



Leadership Forum in Higher Education

The Golden Triangle
of Internationalization:
Governance, Management
and Financing

Warsaw, January 22-23, 2015

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For more information about the Leadership Forum in Higher Education please visit leadershipforum.studybility.com



Leadership Forum in Higher Education

Justyna Gieżyńska

Founder and CEO of Studybility

The goal of a positive change in higher education today is to have quality, modern, global institutions, firmly rooted in their community, comfortably reaching out internationally and aware of their social responsibility, both locally and globally.

Internationalisation can help institutions improve if it is guided by comprehensive, forward thinking. For that, it needs leaders.

Leaders in Higher Education

Since the times immemorial, leaders were regarded as gifted individuals, strong in choosing their own path, guided by a special calling, laden with determining emotions, and effortlessly enticing others to follow. There are plenty of examples from contemporary politics and business. What of leaders in higher education?

Representatives of higher education leadership from Central and Eastern Europe have gathered in Warsaw at the first Leadership Forum in Higher Education on The Golden Triangle of Internationalisation: Governance, Management and Financing to discuss modernization through internationalisation. At the meeting the representative of the Polish Ministry of Science and Higher Education introduced the focus of the first-ever internationalisation strategy for Poland.

Together, we deliberated who is driving strategic internationalisation at the institution, how to organize management and its change and how to finance internationalisation for effectiveness and quality. Importantly we discussed drawbacks of internationalising without a clear rationale. We explored the value of internationalisation to the university, community and broader society – also in the economic sense as international higher

education is a global business. In Central and Eastern Europe, which is at the early stage of market development, internationalisation is often understood narrowly and concentrates solely on international student recruitment. Meanwhile, if approached comprehensively and with an understanding of its tools, internationalisation can influence many aspects of university life: intercultural understanding between students, researchers, teachers and administrators, technology and knowledge transfer, methods and content of teaching, cooperation with other universities and business internationally. Simply put, internationalisation helps in increasing the quality of educational outcomes and science of the entire higher education.



Quality in Higher Education

The higher the quality, the better the institution fulfils its obligation toward the society: to educate the citizen according to the 21st century needs and positively impact the economy. This Leadership Forum in Higher Education opened a new series of meetings for higher education institution authorities: a unique initiative in Central and Eastern Europe and a platform for experience and knowledge exchange. We asked questions of education quality in the context of an increasing global competition and took a critical look at our own institutions.

We concluded that higher education institutions and national governments in the region are together responsible for the quality of higher education and institutions' opening to the world. A challenge lies in practical engaging internationalisation in modernizing higher education institutions because their management model is often outdated.

Practice in Higher Education

Internationalisation has moved from a peripheral to a very central activity in most institutions of higher education. To give our deliberations a practical dimension, we looked at planning, measuring and financing internationalisation at workshops. We discussed the role of internationalisation in the overall university context, its development strategies and international policy. Internationalisation contributes to the fulfilment of institution' vision and goals and to quality enhancement in education and research. It increases institution's attractiveness for faculty and students. Having looked at various tools, we shared experiences and ideas on national cooperation and the importance of selecting good international partners to gain visibility and reputation, as the global environment heavily influences internationalising higher education institutions.

At the same time, internationalisation must be controlled for quality assurance and financial viability. Measuring tools and approaches not only monitor the progress but also help in developing internationalisation policy and specific targeted activities. At the workshop discussions focused around the difficulty of involving the entire institution in internationalisation and the importance of having a clear set of goals before starting the measuring process. We have noted that training and international exposure of academic and administrative staff is beneficial to the entire institution in the internationalisation process.

Leadership's role lies also in choosing the appropriate institutional financial management to build sustainable effects. At the workshop we concluded that to minimize the challenges it is crucial to ask why internationalise and make detailed cost calculations, deciding what expenditure categories to fund and why (focus more on talented students or focus on attracting more foreigners). When discussing the outside support, we looked at the possibilities of expanding the sources of income through adjusting the fee policy or involving EU funds or the corporate world. Importantly, HEIs fare best increasing the effectiveness through the analysis of the existing internal governance structures and using best practice examples.

We did not find all the answers at this first Leadership Forum – internationalisation is a process. But we met where vision connects with practice. We shared experience and knowledge but also hopes and expectations with others who understand that finding their own way in a new opening to the world is key to development and sometimes survival.

The next Leadership Forum in November 2015 will discuss the impact of internationalisation on the economy: preparing students to enter the labour market, cooperation of higher education institutions with business and the synergy between science and a modern economy. Leaders never stop learning. Join the leaders next time!



Summary of the Proceedings

Dr Sijbolt Noorda

*President of Academic Cooperation Association (Brussels)
& President of Magna Charta (Bologna)*

Looking back upon a quite varied and lively meeting, a couple of highlights definitely deserve to be recorded for further use.

The representative of the Ministry of Science and Higher Education announced a policy document on internationalization of Polish higher education. He didn't reveal the whole content though. So it remains to be seen whether substantial budgets will be made available to actually promote international co-operations and attract foreign students.

Hans de Wit's keynote sketched the degree to which internationalization worldwide has become commonplace. Everyone wants it and does it. Competition is increasing. Under such conditions, he said, it is crucial for HEIs to decide why exactly they want an international strategy and to which end. Imitation of best practices only makes sense if they are fit for purpose.

Internationalization may have become a general trend, yet each individual institution must make its own choices and follow roads that are both doable and beneficial to the institution. The six cases that were presented and discussed at the meeting clearly showed how this is being done in Poznan, Groningen, Brno, Port Elisabeth, Helsinki and Warsaw.

Contributions from colleagues beautifully illustrated how over the years universities have been able to develop their strategies. They all reported a learning-by-doing approach. A couple of important lessons were presented to the audience.

1) It is a good thing to measure and monitor internationalization processes. How else could one learn from mistakes and document advancement?

2) HEIs shouldn't underestimate the need to show the value of internationalization for local and regional interests. Institutions must make clear that internationalization brings benefit not only to those immediately involved but also the community in which they operate. Otherwise, they run the risk of a poor backing for their activities at home.

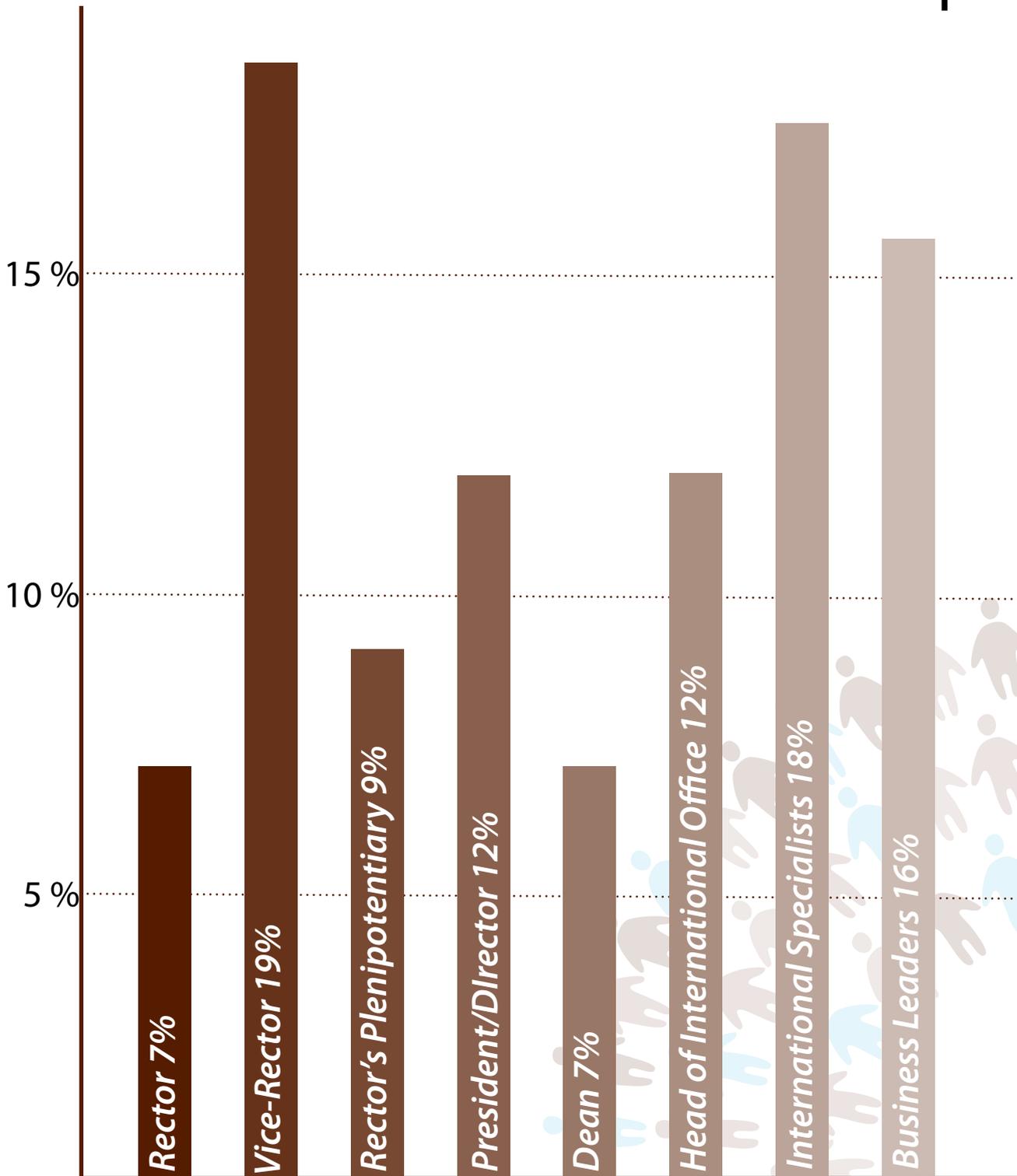
3) An entrepreneurial style is a must, both for the creativity it promotes and for the business results it can produce. Sustainable international strategies require sound business planning and a keen sense of costing and efficiencies. Traditional bureaucracies will not get far enough.

4) Internationalization is not only a matter of research cooperation and teaching & learning; it can and should also be practiced by leadership and management. From careful benchmarking and looking for best practices of colleagues elsewhere institutions can learn a lot.

5) Last but not least, the role of leadership in internationalization strategies and operations is crucial. In this context competence, continuity and community commitment are key. Leaders should be convincing (because of their competence), be prepared to act with an eye to long-term developments and work hand in hand with the academic community. Institutions cannot deliver what they do not produce. So be selective (10 partnerships are more realistic drivers of internationalization than 100) and build upon strengths (better 5 good internationally active groups or programs than 20 of limited quality and attraction)!

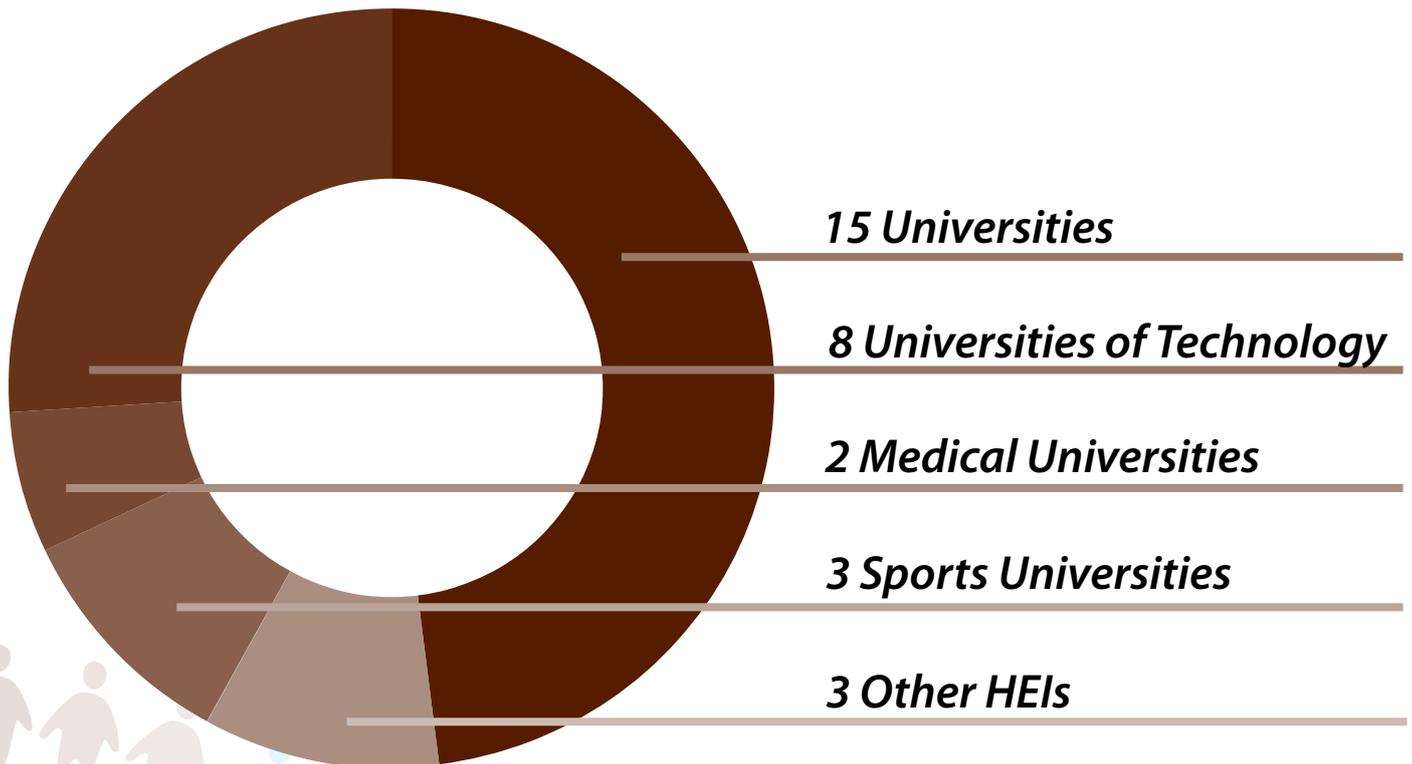
Leadership

Our Participants



Forum in Numbers

Our Institutions



Countries Represented

Czech Republic Poland
Estonia Romania
Finland Russian Federation
Germany Slovenia
Hungary South Africa
Italy Sweden
Latvia The Netherlands
Lithuania United Kingdom

Programme

Day One: January 22, 2015

- 12:00 - 12:10 Welcome by Justyna Giezyńska, Studybility CEO
- 12:10 - 12:30 The Polish higher education internationalisation strategy – update on the progress of its development by Marek Korowajczyk, Director of the International Cooperation Department at the Ministry of Science and Higher Education of the Republic of Poland
- 12:30 - 13:00 The Global Introduction: Internationalisation of higher education around the world by Prof. Hans de Wit, Director of the Centre for Higher Education Internationalisation (CHEI) at the Università Cattolica del Sacro Cuore in Milan, Italy.
- 13:00-14:00 Session 1: Who is in Charge? Leaders Driving Strategic Internationalisation.
Prof. Hans de Wit, Director of the Centre for Higher Education Internationalisation (CHEI) at the Università Cattolica del Sacro Cuore in Milan, Italy
Dr. Sijbolt Noorda, ACA President in Brussels, Belgium and President of the Observatory Magna Charta in Bologna, Italy
Prof. dr hab. Jacek Witkoś, Vice-Rector for Research and International Cooperation, AMU in Poznan, Poland
- 14:45 - 15:45 Session 2: Organizing Management and its Change: Models Around the World and Why You Should Not Follow Them.
Prof. Ivan Malý, Vice-Rector for Strategy at Masaryk University, Czech Republic
Dr. Lambert Verveld, Secretary General at the Groningen University, The Netherlands
Prof. Nico Jooste, Senior Director, Office for International Education at NMMU, South Africa
- 16:15 - 17:15 Session 3: Do You Have a Business Plan? Financing Internationalisation for Effectiveness and Quality.
Thijs van Vugt, CEO at iE&D Solutions
Prof. Anna Mauranen, Vice-Rector at University of Helsinki, Finland
Mehmet Eskici, President of Vistula University, Poland
- 17:15 - 17:30 Summary of the Day by Dr. Sijbolt Noorda
- 17:30 - 18:00 Keynote Speech: Finding your place in the world by Mr. Jan Truszczyński, former General Director of Education and Culture DG at the European Commission.
- 19:30 Networking dinner at Der Elefant

Day Two: January 23, 2015

- 09:30 - 11:30 **Session 4:** Tools in Internationalisation.
Gudrun Paulsdóttir, Senior International Specialist, Stockholm University, Sweden
Uwe Brandenburg, Managing Partner, CHE Consult, Germany
Will Archer, CEO, i-graduate, UK
Aisling Tiernan, Academic Marketing and Communications Manager, ETS Global, the Netherlands
- 11:30 - 12:00 **Closing Remarks** by Justyna Giezyńska
- 13:00 - 17:30 **Parallel Workshops** with a Coffee Break at 14:45 – 15:15
Workshop A: “Planning Strategic Internationalisation” led by Gudrun Paulsdóttir
Workshop B: “Measure your internationalisation progress and make the change happen” led by Uwe Brandenburg
Workshop C: “Financial Management and its Change toward Internationalization” led by Lambert Verveld

Speakers

Hans de Wit is Director of the Centre for Higher Education Internationalisation' at the Università Cattolica Sacro Cuore in Milan, Italy, and Professor of Internationalization of Higher Education at the School of Economics and Management of the Hogeschool van Amsterdam, University of Applied Sciences. He is a Research Associate at the Unit for Higher Education Internationalisation in the Developing World at the Nelson Mandela Metropolitan University (NMMU), Port Elizabeth, South Africa.



He is the Founding Editor of the 'Journal of Studies in International Education' (Association for Studies in International Education/SAGE publishers). He publishes a monthly blog in University World News on internationalisation of higher education, www.universityworld-news.com. He has (co)written several books and articles on international education and is actively involved in assessment and consultancy in international education, for organisations like the European Commission, UNESCO, World Bank, IMHE/OECD, IAU, European Parliament.

In 2005-2006, he was a New Century Scholar of the Fulbright Program Higher Education in the 21st Century, and in 1995 and 2006 a visiting scholar in the USA and in 2002 in Australia. He is working in the Europe, United States, Latin America, Asia and Africa in projects.

Hans de Wit is founding member and past president of the European Association for International Education (EAIE). He has received several awards for his contribution to the field of international education: University of Amsterdam (2006), AIEA (2006 and 2013), CIEE (2004 and 2006), NAFSA (2002) and EAIE (1999 and 2008).



Jan Truszczyński completed his term as Director-General of the Directorate General for Education and Culture after having been its Deputy Director-General (May 2010-July 2014). Before, he served as Deputy DG in the same service (July 2009-April 2010) and as Deputy DG in Directorate General for Enlargement (January 2007 – June 2009). Before working at the Commission, Mr. Truszczyński was the Managing Director of the Foundation for Polish-German Cooperation in Warsaw (November 2005 – January 2007). Earlier he worked as a Secretary of State for the Ministry of Foreign Affairs in Poland after having served four years as undersecretary of State of the Ministry of Foreign Affairs. Briefly before, Mr. Truszczyński was appointed as Undersecretary of State in the Chancellery of the President of the Republic of Poland, acting as chief adviser to the President on European integration.

From October 1996 to January 2001, he served as the Ambassador of Poland to the European Union in Brussels, while between March 1998 and January 2001 he was a full member of Poland's EU accession negotiation team.

Jan Truszczyński was a full member of Poland's EU accession negotiation team, an advisor to the top management of the Bank Inicjatyw Gospodarczych BIG S.A. and Head of Representative Office of Kredietbank N.V. in Poland. He also served as Deputy Head of Polish Mission to the European Commission and as a Counsellor at the Embassy of Poland in Brussels in charge of bilateral and EC matters.

He did postgraduate studies in international law and attended the Polish Institute of International Affairs of Warsaw. He also has a background of German politics and Economy (Institut für Internationale Beziehungen, Potsdam), and a M.A in Economy from the Warsaw School of Commerce.



Dr **Sijbolt Noorda** is President of Magna Charta Observatory (Bologna) and of Academic Cooperation Association (Brussels). He writes and lectures on Higher Education developments, esp. international cooperation, innovation in teaching and learning, and integrity and other important values in education, research and governance. He is an advisor, reviewer and evaluator of many universities across Europe. He is past president of the Association of Universities in The Netherlands (2006-2013) and president emeritus of the University of Amsterdam (1998-2006).

Vice-Rector **Anna Mauranen** at the University of Helsinki, responsible for international affairs, community relations, human resources policy, academic quality assurance as well as library and facility matters. Prof. Mauranen serves as the chair of Board of the Helsinki University Library, Board of the Open University, Board of the Palmenia Centre for Continuing Education, Board of the Centre for Properties and Facilities, Management group of international partnerships, Steering group of quality assurance and operations evaluation, Steering group of international recruitment and tenure track system, Advisory committee on human resources policy. Professor of English philology and former dean of the Faculty of Arts. She is also one of the most internationally cited researchers at the University of Helsinki.



Lambert Verveld is Secretary General of the University of Groningen (since 2000), responsible for the preparation and implementation of the university strategy, managing the corporate office and the university administration. Chairman of HUMANE: the Heads of University Management & Administration Network in Europe, grouping over 200 European universities from all member states of the EU. President of the national meeting of Secretaries General of the Dutch universities. Frequent speaker and trainer on university management and policy. Before being appointed Secretary General, he was Managing Director of the Faculty of Social Sciences, Head of the department of education and study advice of the Faculty of Law and Policy Advisor on Education and Research to the Executive Board. He worked for 5 years as Policy Advisor Higher Education for the Government of the Province of Friesland.

Prof. **Jacek Witkoś**, PhD: born 1963 in Szczecin, tenured professor of English, linguist, specializing in the field of generative linguistics, English syntax and morphology. Author and co-author of over 60 scientific publications including 5 monographic studies. Vice-Director of the Adam Mickiewicz University (AMU) Institute of English Philology in charge of full-time studies (1999-2005), Vice-Dean of the AMU Faculty of Modern Languages (2005-2008), AMU Vice-Rector for Research and International Cooperation (elected for two consecutive terms, 2008-12 and 2012-16).



Thijs van Vugt is director and partner of iE&D Solutions BV, an educational consultancy firm. Thijs is a specialist on Public Management (a post-graduate certificate from TiasNimbas Business School) and Customer Relationship Management – CRM (a post-graduate certificate from Breeckestijn Business School). Founded the Professional Section on Marketing & Recruitment of the European Association for International Education (EAIE), chaired it from 2002 until 2008 and was a member of EAIE's Executive Board from 2004 until 2008. Published a book on The Impact of Tuition Fees on International Student Recruitment. Received the Bo Gregersen Award for Best Practice of the EAIE (2009). Has consulted University of Groningen, Utrecht University, Erasmus University Rotterdam, Jönköping University, Uppsala University, VU University Amsterdam, Radboud University, University of the Arctic, Tromsø University, StudyPortals BV and RNTC.

Uwe Brandenburg, PhD, a managing partner of CHE Consult, a consultancy specialising on higher education. He is with CHE Consult since 2007. Previously, he was 8 years Director International at Humboldt-University zu Berlin and has overall 20 years experience in the field of internationalisation. He holds a PhD from the University of Bristol and two Master degrees (Universität Münster/Germany and University of Swansea/Wales). His special expertise lies in international relations management, management of international office, international strategy, strategic networks and employability skills. He is currently focusing on research on internationalisation and leads large-scale projects in this field, among other the ERASMUS Impact Study with more than 70,000 participants across Europe.





Gudrun Paulsdottir is an administrative manager of a research and development centre eGovlab at Stockholm University and a Senior Consultant with iE&D Solutions in the Netherlands. She has been an International Strategist at University Board, Director of Student Affairs, Director of International Office and Head of Admission, Degrees and International Office. A former President of the European Association for International Education (EAIE). She specializes in international strategies and integration of internationalisation into university activities, internationalisation of higher education, university management, international project management and intercultural communication. She serves as an international expert in matters related higher education and internationalisation for among others, the European Commission as well as the Nordic Council.

i-graduate founder **Will Archer** directs the world's largest study of student opinion. His team benchmarks student and stakeholder perceptions using proprietary survey instruments adopted by governments and 800 universities across 5 continents. Will worked previously for 15 years as an adviser to multinational corporations on international recruitment, researching and recruiting talent across Asia, Africa, North America and Europe. In 2005 he founded i-graduate, with the goal of improving the education experience for students and educators worldwide. An alumnus of London Business School and a member of the University of Oxford, Will is a trustee and board member of HECSU and a fellow of the Royal Society of Arts.



Dr **Nico Jooste** is the Senior Director: International Education at the Nelson Mandela Metropolitan University, responsible for the development of the Office for International Education at the University with the philosophy of Comprehensive Internationalisation as the guide. He is involved in the re-thinking of Internationalisation Globally, arranged the Global Dialogue on the future of Higher Education Internationalisation in January 2014 at NMMU. Deputy President of the International Education Association of South Africa. Formerly Executive Director of Eastern Cape Higher Education Association and Acting University Registrar of the University of Fort Hare. Lectured on Eastern Cape History and International relations of South Africa during the period of the Cold War, as well as Higher Education Management .

Aisling Tiernan graduated from University College Dublin (UCD) in 2005 with a Bachelor Degree in German Language Studies and Political Science. After some years of work experience as a teacher, trainer, and project manager, she continued her studies with a Masters (MA) in Learning and Development. Aisling has experience of working with International students as well as with Institutions in higher education. She is interested in learning methodologies and passionate about quality and fairness in education. Based on her own studies and work experience, she is familiar with mobility trends and publications in this area. She is currently working for ETS Global as Marketing and Communications Manager responsible for outreach and the promotion of the TOEFL iBT® and GRE® tests across the EMEA region.



Ivan Malý is an associated professor at Masaryk University, Brno, Czech Republic. During his almost 25-year-old academic career he has been involved in teaching and research in several areas – mainly Health Care Economics, Public Policy, and Public Economics. He has published more than a hundred publications including textbooks, most of them addressing Efficiency within the Public Sector, Health and Environment Policy issues (reforms, funding, interest groups), and improvement of Public Administration. He was in charge of three teams creating new academic study programmes, worked consequently as a head of department, vice-dean, dean of the Faculty of Economics and Administration and currently he is a vice-rector of the University, responsible for its Strategy and Internationalization.

Mehmet Orhun Eskici - Chairman of the Board of the Vistula Group of Universities, a group of 3 private universities in Poland – Vistula University, Warsaw School of Tourism and Hospitality Management and the Wroclaw School of Business, owned by a Turkish Akfel Group. Formerly a Managing Partner of Koordinart Consulting & Investment Ltd and a Business Development Director of FTG development, Mr. Eskici established a business think-tank website as a platform for idea and business development for businesses and leaders. A guest speaker at many international conferences on challenges in today's business. During his career he was the honorary consul of Tanzania and a member of several associations and universities.





Finding y
in



your place the world

by Jan Truszczyński

Ladies and gentlemen,

Looking back at my five years in the European Commission at the helm of EU support activities in the fields of education and culture, I would like to share with you some thoughts and insights on how we Europeans score in the global game. There are two aspects that I want to discuss in particular. First, in terms of the awareness and use of internationalisation, is there enough catch-up and shortening of distances and differentials between the universities in the EU, between the so-called old member states and new member states? Second, do the European instruments - Bologna, student and staff mobility tools, best practice and peer learning – sufficiently contribute to better and more equal performance across the Union as regards the international dimension of HEIs?

Internationalisation does not have the same meaning and content in every corner of Europe. Three years ago, when we in DG EAC started working on the Commission's political message on European higher education in the world, we had to agree first on the content of the concept. Many colleagues thought, and this view finally prevailed, that the thrust of our work on internationalisation should be to help Europe get better scores in the game with EU's overseas partners. Others, including myself, insisted on the importance of supporting also crossborder teaching and learning activities within the EU; cooperation with the United States, China or Japan is not within the reach of every HEI in Europe!

Not so long ago, at a seminar I attended, a young bright graduate from one of HEIs in Central Europe showed how little practical interest was there in his region – bordering on two other EU member states – for motivating the local universities to strengthen cooperation arrangements across these borders. The practical consequence of that neglect was low availability of graduates able to use the languages of neighbouring countries, which in turn resulted in lower appetite of several foreign investors to move into this region. So, while learning Mandarin or recruiting Indian students is important, your direct neighbourhood remains at least as relevant for your competitive outlook!

I recall a discussion I had in the early weeks of 2014 with a group of professors from one of leading Central European HEIs, who came to Brussels for advice on how to work towards higher rate of success in calls under Horizon 2020 and Erasmus+. The discussion revealed that this university needed a lot of further effort. They had a general set of ideas on international

dimension as part of their overall strategy, but not sufficiently thought-through nor developed in enough detail to allow a coherent implementation. They did have an office to facilitate crossborder mobility, but there was no specialised structure to help in technology transfer or knowledge exchange, no support expertise to identify partners abroad, agree things with them and help the alma mater in applications under the calls for proposals. This case is by no means unique, a lot of HEIs across Central Europe need to raise their game. I have to admit, though, that during my Brussels years I also was witness to quite much progress.

One example of that is the Commission's recent initiative known as Knowledge Alliances. These are transnational structured cooperation projects between HEIs and business, aimed at boosting innovation and entrepreneurship in universities. While the first annual call for proposals showed a very meagre rate of participation of HEIs from „new” member states, in the second annual call we could note an almost exponential growth of that rate, which translated into a decent score amongst those awarded KA grants.

Another example can be found in the Knowledge and Innovation Communities supported by EIT, the European Institute of Innovation and Technology. While the participation and rate of success of new member state HEIs in the three initial KICs of 2010 was quite limited, bringing just one Central European co-location in the field of energy, the picture looks much better balanced for the two new KICs, selected exactly one month ago. If you consult the EIT website for the list of HEIs participating in either raw materials KIC or healthy ageing KIC, you will find names from almost every country of Central and Eastern Europe.

These examples are of course positive and encouraging, but we do not yet know enough to claim that they are an illustration of systemic trend. Perhaps it is just anecdotal evidence.

Among the evaluations of comparative performance of HEIs from „old” and „new” member states that have been attempted in recent past, I could maybe refer to the report from June 2014, analysing the participation of new EUMS in Framework Programme 7 in the field of Socio-economic Sciences and Humanities. The report says that while the EU-13 countries differ in terms of their research capacity and performance, their participation in FP7 – the measure being the successful projects per 100K population – is about half of that in the old EUMS, and the EU-13 have in particular a much lower success rate with regard to coordinators, who would be capable of attracting more researchers and receiving more European funding. As main reasons for that performance gap the authors of this report identify the insufficient networking with researchers and centres of excellence in the EU-15, low visibility of EU-13 scholars, relative lack of experience in dealing with EU's research and innovation programmes, and insufficient national funding for research. There are of course also success stories; the authors highlight the case of Estonia, which managed to use well the existing regional networks and to make connections to the top research institutions. But, overall, the picture remains fairly bleak – without a resolute and sustained action to connect with the rest of the EU, at the national level and at the level of HEIs, success rates shall remain low. The remedy measures recommended by this report do not come as a surprise, I am sure they will ring a familiar tone in your ears, ladies and gentlemen: it is suggested to put in place more competitive national funding with special institutional support for drafting research proposals, other suggested lines of action include the creation of regional centres of excellence in EU-13 and bigger investment in young scholars – who are more likely to develop crossborder networks.

Another very important recent piece of research that I would like to mention is the Erasmus Impact Study, commissioned during my time in DG EAC and released in September 2014. As Uwe Brandenburg, the team leader of this work, is among us here today, it would be quite inappropriate for me to discuss in detail the findings and conclusions of that study. I wish, however, to draw your attention to a couple of points. While there seem to be no dramatic differences between the EU-15 and EU-13 in terms of accessibility and use of outgoing student mobility or the skills and employability gained through Erasmus, there is a need for much further work to leverage this individual mobility in favour of university internationalisation.



Basing myself on my experience in EAC between 2009 and 2014, I fully agree with the study's conclusion that „the internationalisation of HEIs benefits substantially from mobility, but services and recognition can still be improved”. The data collected do confirm the common sense assumption that the staff exchanges can have a large positive impact on the curriculum content and on teaching methods, as well as on cooperation in research. But, worryingly, the study registers the general complaint of the scholars „concerning the lack of academic, institutional and curricular recognition of staff exchanges”. In particular, most HEIs offer too little or zero organisational and financial support, like substitution arrangements for staff going abroad or the top-up grants. While there is an evident causal link between the volume and quality of staff mobility on the one hand, and the quality of „internationalisation at home” on the other hand, practical conclusions from that are not drawn in the strategies of too many HEIs.

The picture looks better for student mobility, both outgoing and incoming. But also here the study demonstrates there is room for improvement, even on the aspect of ECTS credit recognition, and certainly on the quality of information and guidance, especially for those using job placements. Furthermore, while an overwhelming majority of HEIs agree that mobility windows are a very important facilitating solution, 7 out of 10 have not yet done anything much about it. The authors conclude that „in some countries the lack of capacity for support services may even be a bottleneck in the further expansion of mobility programmes”.

In the light of what I just said, the internationalisation tasks and tools discussed in the Commission's communication on European higher education in the world are as valid today as they were in 2013, when this document was adopted.

The EU machinery will continue to provide assistance. I mentioned already the individual mobility supported by Erasmus+, and touched briefly upon Knowledge Alliances and Knowledge and Innovation Communities. But there is more, of course. The EU is ready to support and hopes to see an increasing number of joint and double Masters programmes. As you know, for the year 2015/2016 the additional offer for would-be Masters will be activated – the loan guarantee tool. Under Marie Skłodowska-Curie actions, support will grow for joint doctorates, European Industrial Doctorates and Innovative Training Networks.

We will also need to continue the systematic promotion of European quality and transparency tools with



partners worldwide. Progress reached remains uneven, but many of our instruments do retain potential for becoming global standards: the Erasmus Higher Education Charter, ECTS, European Qualifications Framework, as well as our quality assurance systems. Regarding the latter, we must step up our efforts in dialogue with other quality assurance areas, like for instance in the ASEM framework, to achieve measurable progress on accreditation procedures of degree courses, on quality of services offered to mobile learners, on quality assurance of joint projects, and more. Work on transparency will include the next stage of the build-up of the U-Multirank international five-dimensional ranking, as well as further financing of HE information portals (study-in-europe, study-info, distancelearning-portal), as well as EURAXESS and Immigration Portals, both relevant for learners and researchers from overseas.

All of that, while useful and necessary, is just a support act. The bulk of work to make internationalisation a real lever for the benefit of our societies rests on national and academic shoulders.

European universities have to inject more innovation and excellence into their curricula, open up new opportunities for cooperation between academic teachers and between researchers, build up and improve services helping crossborder mobility of students and staff, develop multiannual platforms for cooperation with other HEIs as well as with business and with organised civil society.

The question is not any longer, to do it or not to do it. The question is how, in what sequence, with what ingredients. As documented in the Commission's mapping and in a consultation done in 2013 by the European University Association, practically every HEI agrees about the need to go international, and an overwhelming majority of those consulted either already have a strategy for that or intend to develop such a strategy. However, in the analysis of the Commission the approach of too many HEIs is not comprehensive enough: there is a heavy focus just



the use of OER and MOOCs, new curricular contents learned while abroad. And all these incentives, rewards and support instruments should be integral components of institutional strategies. This, if done, can only help the internationalisation at home – often neglected, but of key importance for keeping the universities socially relevant and attuned to the needs of those they will be teaching.

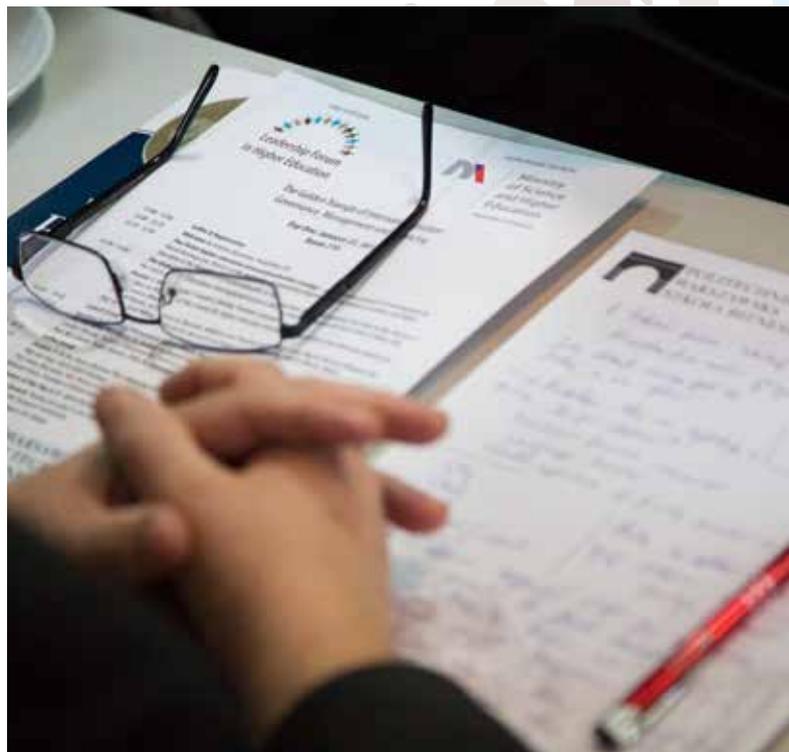
Ladies and gentlemen,

You have convened here in Warsaw to discuss governance, management and financing of HEIs with regard to their international dimension. For universities as large-scale organisations it is crucial to achieve good efficiency and effectiveness of their action - to obtain value for money and to reach the expected outputs when they decide to go international. Autonomous, well-governed institutions, which are firmly anchored in their socio-economic environment, do not really need any lessons or guidance from Brussels on that. So I abstained from handling the governance or money issues in my speech. As you go along when adjusting these aspects to the international ambitions and profiles of your universities, you might however wish to benefit from the networking, peer learning and best practice tools that Brussels is offering under Erasmus+. I am quite sure that the European support act can prove to be useful to European HEIs also in this area. With this in mind, allow me to wish you and your institutions every success in building a performant and sustainable international presence.

on the student mobility, whereas the „international academic cooperation remains often fragmented and not linked to institutional or national strategy”.

It has been said at every internationalisation conference, but I will have to say it once again: there is no silver bullet here, no single recipe for success. That is why the Commission, offering a number of suggestions on what should be done, presented these as a tool kit of actions. It is for the individual universities to decide in what way and with how much synergy they want to combine the key parts of that tool kit. It is for the EU Member States to choose – many have already done so – how they want to enhance the effectiveness of HEI strategies through comprehensive support mechanisms at national level, combining legal, financial and institutional tools. It is for the Member States, working together in the Council of the EU, to finalise work on the Commission’s proposals from 2013 to make easier and more attractive the conditions for entry and stay in the Union of non-EU students and researchers. And, as for wider Europe, the forthcoming Bologna Ministerial and Bologna Forum in May of this year should be resolutely used by the EU to generate another quality leap in higher education. I remember that I was not very happy with the speed and results of preparatory work when I was still around in Brussels; I have no update on where we are by now, but it would be a pleasant surprise to learn that we are finally able to raise our game on quality assurance, on mutual recognition of qualifications and on getting our European standards more widely used elsewhere in the world.

Along with a continued effort towards better transparency and recognition of learning outcomes acquired abroad, universities and ministries of higher education must cooperate to develop better frameworks for staff mobility. There must be incentives for staff to build the international experience. Such experience must be rewarded during career appraisal. Support must be given to the dissemination of didactics, digital methods with



The Organizer



At Studybility, we believe that internationalisation of higher education is a way of thinking. Some institutions are natural at it, some work hard to achieve it. We know for a fact that the internationalisation process can be less painful if you adopt sound strategic decisions and expertly manage administrative changes. We understand what higher education institutions need and assist through specialized training, workshops, conferences and personalized market research. Studybility helps making higher education institutions global and attractive for international students and partners.

As the brain behind Studybility, Justyna Giezyńska strongly believes that sharing knowledge and research about internationalisation opportunities and challenges can help in achieving a positive change in higher education. Her professional experience gained through various positions in the USA and Europe, including work commissioned by the European Parliament, a post with The World Bank and being a board member of the Marketing & Recruitment Professional Section of the European Association for International Education (EAIE) make Justyna certain that only informed, comprehensive plan leads to results HEIs seek. Justyna's anthropological background prompts that all change starts with a person.

Justyna studied Cultural Anthropology at the University of California, Santa Cruz (BA) and Russian and Eastern European Studies at the Edmund A. Walsh School of Foreign Service at Georgetown University in Washington DC (MA). She is interested in internationalisation complexities and the impact internationalisation processes have on work culture and the management styles of higher education institutions, and vice versa.

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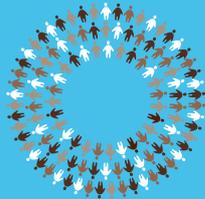
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