

# WP4-WS 2

## Management of internationalisation and the International Office

Fiona Hunter

Centre for Higher Education Internationalisation (CHEI)  
Università Cattolica del Sacro Cuore, Milan, Italy



Project number 530315-TEMPUS-1-2012-1-IL-TEMPUS-JPGR

This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

---

# EVOLUTION



Tempus



# ENVIRONMENT

A highly complex and rapidly changing environment, with a variety of external forces, such as:

- a growing demand for higher education from an increasingly diverse student population
- declining funding from governments and other funding bodies
- increasing calls for accountability from both public and private funders to provide evidence and demonstrate quality
- rapidly evolving competition from a range of new providers,
- manifold pressures of globalisation and new multi stakeholder roles for universities.



# PLANNING

*“Strategic planning in higher education in the current era takes on even greater importance today than it did even a decade ago.*

*The changing needs of higher education and society, the growth of information technology, the communications revolution, the fluctuations in access to financial and human resources, and the rapid pace of change in other aspects of the environment in which higher education operates, give strategic planning an added urgency.*

*More than this, however, in the prevailing environment of fierce competition for outstanding staff, students and resources, **strategic planning is about positioning, defining, or discovering the institution’s niche, and seeking to be the best in what it can do.*** (Hayward and Ncayiyana 2003)



# PROFESSIONALISATION OF HIGHER EDUCATION

Global trends:

- Increasingly professional management of higher education
- Emphasis on strategy and performance
- Call for leadership and accountability



# PROFESSIONALISATION OF INTERNATIONALISATION

- Emergence of internationalisation as a core activity and management function
- Appreciation of potential benefits and risks (academic, reputational, financial)
- Management of internationalisation increasingly strategic, planned and directed, less *ad hoc*
- Need for co-ordination of international affairs and efficient administration of day to day business
- But also growing need for effective leadership and management
- Provides *raison d'être* of International Office (Taylor 2012)

---

# ORGANISATION



Tempus



# ORGANISATION

- Structures, functions and operations vary widely – no single or ‘right’ model
  - Reflects (shifting) local circumstances and priorities
  - *Ab initio* or emerging out of other offices (territorial tensions)
  - New leadership positions (academic or management) and issues of line management
  - Central vs devolved (centralised core functions with network of departmental contacts)
  - Equivalent status as key functions vs ‘second tier’ and less influential
- Identify most appropriate formula for implementation and impact of strategy in own institutional context

# PEOPLE

- Traditionally, from other university departments
- Increasingly, appointed with specific skills (languages, project management, marketing, intercultural competences)
- Professional development and qualifications
- Benefits of networking, membership of international organisations
- Growing 'community of practice'

# MONEY

- Traditionally, university contribution, national funding, European grants
- Increasingly more diversified and performance based
- University contribution based on an assessment of projected expenditure, planned activities, staffing and running costs
- Detailed bidding exercise with clear targets and required expenditure
- Percentage of income from student recruitment
- Wider range of external funds, bids, donations from public and private sources



---

# ACTIVITIES



Tempus



# ACTIVITIES

- No single agreed definition of range of activities
  - International exchanges and partnerships
  - International student recruitment
  - Research
  - Event management
  - Internationalisation of the Curriculum
  - Marketing, Recruitment, Alumni
  - Strategy development and implementation
  - Information Management, Policy advice



# EXCHANGE/STUDY ABROAD

- International exchange programmes (students and staff) and study abroad (intensive programmes, summer schools etc)
- Coordination of all arrangements – applications, selection, enrolment, scholarship and grant management
- Grant applications, paperwork and reporting to funding agencies
- Welfare and support (accommodation, induction, guidance, academic skills, language training, extra-curricular activities)
- Advisory services – legal, financial, visa/immigration
- Emergencies
- Exclusive remit of IO or shared responsibilities?
- Importance of working relations across the university!



# PARTNERSHIPS

- Traditionally IO provided advice and guidance to support large number of agreements (often dormant), many based on personal links
- Increasingly, IO manages partnerships and networks with universities seeking to become more selective and strategic
- Key role of IO in activating and incentivising (development funds)



# EVENTS

- Organisation of special events
- University visits
- From practical arrangements to briefings
- Accompanying delegations



# PROJECTS

- University funded projects and initiatives
- EU projects (Erasmus+, Tempus, Horizon 2020 etc)
- Private sector, Foundations
- Development and Cooperation projects

# RESEARCH

- Supporting international research activities (often linked to ranking initiatives and partnerships)
- Management of international research database showing grants, contracts, publications etc
- Building links with strategic partners, encouraging research contracts
- Specialist advice on grant applications, liaison with funding bodies, legal issues (copyright, employment laws)
- Development of innovative forms of postgraduate research (double, joint, integrated programmes)



# CURRICULUM

- Strategic curriculum change – internationalisation of the curriculum
- Role in stimulating and shaping policy
- Formal responsibility usually lies in academic departments



# MARKETING

- Promotional activities and events
- Development and maintenance of websites and social networking
- Promotional materials
- External relations (media)
- Market research



# RECRUITMENT

- First point of contact and go between with academic departments
- Attending recruitment fairs/contacts with agents
- Visiting international universities (promotion)
- Admissions, applications, credential evaluation
- Welfare (accommodation, induction, guidance, academic skills, advisory services – legal, financial, visa/immigration, emergencies)
- Remit of IO?
- Importance of working relations across the university!

# ALUMNI

- International alumni relations
- Database
- Newsletters
- Events
- Student recruitment
- Contribution to internationalisation (placements, research projects etc)
- Fundraising and «door opening»

# STRATEGY

- Varied involvement of IOs in initiation and development of strategy but vital in responding to objectives and targets
- Direct responsibility and ownership:
  - strategy formation a crucial function
  - creative working partnerships with academic counterparts
  - producing new ideas, suggesting new developments, determining relative priorities
- Background supportive role:
  - working with academic departments to translate priorities into plans and actions



# INFORMATION

- Production and management of information for strategy, planning, monitoring, evaluation
- Student surveys – administration and interpretation

# POLICY ADVICE

---

- Contribution to internal policy development
- Contribution to debates, policy issues, consultation exercises (national, regional)

# FINAL COMMENTS

- No single model, no 'right' position, no typical list of functions
- Ongoing search for most appropriate structure and organisation to support internationalisation process
- Growing institutional recognition and shift to core activity
- Evolving role and emergence of academic leadership
- Widening range of responsibilities
- Increasing impact on all aspects of university life



# APPARENT CONTRADICTION

- *«One one hand internationalisation is recognised as a core function within the university with clear strategic importance: on the other hand, many staff working in the International Offices still feel themselves to be somewhat detached from the mainstream of the university. This appears to confirm the view, that, in professional terms, the work of the International Office is still evolving in terms of status and recognition.» (Taylor 2012)*



# REFERENCES

## Workshops 1 and 2

- Behm, B. and Berthold, C. (2011) Developing Strategies for a Higher Education Institution and its Faculties/Departments in *Leadership and Governance in Higher Education* Vol. 1, Raabe
- Davies, J. (1995) University strategies for internationalisation in different institutional and cultural settings: A conceptual framework in *Policy and policy implementation in the Internationalisation of Higher Education*, (ed. Blok, P.) Occasional Paper 8, EAIE
- Hayward, F. M., and D. J. Ncayiyana. 2003. *Strategic Planning: A Guide for Higher Education Institutions*. Wynberg, South Africa: Centre for Higher Education Transformation.
- Knight, J. (1994) *Internationalization: Elements and Checkpoints*. Ottawa, Canadian Bureau for International Education
- McNay, I (2012) Leading Strategic Change in Higher Education: Closing the Implementation Gap in *Leadership and Governance in Higher Education*, Vol 4. Raabe
- Taylor, J. (2008) Structuring internationalisation: The role of the international office, *Internationalisation of European Higher Education*, An EUA/ACA Handbook, Raabe



# FROM WORKSHOP 1



Tempus



# Key messages

(McNay 2012)

- Do not create an implementation gap. Treat planning and implementation as an integrated process with each informing the other.
- Assess the capacity and commitment to deliver change to avoid developing proposals that cannot be implemented
- Develop strategy through an authentic process of participative decision making, well-informed, flexible in recognising diversity of delivery, championed by change agents with local credibility and allowing evolution of proposals through various stages and continuing dialogue.



# Keys to strategic planning success

- Creativity and viability of the vision, mission and goals developed for the future
- Commitment of the institution's leadership to the plan
- Extent to which the vision is communicated, understood and shared by leadership and members
- Care with which plan is developed and implemented
- Relationship of the plan to budget, human capacity and environmental realities
- Commitment to ongoing review, evaluation and adjustment of plan on a regular basis
- Ability to be flexible in the course of implementation
- Early achievement of smaller goals that are noted publicly and celebrated

( Adapted from Hayward and Ncayiyana 2003)

# Strategic thinking

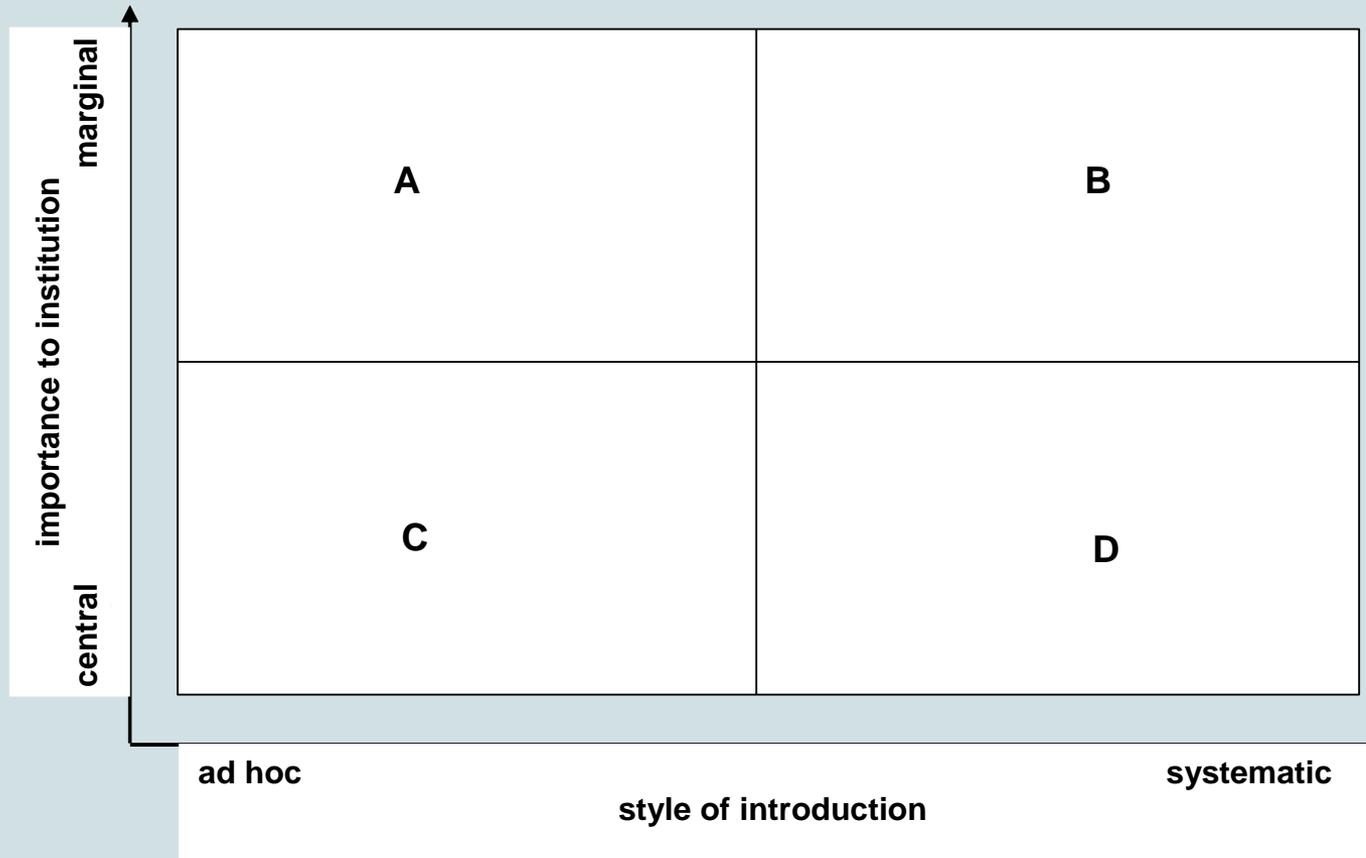
- University must be able to rethink strategy in response, to transform continuously
  - Unpredicted and unintended events will happen
- Ability to combine formal and opportunistic planning
  - Strict adherence to plan leads to rigidity
  - Purely opportunistic response does not provide sense of direction
- Strategic planning is not an instrument of control but of facilitation
- Strategic thinkers are agile, flexible, creative
- **Engaging in strategic thinking is more important than the plan itself**

# Strategies to maximise chances for successful implementation of plan

- Work closely with the individuals and units involved to minimise problems and maximise successes
- Listen carefully to individuals who see potential flaws
- Think through potential problem areas and develop contingency plans
- Be prepared to rethink plan if necessary
- Create early successes that can be acknowledged and celebrated
- Continue to publicise and celebrate along the way

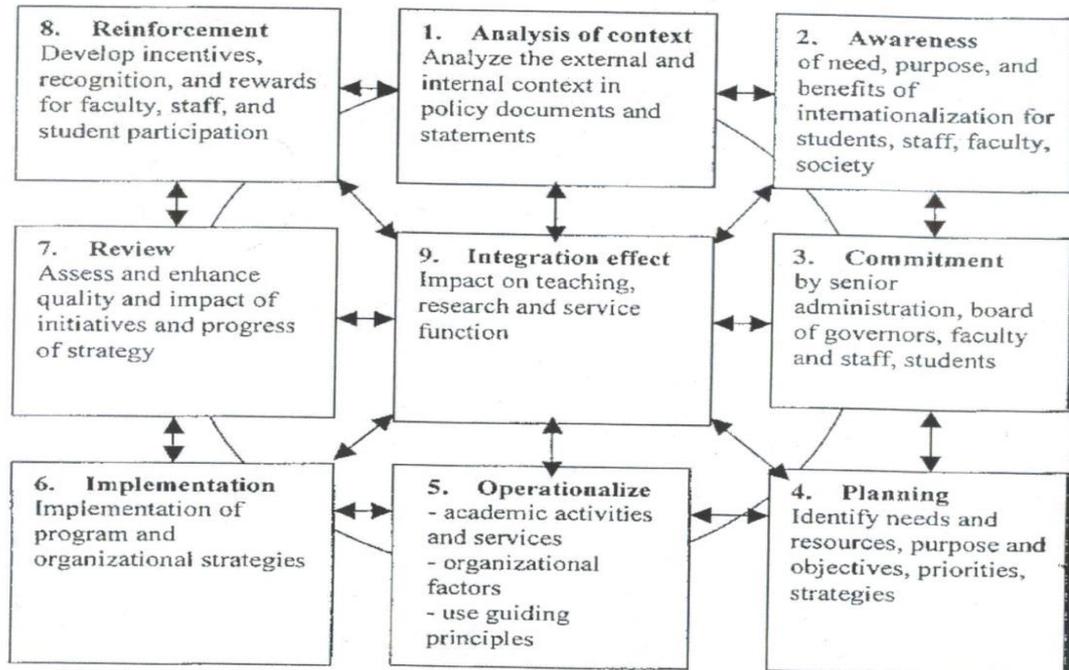
( Adapted from Hayward and Ncayiyana 2003)

# Institutionalisation of approaches to internationalisation in universities (Davies 1995)



# Internationalisation Circle (Knight 1994)

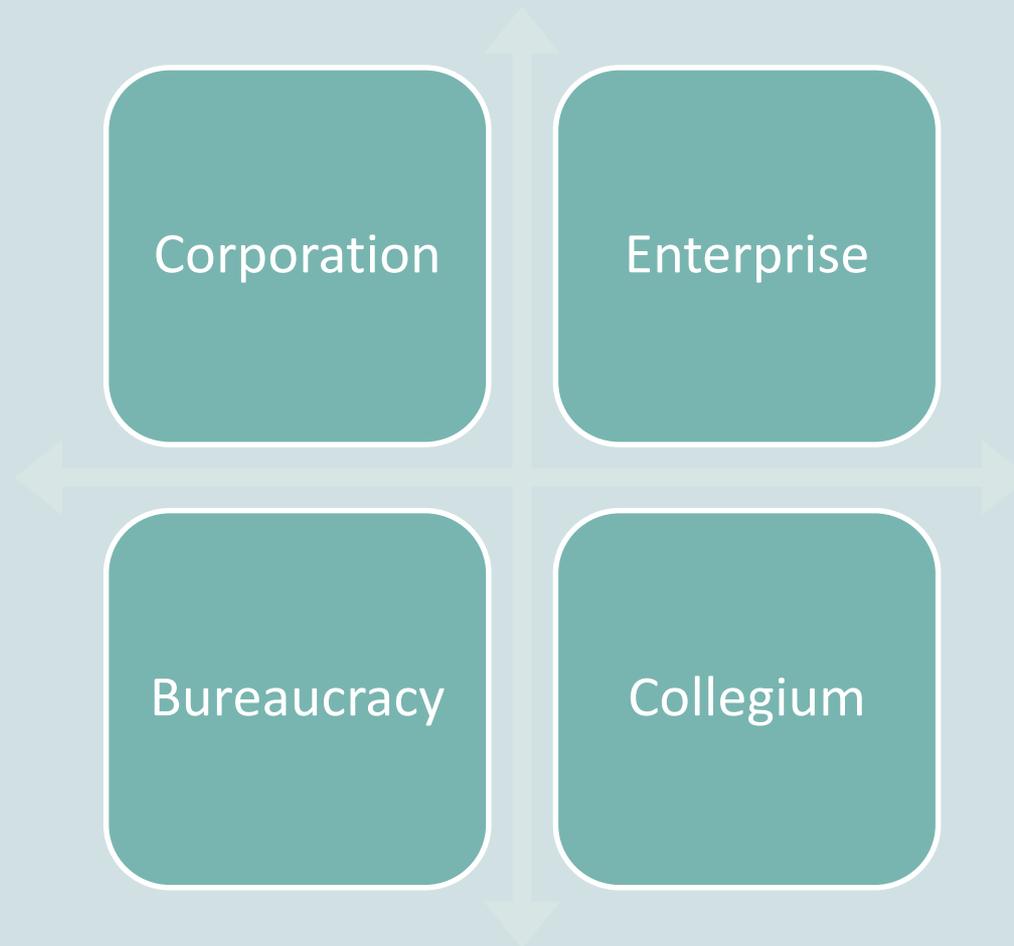
Internationalization Circle, Modified Version



Internationalization Circle



# University cultures



# Do zobaczenia w Warszawie!



Tempus

