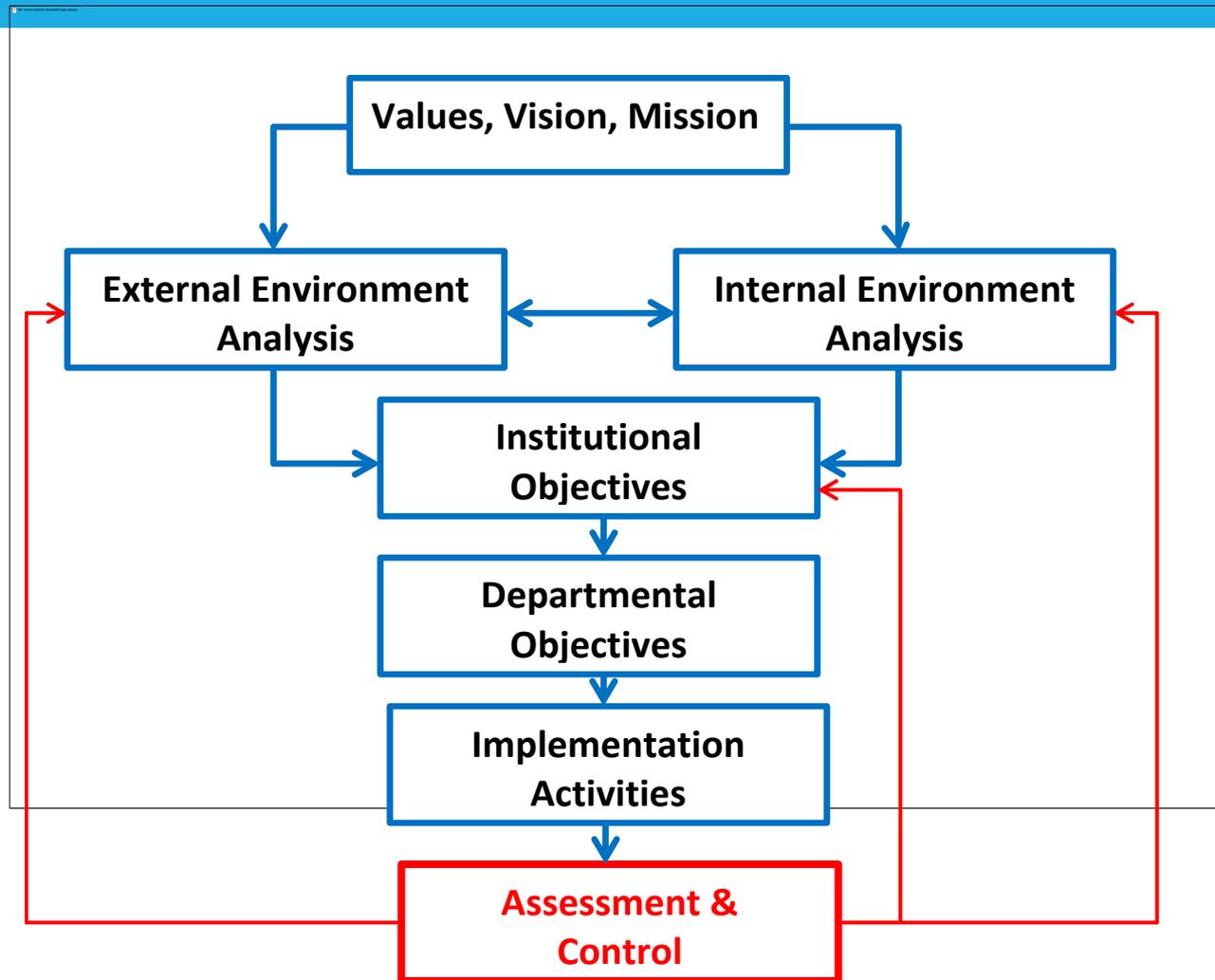
Strategic approach to internationalization

(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.



Strategic approach



Maturity = Effective institutional support



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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



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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.

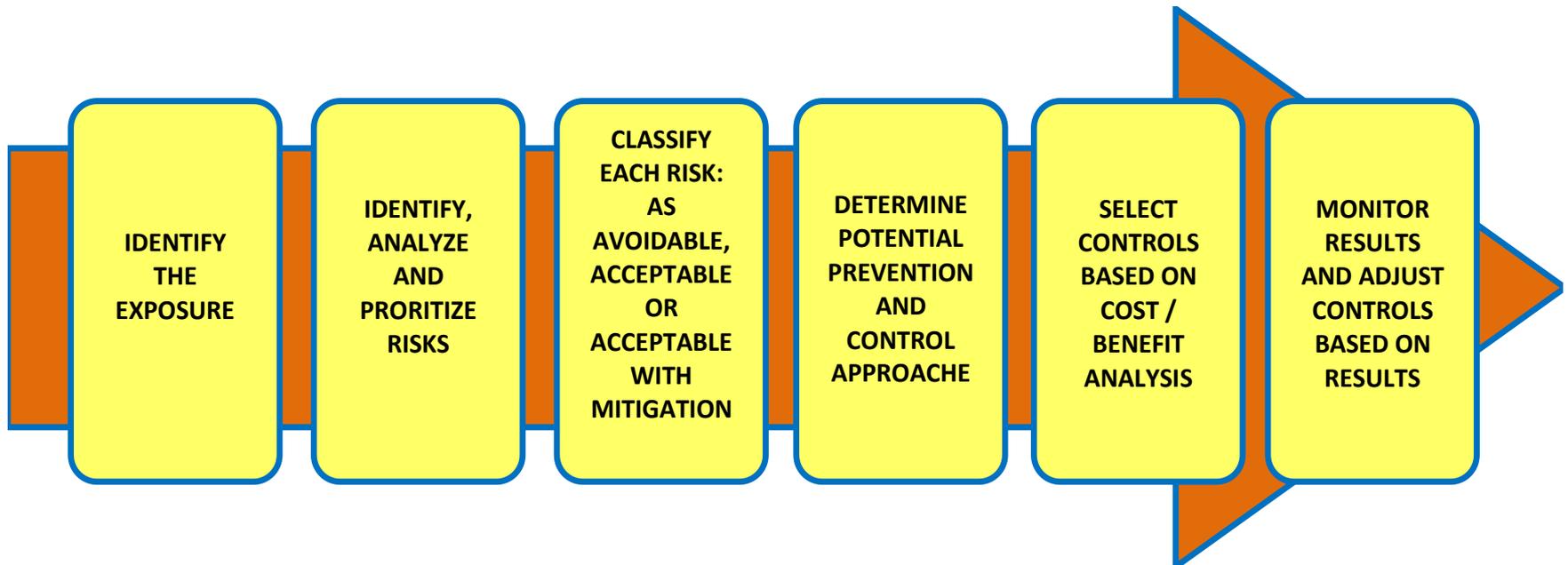
Maturity = Managed risk



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Risk Management Process



Risk Classification

SEVERITY					
		←		HIGHER LOWER	→
PROBABILITY					
↑				UNACCEPTABLE	
MORE		ACCEPTABLE		ACCEPTABLE with MITIGATION	
↓					
LESS					

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 increse 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



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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



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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!

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