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The Strategic Management of Internationalization and University Partnerships

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Structure of Presentation

(1) General Introductory Remarks
(2) Conceiving Internationalization Strategies
(3) The Example of Student Mobility at TUD
(4) "Internationality at Home"
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(1) General Introductory Remarks

(2) Conceiving Internationalization Strategies

(3) The Example of Student Mobility at TUD

(4) "Internationality at Home"

(5) Preliminary Conclusions – and Four Recommendations
General Introductory Remarks

1. Internationally of research (TUD)

- historical comparison of the Chinese and the Roman Empire
- geodetic research in the Antarctica
- rain forest research projects
General Introductory Remarks

2. World-wide competition for excellent researchers

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 Internationalization Strategies

I. The CHE Study of 2007

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

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

Uwe Brandenburg
Gero Federkeil
Working Paper № 92
July 2007
Conceiving Internationalization 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 Internationalization Strategies
Conceiving Internationalization 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'

Conceiving Internationalization 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 / personnel resources
Conceiving Internationalization 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 Internationalization 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 Internationalization 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 infrastructural 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 worldwide 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

**Recommendation 4:**

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

**Example:** TUD's discussion of decentralized international offices
Conclusions and Recommendations

... in a nutshell

- Definition of goals in an iterative process
- Balance of top-down and bottom-up processes
- Strategic placement of human and monetary resources
- Quality assessment and assurance
Thank you for your attention!