



**GHENT
UNIVERSITY**

INTEGRATED POLICY PLAN FOR

INTERNATIONALISATION 2014-2018

GHENT UNIVERSITY

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GHENT (BELGIUM)

London
310 km

Amsterdam
220 km

Paris
290 km

Berlin
790 km

Brussels
55 km



GHENT (BELGIUM)

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



GHENT UNIVERSITY

20.0

A HISTORY FOR THE FUTURE



EDUCATION

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



EDUCATION

Total number of students 43.198

international students **5.486**

PhD students **4.769**

International PhD students **1.861**

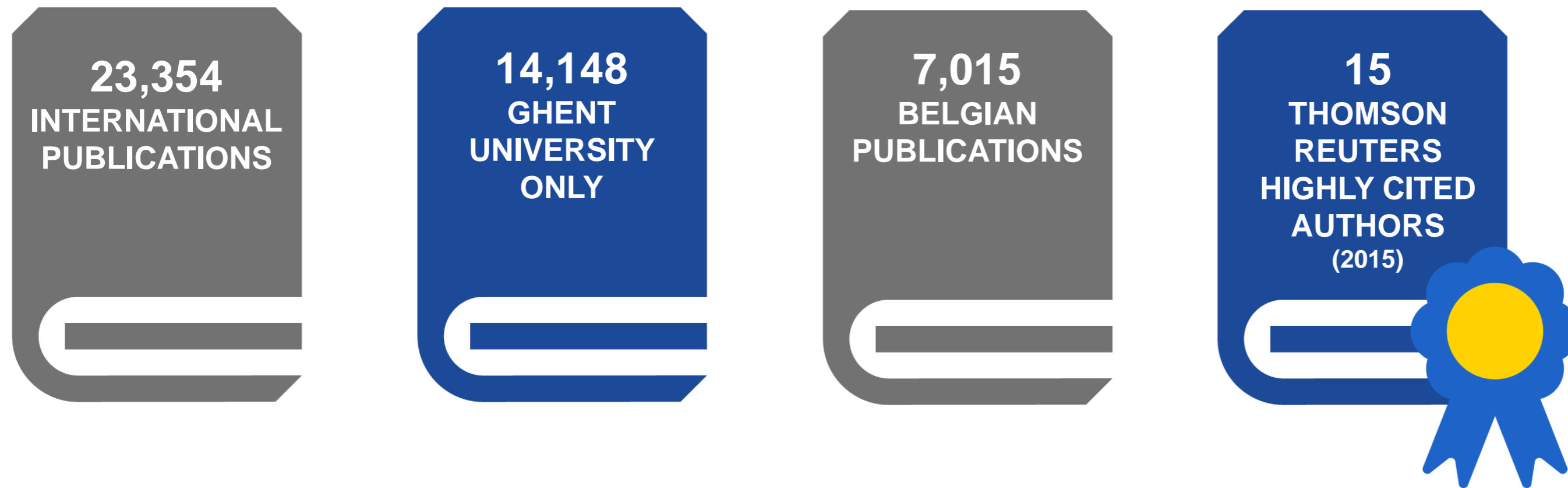
Staff ca. 9.000

international staff **12 %**



OUTPUT

Publications 2005-2015



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)
 - On going: 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 (W0, ...)
 - Internationalisation as a pillar in the AP-key (see further)

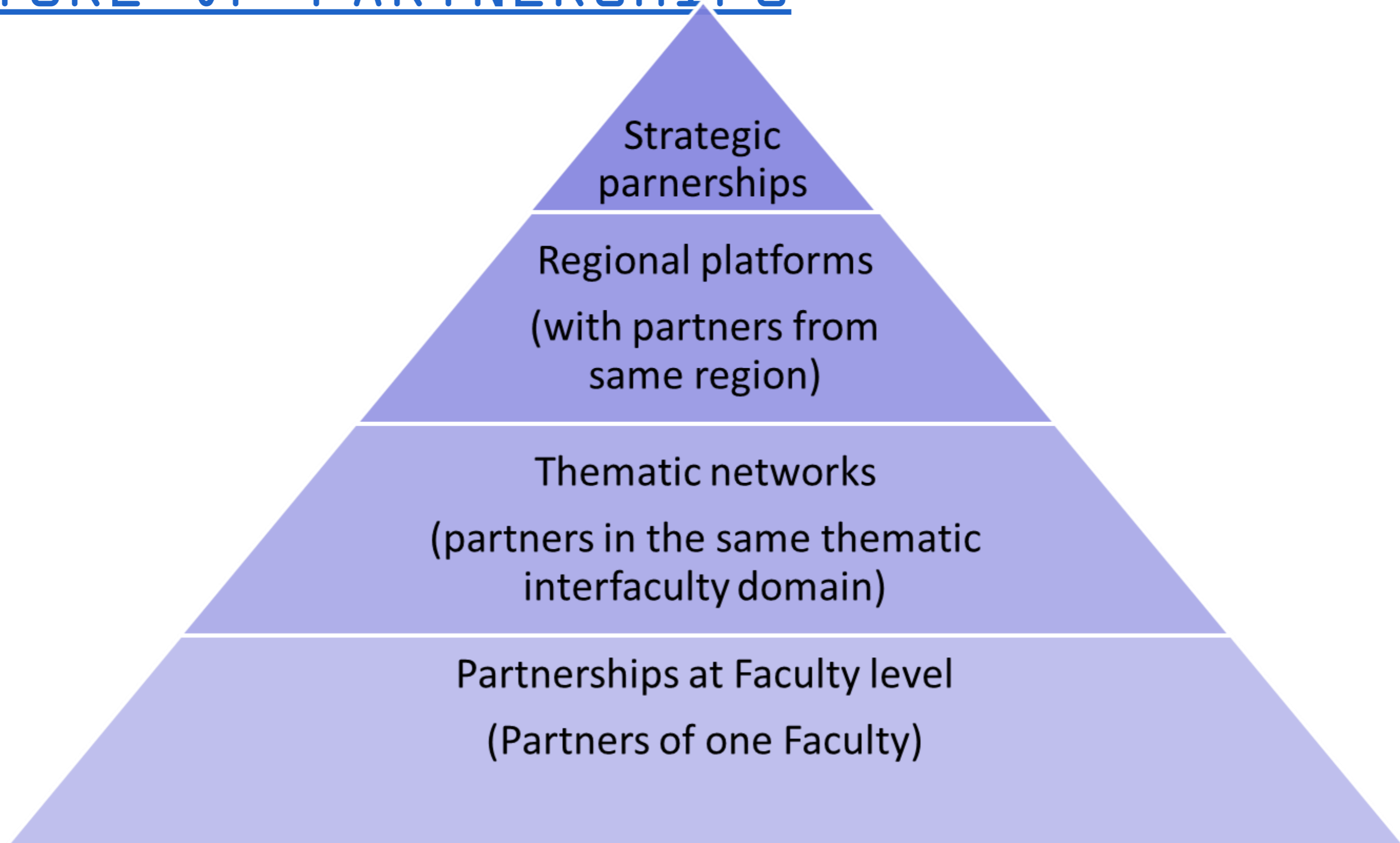
KEYSTONE 1: BETTER ORGANISED CENTRAL SUPPORT

- 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



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

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

STRATEGIC INSTITUTIONAL PARTNERSHIPS (SIP)

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-Gottingen-Upsala
 - 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, ...)

HOW TO OPERATIONALIZE

- Resources
 - Central (\pm 40 FTE) and decentral internationalisation services (\pm 20 FTE)
 - Central financial support
 - Directly: \pm 3,5 million euro
 - Indirectly (mainly scholarships for Ma/PhD, research): \pm 3,5 million euro
 - External funding: erasmus, erasmus mundus, EU grants, international research projects, development cooperation projects: \pm 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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