

**INTERNATIONALISATION AND QUALITY:
THE ROLE OF LEADERSHIP IN FINDING THE FINE BALANCE**

On setting internationalisation strategies

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- Global Trends by Internationalisation: External and Internal Factors
- Main Challenges for HEI on setting strategies
- Main challenges for HEI in context of internationalisation

Global Trends of Internationalisation

- External and Internal Factors

External Factor:

- Globalisation and Students Mobility
 - 4.3 Million students are international mobile (in next 15 years over 7 Million)
 - All highly qualified young people are highly mobile at international level, universities worldwide compete for them
- European Policy
 - European Higher Education Area & European Research Area: International Student's mobility included in Bologna-reforms and European Strategy EU2020
- Rise in the demand for university places from abroad
 - Most mobile students are from Asia (China, India, S. Korea account more than 50% of all international students)

Global Trends by Internationalisation

Internal Factor:

- Demographic Change
 - Fewer and fewer young people, less students.
- Public Policy
 - Government strategies to increase the numbers of foreign students
 - Founding system (public/non-public, grants, fees)

Global Trends by Internationalisation



What are main challenges for HEI on setting strategies?

Main Challenges for HEI on setting strategies

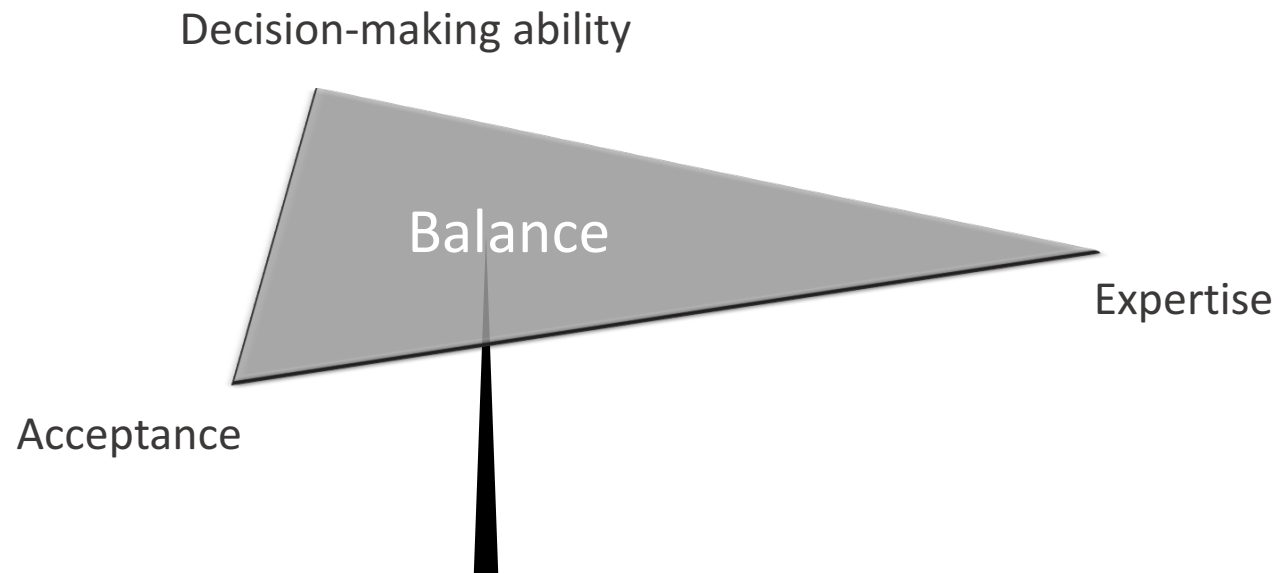
- HEI are no companies but “professional bureaucracies” (Mintzberg): needing a different kind of management
 - All HEI’s in the world don’t want to be management by managers but by professors
 - Professors are not hired for being good managers but for their teaching and research skills
 - Good managers they are by character or by learning (not by formal qualification)
 - Even worse: the president of the HEI doesn’t know, what’s really going on in the other subject – that creates a lot of power in the decentral units

Main Challenges for HEI on setting strategies

- Requirements for successful strategies are paradox
 - All strategies at the end are decisions, anticipated decision or a sample of criteria for later decisions
 - Decisions, by their character, have a non-rational core, they are not an algorithm, not a mathematical formula
 - Therefore, strategies are never dropping from the data work and the analysis (Is a week performance of the department the reason to close it down or to invest in it?)
 - If strategies can't be realised by the president, than he/she needs acceptance by the team and expertise about the subjects where he/she is not competent in

Main Challenges for HEI on setting strategies

Main challenge resulting
from the distinctive
character of a HEI:
striking the right balance



→ Successful HE management is a balancing

Main Challenges for HEI on setting strategies

- Main challenges of HEI's management have to be balanced
 - The more you convince your colleagues, that you have a strong strategy, the better are the chances to be successful
 - All methods that are helpful to convince colleagues, are valid instruments in HE strategic management
 - But a good story, with a strong rationale is in any academic environment an helpful instrument for conviction
 - Therefore participation and acceptance management are important

Main Challenges for HEI on setting strategies

- A good strategy is a pathway to a successful development
 - It's a clear set of targets
 - It describes how to meet the target
 - It shows the indicators which should measure whether and how far the targets are met
 - In the best case a strategy is not defining the means and instruments ...
 - ... but it is defining a reporting routine (who controls when and by which information whether developments are on track or not?)
 - It is created in the way that faculties and administration feel involved and are accepting it
 - Well informed strategies are often stronger than simple ones (although the simple ones can be as good as the others) – in other words: story matters

What are main challenges for HEI in context of internationalisation?

Main Challenges for HEI in context of internationalisation

- The different funding model of privately financed HEI's effects the whole perspective on internationalisation even on the level of targets
- Publicly funded HEIs:
 - Better preparation for a global labour market
 - More international education (with regard to contents)
 - It's a matter of curriculum. Can and should be addressed by the faculty anyhow
 - But will be forced to be much stronger via international co-operations
 - More international experience
 - Can be realised at home or abroad

Main Challenges for HEI in context of internationalisation

— Privately financed HEIs:

- More international education (with regards to content)
- More international experience
- More international students paying fees
 - First of all, we are talking about English
 - Offering programme in English is the first chance in international marketing
 - Different case in small and big countries
 - Different case in English speaking countries

Main Challenges for HEI in context of internationalisation

- Publicly funded HEIs: Instruments/leverages
 - Co-operation partner for teaching and research
 - Double degree, joint degree
 - International exchange programs and free movers
 - Internationalisation at home
 - International degree seeking students
- Fee driven HEIs: Instruments/leverages
 - All the same, but with different priorities
 - But with a different perspective as everything has to fit to the business case
 - Fee based HEIs are doing quite the same but with more consequence, faster, with more decidedness and with a better reporting and monitoring

Main Challenges for HEI in context of internationalisation

- New phase of internationalisation in HE: Impact
 - For 15 years most universities tried to increase numbers
 - Of co-operation programme
 - Of exchange students
 - Of international students
 - But more and more it becomes clear: not the quantity but the quality, the real impact, is important (e.g. Erasmus Impact Study:
http://ec.europa.eu/dgs/education_culture/repository/education/library/study/2014/erasmus-impact_en.pdf)

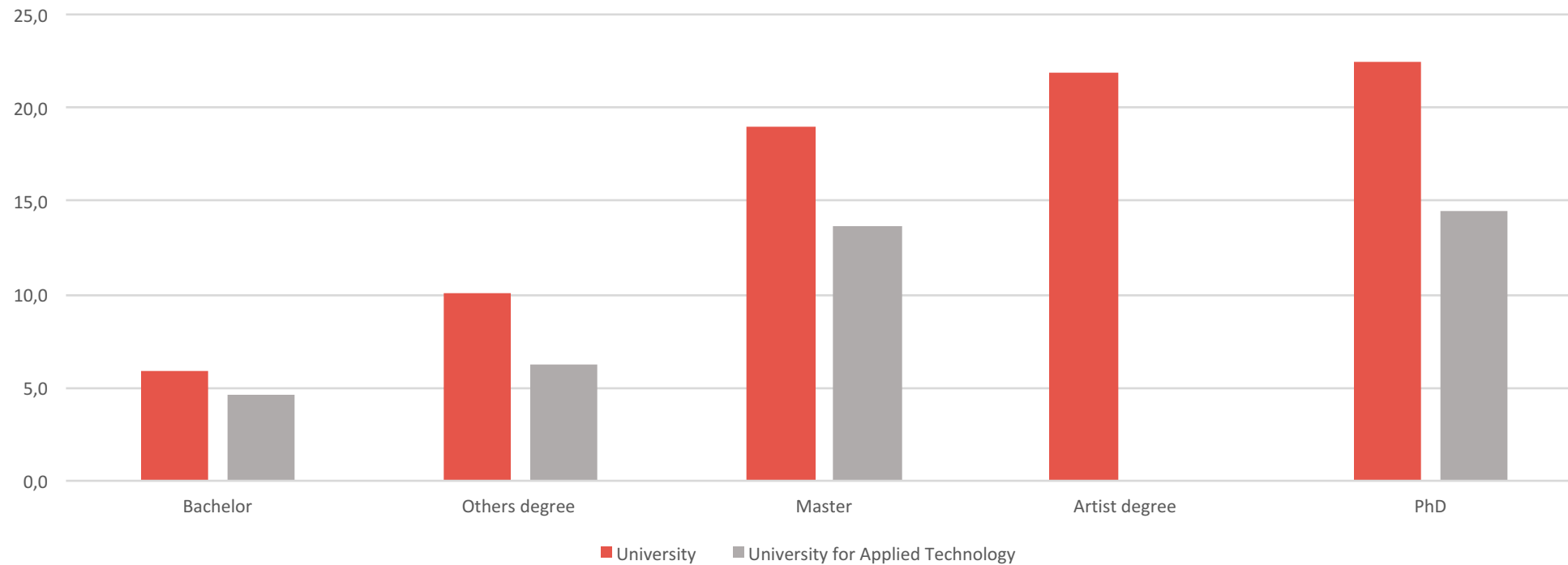
Main Challenges for HEI in context of internationalisation

— Language

- Programme in English - advantage in competition for international (national) students
- Internationalisation of curricula
- Development of English language support for future and current international students
- Foreign language training for domestic students/Domestic language training for foreign students
- Language matters: language level to be able to make a scientific argument in a foreign language is a big difference to 'just' speaking the foreign language

Main Challenges for HEI in context of internationalisation

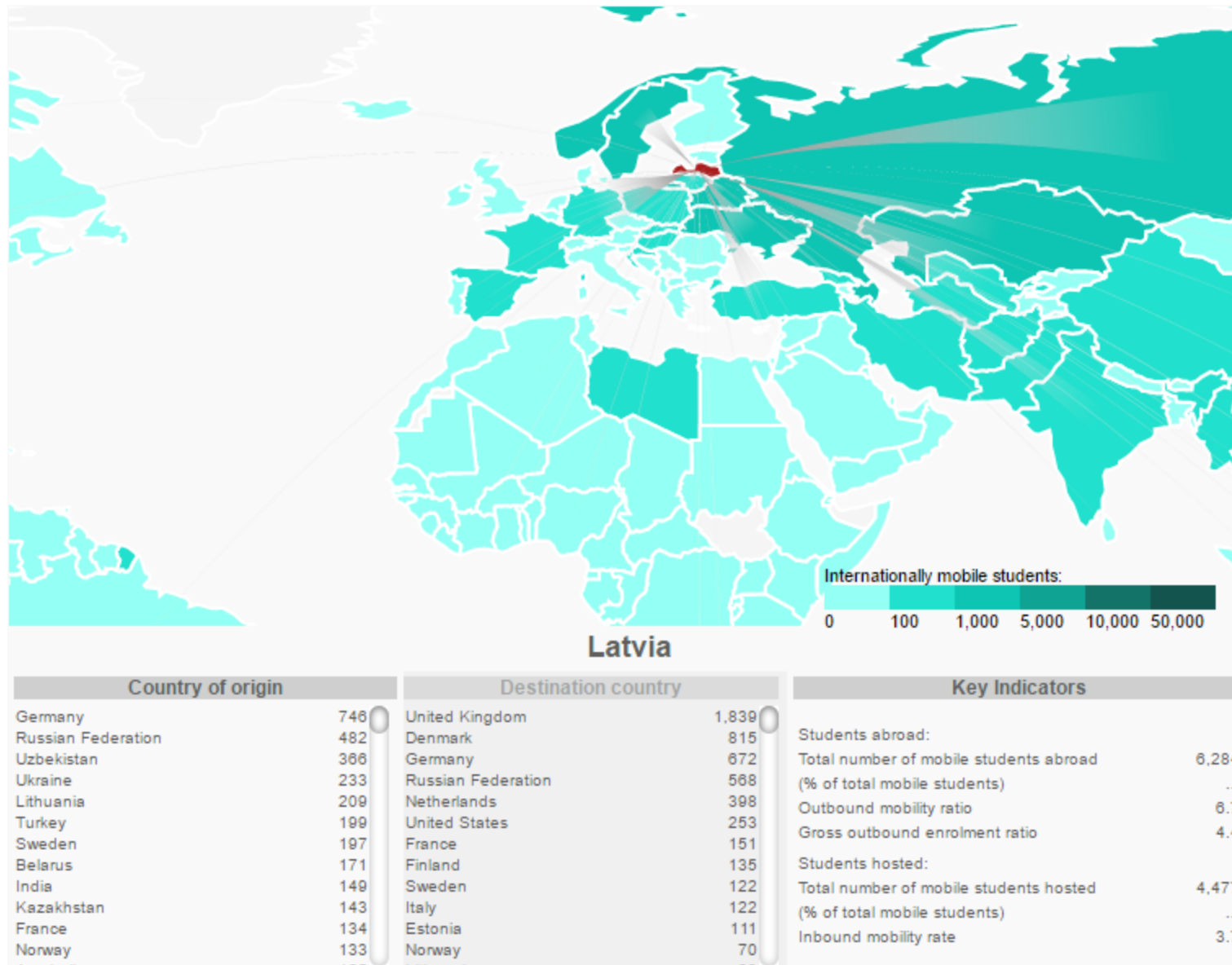
Proportion of foreign students of all students in Germany, by type of higher education institution and degree, in %, 2015 (third country only)



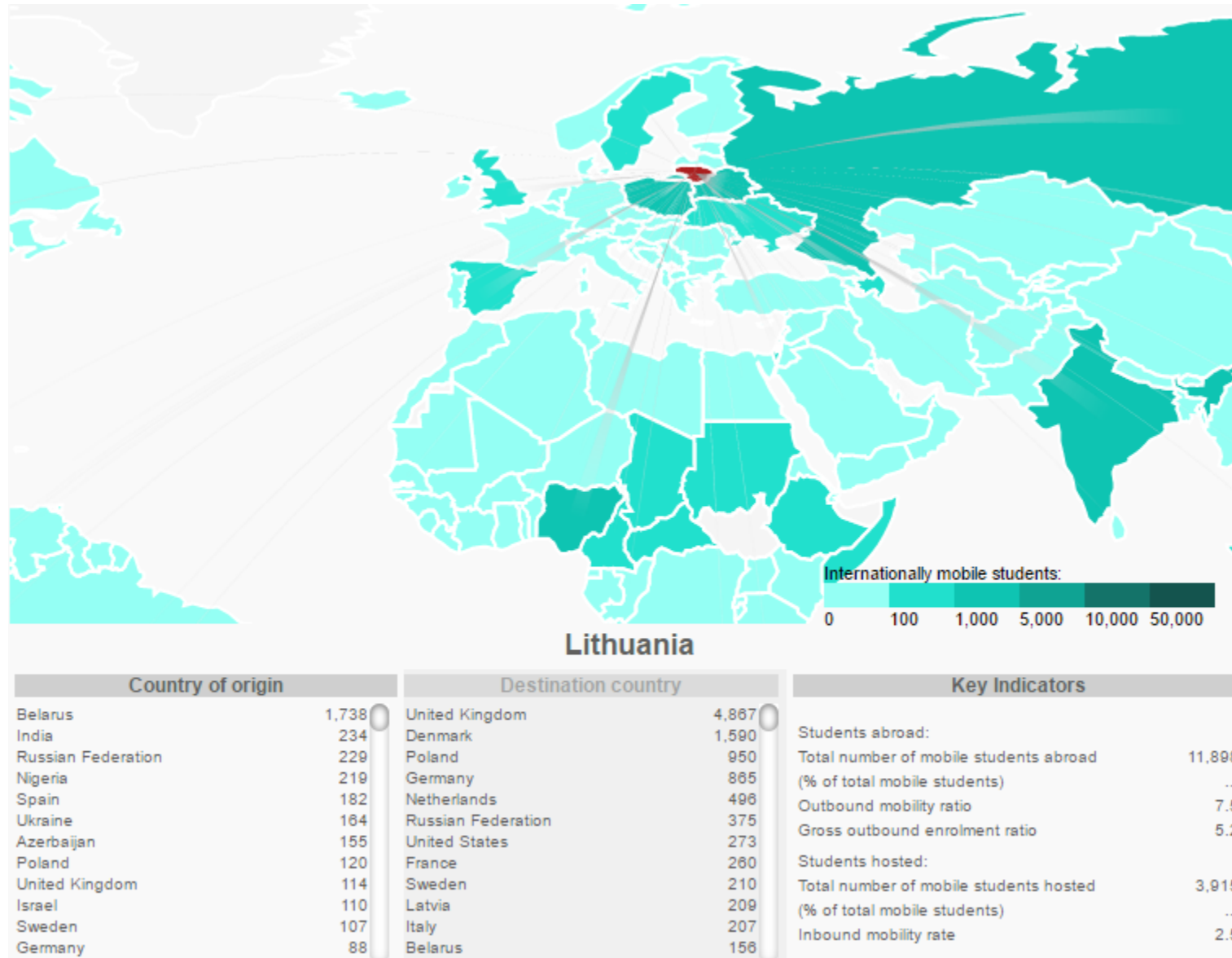
Main Challenges for HEI in context of internationalisation

— Interculturality

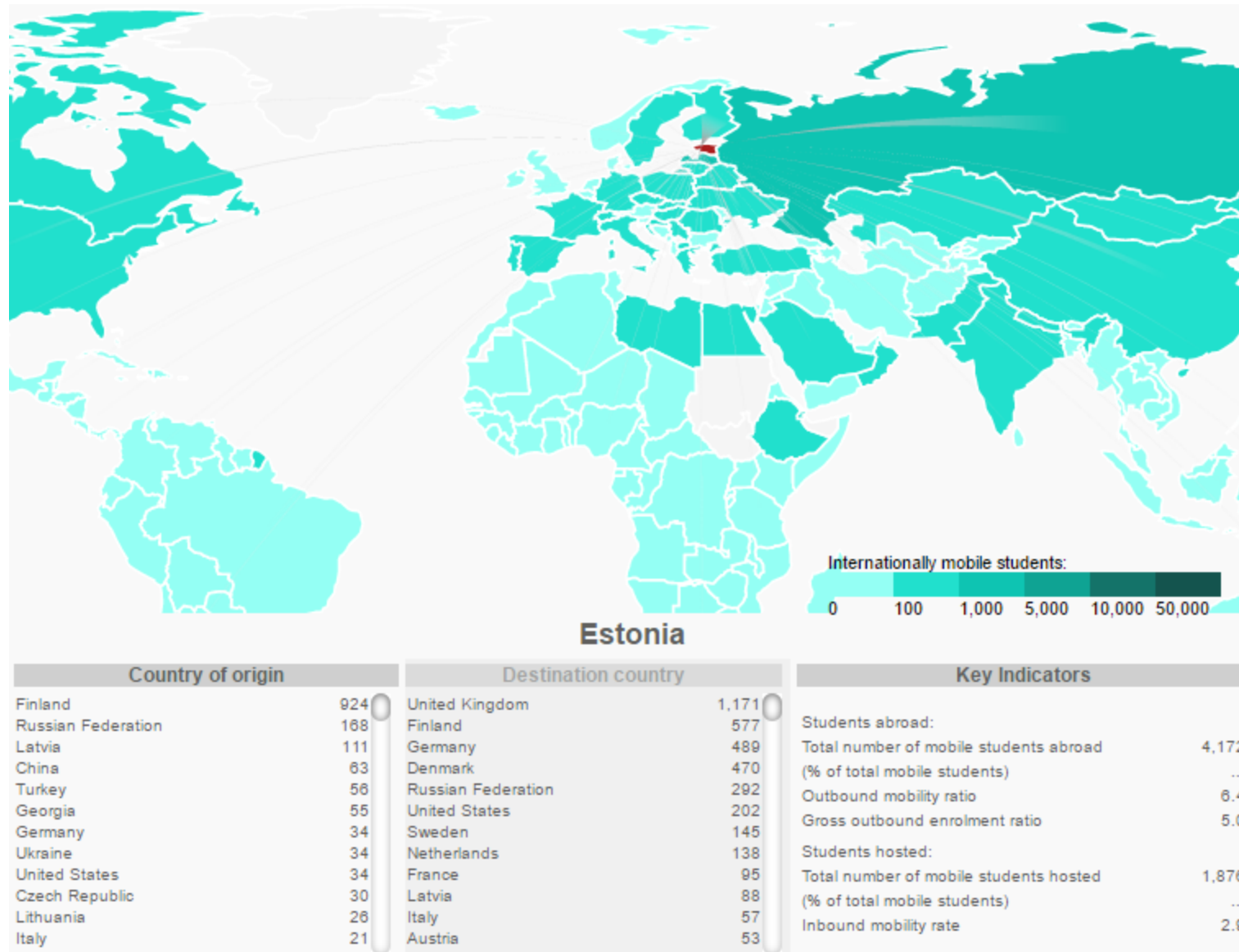
- Challenges of diversity
 - More diverse group of students
 - Different educational and cultural background
 - Different level of language skills (e.g. Study in Australia)



Source: UNESCO (2014)



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Source: UNESCO (2014)

Main Challenges for HEI in context of internationalisation

- From quantity to quality – how to proof quality
 - Quality of the University / Faculty
 - “Positions” of the HEI in regional, national and international context (strengths and weaknesses)
 - Accreditation (i.g European Quality Improvement System EQUIS) as a factor of credibility and image
 - Development and/or expansion of international partnerships
 - Participation in international networks
 - Dual/Joint-Degree Program - Partnership projects
 - BOSP – Big Overseas Stanford Program (11 cities all over the world)
 - Off-shore Campus (i.e. University of Newcastle and Southampton in Malaysia)

Main Challenges for HEI in context of internationalisation

— Quality of the applicants

- Preparatory Program
- Recruitment students from off-shore Campus (i.e. for M.A/P.h.D Program)
- Numerous Clausus
- Aptitude Test
 - Points strengths and weaknesses of applicants
 - Allows to create individual study program (high cost solution)
 - E-Learning as solution of cost problem
 - Improve the chance of successful study

Main Challenges for HEI in context of internationalisation

— Ethical challenges

- Internationalisation has the potential to generate real winners and losers
 - HE as public good and/or tradable service on an international market
- The UNESCO/OECD Guidelines for Quality Provision in Cross-border Higher Education set out practical guidelines for higher education stakeholders:
 - Transparency
 - Fair treatment of partners
 - Academic freedom

Conclusions on setting internationalisation strategies

Conclusion

- Four issues by setting on internationalisation strategies

Language:

- Development of international curriculum in English
- Development of English language support for future and current international students
- Integration of international students

Interculturality

- Supporting student's mobility
- Recruitment of international staff
- International student alumni relations
- Develop more international mobility among countries
- Provide support for international students

Conclusion

- Four issues by setting on internationalisation strategies

Quality:

- Development or/and expansion of international partnerships
- Development of international curriculum
- Recruitment of international staff/Supporting international research
- Provide support for international students
- Development of 'international' skills program for domestic research staff
- Scholarships to build capacity and/or international student diversity
- Knowledge transfer and business engagement internationally

Ethical challenges:

- HE between public good and tradable service on an international market

Strategy in internationalisation

- Analysis (SWOT)
- „Philosophy“ – overall targets
- Particular targets
- Indicators
- Controlling routine

Success factors

- Acceptance
- Strong story
- Integration of decentral units
- Being realistic but ambitious
- Establishing a continuous improvement approach (PDCA cycle)

Essential Management Skills

[Expert Communities](#) [Awards](#) [Projects and Advocacy](#) [Partners](#) [Calendar of events](#)

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Strategy and Management



In today's increasingly global and competitive environment, universities are being forced to think more strategically about how to position and profile themselves. Internationalisation is a key tool for responding to these changes. The Expert Community *Strategy and Management* is a community for all those involved in driving the decision-making processes and setting the future directions for their universities or departments. It is a forum for discussion, competence development and networking – essential for every professional responsible for strategic planning and management.

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Developing Management Skills:

- Participation in International Associations
- Training Programmes

Source: <http://www.eaie.org/community/expert-communities/strategy-management.html>

Essential reading list

Deardorff, D. K.; de Wit, H.; Heyl, J. D. and Adams T. (2012) *The SAGE Handbook of International Higher Education*. SAGE Publications.

Ryan, J. (2012) *Cross-Cultural Teaching and Learning for Home and International Students: Internationalisation of Pedagogy and Curriculum in Higher Education*. Routledge.

Hudzik, J. K. (2014) *Comprehensive internationalisation – Institutional pathways to success*. Routledge.

Leask, B. (2015) *Internationalization of the Curriculum*. Routledge.

Young, J. R. (2013) *Beyond the MOOC Hype: A Guide to Higher Education's High-Tech Disruption*. The Chronicle of Higher Education.

Essential Associations list

– International Associations:

- International Association of Universities: <http://www.iau-aiu.net/>
- The Association of International Education Administrators: <http://www.aieaworld.org/>
- European Association for International Education: <http://www.eaie.org/>

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