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The Strategic Management of Internationalization and University Partnerships

Amman – November 12, 2012

Structure of Presentation

(1) General Introductory Remarks

(2) Conceiving Interationalization Strategies

(3) The Example of Student Mobility at TUD

(4) "Internationality at Home"

(5) Preliminary Conclusions – and Four Recommendations

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General Introductory Remarks

1. Internationality of research (TUD)
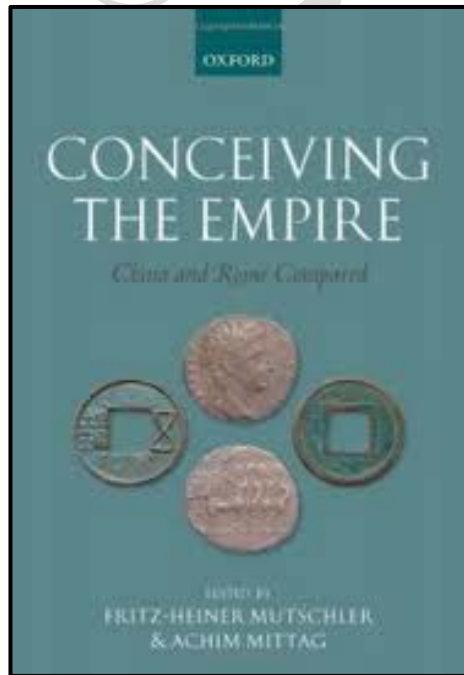
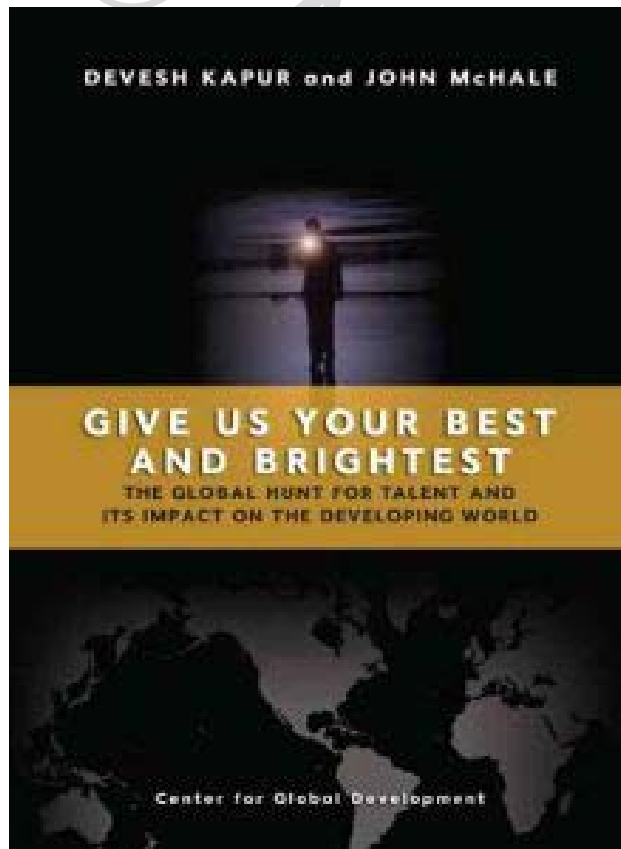historical comparison of the Chinese and the Roman Empire

rain forest research projects

geodetic research in the Antarctica

General Introductory Remarks

2. World-wide competition for excellent researchers

Devesh Kapur & John McHale (2005).
Give us your best and brightest:
The Global Hunt for Talent and its
Impact on the Developing World.

General Introductory Remarks

3. Undergraduate and graduate mobility

DAAD student grants 2010:

22.876 outgoing

33.071 incoming

General Introductory Remarks

4. European international research consortia

European Commission

General Introductory Remarks

5. International students at TU Dresden around 1900

25 % of student population from
– Russia
– Austro-Hungarian Empire
– Norway
– Bulgaria
– U.S.A.

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Conceiving Interationalization Strategies

I. The CHE Study of 2007

How to measure internationality and internationalisation of higher education institutions: Indicators and key figures

Uwe Brandenburg
Gero Federkeil

Working Paper № 92
July 2007

http://www.che-consult.de/downloads/How_to_measure_internationality_AP_92.pdf

"[HEIs] must set themselves internationality goals and draw up a strategy of how to achieve these goals." (p. 10)

Conceiving Interationalization Strategies

Exemplary questions:

– Which goals does my institution want to achieve?

– Why do we want to achieve these goals?

– Can we quantify these goals?

– What are the qualitative aspects?

– Do we have the instruments in place to have an influence in achieving these goals?

– Who defines the goals?

– Who are the actors for achieving these goals?

– Are the goals the same for the whole university or for specific departments only?

Conceiving Interationalization Strategies
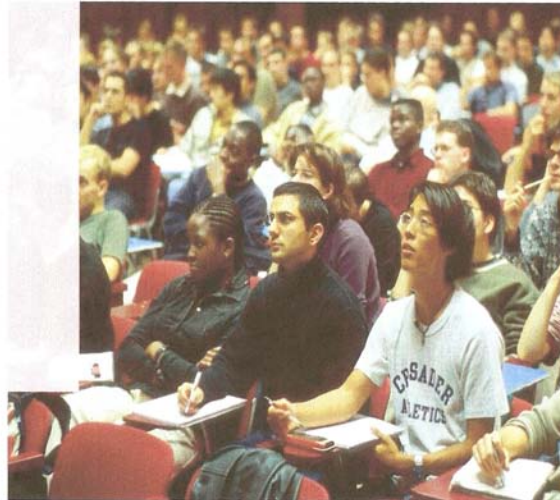
The Audit „Internationalisation of Universities"

HRK German Rectors' Conference
The Voice of the Universities

SPONSORED BY THE

Federal Ministry
of Education
and Research

Conceiving Interationalization Strategies

II. First Outcome of the HRK Internationalization Audit*

1. Frame conditions

– institutional internationalization strategies
  ← need to be integrated in the strategic development planning

– central vs. peripheral goals
  ← need for harmonization

– success parameters
  ← difficulty of defining 'success'
  ← difficulty of measuring 'success'

*http://www.hrk.de/uploads/media/Bausteine_fuer_den_internationalen _Erfolg.pdf (4/12)

Conceiving Interationalization Strategies

First Outcome of the HRK Internationalization Audit *contd*

2. Planning and governance

- balance between top-down and bottom-up processes

    ← e.g. setting the selection criteria for strategic university partnerships

- differences between central and peripheral interests

- difficulties in gathering relevant data

- international marketing

- financial / personell resources

Conceiving Interationalization Strategies

First Outcome of the HRK Internationalization Audit *contd*

3. Teaching and education

   – recognition of externally earned credits

      ← hesitant recognition making students potentially immobile

   – English language competence of faculty and students

   – securing success in in-coming students' studies

   – imbalance between ERASMUS-partnerships and number of mobile students per contract

Conceiving Interationalization Strategies

First Outcome of the HRK Internationalization Audit *contd*

4. Research and technology transfer

 – research = *per se* international?

 – data basis for assessment of international orientation
 of research

 ← need for developing criteria for robust data

 – amount of international researchers at German HEIs

 ← need for more active international recruiting

Conceiving Interationalization Strategies

First Outcome of the HRK Internationalization Audit *contd*

5. Counseling and support
  – internationality of local administration
    ← need for language courses and intercultural training
  – support institutions
    ← need for more transparency

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The Example of Student Mobility

Why is student-mobility important for the TUD?

Student-mobility

– enhances attractivity of university;

– has an impact on our reputation with future employers;

– corresponds to the TUD's self-understanding of high-quality education.

The Example of Student Mobility

1. Are the measures by which the TUD supports student-mobility sufficient?

   – focus on EU programs
     → need to widen the scope?

   – joint study programs with substantial parts of the curriculum taught at a partner institution
     → possibility to expand number of such programs?

   – geographic focus on Europe
     → necessity to have exchanges with universities all over the world?

   – restriction to *studying* abroad
     → expansion of international internships?

The Example of Student Mobility

2. Central vs. decentralized governance

- role of rectorate

- balance between central and decentralized administration

- internal differentiation of mobility demands

The Example of Student Mobility

3. Quality assurance

– quality-assurance mechanisms in choosing study-abroad partners

– support challenges to ensure the success of studying abroad opportunities

  • language preparation

  • inter-cultural counselling

  • information meetings,

  • mechanisms for recognition of credits earned abroad

  • a professional administrative infrastructure

The Example of Student Mobility

4. Fields calling for remedial action at TUD

– substantial internal difference of student-mobility

– enhancement of study-abroad opportunities relying too heavily on personal motivation of individual academic staff members

– possibilities to include specific quantitative and qualitative goals in agreements between rectorate and schools / faculties

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"Internationality at Home"

Questions discussed at the TUD

- What are our recruiting policies for international academic staff?
- Should each open position be published internationally in English?
- How can we adequately recruit internationally?
- In which fields should we recruit internationally?
- Do we require knowledge of German for international academic staff?

"Internationality at Home"
Questions discussed at the TUD *contd*

– Which consequences arise from having 500 international researchers with sometimes little or no knowledge of German?

– Can we / should we switch to a teaching system where all courses can be taught in English or German?

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Conclusions and Recommendations

I. Experiences in the Internationalization Process at the TUD

1. Achievements

attributable to

– personal commitment of individuals
– infrastructural decisions

← e.g. *Welcome Centre*
← e.g. *European Project Centre*

Conclusions and Recommendations

Experiences in the International. Process at the TUD *contd*

2. Medium-term challenges

improving quality assurance by

– establishing better-defined process chains

– generalizations from experiences of specific depts

– stabilization of a more institutionalized goal-achievement

Conclusions and Recommendations

II. Four Recommendations

1. Infrastructural bases

   – professional infrastructure and mechanisms

   ← fundamental for achieving quantitative and qualitative goals

   – motivated staff and faculty

   – central providing of conditions for the realization of peripheral goals

Recommendation 1:

Make sure that you see what your faculty and staff are interested in
and try to create supportive conditions.

Conclusions and Recommendations

Recommendations *contd*

Infrastructural bases *contd*

TUD example: the *European Project Centre*

TUD = among the top 40 HEIs EU-wide

TUD = among the top 5 national HEIs

← result of a decisive infrastructual measure:

creation of a highly professional central EU project management infrastructure

Conclusions and Recommendations

Recommendations *contd*

2. Internationalization objectives

   – definition of minimum standards and processes

   – discussion and subsequent definition of goals university-wide

Recommendation 2:

(a) *Assess the goals you want to pursue in the context of the current situation and discuss the objectives with the respective entities / persons.*

(b) *Once a goal has been identified, it is essential that you follow up its implementation steps.*

Conclusions and Recommendations

Recommendations *contd*

Internationalization objectives *contd*

Examples:

– double-degree study programs?

– study-abroad options at partner institutions world-wide broadly accessible to students of all disciplines ?

Conclusions and Recommendations

Recommendations *contd*

3. Internationality as a complex and cross-cutting issue

- – investment in excellent research infrastructure
  - ← fundamental for recruiting international researchers
  - ← fundamental for recruiting international teaching faculty
- – preparation of administration to cope with international challenges

Recommendation 3:

Define clear process chains with your HEI administration and with the immigration authorities in your city.

Conclusions and Recommendations

Recommendations *contd*

4. Resources

– different internationality goal = different investments

<u>Recommendation 4</u>:

Continuously assess the options and resources available and consider whether additional resources can and have to be committed.

<u>Example: TUD's discussion of decentralized international offices</u>

Conclusions and Recommendations

... in a nutshell

definition of goals in an iterative process

balance of top-down and buttom-up processes

quality assessment and assurance

strategic placement of human and monitary resources

Thank you for your attention!