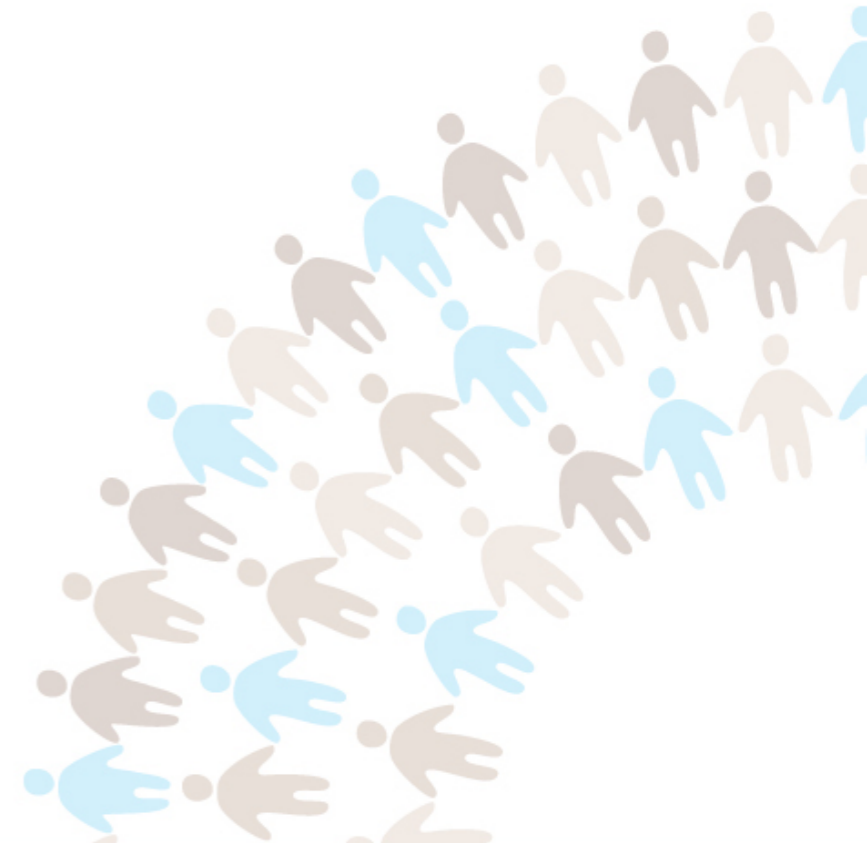


Engaging Administrative and Academic Staff in Internationalisation at Home

Justyna Giezyńska
Luminar Foundation President
Studybility CEO

NordPlusMusic
Riga, October 22, 2018



Engage /ɪn'geɪdʒ, ɛn'geɪdʒ/

- occupy or attract (someone's interest or attention);
- participate or become involved in;
- arrange to employ or hire (someone);
- move into position so as to come into operation;
- enter into combat with (an enemy).

There is a story in each engagement. Listen to it.

Globalisation

- ➔ Removal of barriers between national economies
- ➔ Flow of goods, services, capital, and labor (a multi-dimensional process accepting a set of economic rules for the entire world)
- ➔ Integration of national economies through trade, investment, capital flow, labor migration, and technology (must obtain the support of the state to be more productive and competitive)
- ➔ Dissemination of common cultural values (re-emergence of nationalism, cultural conflict and social movements)

Want to be successful?

You must be able to quickly mobilise global resources and reach world markets

Internationalisation

“Internationalisation at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education”.

Jane Knight, 2015

*Globalisation
is something that happens to you.*

*Internationalisation
is something you can control.*



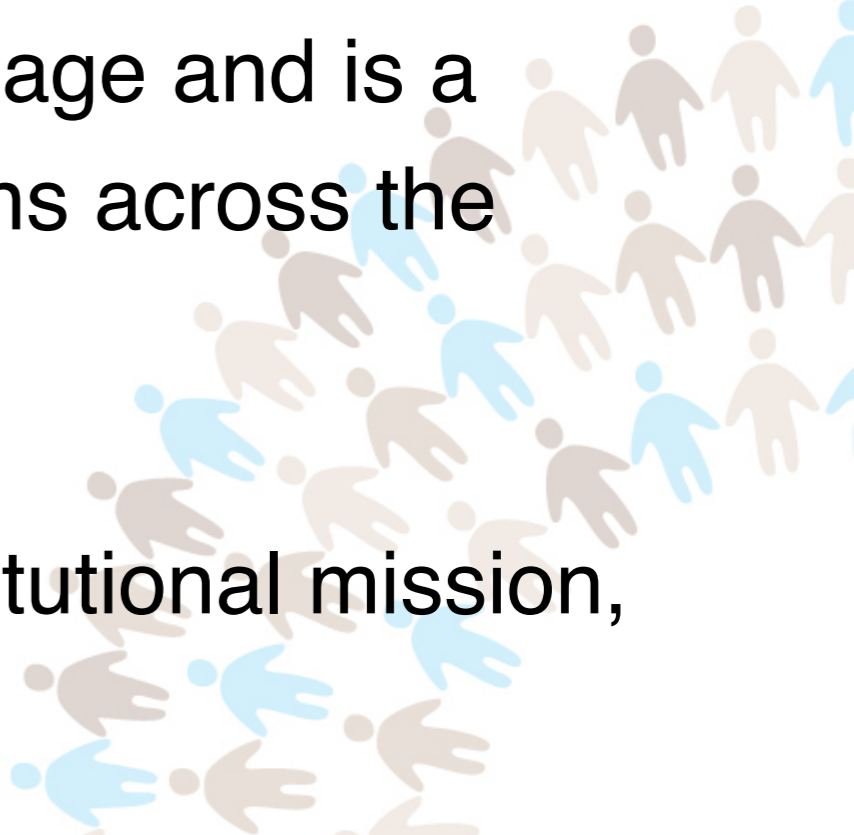
Why is internationalisation important to HEIs?

- **Globalisation:** a reality for universities, staff, students and alumni, involves a global competition for talent, countries establish national policies and programmes to attract international students;
- **Students:** sophisticated, knowledgeable, with plenty of choice in programme of study, university, country and mode of study;
- **Higher education:** increasingly oriented towards the needs of employers and society in general.

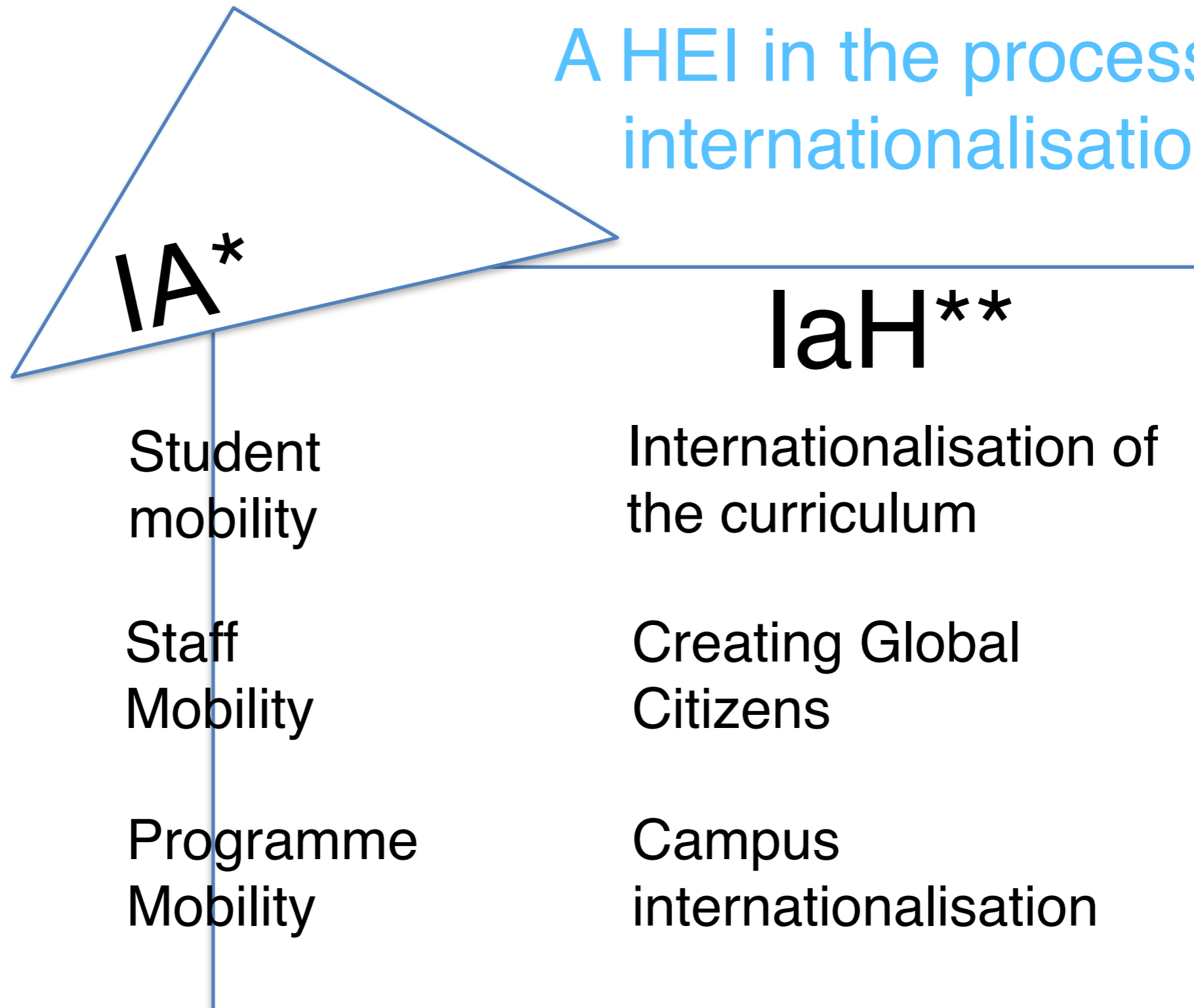
Institutional approaches to internationalisation

Show of hands

- “Traditional” approach: a marginal activity, mainly concerned with the mobility of students and staff; only available to a minority; limited impact on the institution as a whole;
- Internationalisation has moved to centre stage and is a priority for most higher education institutions across the broad range of their activities;
- Internationalisation is closely linked to institutional mission, development and strategy.



A HEI in the process of internationalisation



*Internationalisation Abroad - a project

**Internationalisation at Home - a process

PARTNERSHIPS

laH

*“Internationalisation at Home (laH) is the **purposeful** integration of international and intercultural dimensions into the formal and informal curriculum for all students, within domestic learning environments”.*

Elsbeth Jones & Jos Belen, 2015

THE EAIE BAROMETER

INTERNATIONALISATION IN EUROPE

Second edition



EAIE, 2018

<https://www.eaie.org/our-resources/barometer.html>



TOP 10 INTERNATIONALISATION activities by region

	EHEA	Northern Europe	Eastern Europe	Southern Europe	Western Europe	Western Asia
Int. mobility of home students	68%	67%	61%	76%	70%	68%
Int. student recruitment	53%	63%	62%	50%	41%	44%
Int. mobility of home staff	39%	38%	47%	49%	28%	51%
Int. strategic partnerships	38%	44%	28%	31%	43%	30%
Programmes in non-local language	33%	32%	46%	33%	32%	19%
Joint/dual/double degrees	29%	22%	31%	34%	29%	38%
Campus internationalisation	26%	25%	22%	22%	34%	18%
Internationalisation of home curriculum	21%	20%	13%	14%	34%	10%
Int. staff recruitment	20%	28%	21%	13%	14%	23%
Int. rankings focused activities	18%	16%	25%	22%	12%	23%
Courses developing int. awareness	18%	16%	10%	10%	28%	18%

● 1st
 ● 2nd
 ● 3rd
 ● 4th
 ● 5th

* Respondents were able to select up to five answers

INTERNATIONALISATION Goals by Region

	EHEA	Northern Europe	Eastern Europe	Southern Europe	Western Europe	Western Asia
Prepare students for global world	76%	76%	62%	76%	90%	63%
Improve the quality of education	65%	63%	61%	62%	68%	73%
Inst. reputation/competitiveness	53%	47%	63%	62%	46%	55%
Improve the quality of research	38%	38%	40%	38%	34%	42%
Financial benefits	12%	18%	17%	14%	5%	5%
Better service local community	11%	10%	9%	12%	13%	7%
Respond to demographic shifts	8%	9%	9%	6%	8%	0%
Other	2%	1%	1%	1%	3%	1%
Don't know	0%	0%	1%	1%	0%	0%

● 1st ● 2nd ● 3rd

* Respondents were able to select up to three answers



TOP 10 Internal Challenges by Region

	EHEA	Northern Europe	Eastern Europe	Southern Europe	Western Europe	Western Asia
Insufficient internal budget	39%	38%	46%	44%	34%	41%
Lack of commitment by some staff	38%	43%	33%	37%	43%	19%
Lack of internal recognition	27%	27%	22%	33%	31%	14%
Lack of int. scholarships	27%	28%	27%	26%	27%	26%
Lack of student/staff foreign language skills	24%	11%	35%	28%	20%	45%
Lack of inst. structure/leadership	21%	27%	11%	19%	24%	16%
Lack of staff expertise	16%	14%	18%	17%	15%	18%
Students not pursuing int. education	16%	24%	12%	17%	12%	10%
Lack of integration of int. students	15%	21%	11%	9%	16%	16%
Lack of int. student/staff local language skills	10%	5%	12%	11%	12%	11%

● 1st ● 2nd ● 3rd

* Respondents were able to select up to three answers

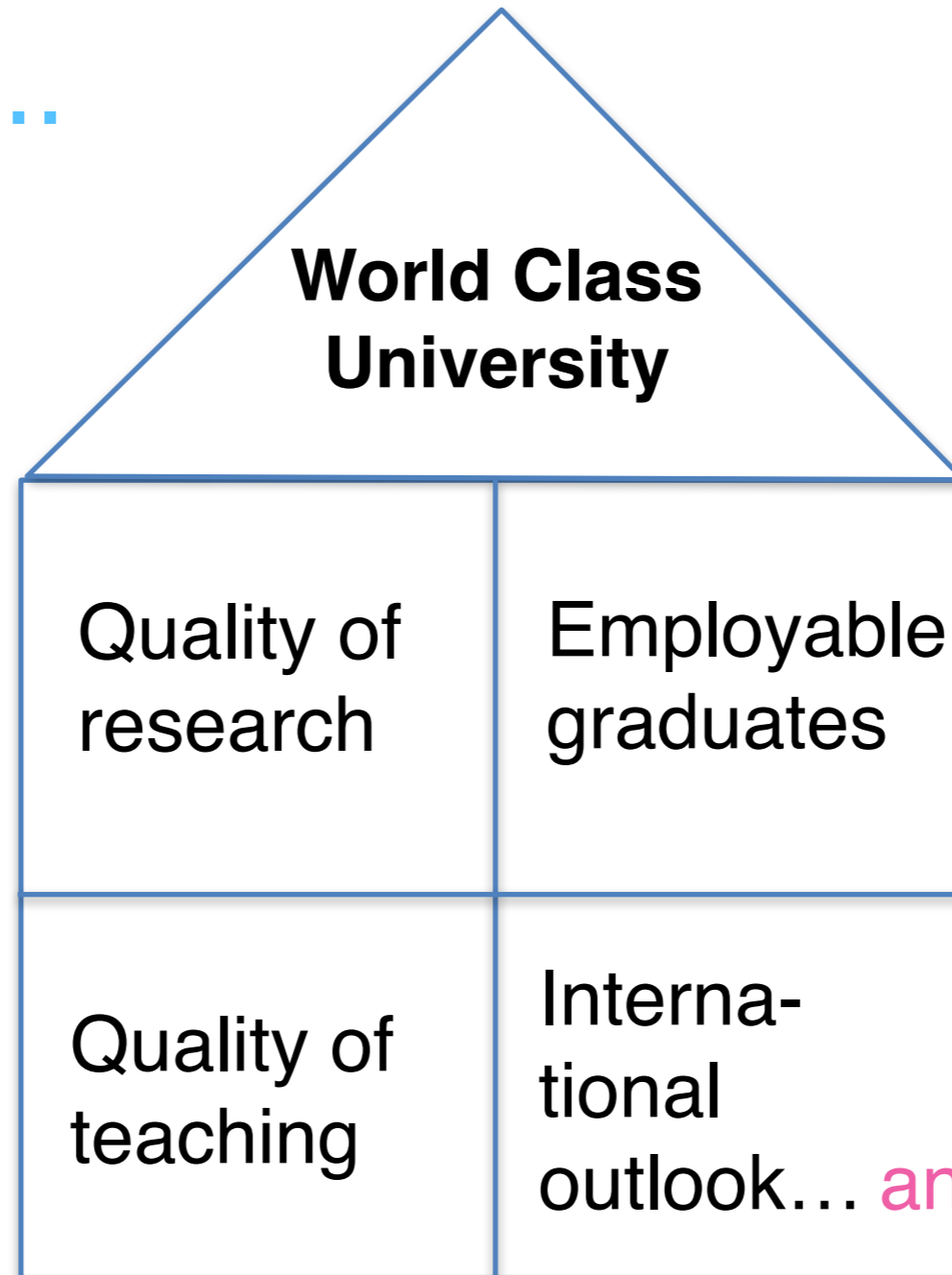


TOP 10 External Challenges by Region

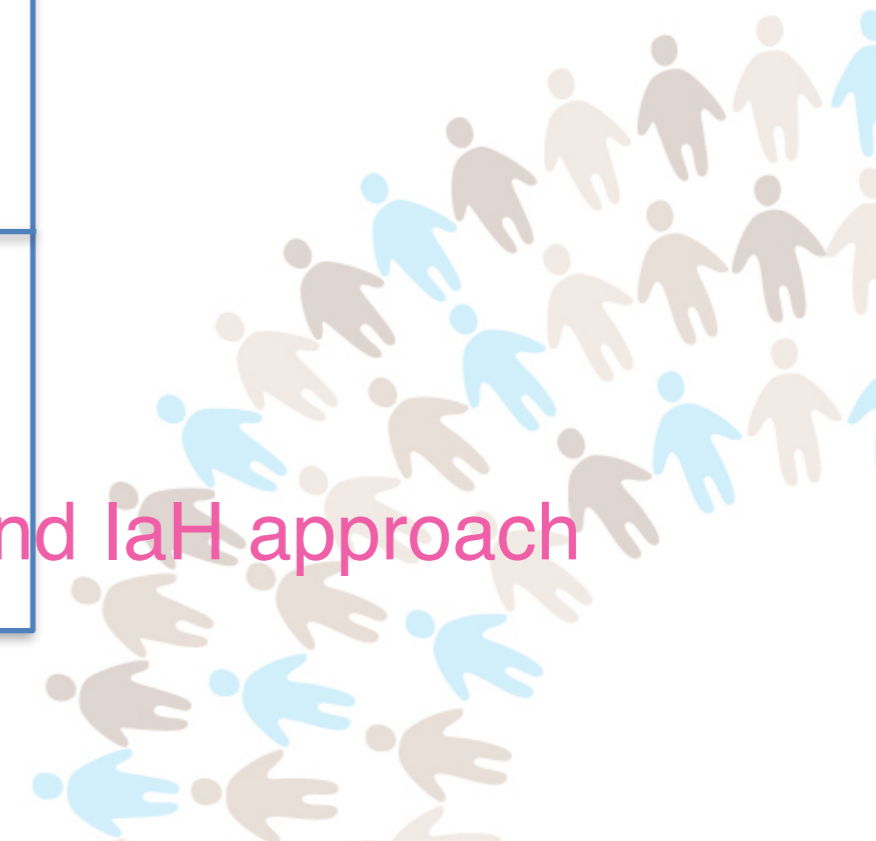
	EHEA	Northern Europe	Eastern Europe	Southern Europe	Western Europe	Western Asia
Insufficient external funding	31%	26%	33%	44%	29%	33%
(Inter)national competition	28%	31%	21%	27%	34%	22%
National legal barriers	27%	38%	27%	23%	22%	19%
Perceived high living costs	24%	42%	5%	7%	32%	13%
Lack of int. recognition of HEI	24%	19%	25%	25%	27%	25%
Lack of national support/strategy	23%	23%	24%	37%	14%	22%
Lack of employer recognition	14%	18%	13%	19%	10%	13%
Low-priority country for int. partnerships	10%	7%	19%	10%	6%	18%
Political nationalism/xenophobia	10%	13%	14%	3%	11%	4%
Emigration of local students	7%	7%	18%	10%	2%	2%
Political instability/insecurity	7%	6%	13%	5%	2%	13%

● 1st ● 2nd ● 3rd

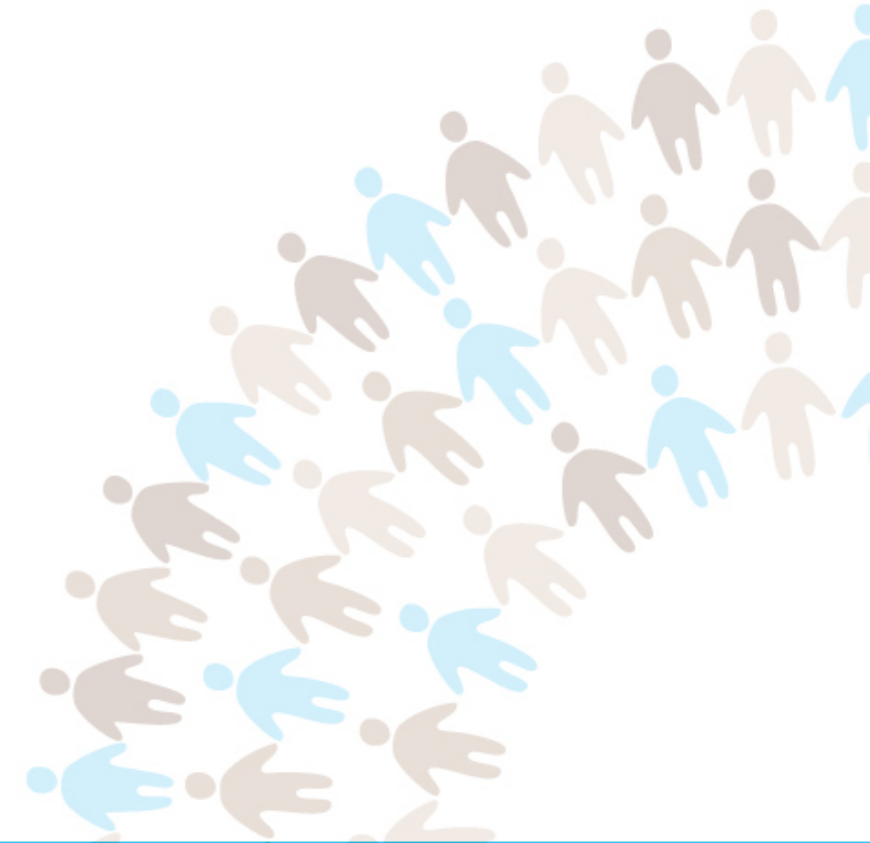
Many universities
want to be a...



Quality of service



WHY is Internationalisation at Home important for the HE sector?



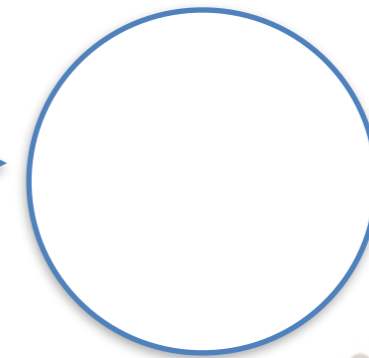
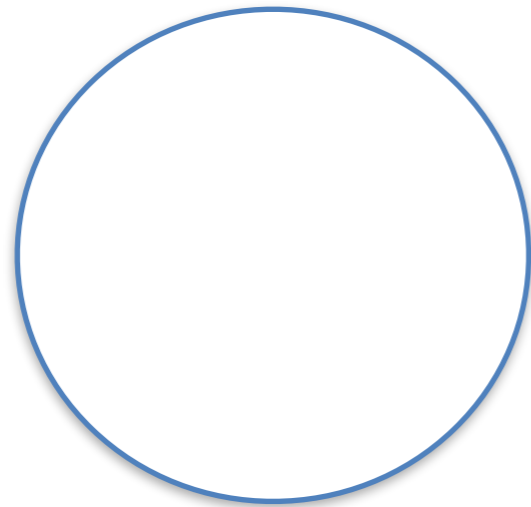
The European Commission
expects (by 2020!):

20% mobilities,
which means that 80% of HEI
community will never travel....!

Source: https://ec.europa.eu/education/policy/higher-education/mobility-cbc_en

British Council reports:

Within 10 years the number of mobile students is expected to... decrease



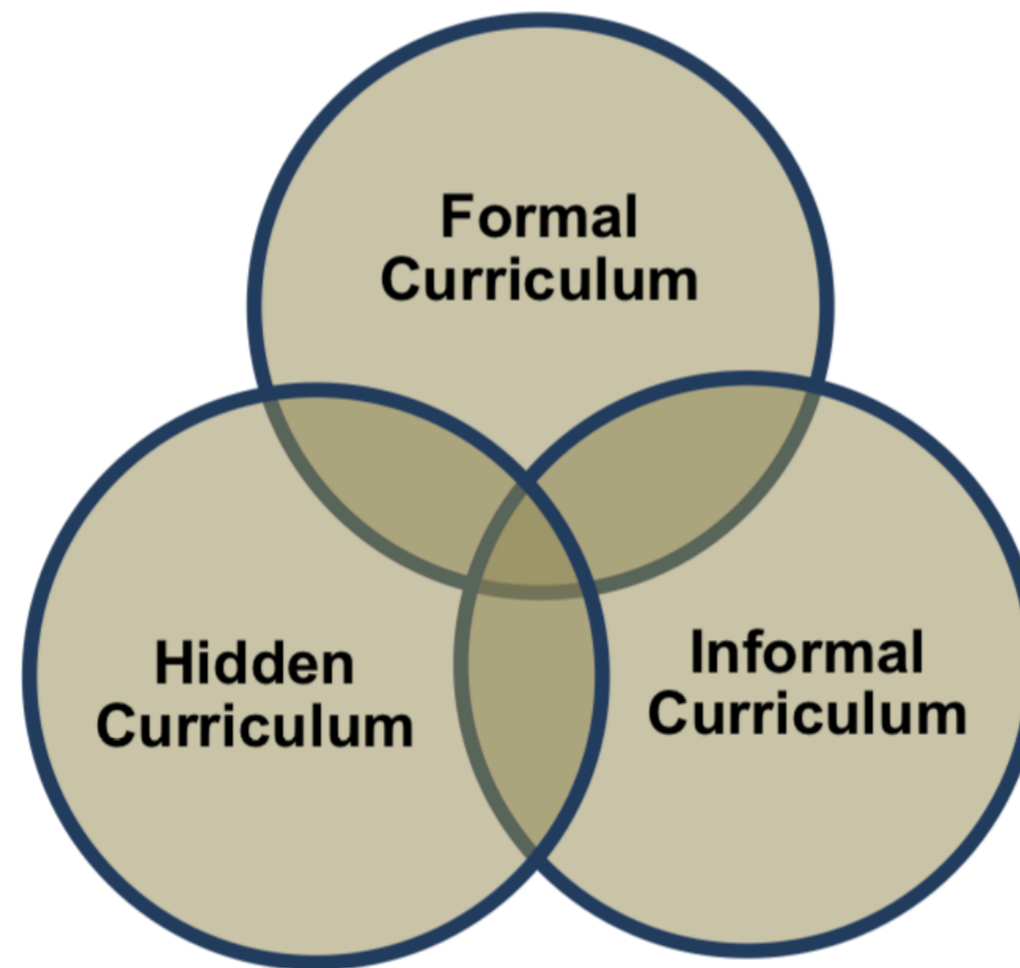
Source: International student mobility to 2027: Local investment, global outcomes, British Council, 2017

WHY is Internationalisation at Home important for your HEI?

Find the rationales to implement Internationalisation and Internationalisation at Home within your institution.

Get inspired by [The Golden Circle by Simon Sinek](#) (and supplement it with what the [Ballerina](#) had to say)

laH relies on thoughtfully implemented teaching & learning processes.



Internationalisation of the Curriculum

Internationalising the Curriculum (1)

Formal curriculum: Internationalisation of the Curriculum, internationalised Learning Outcomes, Global Citizenship education, Intercultural Competence in the Classroom, Professional Development of Staff. Formal curriculum improvements depend on the used **pedagogy**, such as TILT (Teaching Innovation and Learning Technologies), EMI (ex. *English as a Medium of Instruction by Cambridge English*) & CLIL (ex. *Content and Language Integrated Learning by Atlantic Language, Ireland*), COIL (Collaborative Online International Learning), etc.

Academics drive this process (with leadership support!).

Internationalising the Curriculum (2)

Informal Curriculum: welcome sessions, cultural insights, language support, buddy system (ex. *Broaddy*), mental health support, employability seminars, mentoring international students depend on ***organisational structures*** and internationalisation mapping, such as confirmed procedures, organisation of mobility/international offices, student support offices, career support, etc.

Administrative staff can lead this process (with leadership support!).

Internationalising the Curriculum (3)

Hidden Curriculum*: institutional practices or conventions of the higher education institution, attitudes and expectations of persons involved in the teaching and learning process (staff and students). Altering of the hidden curriculum depends on ***people*** willing to accept the status quo, the similarities and the differences occurring between the individuals and change their attitudes.

*This is a process of individual change,
which depends on internal and external factors.*

* see work by Elspeth Jones

IaH & Student Experience

- Quality of Education
- Quality of Life during Studies
- Quality of Life after Studies

Student experience – “encompasses many aspects of academic and intellectual development; social and emotional life; and the growth and refinement of cultural, political, sporting and artistic interests”. Yes, you can plan it!*

* def. by University of Edinburgh

Measures improving Quality of Education

- ***Modernising existing programmes:***
 - Internationalisation of the curriculum / syllabus;
 - *Transferrable skills* for Global Citizenship;
 - Gaining accreditations.
- ***Supporting academic teachers:***
 - New and refreshed pedagogical methods;
 - Understanding Gen Y&Z;
 - Transfer of Intercultural Competence.
- ***Teaching in English:***
 - Choosing English as a Medium of Instruction;
 - CLIL - Content and Language Integrated Learning;
 - Accepting linguistically prepared students.

Measures improving Quality of Life during Studies

- ***Excelling in student support:***
 - Structural and operational organisation of student services.
- ***Preparing staff for engaging with the students:***
 - Good communication of HEI with its guests (language skills and client service skills);
 - Intercultural Competence of administrative and academic staff;
 - Up-to-date pedagogical skills of teaching staff.
- ***Preparing local students for engaging with foreign students:***
 - On-campus and virtual engagement programmes & projects.

Measures improving Quality of Life after Studies

- Building of the Global Citizen status through an internationalised curriculum;
- Creating education programmes supporting employability;
- Strengthening career office support & fostering HEI relationships with employers;
- Designing alumni engagement.



*Internationalisation at Home,
as part of other internationalisation activities
and implemented strategically,
can bring a positive change to a higher
education institution.*



Thank you!

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