Bologna-Tag 2022

Internationalisierung ganzheitlich umgesetzt

WS 2: Quality assurance and enhancement of internationalization of higher education institutions (auf Englisch)

Wien, 16.05.2022

Welcome and introduction

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Moderation:
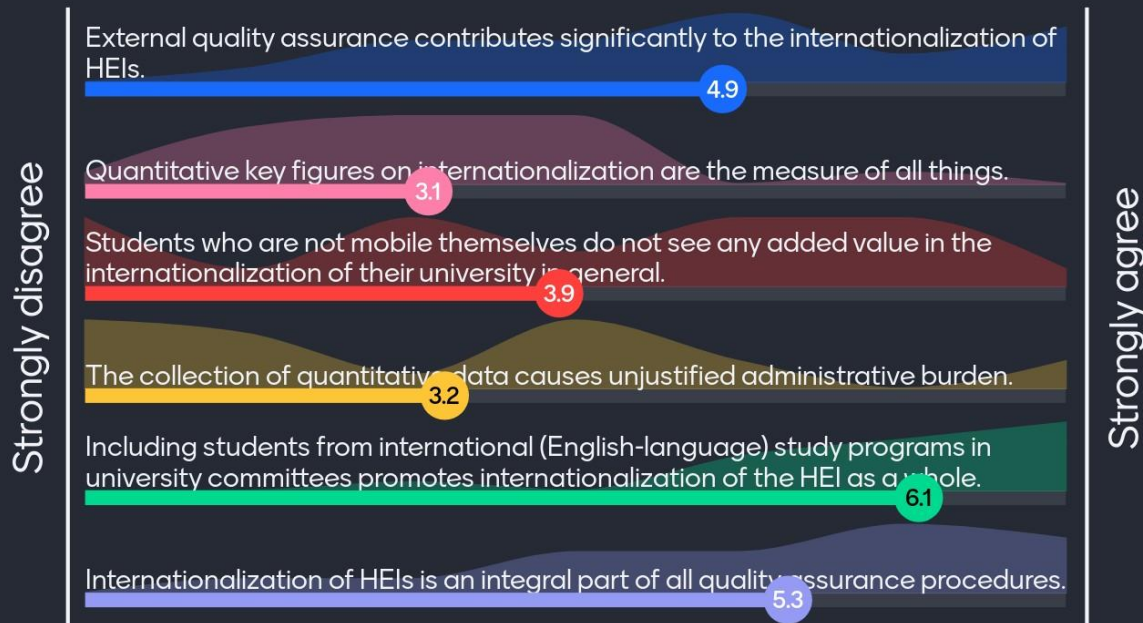**KATALIN SZONDY,** Leiterin Hochschulentwicklung und EHR-Expertin, FH St. Pölten &
BEATE TREML, Bologna-Servicestelle, OeAD

Mentimeter survey

Express your agreement or disagreement with the statements on a scale from 1 to 7

Scales

Strongly disagree — **Strongly agree**

External quality assurance contributes significantly to the internationalization of HEIs.
4.9

Quantitative key figures on internationalization are the measure of all things.
3.1

Students who are not mobile themselves do not see any added value in the internationalization of their university in general.
3.9

The collection of quantitative data causes unjustified administrative burden.
3.2

Including students from international (English-language) study programs in university committees promotes internationalization of the HEI as a whole.
6.1

Internationalization of HEIs is an integral part of all quality assurance procedures.
5.3

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Discussion in small groups

Discuss the questions in groups of three to five people and note down your insights on cards

- How do external quality assurance reviews (accreditation of programmes and institutions, institutional audit) influence internationalization of HEIs?

- Which key figures are collected to ensure the quality of the HEI's internationalization and how are they integrated into the HEI's quality reporting (system)?

- Quality culture: what role do students play in internal quality assurance with regard to internationalization? What expectations do students have?

www.oead.at

2. Which key figures are collected to ensure the quality of HEI's internationalization & how are they integrated into the HEI's quality reporting system?

outgoings / incomings
% of graduates with study periode → fixed "Wissensbilanz"

→ unfortunately, still only quantitative figures (e.g. student/staff mobility, countries of origin staff/incomings...)
→ optimistic, qualitative?

2. Outgoings/Incomings, international students, staff mobility, partner universities

- numbers outgoings, incomings, international students
- ongoing evaluations / surveys
- following up targets
- regular reportings + feedback meetings

· number of incomings & outgoings / staff mobility
· contracts / projects
· multicultural / multilingual
· bilingual / multilingual labeling

3. Quality culture: what role do students play in the internal quality assurance with regard to internationalization? What do students expect?

important role
└→ no formalized procedure

→ questionnaires
→ personal feedback

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Paris, Summer 2016

Once upon a time…

CeQuInt

Really !??…

- Internationalisation Checklists?

  - **No!**

- Min. International Staff / Student Ratios?

  - **No!**

- Min. Period(s) International Student / Staff Mobility?

  - **No!**

- Min. % Classes Taught in English?

  - **No!**

Why I love(d) CeQuInt…

CeQuInt

=

No strict universal recipe for high quality internationalisation

(CeQuInt = 2012-15: 14 European QA Agencies)
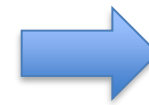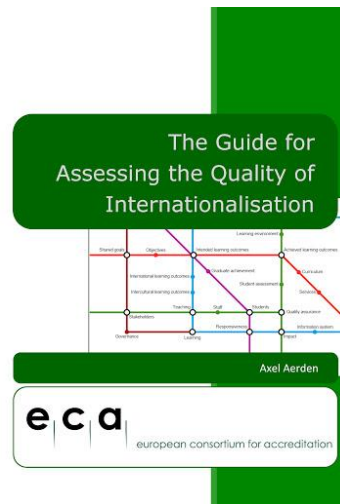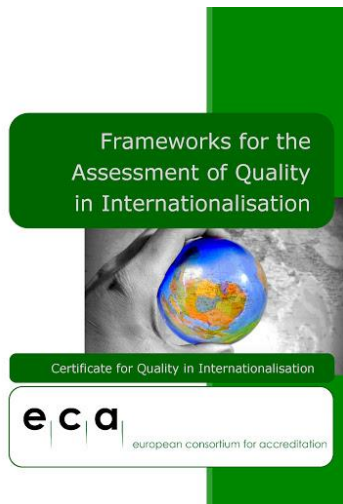
Winter 2017

Why I <u>hated</u> CeQuInt!

So what do we do?!

CeQuInt
Framework

CeQuInt Frameworks & Guidelines

Frameworks for the Assessment of Quality in Internationalisation

Certificate for Quality in Internationalisation

e c a
european consortium for accreditation

The Guide for Assessing the Quality of Internationalisation

Axel Aerden

e c a
european consortium for accreditation

Self-Evaluation Report

Self-evaluation report

Programme : *Ingénieur Civil des Mines* (ICM) Master's Degree in Science and Executive Engineering
Ecole Nationale Supérieure des Mines de Saint-Etienne, France

Certificate for Quality in Internationalisation

e c a
european consortium for accreditation

http://ecahe.eu/home/internationalisation-platform/certification/

3 Key Questions to Ask – What? Why? How?

- **What?**
  - Institution's international **ambitions & strategy**
  - Programme's Int + Int **intended learning outcomes**
- **Why?**
  - Do they **impact** graduates' careers?
- **How?**
  - **Students** achieve objectives through **learning**
  - **Staff** deliver objectives through **teaching**

and one more thing (© Steve Jobs)

- **How** do you check?

• **Do** you check??

- **John Dewey "We do not learn from experience, we learn from reflecting on experience"**

Our Experience at Mines St Etienne

- Questions **What?** and **Why?**

  - « International Review Board » set up. Board sets & reviews international objectives **annually**

- Questions **How?**

  - **CeQuInt** project group formed: Self-Evaluation

  - 20-point improvement action-plan (weaknesses identified in self-evaluation)

MINES
Saint-Étienne
Une école de l'IMT

INSPIRING
INNOVATION
SINCE 1816

CeQuInt Project Timing: 18 Months

- **April-July 2017:** Self-Evaluation performed

- **June 2017: CeQuInt** auditor course at ECA

- **September 2017:** 20-point improvement action-plan approved

- **November 2017:** Inaugural International Review Board

- **March 2018: CeQuInt** application filed (SER + Annexes)

- **July 2018:** On-site audit (five international experts, two days)

- **November 2018: CeQuInt** Certification & two « *Good Practices* » awarded ("learning environment" & "services to students")
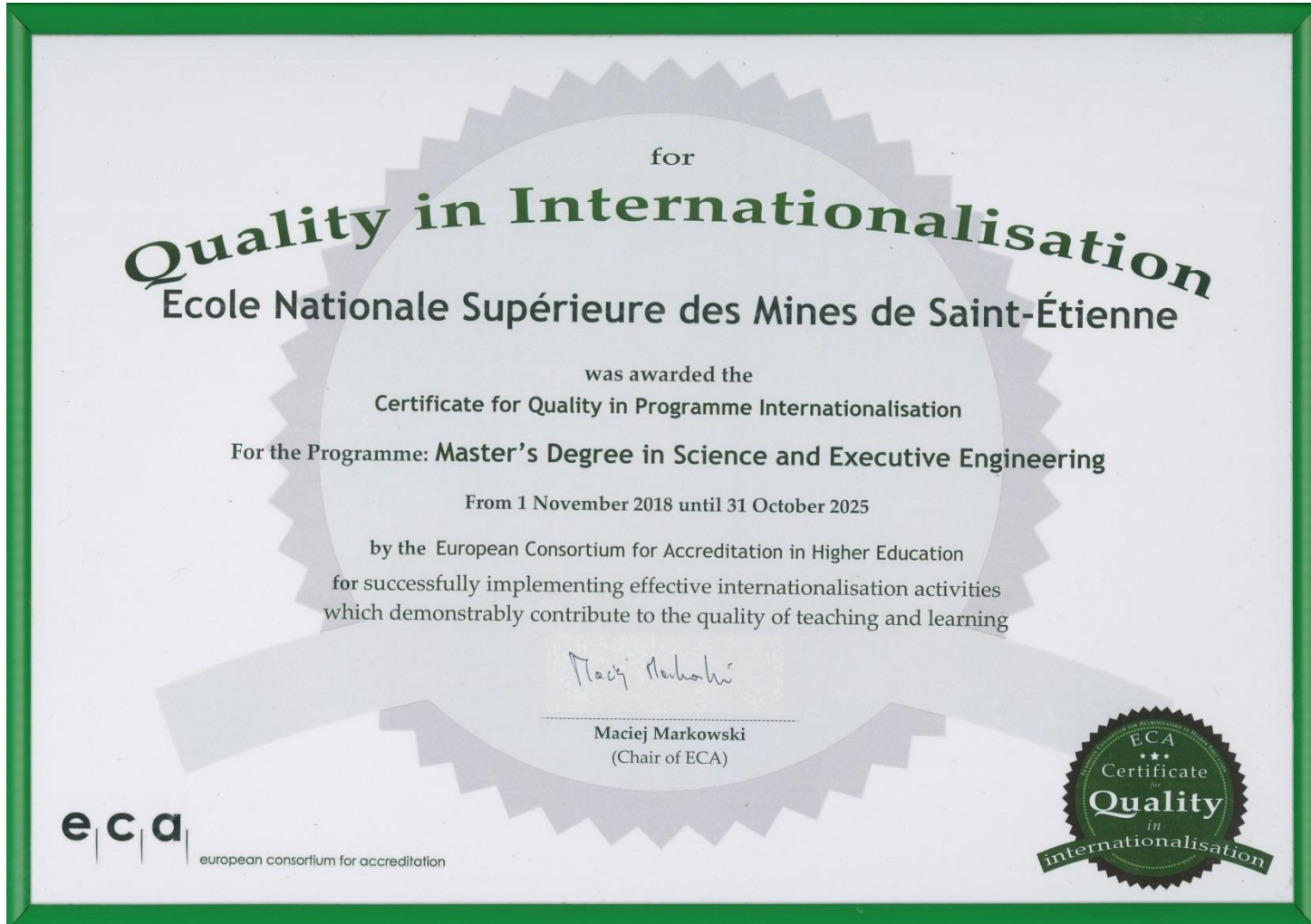
Self-Evaluation Report: 5 « Standards »

- Standard 1: Intended internationalisation
  - **Supported goals, Verifiable objectives, Impact on education**

- Standard 2: International and intercultural learning
  - **Intended learning outcomes, Student assessment, Graduate achievement**

- Standard 3: Teaching and Learning
  - **Curriculum, Teaching methods, Learning environment**

- Standard 4: Staff
  - **Composition, Experience, Services provided to staff**

- Standard 5: Students
  - **Composition, Experience, Services provided to students**

NB: Provide clear stakeholder support

Examples of Good Practices Cited

Exemplary practices

"Exemplary is the […] table with content of courses matched with the intended international & intercultural learning outcomes."

"Students (under supervision) reflect on intercultural differences that present themselves during classes."

"Staff is trained to ensure that students from the same nationality / ethnicity do not stick together."

"Students who went abroad, report that the programme helped them to arrange their housing and their visa."

"Three of nine objectives incorporated in [the joint programme's] policy plan refer to internationalisation."

"The programme put [outgoing students] in touch with the contact person abroad and introduced them to the buddy system of the partner university."

"To develop an international classroom, the programme has put in place a targeted international recruitment [to streamline and diversify the inflow of new groups of international students]."

e·c·a

european consortium for accreditation

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CeQuInt helps you define your beacon…

…but you design your own path(s)

Workshop Questions

- 1. What is the motivation for going through the process and receiving the CeQuInt certificate?

- 2. What are the benefits of doing so and having the certificate for a programme or a HEI?

- 3. What does that mean for everyday learning and teaching in the HEI, how can this commitment to internationalisation be recognised?

- 4. The impact of COVID-19?

Post-covid-19

We still have our beacon…

…we just have a greater variety paths to get there!

Danke fürs Zuhören

wheal@emse.fr

AUDIT:INTERNATIONALISATION

Paris Lodron Universität Salzburg

Peter Mayr & Günter Wageneder
16. Mai 2022

Motivation for Audit:Internationalisation

Why internationalisation?

„Each university should see itself as a creative part of an emerging world university community and develop a comprehensive internationalisation strategy based on its individual profile." [1]

[1] Comp. Audit Internalisation German Rectors' Conference - Hochschulrektorenkonferenz (HRK)

Overall objectives

➤ **Cosmopolitan education** at PLUS

➤ Further development of the PLUS **Internationalisation Strategy**

➤ **Development of concrete measures** in pre-defined fields of action on all levels: teaching, research, administration and governance

➤ Improved **international visibility** (PR, marketing, rankings)

➤ **Increased chances of third-party funding** through targeted collaboration with international allies ⬜ strategic partnerships, international clusters

➤ **Talent attraction**: More attractive as a place to study and work for international students, young scientists and top researchers

Audit Elements and Process

1. **Positioning and status quo of Internationalisation measures 2020-2021**

2. **Analysis from an external perspective: On-site visit of expert auditors in Oct 2021**

3. **Recommendation of specific measures in Dec 2021**

4. **(Further) development of an internationalisation strategy at university and faculty level**

5. **Implementation 2022-23**

6. **Re-Audit 2023-24**

Key Figures for Self Analysis

Phase 1 – Self-analysis of the international status quo at PLUS:

a) PLUS internal **Working Group** (AG) **Audit:Internationalisation** established with academic representatives from all faculties, the deans, relevant administrative departments and the University president (Rektor Hendrik Lehnert)

b) Discussion of and decisions on a total of 38 Key Performance Indicators (KPIs) for self-analysis

c) Data collection

d) Self-evaluation report – published in English

Excursus: Key figures and aspects

Internationality of

➢ Students and staff (background, …)

➢ Teaching programmes (regular, Joint Programmes, English-speaking, etc)

➢ Research (international co-publications, participation in S&T projects, editorship of peer-reviewed publications, participation in international conferences, etc)

➢ Sources of funding and uses (e.g. mobility)

➢ Organisation of international summer schools, …

The Audit Process

➤ **International Auditors in Salzburg – October 2021**

➤ Based on the analysis of the current level of internationalisation, **specific recommendations for the further internationalisation** of PLUS developed in all relevant fields of action.

➤ Auditors took into account the internationalisation status of PLUS, its (legal) mandate and Salzburg as a **university location**.

➤ Auditors acted in an advisory capacity in particular where the university itself identified the greatest need for advice.

19 thematic sessions

with 72 different people from PLUS within three days, covering every topic around internationalisation one could think of.

- Internation. at the faculties
- Stategic partnerships, capacity building
- Internationalisation of the curriculum
- Inclusion and diversity
- Focus on Austrian/European cultural heritage
- International Outreach: Salzburg Global Seminar
- Dinner talk: location, location, location
- Promoting transnational mobility
- Internationalisation@home
- Institutional capacity development for the

- development of joint programmes
- Internationalisation and sustainability
- Capacity building for international communication and marketing
- Language policy at the PLUS
- Welcome culture at the PLUS
- Ranking and benchmarking
- Fundraising
- Promoting third party funding
- Development of a PLUS foundation year for attracting non-German speakers
- Wrap up (debriefing rectorate)

PARIS
LODRON
UNIVERSITÄT
SALZBURG

Follow Up

How to ensure that the recommendations are implemented? (making the most out of it …?)

➢ Summary of the reviewer's report; add deadlines and responsibilities;

➢ Implementation in the usual strategic instruments: development plan, external target level agreement with the ministry, internal target level agreements between rectorate and departments;

➢ Follow-up group to select from the wide range of recommendations, come up with priorities; starting in June; including all new int. coordinators and admin. staff

➢ Monitoring of implementation? – … TBD …, in follow-up group, definitely in the course of the two levels of target level agreements;

Follow Up

Immediate actions

➢ New internationalisation coordinators on faculty level,

➢ Internationalisation as topic of the target level agreements,

➢ Immediate post-Brexit fundraising scheme;

➢ Location, location, location: six Salzburg based HEIs join forces; welcome culture

➢ EUA CIVIS with a range of work groups;

➢ Transformation of China and Russia centres with focus on scientific coordination

Summary

The PLUS **Audit:Internationalisation** covered all actors, structures and processes relevant to internationalisation at the University of Salzburg.

It examined internationalisation as a dimension in **all creative areas of the university**:
- in study programmes and teaching,
- in research,
- in administration and
- in university management (governance).

The audit promoted internal dialogue about internationalisation: PLUS appointed a project group that is responsible for implementing the audit.

All external consultants (auditors) are proven experts in the field of HE and research internationalisation.

AUDIT:INTERNATIONALISATION

Paris Lodron Universität Salzburg

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16. Mai 2022