



READY FOR A SYSTEMIC CHANGE?

How to bring all stakeholders on board the internationalisation efforts?

MY EXPERIENCE



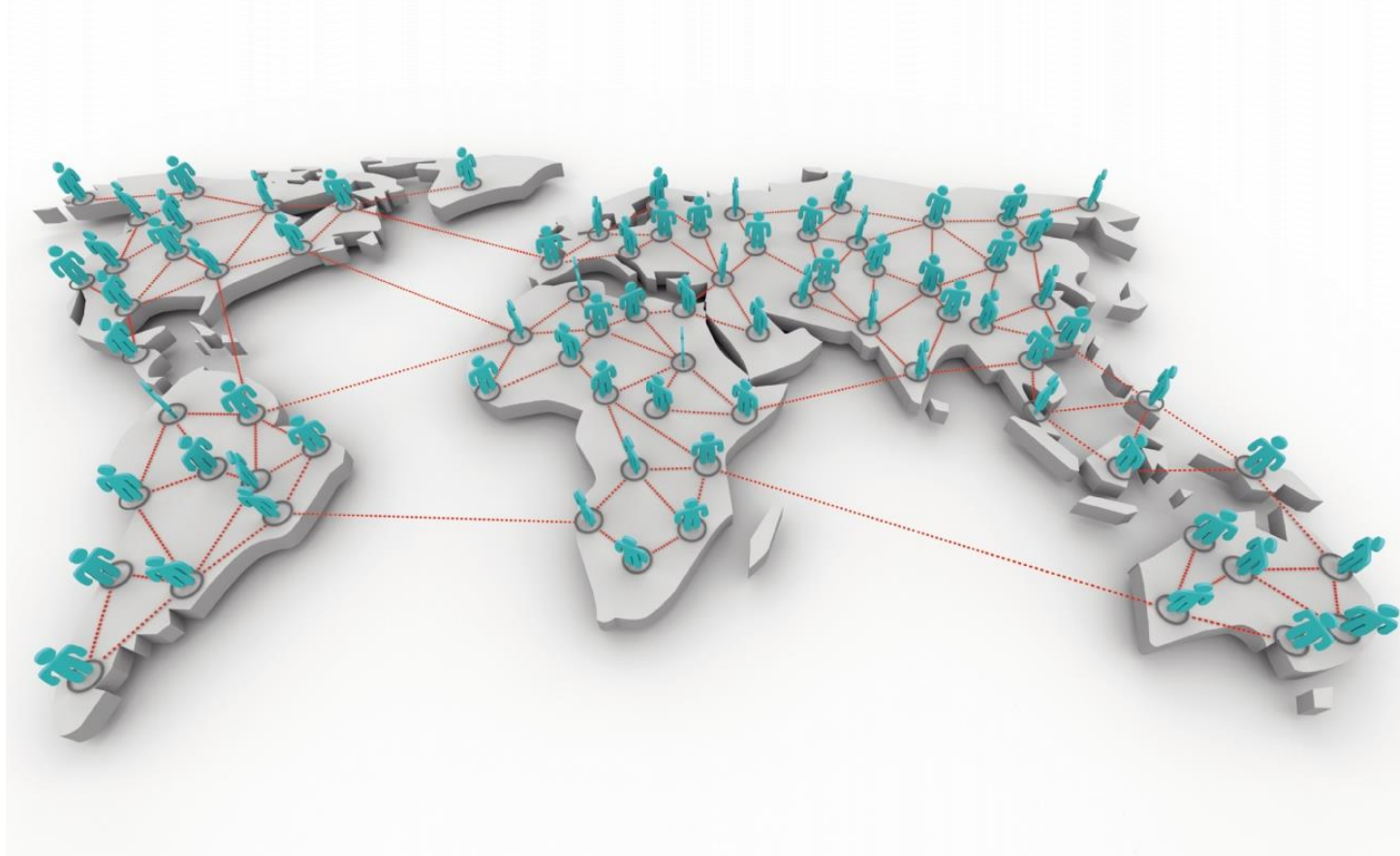
HAVE YOU HEARD OF...?



A close-up photograph of a round chocolate cake decorated with sliced almonds. Two slices have been cut out and are placed in front of the main cake. The cake is on a wooden board. In the background, there are some blurred items, including what looks like a glass jar and a small white cup. A white rectangular text box is superimposed over the center of the image.

SYSTEMIC?

WHAT TYPE OF INTERNATIONALISATION ACTIVITIES DO YOU PROMOTE IN YOUR INSTITUTIONS?

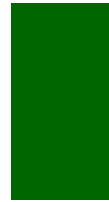


WHO IS TARGETED?





**DO YOU THINK THAT YOUR INSTITUTION IS
DOING ENOUGH IN THIS SENSE?**



YES



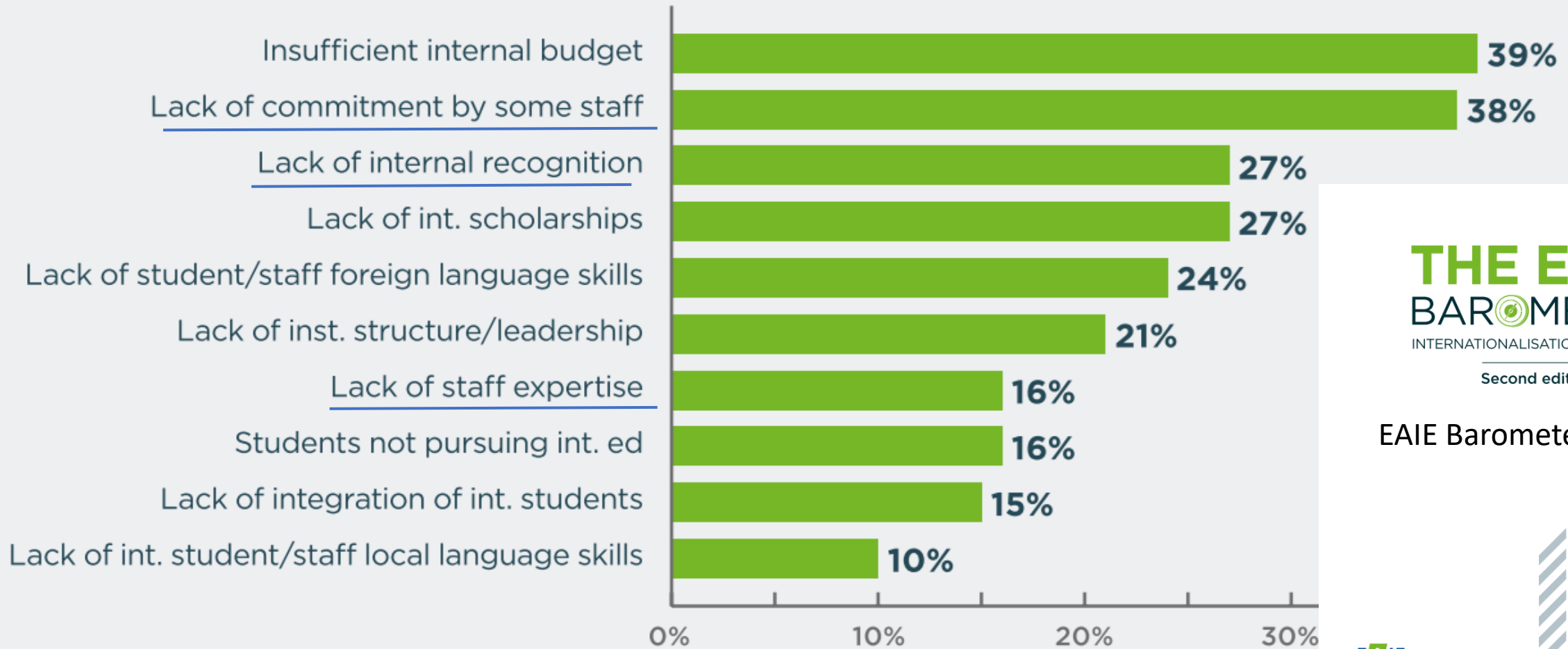
NO

PARTIAL VIEW OF INTERNATIONALISATION



BIGGEST INTERNAL CHALLENGES

Top 10 internal challenges* (n=2099)



* Respondents were able to select up to three answers

THE EAIE
BAROMETER
INTERNATIONALISATION IN EUROPE
Second edition

EAIE Barometer 2018

EAIE
European Association for
International Education

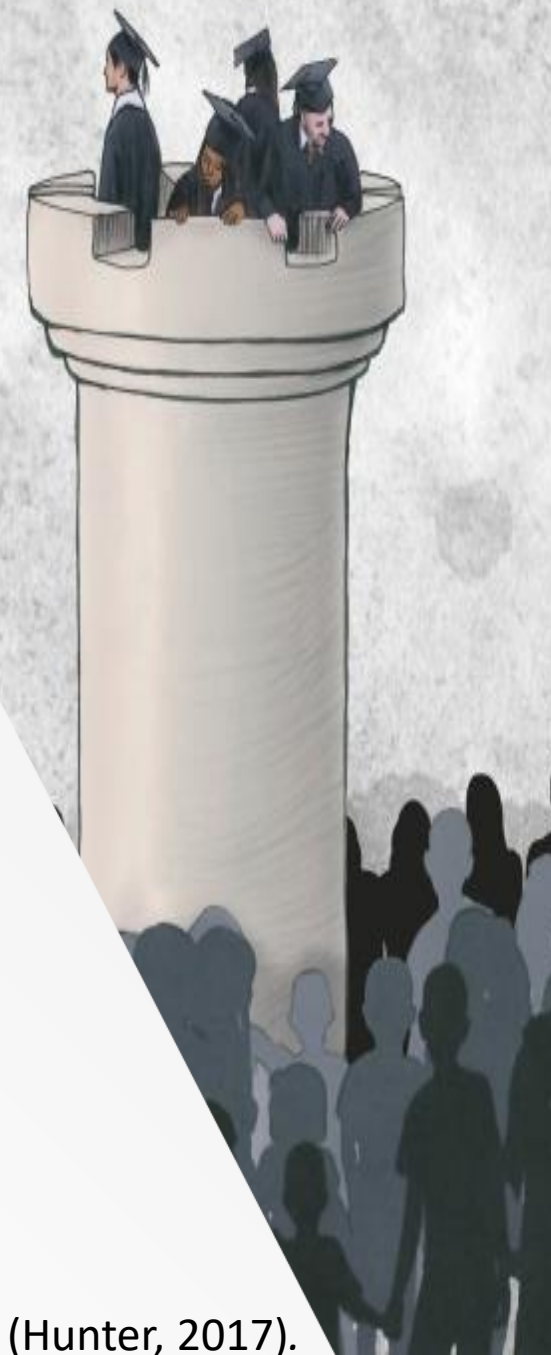
Anna-Malin Sandström
Ross Hudson

Main blockers and enablers of internationalisation

UNIVERSITÀ CATTOLICA del Sacro Cuore
Centre for Higher Education Internationalisation

European Parliament Study - Delphi Panel

Blockers		Enablers	
Staff (Academic/Admin.)	17.3%	Staff (Academic/Administrative)	17.2%
Economic Considerations	16.8%	Leadership	16.7%
Regulatory Aspects	10.2%	Students	12.5%
Leadership	9.1%	Policy, Strategy	12.0%
Stage of Development	9.1%	Economic Considerations	7.8%
Other priorities	8.6%	Stage of Development	7.3%
Policy, Strategy	7.6%	Organisational units for IoHE	5.2%
Understanding	6.6%	Understanding	3.6%
Students	2.5%	Competitiveness	3.1%
Foreign Languages	2.5%	Political Interests	2.6%



Source: Presentation at the CHEI Spring PhD Seminar in Brescia (Italy) by Fiona Hunter, April of 2017 (Hunter, 2017).

MAIN DRIVERS OF INTERNATIONALISATION



What are some of the main drivers that you think have allowed your institution to successfully establish a clearly defined set of goals for internationalisation?
(n=854)

COMPREHENSIVE INTERNATIONALISATION

“Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. **It is essential that it be embraced by** institutional leadership, governance, faculty, students, and all academic **service and support units**. It is an institutional imperative, not just a desirable possibility.”

John Hudzik, 2011





What are the solutions?

STAFF MOBILITY?

- ▶ How can we create a systemic change?



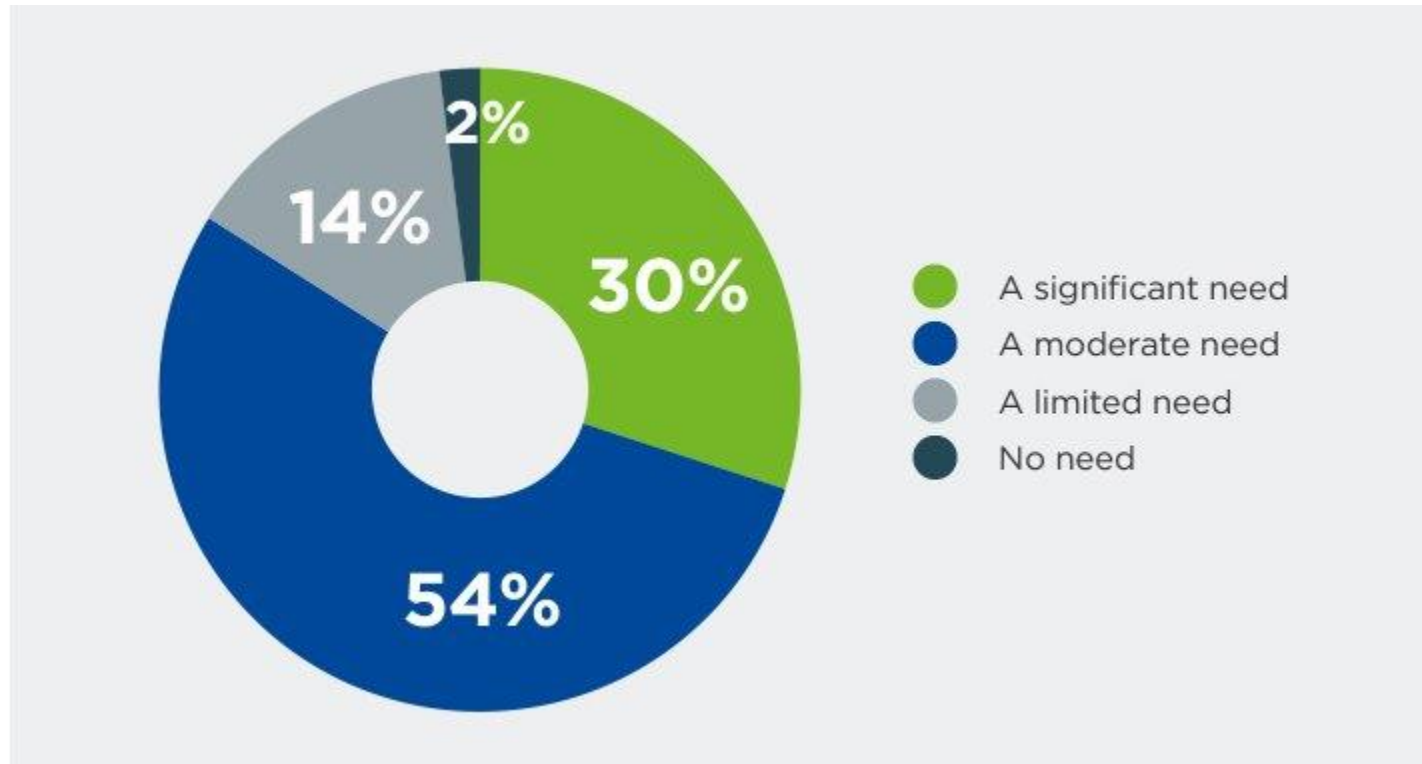
Systemic change = Staff mobility



- What is the profile of staff going on mobility?
- What obstacles may they find?
- What happens when they come back to their job?

PROFESSIONAL DEVELOPMENT?

Need for training/professional development opportunities related to current role (n=2376)



EAIE Barometer 2024

FINDINGS IN GERMANY – INHOPE STUDY

*10,000+ responses
over 3 years*

*60+ % of non-academic
staff would be interested
in internationalisation
trainings*

Only 11% have participated

*About 50% feel not
properly informed about
any offer*

SUCTI PROJECT SURVEY – EUROPEAN HEI

180 responses

*48.3% have general staff
training programme*

*Only 27% provide training on
internationalisation
(mostly English language courses)*

(Source: SUCTI Report on Training Provision on internationalisation for administrative staff in European Higher Education)

www.suctiproject.com

READY TO KNOW THE TRUTH?



ONCE UPON A TIME...



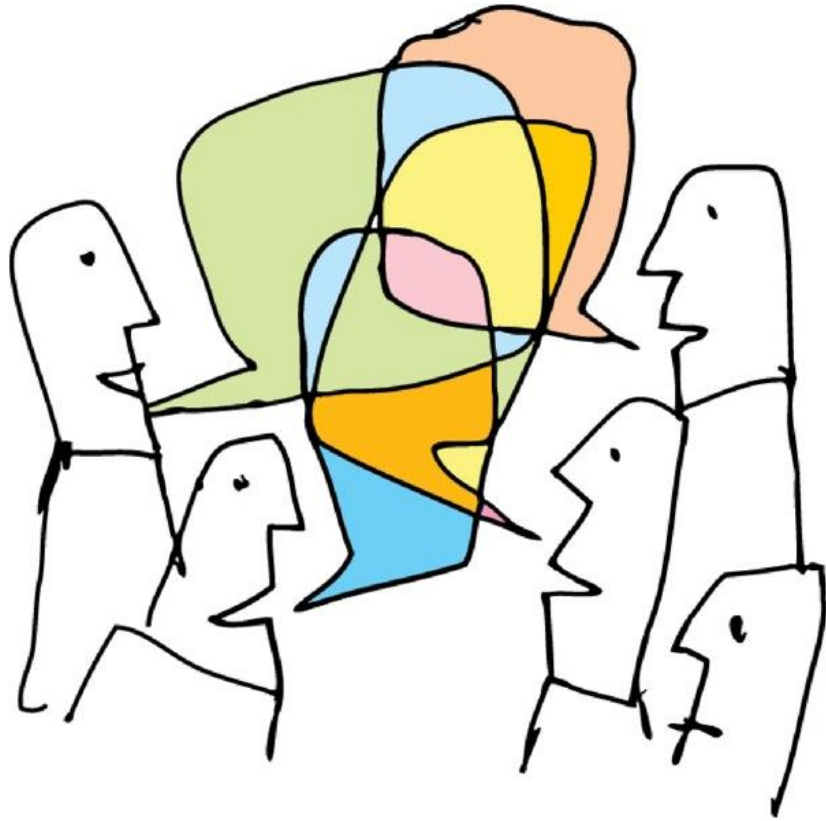
180° TRANSFORMATION



ONCE UPON A TIME...

- ▶ 2011: Training course on internationalization for staff
- ▶ 1 course yearly
- ▶ Exported and shared
- ▶ Erasmus+ European Project 2016-2019
- ▶ Train the Trainers open courses

HOW TO MAKE THIS COURSE TRANSFORMATIVE?



- ▶ Content?
- ▶ Methodology?
- ▶ Expected results?
- ▶ Messages?
- ▶ What else?

CONTENTS OF SUCTI

- Internationalisation: what is it?
- Global trends
- Rankings
- Intercultural communication
- What is my HEI doing in Internationalisation?
- What does my country do?
- Why do students come to my HEI?
- Getting into the shoes of my international students
- What can I do?

METHODOLOGY OF SUCTI

- Peer learning
- Experiential learning
- Active learning
- Model-creation
- Interactive
- In the language of the institution
- Within working hours
- Participation of different units (horizontal links)

F U N !

MESSAGES OF SUCTI



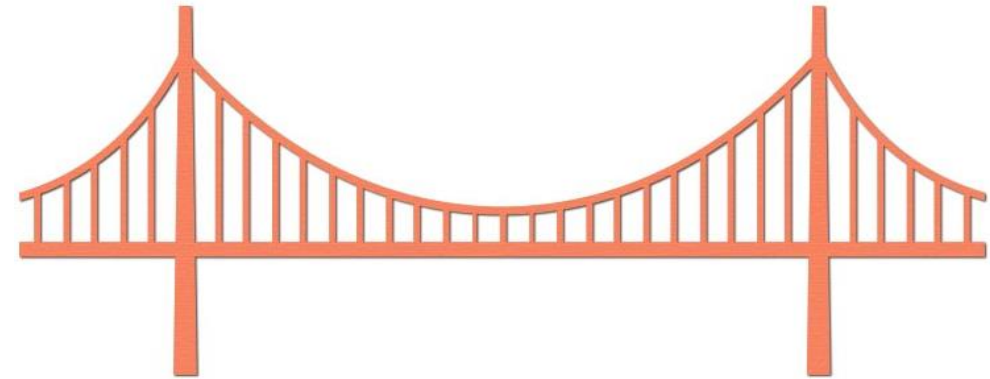
“You need to engage!”

NARRATIVE OF DISENGAGEMENT: NOT A GOOD STARTING POINT



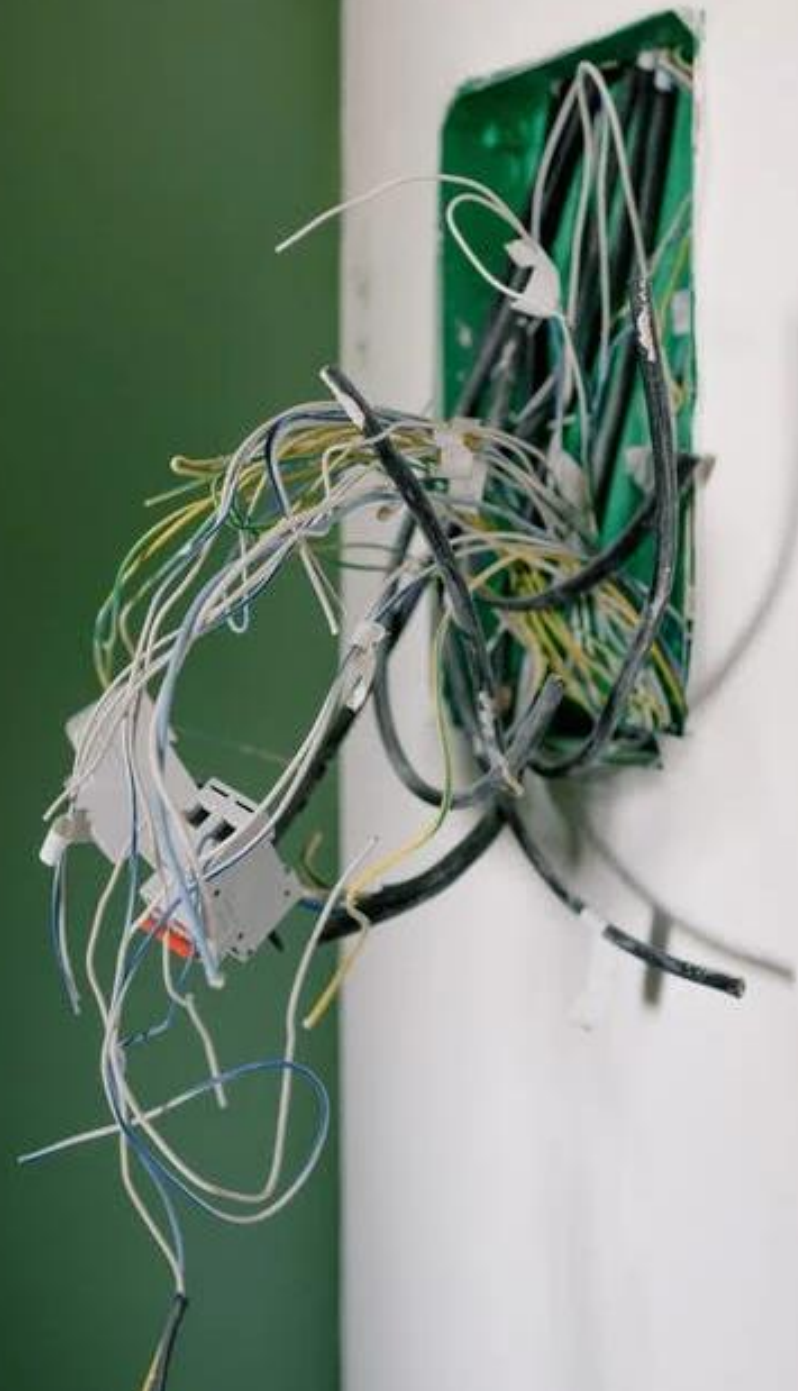
ENGAGEMENT AND THE THREE C'S

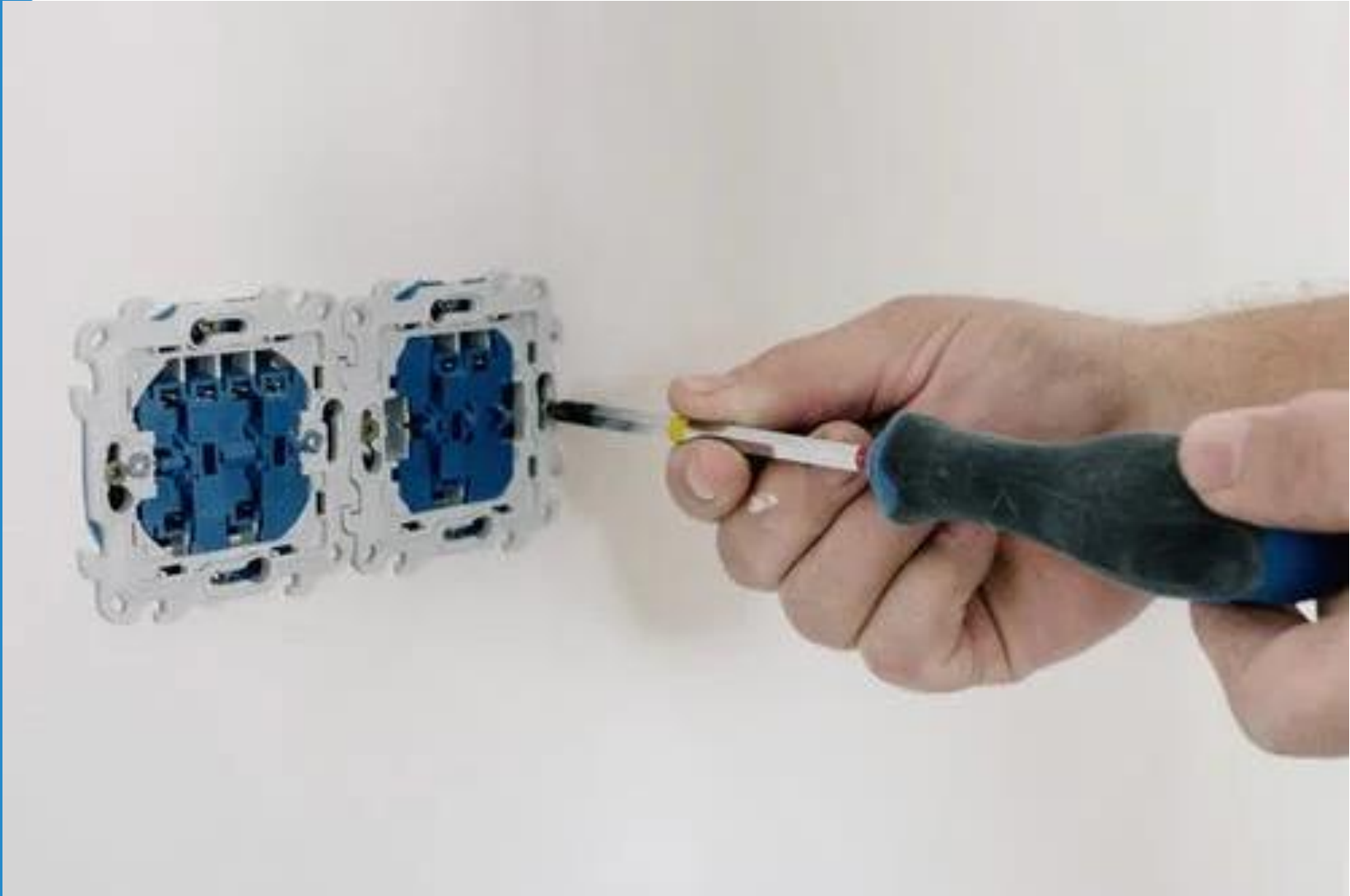
- 1) Comprehension
- 2) Competence
- 3) Connection



(Hudzik and McCarthy 2012)

COMPREHENSION



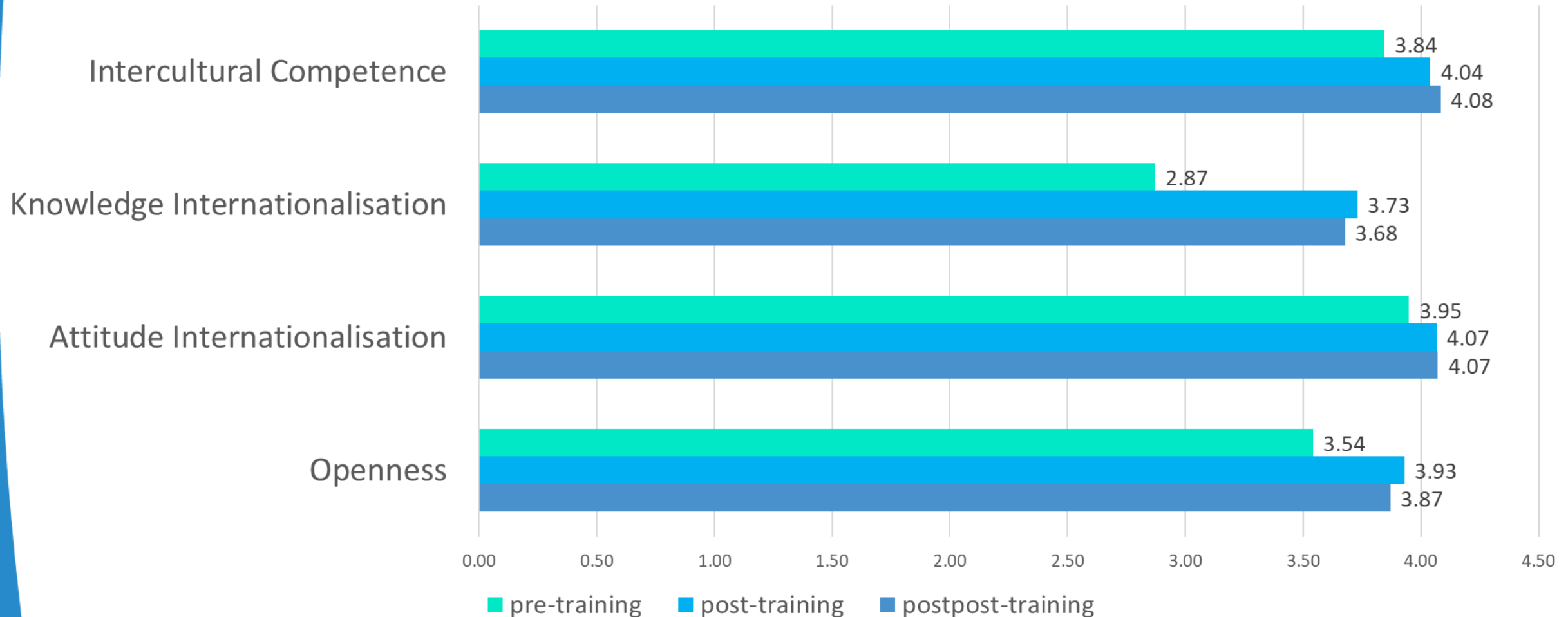


COMPETENCE

CONNECTION



SURVEY SUCTI FINDINGS: IT WORKED!



AND IT WORKED IN MORE THAN ONE SENSE!

- 8.219 downloads of SUCTI materials
- More than 14.457 unique web site visitors
- From 142 countries
- 215 SUCTI trainers as of today (updated)

(data of December 2023)



**Systemic University Change
Towards Internationalization**

GOOD PRACTICE



SUCTI-project wins EAIE President's Award 2019!

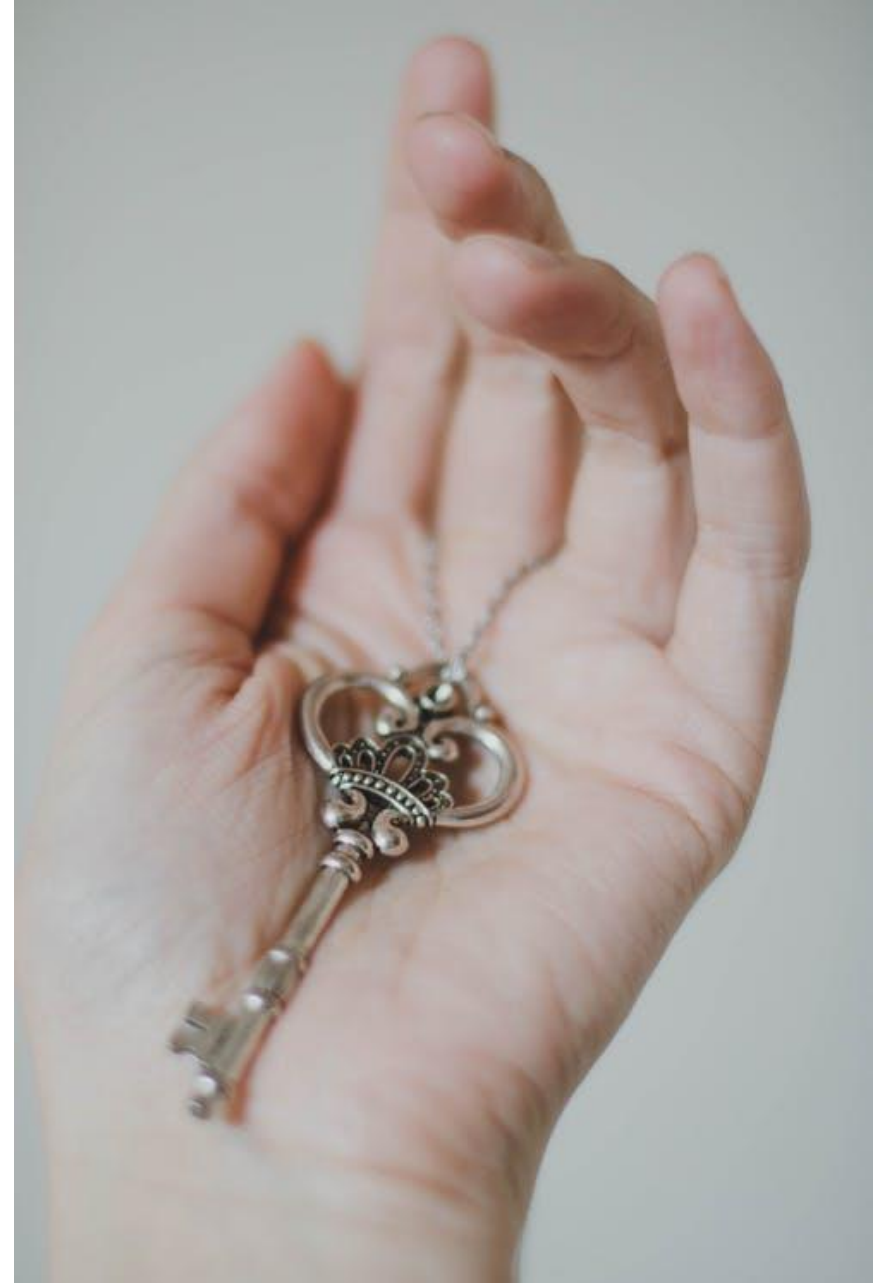


IS SUCTI THE ONLY WAY?



BUT REMEMBER...

**THE KEY
MESSAGE IS:**



YOU ARE IMPORTANT, YOU ARE NEEDED



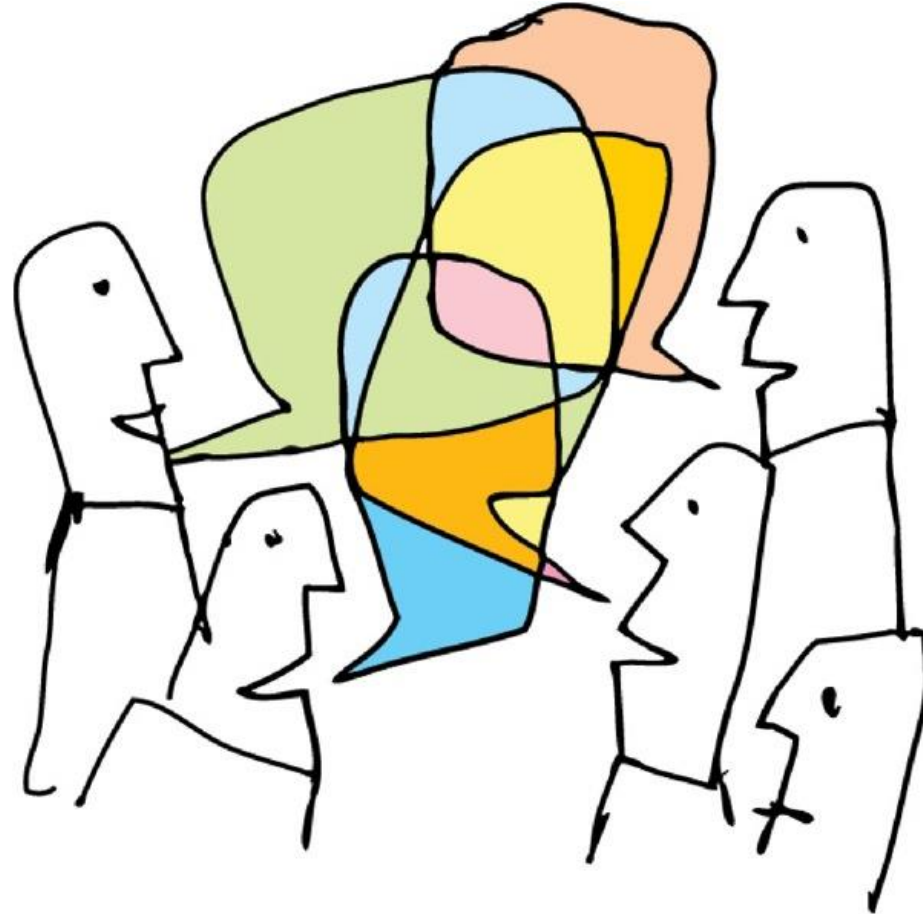
STAY TUNED FOR OUR NEXT:



SUCTI TRAIN THE TRAINERS COURSE

(WITH SPECIAL
CONDITIONS FOR ISEP
MEMBERS)

QUESTIONS? ONE WORD OF FEEDBACK / ONE TAKEAWAY?





THANK YOU!

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