INTEGRATED POLICY PLAN FOR
INTERNATIONALISATION 2014-2018

GHENT UNIVERSITY

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GHENT (BELGIUM)

- A genuine student city with +70,000 students (40,000 of Ghent University)
### Bachelor programmes

| Dutch taught | 58 |

### Masters

| Dutch taught | 99 |
| English taught | 49 |

- 7 international Course Programmes
- 5 Erasmus Mundus Master Programmes

### Many separate English courses
Total number of students 43.198

international students 5.486

PhD students 4.769

International PhD students 1.861

Staff ca. 9.000

international staff 12 %
Publications 2005-2015

- **23,354** International Publications
- **14,148** Ghent University Only
- **7,015** Belgian Publications
- **15** Thomson Reuters Highly Cited Authors (2015)

Total number of publications at Ghent University: **45,517**
RANKINGS

Shanghai Ranking

Worldwide: 62
National: 1

Times Higher Education Ranking

Worldwide: 118
National: 2

(NUMBERS: 2016)
WHY INTERNATIONALISATION?

• Internationalisation is a driver for innovation

• Internationalisation creates synergies

• Internationalisation leads to higher quality of education and research

• Internationalisation gives content to the social and global responsibility of Ghent University

• Internationalisation strengthens the reputation of Ghent University
WHY AN INTEGRATED POLICY PLAN?

• Internationalisation is organisationally transversal and is content-wise interdisciplinary by nature

• Policy plan as a framework for both central and decentralised initiatives (within and between faculties)

• Integration of actions at all levels is necessary to increase return on investment

• Our plan consists of 5 keystones (see further)
KEYSTONE 1: BETTER ORGANISED CENTRAL SUPPORT

- Re-enforcement of central level support:
  - Creation of ADI function in 2015
  - Integration of internationalisation and Development Cooperation
  - One central international office (Pand)
  - Ongoing: streamlining of procedures
- Re-enforcement of Faculty support
  - Faculty policy development
  - Increase of faculty budget (Staff and student mobility (MoU/CA), I@home, Mobility funds CWO, ...)
  - Internationalisation as a pillar in the AP-key (see further)
KEYSTONE 1: BETTER ORGANISED CENTRAL SUPPORT

- Becoming an international university requires involvement of all central services
  - Internationalisation requires a total mind shift of central services
  - This goes beyond having documents in English language (also important and not evident!) or being open to speak English
  - Following services are/need to be transversally developed in the different university departments
    - Recruitment and welcoming of staff (and their family!) and students (flows are completely different)
    - Housing/contracts/visa support/ welcome packages/….
    - Research and education regulations (e.g. language of teaching/ requirements for research IP, …)
    - Involvement of international staff and students in the faculty life and organisation
    - Finance department: e.g. international bank transfers, net versus gross salary comparisons
    - Career management for PhD and post-docs
    - International branding of the university
    - ICT: programs in two languages
    - Juridical services
    - ….
KEYSTONE 2: STRATEGIC PARTNERSHIPS

- Financial support for qualitative high level partnerships

- Structuring preferential international cooperation in four groups
  - Faculty partnerships
  - Thematic networks
  - Regional platforms
  - Institutional partnerships
STRUCTURE OF PARTNERSHIPS

- Strategic partnerships
- Regional platforms (with partners from same region)
- Thematic networks (partners in the same thematic interfaculty domain)
- Partnerships at Faculty level (Partners of one Faculty)
PARTNERSHIPS AT FACULTY LEVEL

Faculty partnerships:

• Faculty own policy to create high level partnerships in domains of the faculty
• MoU and CA policy: decisions at faculty level, central level only for quality check
• Funding via centra fund for BILAKs
• Development of tools to support policy (e-Quatic, e-Consort, Desert, ….)
Regional platforms:

• To link UGent expertise about or in a certain region (from different faculties)
• To create strong links at institutional level with institutions in a particular region
• To serve as a platform for student and academic exchange with that region
• To have a single point of contact for new initiatives in a region
• To support coordination of projects in a region
PLATFORMS

Africa Platform
China Platform
India Platform
ASEAN +
CESAM Platform
Russia Platform
INTERNATIONAL THEMATIC NETWORKS

ITNs:
• To link UGent expertise about a certain topic with international expertise in that topic
• To create international centres of excellence in a certain topic with Ghent university as central focus organisation
• So far 6 ITNs are operational:
  • ANSER: Sexual and reproductive health and Rights policy
  • Sustainable Education
  • Cedar-IC: Cell Death and Cancer research
  • Greenchem: Green chemistry
  • Mytox-South: Mycotoxins network
  • GCD: Governance, conflict and development
Institutional partnerships

- Institution wide partnerships that go beyond individual or faculty level
- Managerial component
- Based on equal cofunding by the partners
- Can be multilateral or bilateral
- Existing SIPs
  - U4: UGent-Groningen-Göttingen-Uppsala
  - UGent-Lilles-UCL
  - C3: UGent-Missouri-UWC
- Preparation of a bilateral SIP policy for:
  - research partners
  - Development cooperation partners
GHENT UNIVERSITY GLOBAL CAMPUS

Incheon, Zuid-Korea

Since 1 September 2014

Bachelor programmes:

- Molecular Biotechnology
- Environmental Technology
- Food Technology

Flying Faculty
KEYSTONE 3: INTERNATIONALISATION IN EDUCATION

- Mobility target of 25% by 2020 (now 19%)
  - Harmonisation of scholarship possibilities and selection
  - More scholarships (erasmus+, global minds, own scholarships, ...)
  - Registration of ‘part-time’ mobility (e.g. for thesis mobility)
  - Increased attention to internship mobility
- All (master) programs should reach the learning outcome target of international and intercultural competences by 2020
  - All alumni should be able to operate in the global international market within their discipline
  - All students should acquire some general competences regarding global and intercultural issues
KEystONE 4: INTERNATIONAL RECRUITMENT OF STUDENTS AND STAFF

- Development of an active student recruitment policy
  - Lisbon recognition charter: international student recruitment is the same as national student recruitment: For Flanders: students are allowed on basis of degree/diploma obtained, not on basis of individual results
- Development and promotion of preparatory programs
- Harmonisation of central and decentral recruitment activities
- International recruitment of staff
  - International candidates should have equal opportunities as national candidates
  - Language policy (2 years for A2 and 5 years for B2 level)
KEYSTONE 5: INTERNATIONAL BRANDING

• More effort to brand our university internationally (international missions)
• Academic diplomacy
• International alumni network
• Engagement in international fora (Santander group, EUF, ...)

GHENT UNIVERSITY
HOW TO OPERATIONALIZE

- Resources
  - Central (± 40 FTE) and decentral internationalisation services (± 20 FTE)
  - Central financial support
    - Directly: ± 3.5 million euro
    - Indirectly (mainly scholarships for Ma/PhD research): ± 3.5 million euro
  - External funding: erasmus, erasmus mundus, EU grants, international research projects, development cooperation projects: ± 50 million euro/year (= a guess)
- Incentive systems for students, staff, and faculties (see next slides)
HOW TO INCENTIVIZE STUDENTS

- Increased scholarship possibilities (Erasmus+, global minds, master minds, travel scholarships, …)
- Making international experience visible on the degree supplement (with special mention when 15 ECTS international activities have been reached)
- Language learning ‘checks’ for mobility students
- Preparatory courses for students going to development countries
- Information days on international mobility
- internationalization@home activities: invited lectures, international days, virtual classrooms, …
HOW TO INCENTIVIZE STAFF

- Increased possibilities for funding (international joint Ma/PhDs, joint projects,...)
- Seed money for development cooperation (e.g. Global Minds program)
- Possibility to include international activities in career objectives and evaluations
- Language certificates for teaching (C1)
- Courses on how to work with international/intercultural students/groups
- Central support for international projects (both educational as research projects)
HOW TO INCENTIVIZE FACULTIES

- Incentive policy for faculties: framework allowing to account for faculty policy regarding internationalisation
  - Performance key: results in terms of international students and staff recruitment, exchange students, international staff mobility, international PhDs, international funds and international research output
- Tuition fee policy for non-EU students (central + faculty policy)
  - Higher fees (minus 17 % overhead): go to Faculty/program but should be used for internationalisation policy
  - Special tariffs for development countries
- Tuition and benchfee for PhD
  - Benchfee (both EU/non-EU): centralised policy (min. 4480 euro) with possibility of higher amounts for international students by faculty
  - Special tariffs for development countries
CONCLUSIONS

- Internationalisation is more than just welcoming international students or changing language in English but requires an involvement expressed in the university mission.
- To root internationalisation in the total institution needs a commitment of the highest management and a long-term strategy.
- A strategic plan for internationalisation gives a framework to operationalize this commitment.
- This needs also investment of resources: both in staff as in money.
- All this is work of long term.
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