SUCTI

SYSTEMIC UNIVERSITY
CHANGE TOWARDS
INTERNATIONALISATION

UNIVERSITAT
ROVIRA i VIRGILI

Train the trainers

How to train your university staff on internationalisation

Marina Casals Sala

June, 2019

Thank you for tweeting!

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#SUCTI

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Activity
Why does our institution internationalise?

Game: Debate FOR and AGAINST internationalisation

Team A: Why do you think Internationalisation is important?

Team B: Why don't you?

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Training Tip

- Discussing openly the pros and cons will help us bring out in the open any resistance, prejudice and participants themselves address it through the debate or we can address it afterwards if we think it is relevant.

- A debate in form of a game is a fun, interactive activity. People get involved and have to make an effort to make arguments to defend their position.
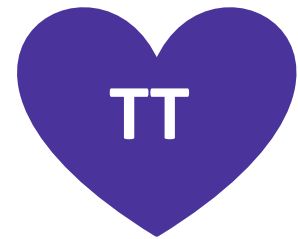
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Why does our institution internationalise?

- Why are we here today talking about internationalization?

- How did it all start?

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The beginning
Was it a bright idea from a mad scientist?

The beginning

University = universe / universal

Latin "unus" + "versus" = the sole and indivisible point around which everything turns

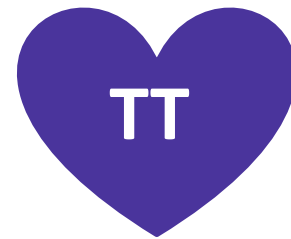By definition universities are universal.

Can our university be more so?

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Training Tip

- It's difficult to answer "no" to that last question, so with that participants get more convinced of the importance to internationalise their own institution.

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First Universities

First universities: Bologna, Paris (later Sorbonne), Oxford, Cambridge, Salamanca, Siena...
Lingua franca: Latin

Raise of number of universities

Students become less mobile

Universities more self-centered

And then, what?

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After a 'closed' period... Opening up!

What was happening in our societies?

What was happening in our universities?

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What is our product?

Students & Knowledge

⬇

For?

⬇

Our societies

⬇

If society = international

⬇

How should we shape our product?

www.suctiproject.com

What happens if we don't?

Society = international

Our product = national

What internationalization lead to?

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Impact of internationalisation

- Flow of more international students?

- More international partners?

- More international publications?

- More international events and conferences?

- More international/visiting professors?

- More international/visiting staff?
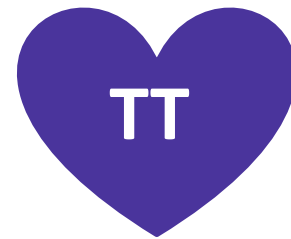
**Positive
or
negative
IMPACT?**

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Training Tip

- Here participants have understood in big trends where we are in Internationalisation and the good impact of it.

- To close this part we can share the statement of the father of Internationalisation at Home, Dr. Bengt Nilsson, talking about his dream (and helping us get also excited about it)

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I have a dream…

"I have a dream for Malmö University. I would like to see all our students leaving this university with the added value an internationalised curriculum can give: besides good knowledge in their subject area, they would have an open mind and generosity towards other people, know how to behave in other cultures and how to communicate with people with different religions, values and customs, and not be scared of coping with new and unfamiliar issues. I would like to vaccinate all our students against the dark forces of nationalism and racism"
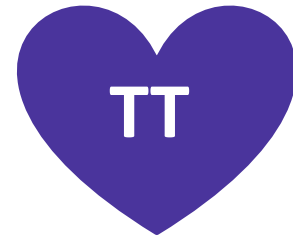
Bengt Nilsson, father of IaH

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Training Tip

- You can finish the reading of this "dream" by asking participants if they could share that dream as well and if they think it is a good dream for their institution and graduates...

- (it's hard to say no) ☺

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Training Tip

- On the first day of the SUCTI course we want participants to open up, to show their ideas, prejudices...

- We also want them to start feeling involved in the process, understand that they are part of it.

The following activity will do just this using dynamic working tables

- 3 tables, each one with a topic and a spokesperson
- 3 groups of participants
- Each group of participants stays at each table 7-10 minutes discussing on that particular topic.
- When the three groups have finished the whole round, the spokesperson conveys to the whole group what has been said by everyone.
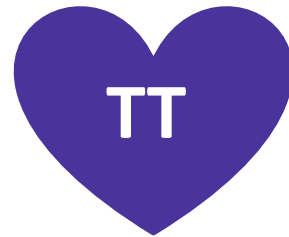
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How does Internationalisation affect ME?

How does this affect ME?

➤ How do I contribute to the internationalization of my university? How could I get readier for the challenges of internationalization?

➤ Which are the biggest challenges that I face regarding internationalization?

➤ Let's imagine that in 10 years time my institution is a much more internationalized university. What changes will my job face? What changes can I imagine university-wide?

Training Tip

- If you notice, these questions are asked in a particular way: "How do I contribute?" → NOT: "do you want to contribute…?"

- The questions imply that participants are part of the process whether they know it or not, and affected by it. As well as imagining a very international institution makes them create that reality in their minds already and start getting ready for it, thus diminishing their natural resistance to the change.
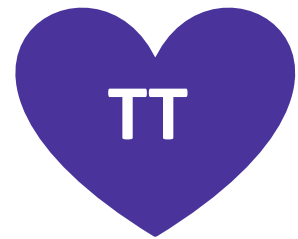
Rankings

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Rankings

- **What are rankings?**

- **Where is your university in them?**

- **What are their consequences?**
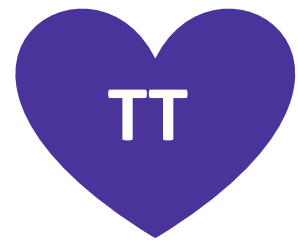
- **Can you name some?**

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Training Tip

- We start with Rankings the same way as with global trends: asking participants what they know.

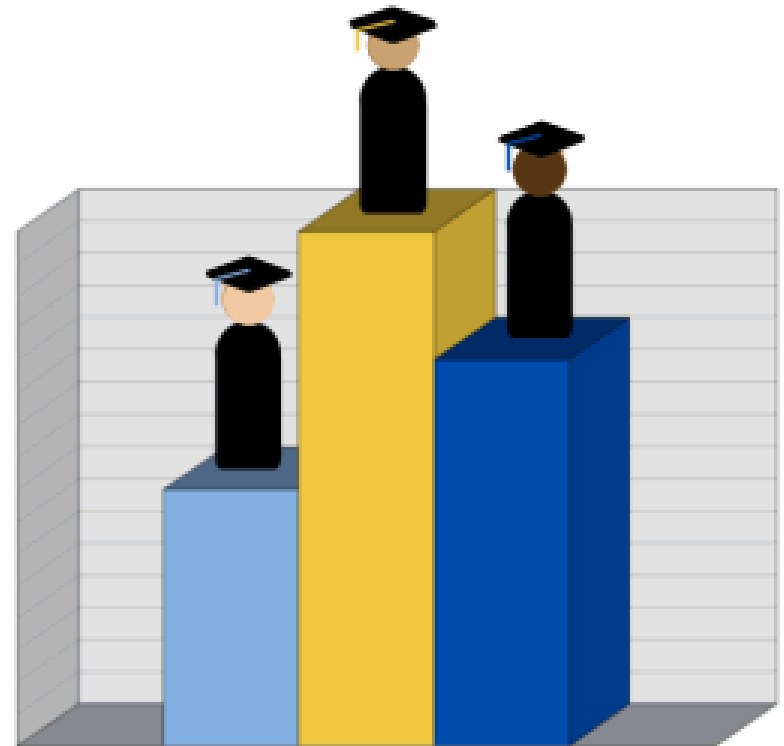- Ranking information as well as trends information needs to be updated yearly.

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Rankings

- **Comparison with others**
- **Positioning in the global context**
- **Factor of attraction of students**

Some of the best known rankings

- **Shanghai Jiao Tong University Ranking**
- **The Times World University Ranking**
- **QS Top Universities ranking**
- **Umultirank**

Which are the best universities?

From wich countries?
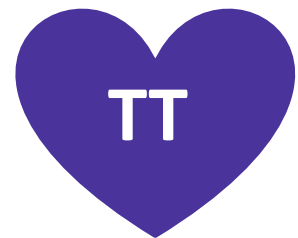
Training Tip

- Again we first ask participants if they can name which universities they would think are the best ones in the world.

- We also ask them from where these are!
  (generally they are already aware that the ones that they know are from US and UK mainly).

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QS Ranking

2018

# RANK	UNIVERSITY	LOCATION
2018	University search	By location
1	Massachusetts Institute of Technology (MIT)	🇺🇸
2	Stanford University	🇺🇸
3	Harvard University	🇺🇸
4	California Institute of Technology (Caltech)	🇺🇸
5	University of Cambridge	🇬🇧
6	University of Oxford	🇬🇧
7	UCL (University College London)	🇬🇧
8	Imperial College London	🇬🇧
9	University of Chicago	🇺🇸
10	ETH Zurich - Swiss Federal Institute of Technology	🇨🇭

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Times Higher Education - THE

2014-15

Any differences?

Rank	University	Country
1	University of Oxford	United Kingdom
2	University of Cambridge	United Kingdom
=3	California Institute of Technology	United States
=3	Stanford University	United States
5	Massachusetts Institute of Technology	United States
6	Harvard University	United States
7	Princeton University	United States
8	Imperial College London	United Kingdom
9	University of Chicago	United States
=10	ETH Zurich – Swiss Federal Institute of Technology Zurich	Switzerland
=10	University of Pennsylvania	United States

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Shanghai Ranking
2017

World Top 500 Universities

1	Harvard U.	🇺🇸
2	Stanford U.	🇺🇸
3	U.Cambridge	🇬🇧
4	MIT	🇺🇸
5	UC Berkeley	🇺🇸
6	Princeton U.	🇺🇸
7	U.Oxford	🇬🇧
8	Columbia U.	🇺🇸
9	Caltech	🇺🇸
10	U.Chicago	🇺🇸

More >

And now?

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Training Tip

- Here we see that differences are small between the different world rankings: more or less the same universities are represented and only from UK & US.

- Then we can refer to our own country and see how our country is positioned in the rankings.
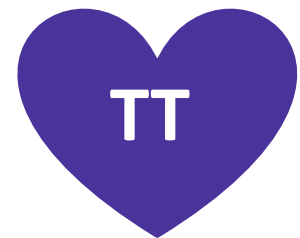
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How many Spanish universities are in the top 100?

Top 100

How many Spanish universities are in the top 500?

Academic Ranking of
World Universities
Spain Universities
in TOP 500, 2017

World Rank	Institution*
	Top 500 | 501-800 | Methodology | Statistics
201-300	Pompeu Fabra University
201-300	University of Barcelona
201-300	University of Granada
301-400	Autonomous University of Barcelona
301-400	Autonomous University of Madrid
301-400	Complutense University of Madrid
301-400	University of Santiago Compostela
401-500	Polytechnic University of Valencia
401-500	Universitat Jaume I
401-500	University of the Basque Country
401-500	University of Valencia

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How many Spanish universities are in the THE?

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Training Tip

- If we know of a ranking where our institution is represented, we find it to portray it.
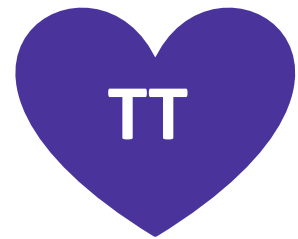
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The Times Higher Education Ranking

2018

Rank	Name
140	Pompeu Fabra University ♀ Spain Explore
=147	Autonomous University of Barcelona ♀ Spain Explore
301–350	University of Navarra ♀ Spain Explore
351–400	Autonomous University of Madrid ♀ Spain Explore

351–400	University of Madrid ♀ Spain Explore
401–500	Polytechnic University of Catalonia ♀ Spain Explore
401–500	University of Rovira i Virgili ♀ Spain Explore
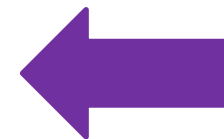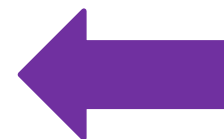
THE WORLD UNIVERSITY RANKINGS

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Young Univisity Ranking
2017

Rank	Name
17	Pompeu Fabra University — Spain — Explore
18	Autonomous University of Barcelona — Spain — Explore
66	Autonomous University of Madrid — Spain
=76	University of Rovira i Virgili — Spain — Explore

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Spanish universities per scientific domains?

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Training Tip

- Not necessary to get into these rankings per domain, unless your University is represented, such as this case.
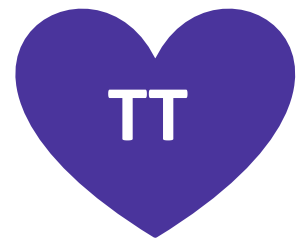
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Spanish universities per scientific domains
2014

- **Math**: 10 Spanish among the first 200 (U. Autónoma de Madrid: nº 51-75)

- **Physics**: 4 Spanish among the first 200 (U. Autónoma de Madrid: nº 51-75)

- **Chemistry**: 9 Spanish among the first 200 (Polytechnic University of Valencia: nº 51-75)

- **Computer science**: 10 Spanish among the first 200 (U. Granada nº43 / **U. Rovira i Virgili 151-200**)

- **Economics**: 6 Spanish among the first 200 (U. Pompeu Fabra nº51-75)

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Budget per student?

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Training Tip

- After seeing all of this, and unless our institution is very well represented in the rankings, participants may be feeling a bit down... It is interesting to refer to the budget of these universities, so that we put things in perspective. It is not always easy to find data on budget/student. We can use the following if we do not find any other, just as a reflection.
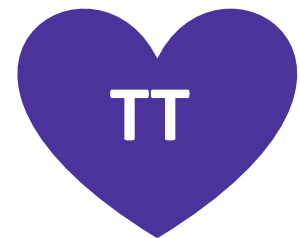
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Budget per student

- **Harvard, MIT or Princeton: 150.000 €/student**
- **Oxford & Cambridge: 50.000 €/student**
- **Spanish universities: 10.000 €/student**

Source: El País, 16 de agosto de 2012

http://sociedad.elpais.com/sociedad/2012/08/16/actualidad/1345119927_677808.html

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Training Tip

- It is also interesting to compare the ranking situation of your country with another country (not UK / US as difference would be too big)
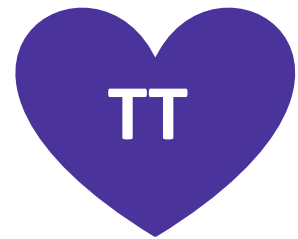
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Should we compare with another country?

Spain	The Netherlands
🇪🇸	🇳🇱
Population: 47.021.031	Population: 16.730.632
Universities: 76	Universities: 25 (research) + 47 (vocational)

World University Rankings 2014-2015

Rank	University
165	Pompeu Fabra University - Barcelona
201-225	University of Barcelona
226-250	Autonomous University of Barcelona
351-400	University of Navarra
301-350	University of Valencia

Rank	University
64	Leiden University
72	Erasmus University Rotterdam
73	Wageningen University and Research Center
77	University of Amsterdam
79	Utrecht University

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General remarks on ARWU ranking

2017

- Among the first 20 → only 4 are non-US: UK 3 & Switzerland 1

- European Universities top 100: 34

- Australia has 6 among the first 100

- Among the first 100:
  - 48 are from the US
  - 5 are from Switzerland, 4 are from Germany, 3 from France, 3 from Sweden, and 2 from Denmark.
  - 9 are from the UK
  - 4 are Canadian
  - 1 is from China

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What do rankings measure?

How many Spanish Nobel laureates are there?

Training Tip

- One of the criteria measured in rankings is the number of Nobel laureates amongst Alumni or Staff, so a little game including the number of laureates in several countries (including yours, the US and Sweden as reference countries in this sense) makes us realise who has more chances to appear in rankings with this criteria.

- The following guessing game's solution goes as follows: the numbers on the left correspond to the opposite flag on the right starting from the bottom.

- This needs to be updated as well yearly!
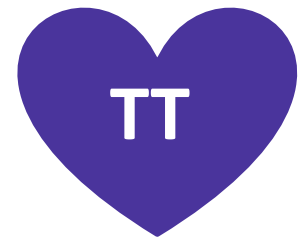
371

129

68

7

107

31
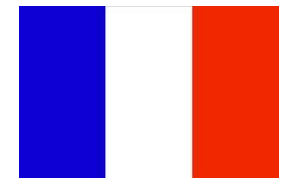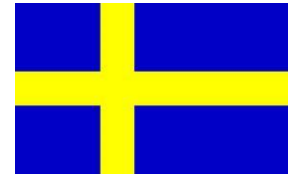
After all of this data, if our university is not doing well, we have two options:

Get depressed

Do our best
to get better

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Training Tip

- Objective: to motivate, to break away from the "negative" tendency and invite participants to try our best to do better!

- Linked to Global Trends and to seeing how our institution and country is doing in the Rankings, having info on what is happening in our country and why students come to our institution is important.

- Use any statistical data available (maybe from the National Agency, Student Barometer...).
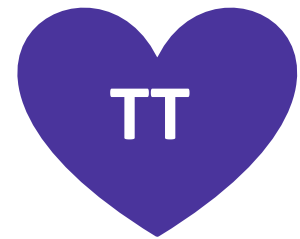
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What does my country do?
Why do students come to my HEI?

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Training Tip

Other data for Spain

An example

How to present it in a more active way?
In a fun way?

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Contest

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1. Where do students come from?

- **USA**
- **China**
- **Poland**
- **Italy**
- **France**
- **Argentina**
- **Portugal**
- **Brazil**
- **Colombia**
- **Mexico**
- **Germany**
- **…**

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Response

Where are you from?
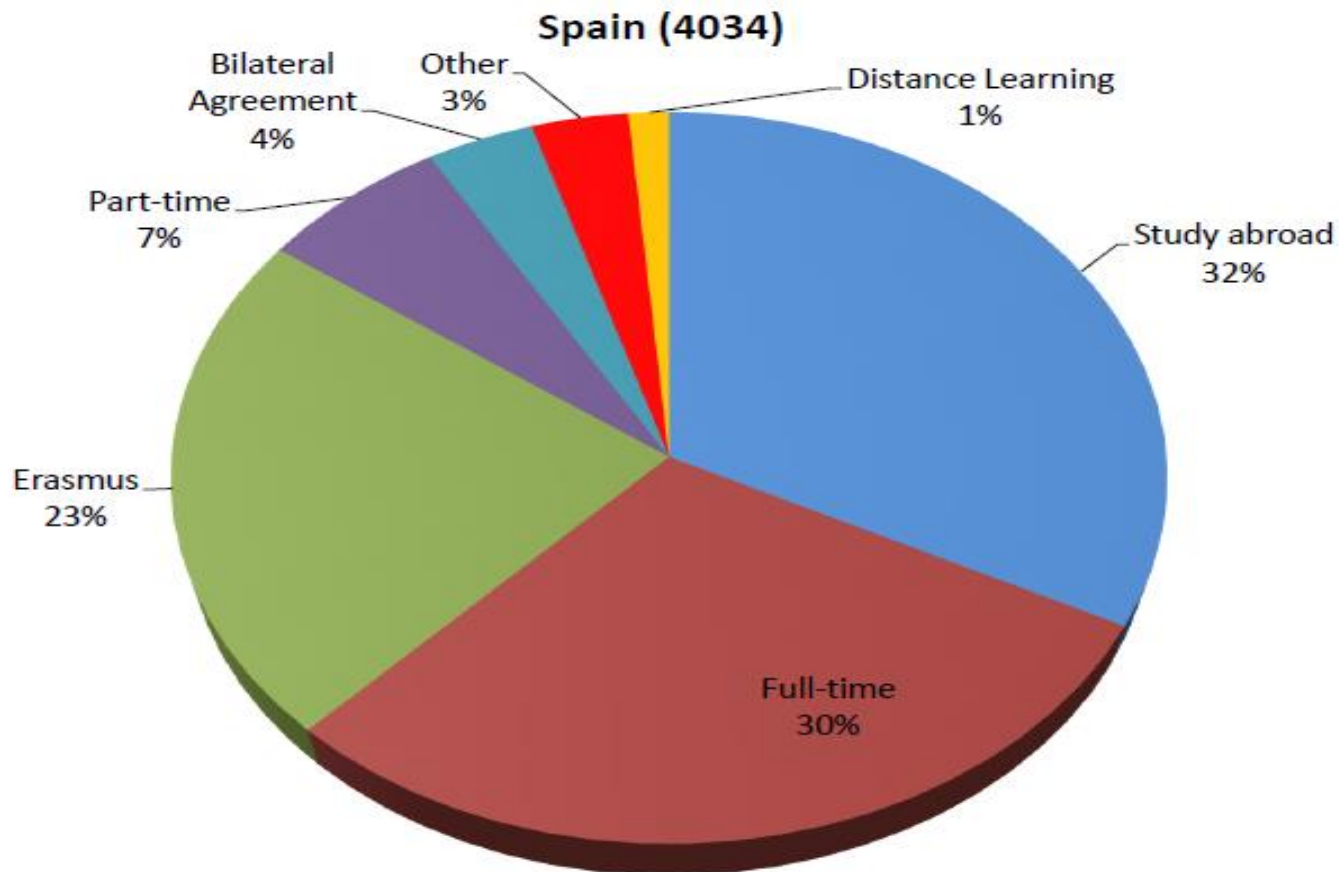
Spain (4522, inner circle) vs. ISB (43754, outer circle)

Nationality	Response
Italy	626
France	557
Germany	486
Mexico	330
Poland	187
USA	170
Colombia	166
Portugal	143
Brazil	138
Other	1719
Total	4522

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2. Via what program do they come here?

- **Erasmus**
- **Bilateral agreement**
- **Study Abroad**
- **Degree seeking**
- **Distance education**
- **...**

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What is your study type?

Spain (4034)

- Bilateral Agreement 4%
- Other 3%
- Distance Learning 1%
- Part-time 7%
- Study abroad 32%
- Erasmus 23%
- Full-time 30%

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3. How do they pay their studies?
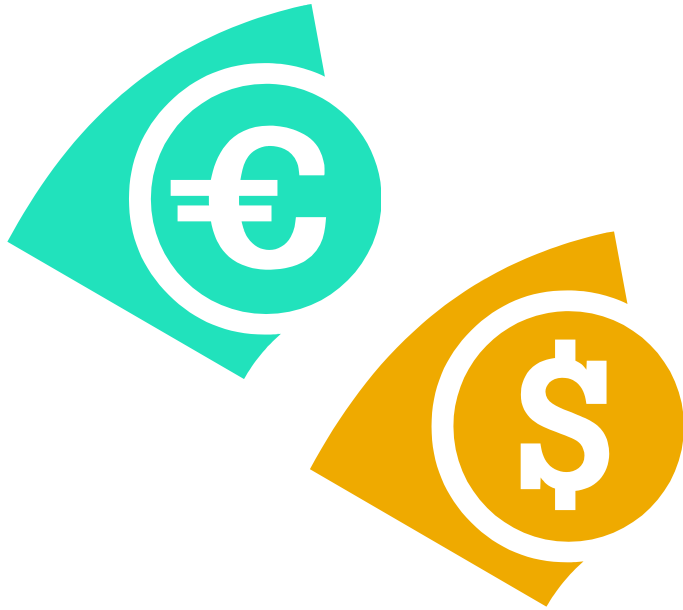
- **Scholarship government of origin**
- **Family**
- **Own means**
- **Scholarship hosting government**
- **Scholarship university of origin**
- **Scholarship hosting university**
- **Loan**
- **...**

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How are you funding your studies?
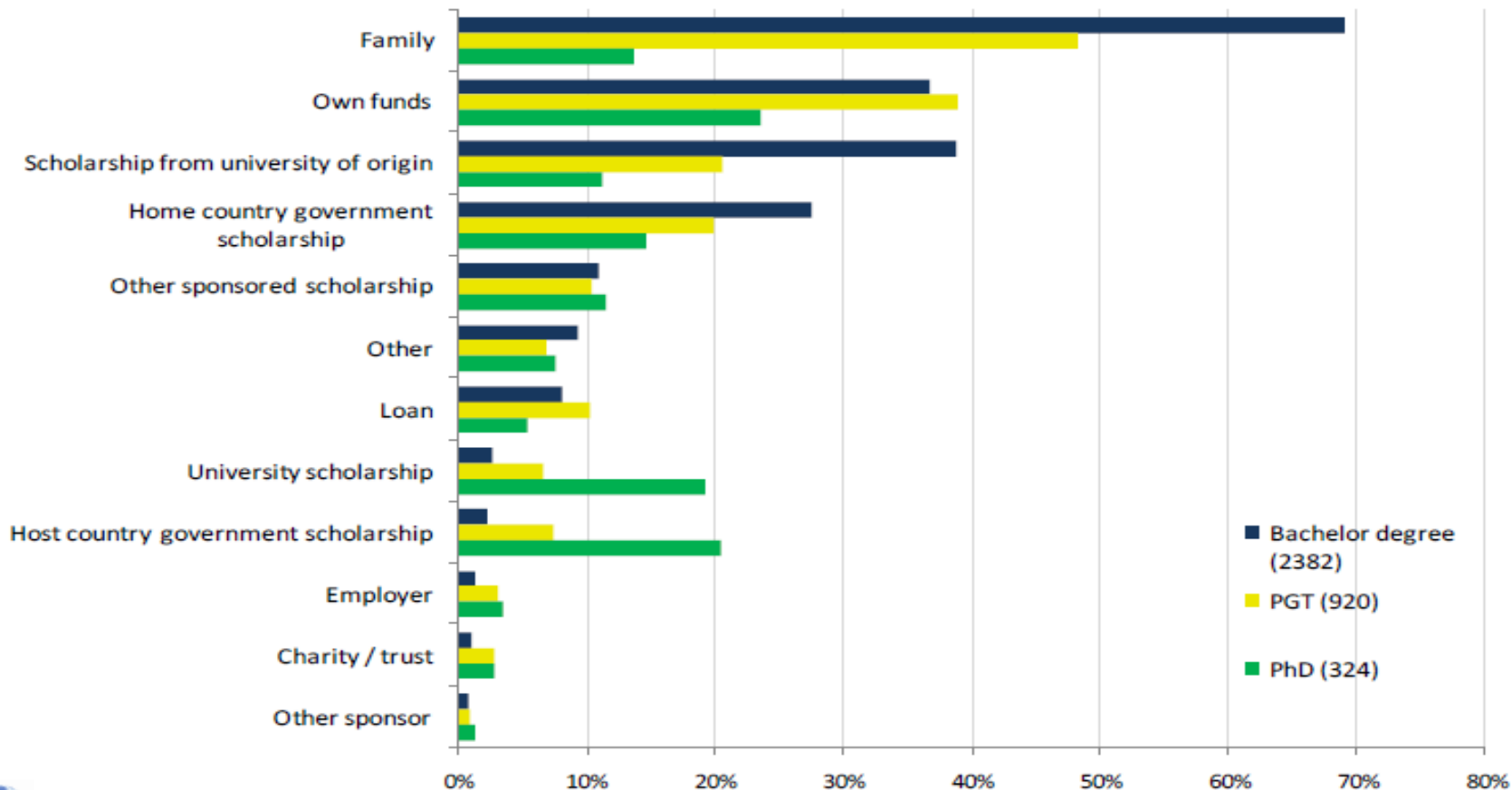
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4. Was spain your first choice?

YES or NO?
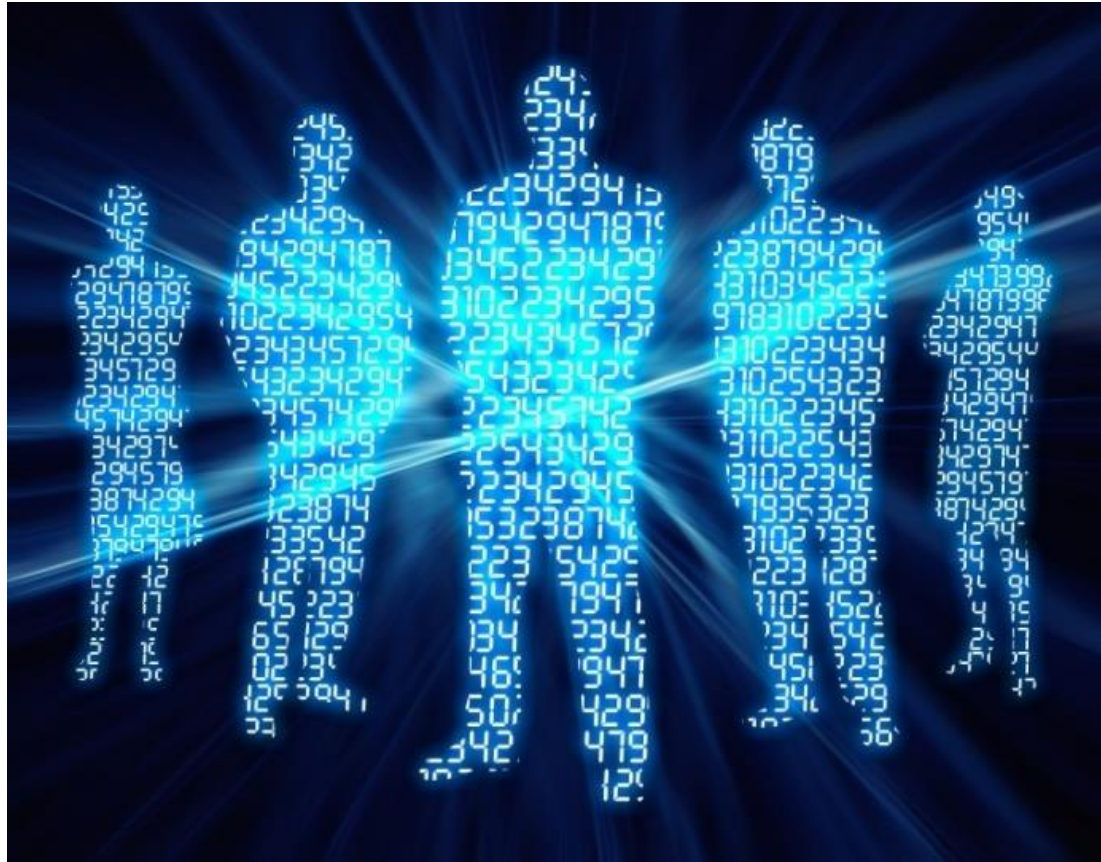
Choice of Destination

Was Spain (/this country – ISB terminology) your first choice for international education?

Spain (3860, inner circle) vs. ISB (9794, outer circle)
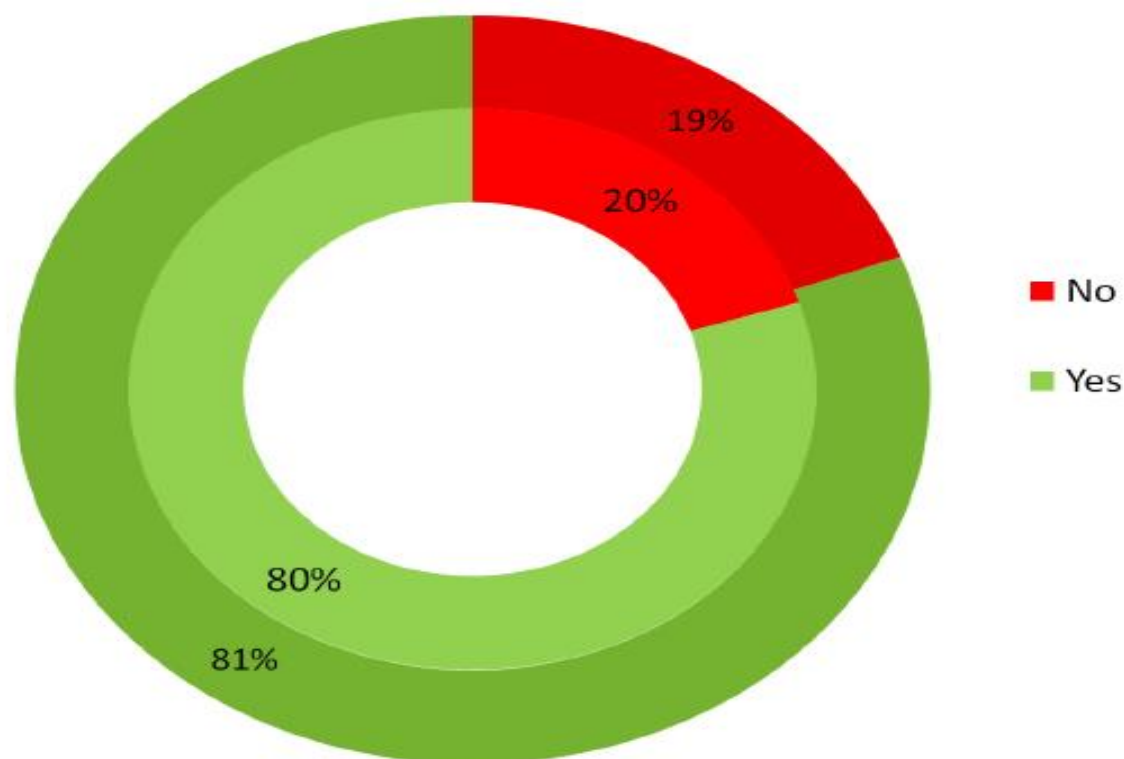
- No
- Yes

19%
20%
80%
81%

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5. What other countries have you considered?

- USA
- China
- UK
- Italy
- France
- Argentina
- Switzerland
- Portugal
- Australia
- Brazil
- Mexico
- Germany
- Canada
- Ireland
- Japan
- New Zealand
- Malaysia
- …

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Choice of Destination

Which other countries did you consider?

Full-time and part-time international students (not including Student Exchange or Study Abroad Students) shown in yellow
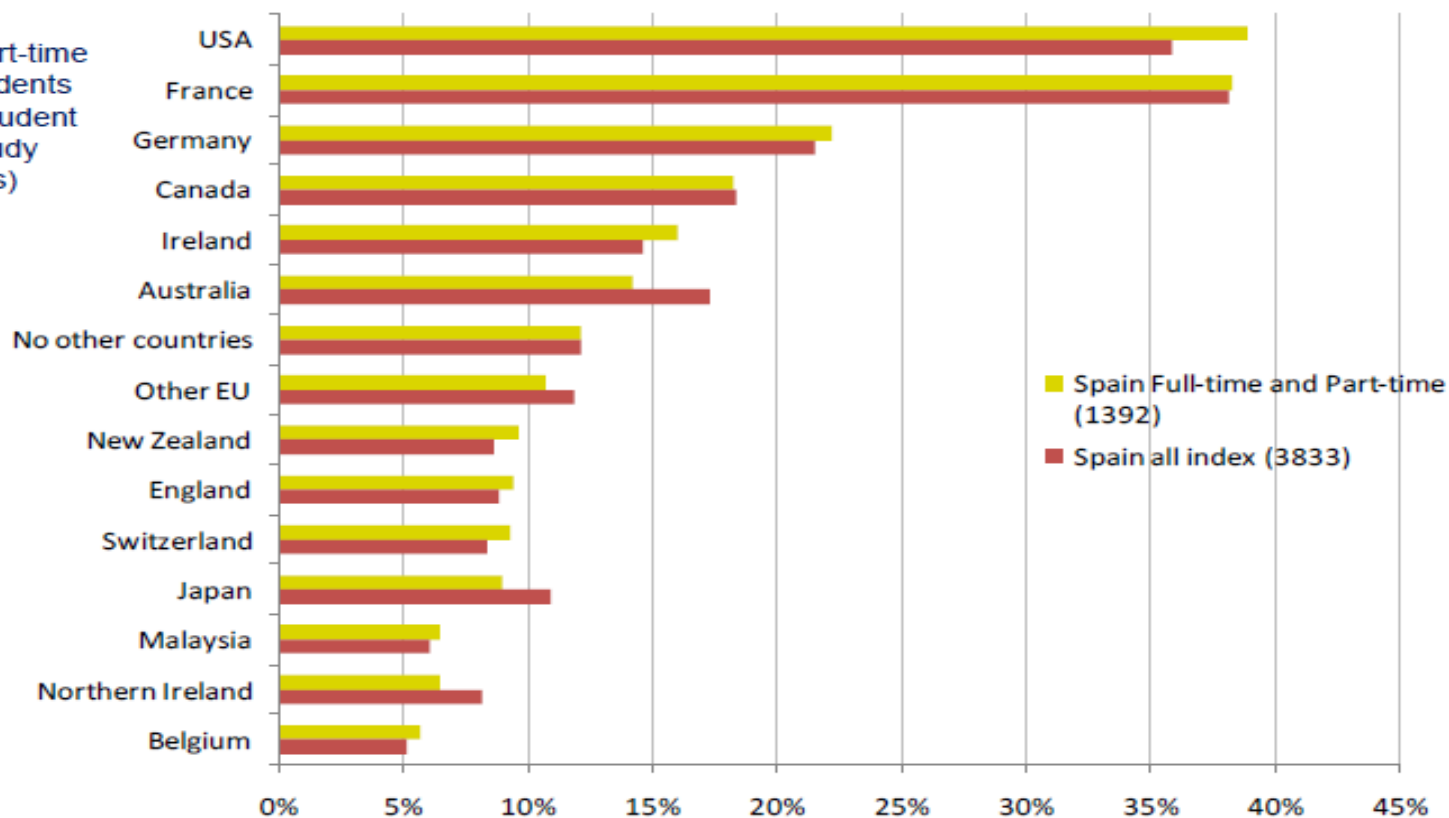
Countries (top to bottom): USA, France, Germany, Canada, Ireland, Australia, No other countries, Other EU, New Zealand, England, Switzerland, Japan, Malaysia, Northern Ireland, Belgium

Legend:
- Spain Full-time and Part-time (1392)
- Spain all index (3833)

X-axis: 0% 5% 10% 15% 20% 25% 30% 35% 40% 45%

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6. Which was more important – the country or the institution?

- **In the case of Spain?**

- **Average of survey?**

i-graduate
INTERNATIONAL INSIGHT

Choice of Destination

Which was most important in your decision of where to study?

Spain (3399, inner circle) vs. ISB (8984, outer circle)
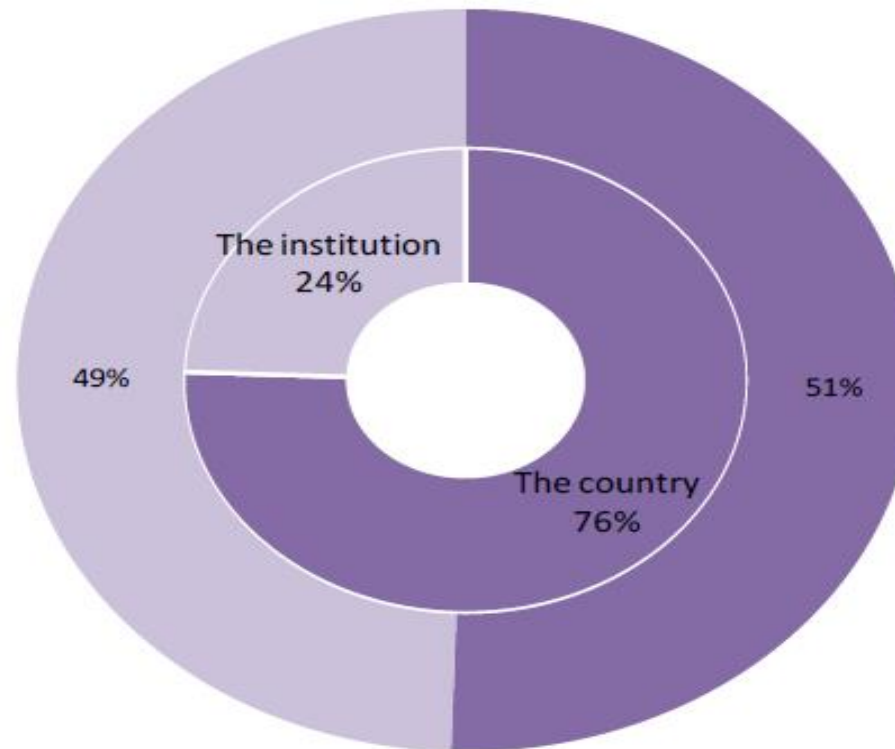
The institution
24%

49%

51%

The country
76%

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7. Why?

- **Reputation of institution**
- **Program**
- **Country**
- **Cost of life**
- **Cost of studies**
- **Reputation of studies**
- **...**

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Choice of Destination

Why did you choose to study in this country over other countries you considered studying in?
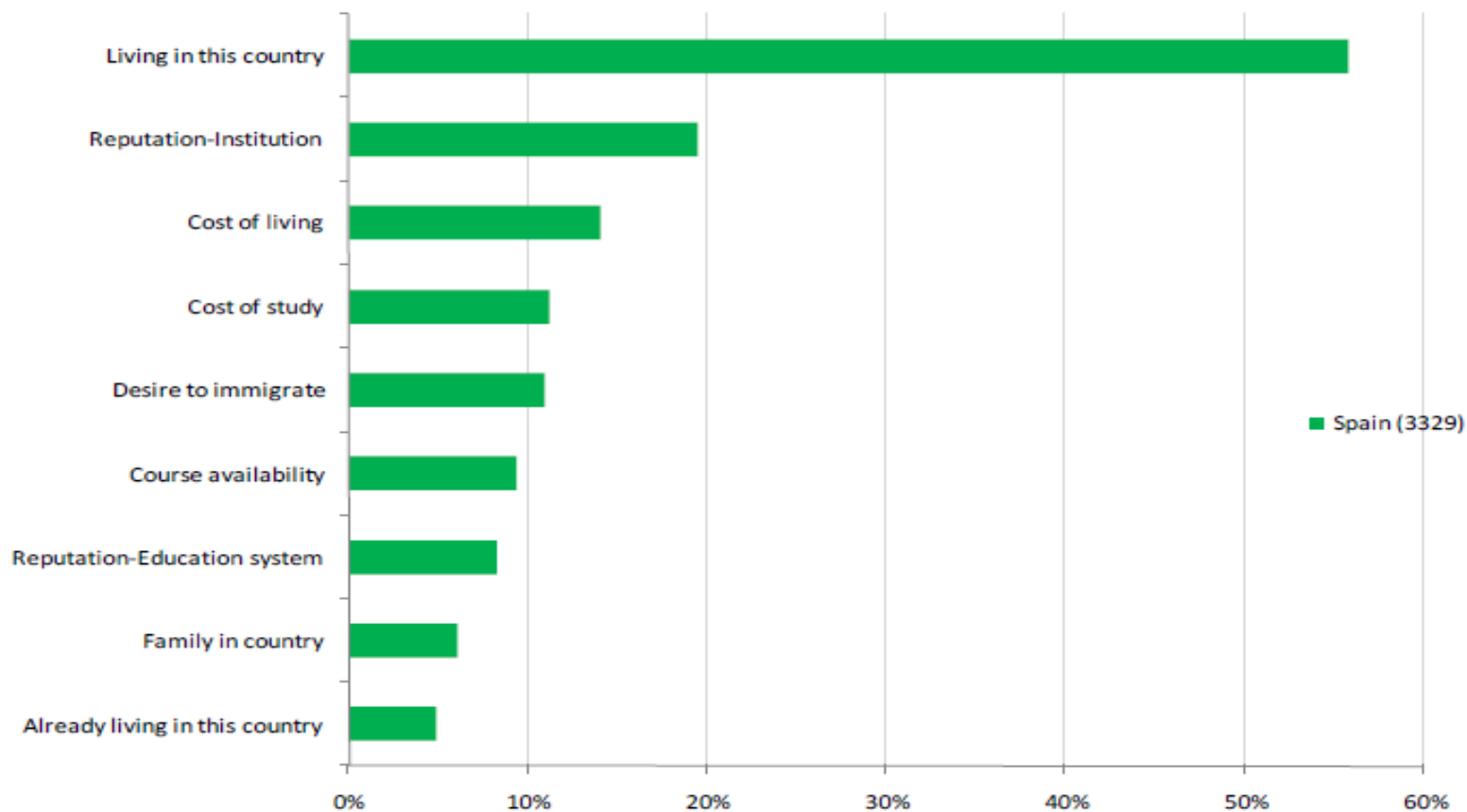
Chart categories (top to bottom):
- Living in this country
- Reputation-Institution
- Cost of living
- Cost of study
- Desire to immigrate
- Course availability
- Reputation-Education system
- Family in country
- Already living in this country

Legend: Spain (3329)

X-axis: 0%, 10%, 20%, 30%, 40%, 50%, 60%

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8. What were the most important factors in taking your decision?

- Reputation of institution
- Program
- Country
- Cost of life
- Cost of studies
- Reputation of studies
- Security
- Scholarship
- Social life
- Quality of teaching
- Work opportunities
- Ranking
- Friends
- …

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Choice of Destination

How important were the following factors when deciding to study at this university?
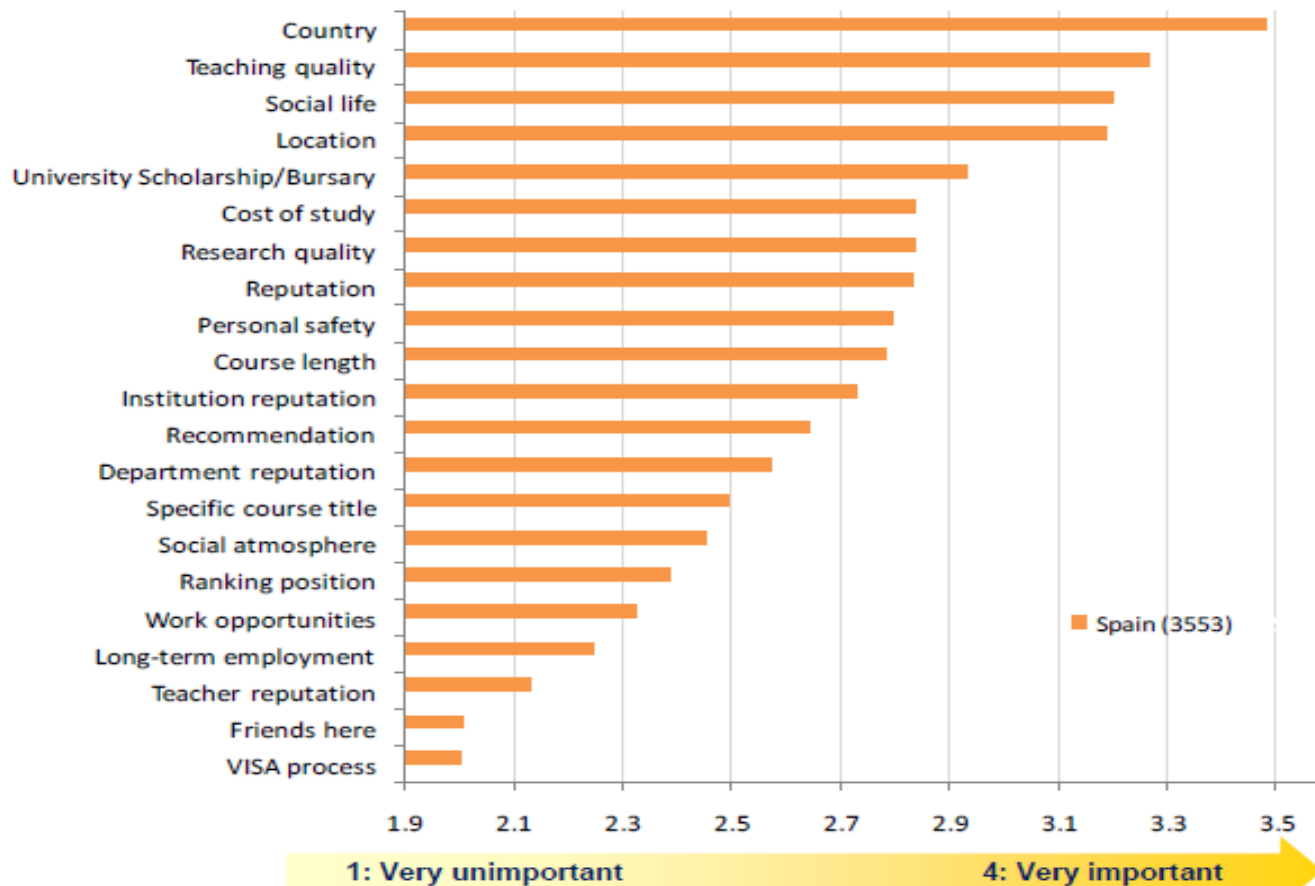
Sorted by importance

Factor	
Country	
Teaching quality	
Social life	
Location	
University Scholarship/Bursary	
Cost of study	
Research quality	
Reputation	
Personal safety	
Course length	
Institution reputation	
Recommendation	
Department reputation	
Specific course title	
Social atmosphere	
Ranking position	
Work opportunities	
Long-term employment	
Teacher reputation	
Friends here	
VISA process	

Spain (3553)

1.9   2.1   2.3   2.5   2.7   2.9   3.1   3.3   3.5

1: Very unimportant   4: Very important

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9. Who/What helped you to choose?

- **Professors**
- **Web**
- **Family**
- **Friends**
- **Other students**
- **Fair**
- **...**

Choice of Destination

Which was the **most important factor** in helping you to choose your institution?
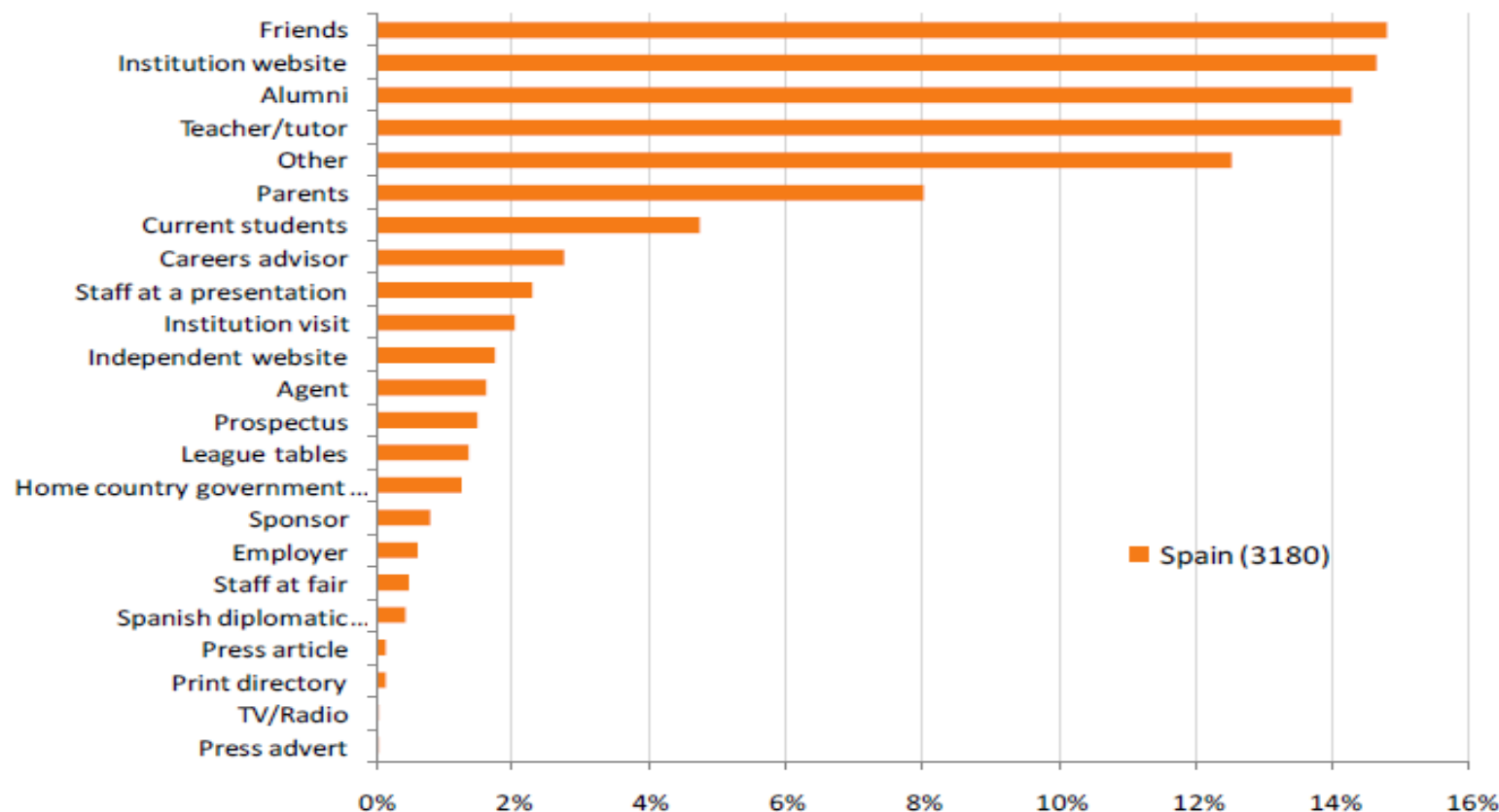
Spain (3180)

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10. What are you most satisfied with?

- **Multiculturality**
- **Friends**
- **Professors**
- **Security**
- **IT**
- **Local culture**
- **...**

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Most satisfied elements

Spain	Summer 2009 (satisfied)
Safety	93%
Clubs/societies	91%
Host culture	90%
Other friends	90%
IT Support	89%
Multicultural	89%
Other friends (Arrival)	88%
Expert lecturers	88%
Similar friends	88%

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Conclusion

Which do you think were their recommendations for improvement?

Conclusion

Summary and Recommendation

Areas for improvement

Course content
Satisfaction 7 percentage points below the ISB average
34% of respondents from Germany were dissatisfied with the course content at their institution in Spain

Good teachers
Satisfaction 5 percentage points below the ISB average
19% non EU respondents were dissatisfied and 25% of respondents studying Social Studies (Economics, Politics) were dissatisfied

Visa advice
Satisfaction 13 percentage points below the ISB average, and 15 percentage points below the FT/PT index (ie excluding study abroad and student exchange)

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Conclusion

Which were the strengths identified?

Conclusion

Summary and Recommendation

Key Strengths

Accommodation cost
Satisfaction 13 percentage points above the ISB average
69% of respondents were satisfied

Living cost
Satisfaction 12 percentage points above the ISB average
92% of respondents from France were satisfied

Catering
Satisfaction 5 percentage points above the ISB average
80% of respondents from Mexico were satisfied with the catering

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Training Tip

- A good way to start talking about what is happening in Internationalisation in our institution is with a participatory activity: the transport metaphor

- We ask everyone to pick a picture of a means of transport that represent –for them- their institution. By using an image participants are able to summarise their own ideas on the institution, share with each other…
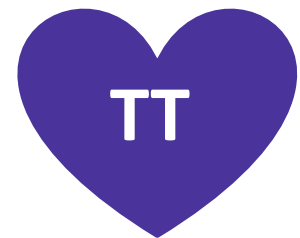
TT

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Trip metaphor

- What means of transport do you think represents your institution?
- In what condition is it?
- What are your functions in it? Are you the captain, sailor, bellboy, driver, cook...?
- Where is that transport heading to?
- What is the speed?
- What are the weather conditions like?

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Your Own Institution

- What does your university do in terms of internationalization?
- Does your university have a strategic plan? What about a strategic internationalization plan? What are the international priorities?
- The international vision of the university.
- Our university in figures (rankings, mobility numbers, international students, etc.)
- Experience of one or two international students (can be a live presentation or a video)
- What is the international brand/image of the university?
- What are the mobility opportunities for staff?
- What is the mentor programme? Is there a language buddy system in place?
- What does the university offer international students in terms of orientation?
- Are there student associations who deal with international issues?

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The following slides correspond to URV's example
(slides need to be updated yearly!)

UNIVERSITAT ROVIRA I VIRGILI

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What are we doing at URV?

UNIVERSITAT ROVIRA I VIRGILI

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Does the URV have a Strategic Plan?

www.suctiproject.com

Do you know PEI?

www.suctiproject.com

Training Tip

- Here we can invite the person in charge of follow-up of the Strategic Plan to come to the course and explain the main axes of the plan, its goals, how participants can be part of it…

- The fact of bringing in different people to the course to explain the different concepts helps make the course more dynamic (it is not always the same person explaining everything), participants also get to know who is working on what, and the different presenters also benefit from portraying their work and thus, feeling recognised.
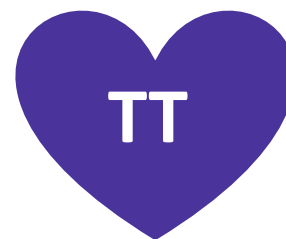
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Where should we place internationalisation?

First Mission:
TEACHING

Second Mission:
RESEARCH

Third Mission:
KNOWLEDGE TRANSFER

INTERNATIONALIZATION

Transversal

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Firefox

ACA Secretariat: Programme   URV activ@ - diari digital   +

wwwa.urv.cat/noticies/diari_digital/cgi/principal.pl?fitxer=noticies/noticia015716.htm

Més visitades   Primers passos   Darreres notícies   HP EliteBook 2540p N...

URVactiv@ diari digital

dilluns , 17 març de 2014

portada **Seminari sobre com organitzar un programa Study Abroad, a la URV**

agenda URV

mobilitat

recull de premsa

vols rebre'l?

ajuda'ns a millorar

Tarragona, 12/03/2014.- El workshop How to Set up Study Abroad Programmes with USA, organitzat per la xarxa Santander Group of Universities i la URV, amb la col·laboració de la Universitat de Rouen i APUNE, ha tingut lloc a la URV. Es va explicar als participants com organitzar aquest tipus de programes.

El Seminar va tenir lloc el dia 31 de gener, al campus Catalunya. La xarxa Santander Group Universities dedica l'any 2014 als EUA, i per aquest motiu el Seminari es va centrar en com organitzar programes per als

URV international NEWSLETTER

No. 6 - February 27, 2015

Editorial

The URV visits India

From 31 January to 7 February a URV delegation consisting of the rector, Dr Josep Anton Ferré, the vice-rector for Academic Policy, and Teaching and Research Staff, Dr Josep Pallares, and the vice-rector for Internationalisation, Dr Mar Gutiérrez-Colon, accompanied by the advisor of the Directorate General of Universities Kewal Singh, travelled to India at the

cretariat: Programme   Home - URV International   +

tional/en_index.html

passos   Darreres notícies   HP EliteBook 2540p N...

Come and study at the URV

● Doctoral programmes
● Master's Degree
● Undergraduate programmes
● Study abroad in Tarragona

Exchange students

Living at the URV
Get to know the URV and prepare your stay with us.

News

1st Festa Major at URV

The first week of November, the Student Council organized the first I URV FESTIVAL URV, in the different campuses of the University, there were leisure, culture, sport and training activities.
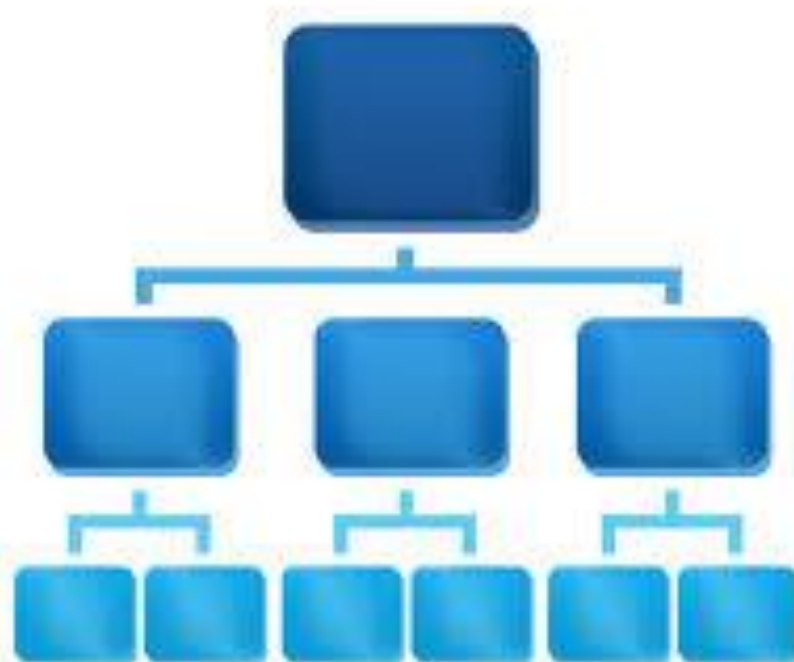
More

Listen to our students

Will you recomm at URV?

Rodolfo Salassa
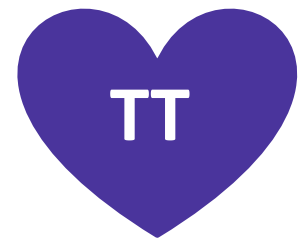
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What units/services do internationalization at URV?

Training Tip

- Here we invite someone from the given units to explain what they do in internationalisation. It is a brief presentation (10 minutes).

- Participants get a clearer idea that Internationalisation is done particularly in many units (not only one) and they get to see who does what.

- This also incentivates and recognises those who come to present at the course.

Center of Cooperation for Development

www.suctiproject.com

Research Management Unit

www.suctiproject.com

Postgraduate and Doctoral School
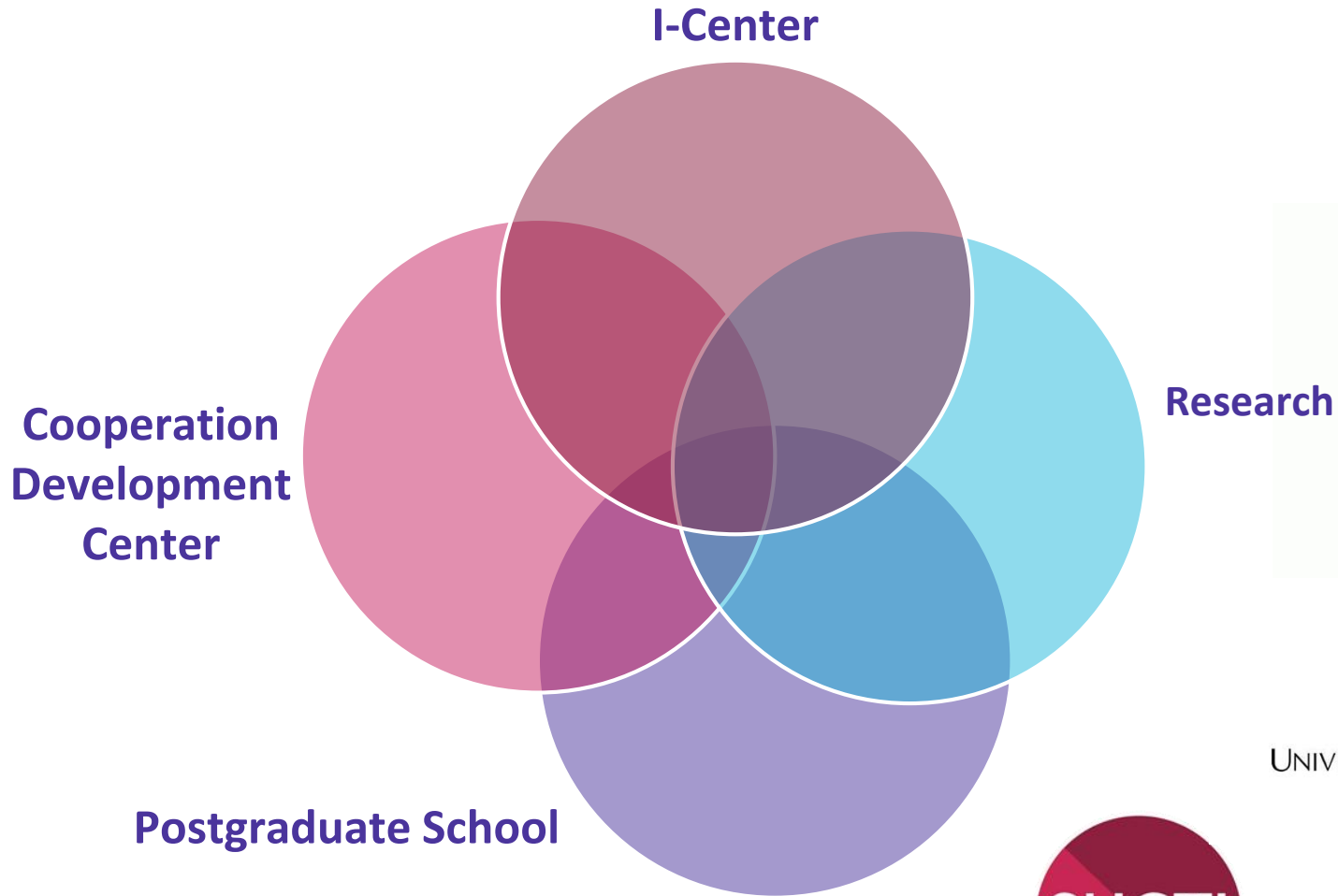
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- Increase the international visibility of the URV
- Boost the internationalization of our university
- Support all the processes of internationalization of the URV.
- Support the URV students, and staff which carries out international stays.
- Be an attention point for the students and international visiting staff during their stay at the URV.
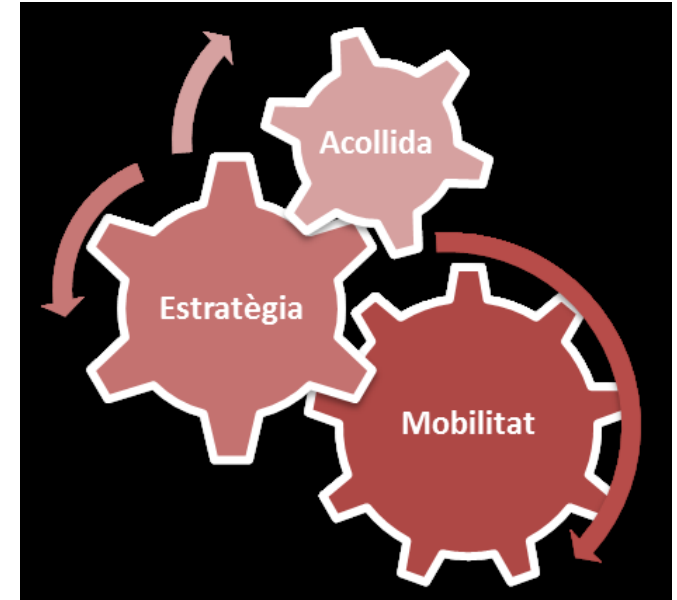
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International Units at URV

I-Center

Research

Cooperation Development Center

Postgraduate School

www.suctiproject.com

Mobility in figures

Facts & Figures

www.suctiproject.com

Mobility figures

	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014*	
	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT
ERASMUS ESTUDIS	164	204	219	234	205	298	226	293	169	285
ERASMUS PRÀCTIQUES	0	13	17	13	21	2	11	22	23	57
MOU	18	36	10	29	17	39	85	34	59	67
SICUE	17	51	41	65	24	68	31	71	26	60
TOTAL	**199**	**304**	**287**	**341**	**267**	**407**	**353**	**420**	**277**	**469**

Estudiants IN
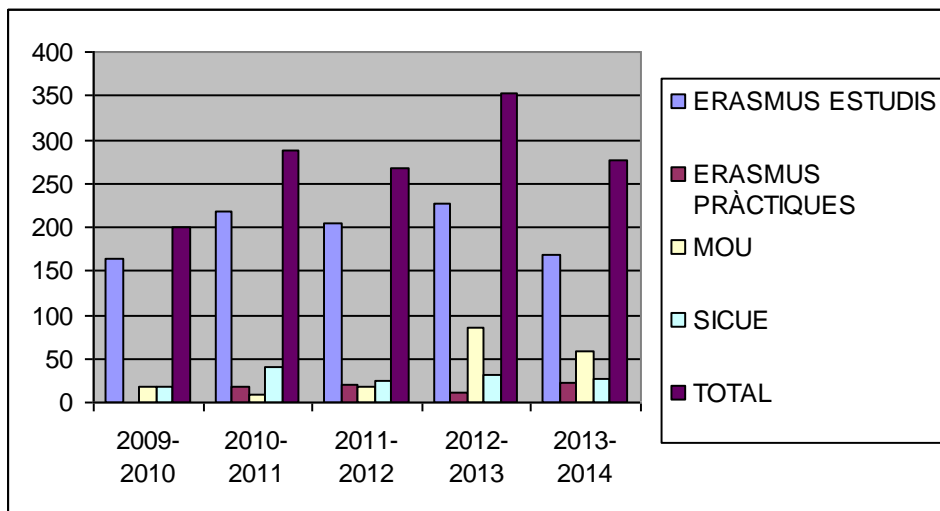
Estudiants OUT
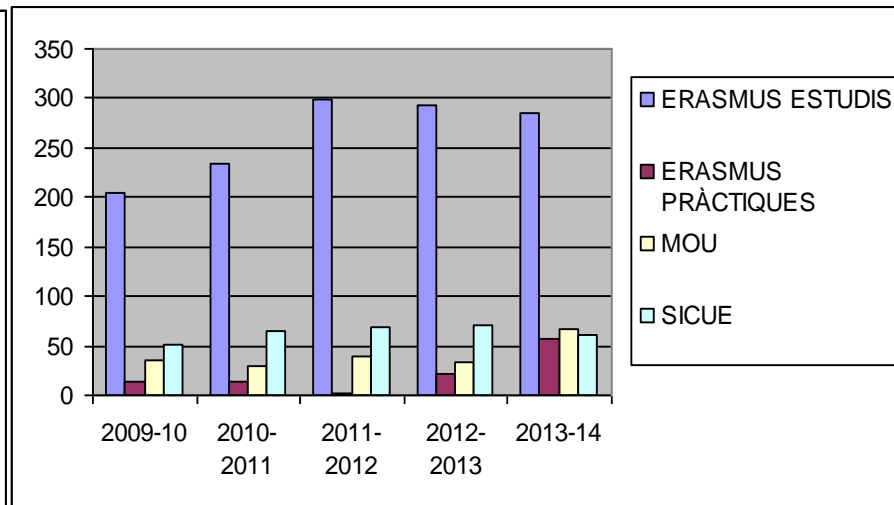
*Dades vigents a data 05-12-13 i per tant caldrà confirmar-les a 30-09-14 que es quan es tancarà . Manquen totes les sol·licituds IN per 2Q i possibilitat de rebre alguna renuncia dels OUT per 2Q.
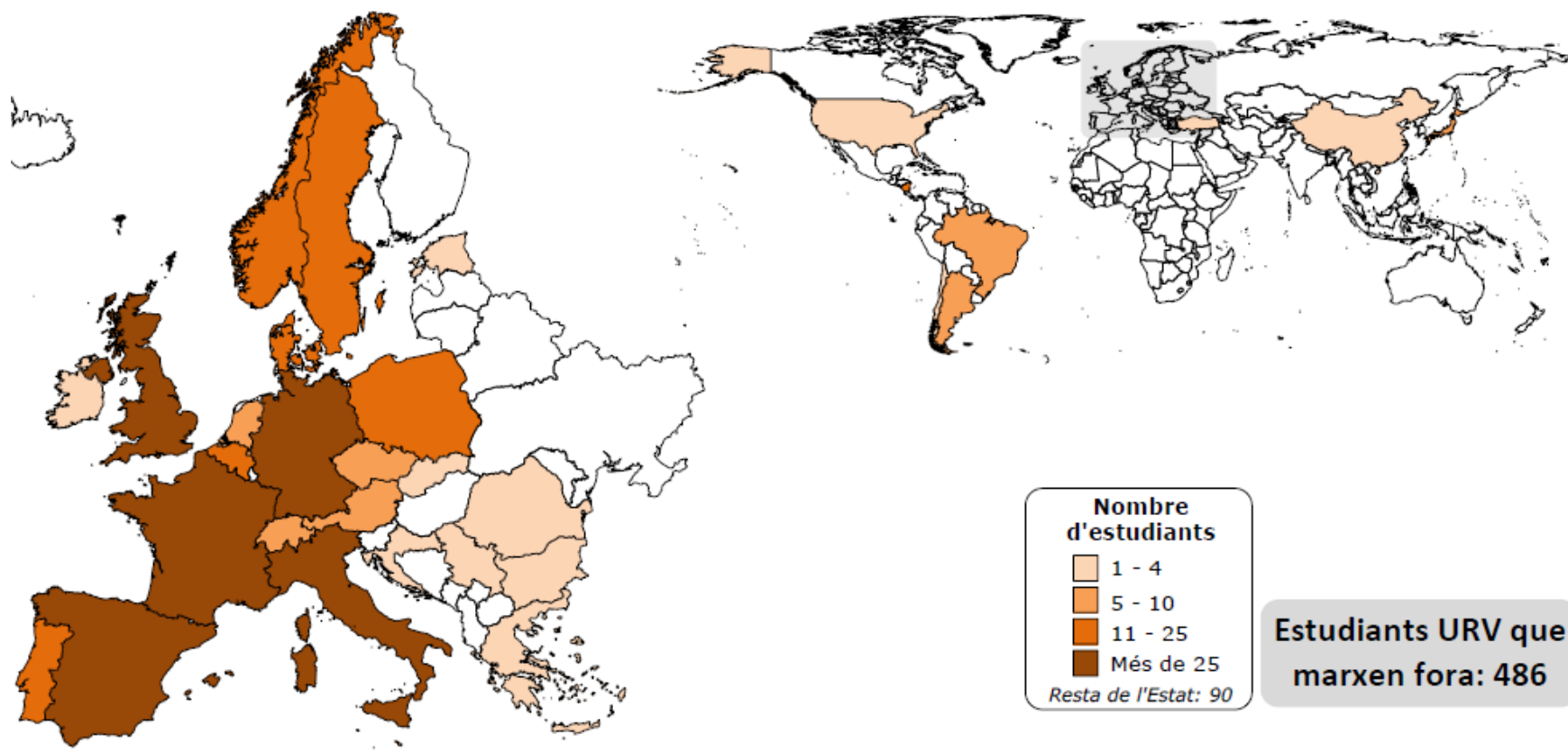
SUCTI

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Mobility
Where do URV students go?

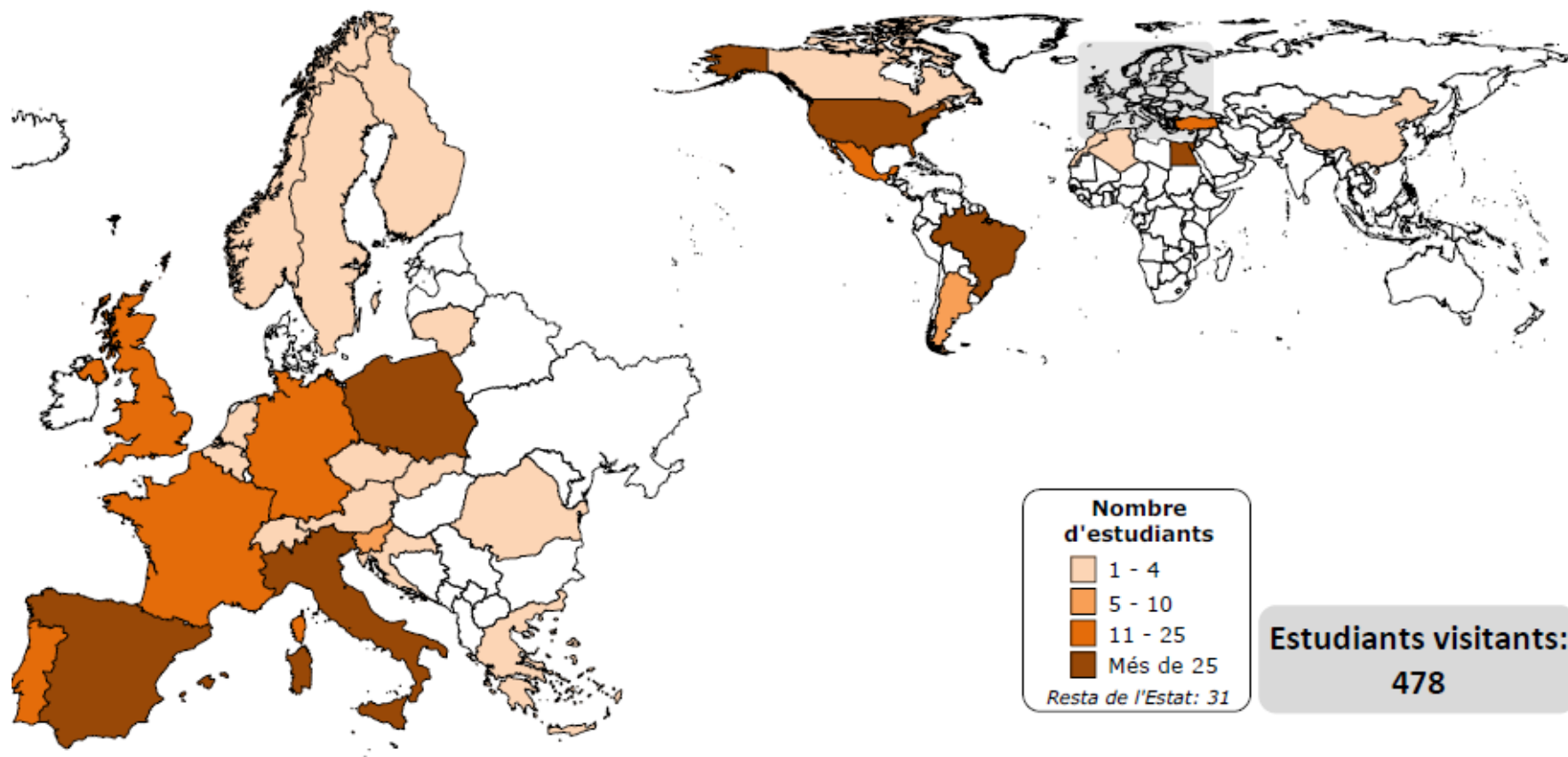Mapa 8.1 Mobilitat dels estudiants de la URV segons destinació. Curs 2012-13

Nombre d'estudiants
- 1 - 4
- 5 - 10
- 11 - 25
- Més de 25

Resta de l'Estat: 90

Estudiants URV que marxen fora: 486

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Mobility

Where do incoming mobility students come from?

Mapa 8.2 Estudiants visitants a la URV segons origen. Curs 2012-13

Nombre d'estudiants
- 1 - 4
- 5 - 10
- 11 - 25
- Més de 25

Resta de l'Estat: 31

Estudiants visitants: 478

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Mobility

Of what knowledge areas do you think they are?
Do you think Engineers are more mobile than social scientists for instance? Law students? Architecture students? Medical or nursing students?
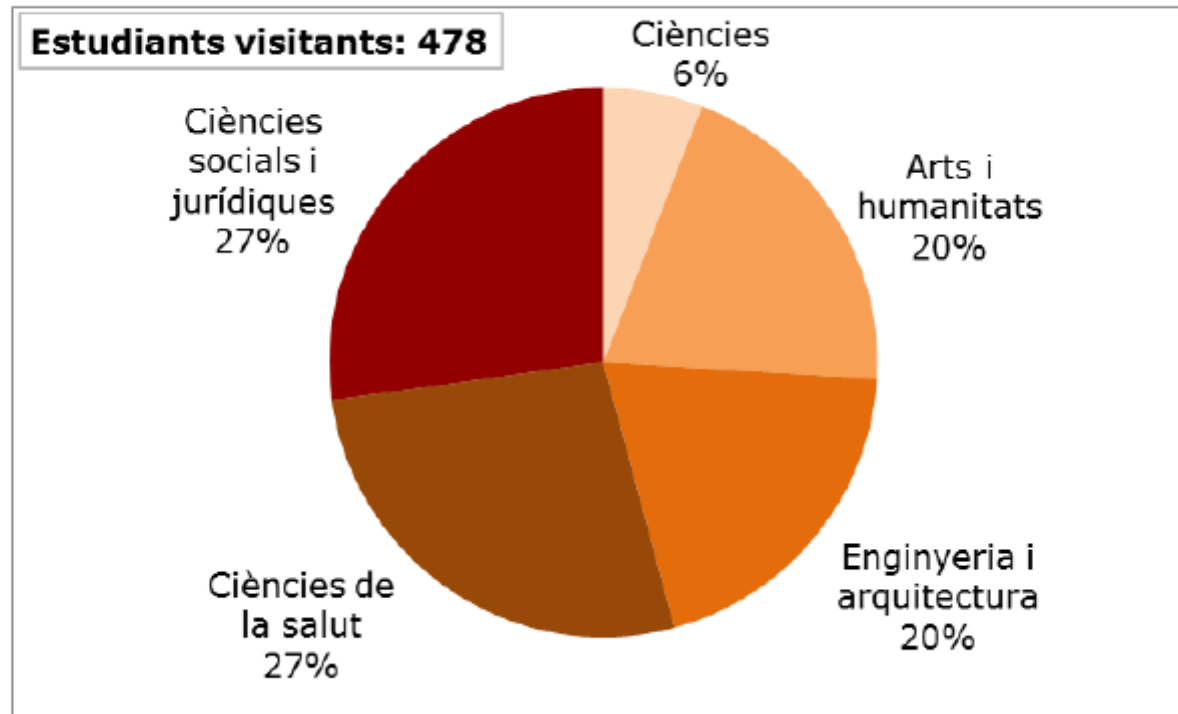Which ones do you think are the least mobile?

Mobility

Incoming students per branches

Figura 8.1 Estudiants visitants a la URV segons branca de coneixement. Curs 2012-13

Estudiants visitants: 478

Ciències socials i jurídiques 27%

Ciències de la salut 27%

Ciències 6%

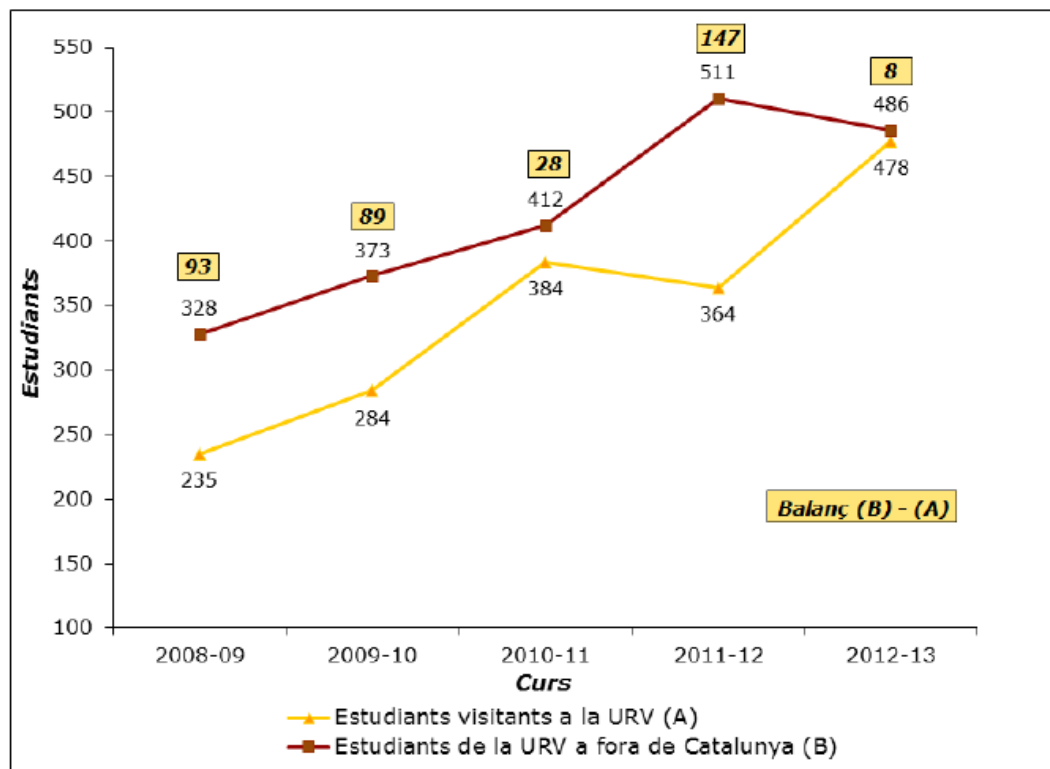Arts i humanitats 20%

Enginyeria i arquitectura 20%

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Mobility

Is the mobility trend increasing or decreasing?
What do you think?

Figura 8.2 Evolució de la participació d'estudiants en programes de mobilitat

www.suctiproject.com

Mobility

Origin of international students at undergraduate and graduate levels? Where do you think they are from?

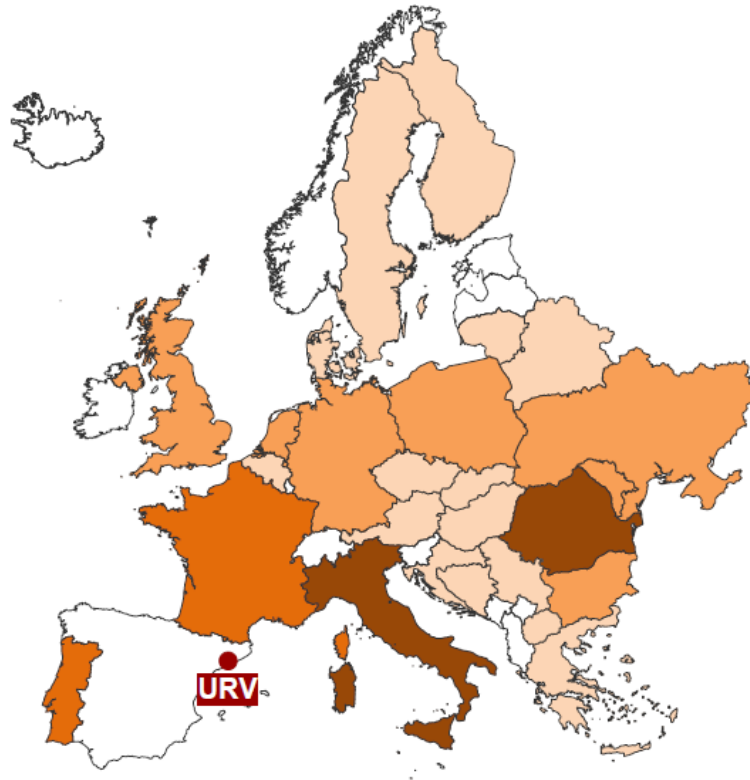Mapa 8.3 Origen dels estudiants internacionals de grau i postgrau. Curs 2013-14
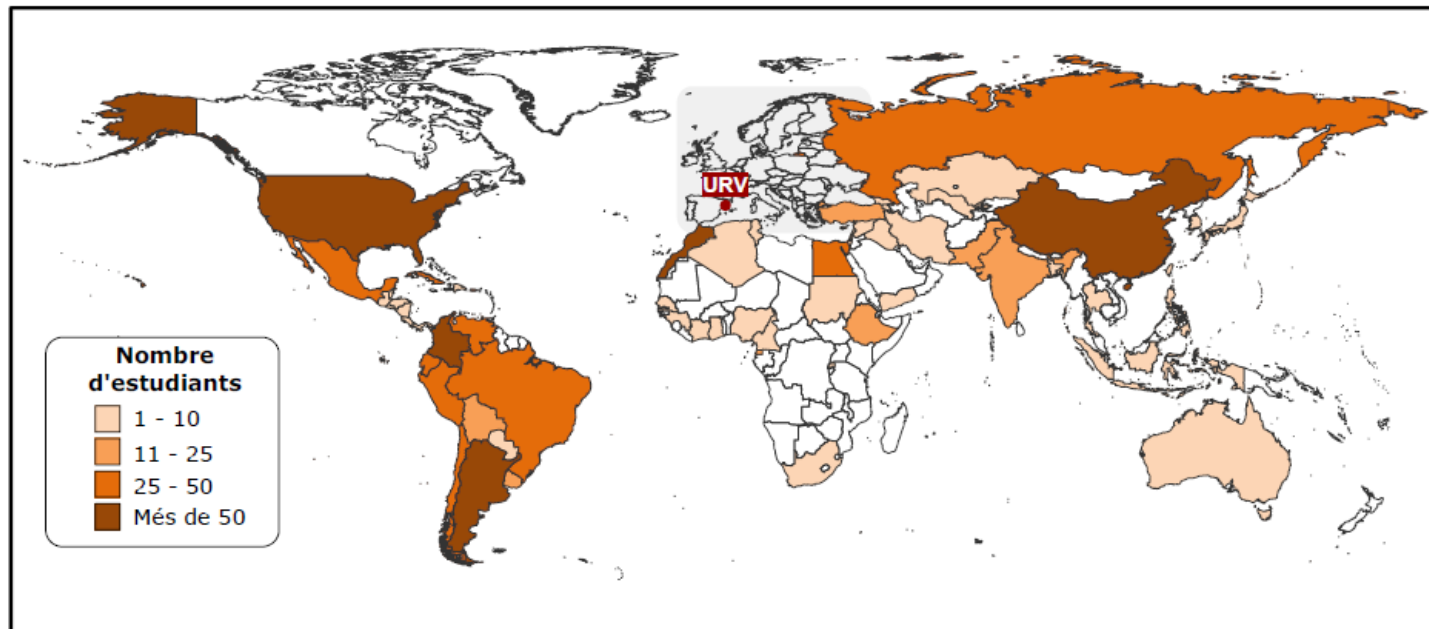
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Mobility

Students of European origin?
Which are the countries that send more students to the URV?
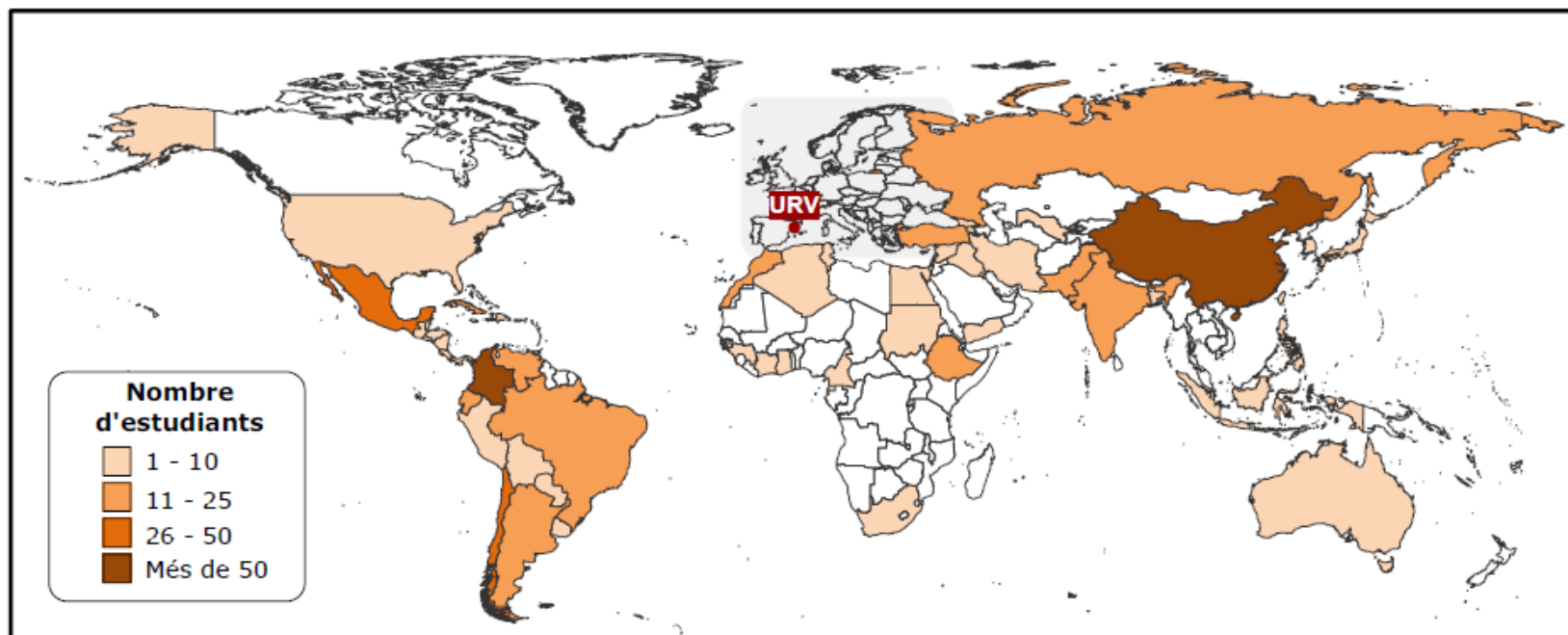
Mobility

Students of European origin?

Which are the countries that send more students to the URV?

Mapa 8.4 Origen dels estudiants de postgrau. Curs 2013-14

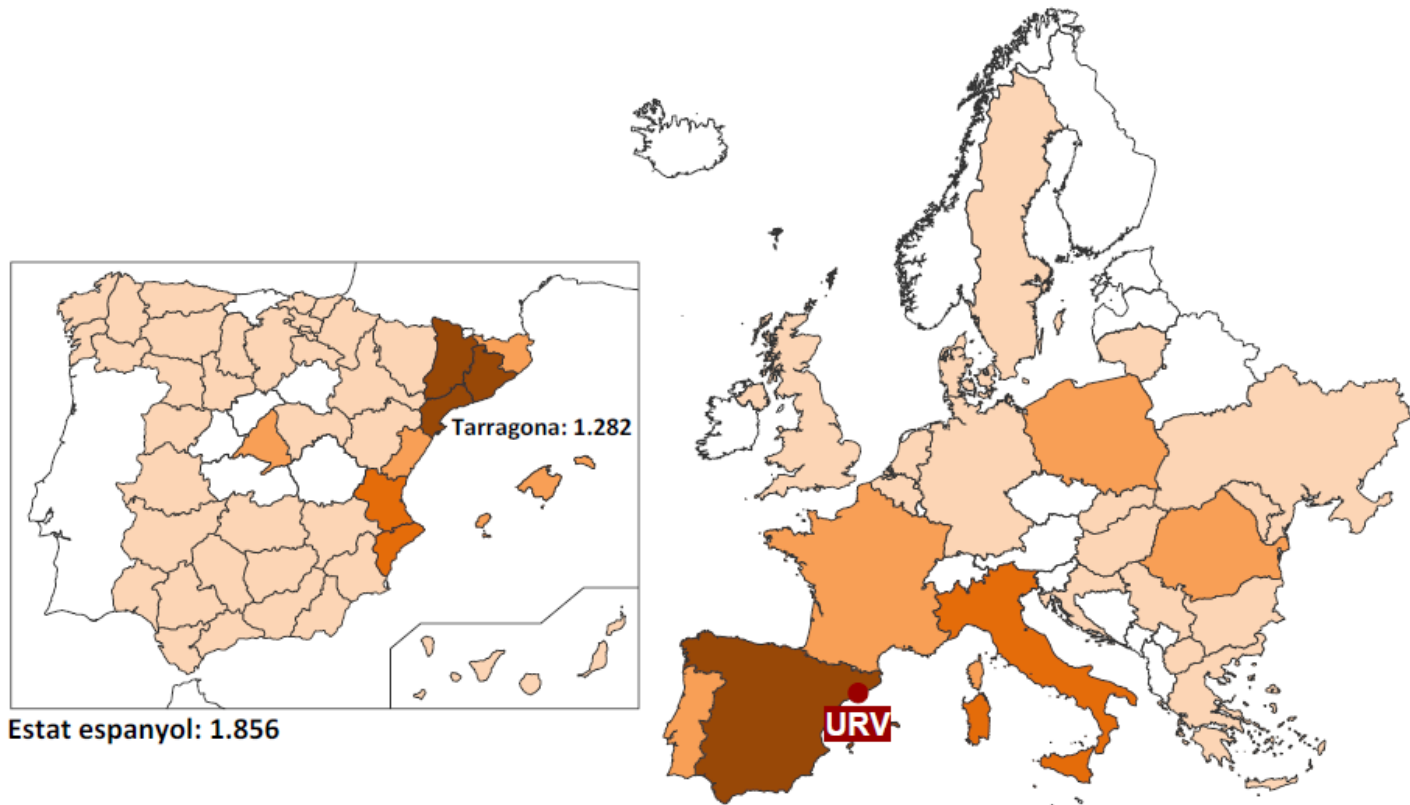Nombre d'estudiants
- 1 - 10
- 11 - 25
- 26 - 50
- Més de 50

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Mobility

Where do you think that our postgraduate students are from within Europe & Spain?

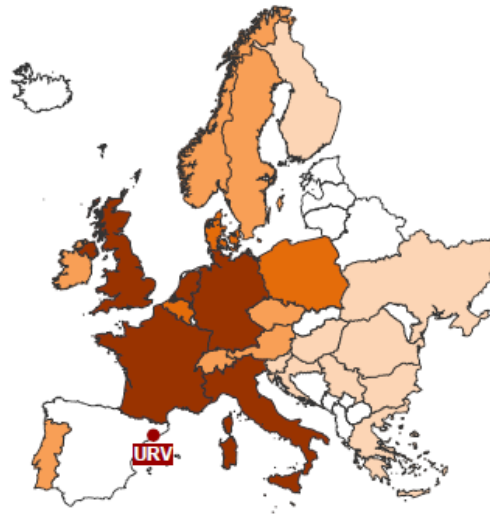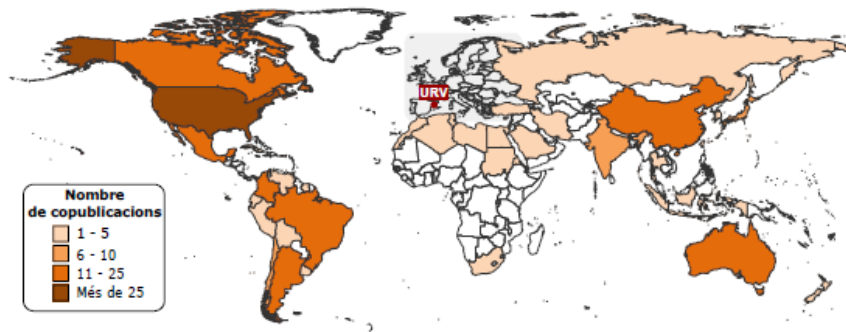Tarragona: 1.282

Estat espanyol: 1.856

URV

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Mobility

With which countries does the URV co-publish mostly?

Mapa 8.6 Copublicacions de la Universitat Rovira i Virgili amb altres països, 2013
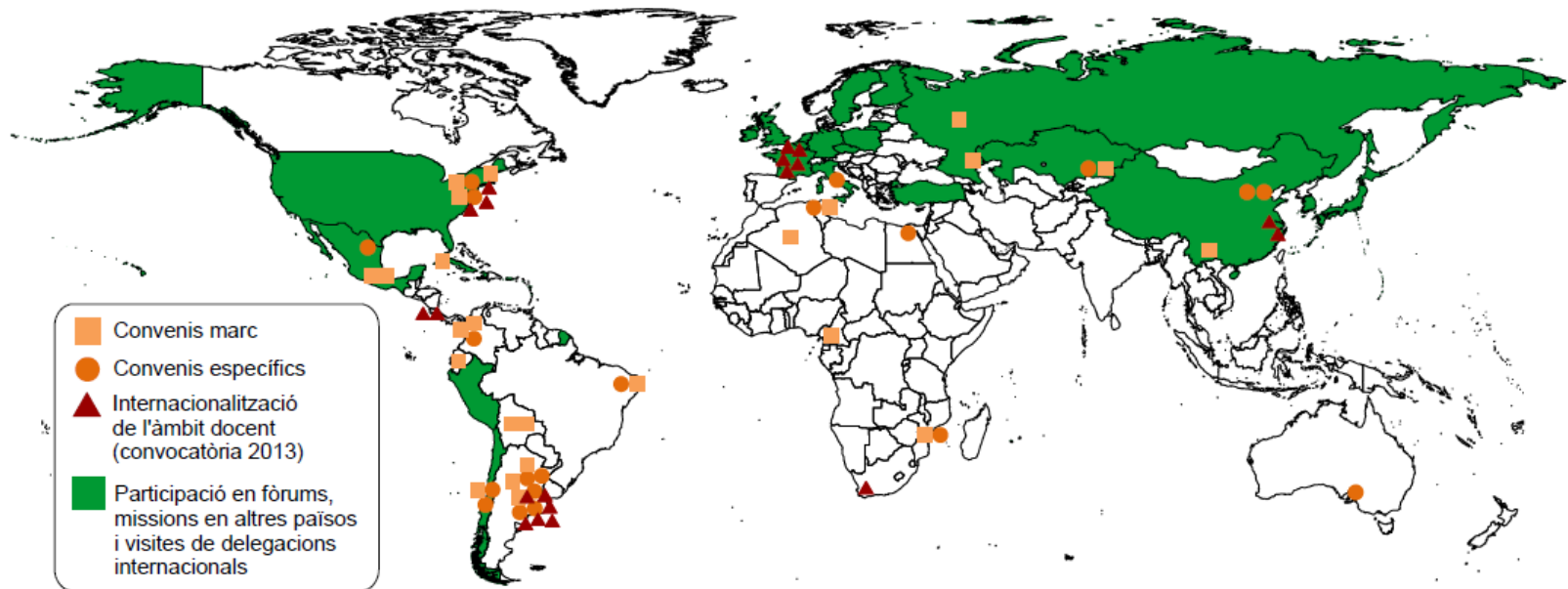
Nombre de copublicacions
- 1 - 5
- 6 - 10
- 11 - 25
- Més de 25

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Mobility

Actions for internationalisation: participation to international conferences, visits, new agreements...

Accions per a la internacionalització de la URV 2013

Convenis marc
Convenis específics
Internacionalització de l'àmbit docent (convocatòria 2013)
Participació en fòrums, missions en altres països i visites de delegacions internacionals

Font: Centre Internacional (I-Center) i Consell de Govern (juliol 2013-març 2014).

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Training Tip

- It is important to mix data with activities for participants. The following one helps them understand a bit better the student experience and makes them get into the international student's shoes for a moment, thus contributing to their empathy and understanding.
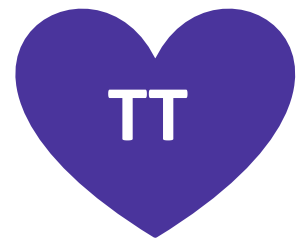
TT

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International students

Why do they come to URV?

China team

Finland team

- Why did you choose URV?
- What attracted you to the Catalan/Spanish system?
- Which were your expectations?
- What are your difficulties? (logistical, cultural, psicological, emotionals…)

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International faculty at URV

How many are there?

- ❏ 27
- ❏ 52
- ❏ 153

How do they participate in the internationalization process of URV

(figures of 2014)

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International faculty at URV

How many are there?

- ❑ 27
- ❑ 52
- ❑ 153

(figures of 2014)

Do our professors go abroad?
What about administrative staff?

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Outgoing Professors mobility

Mobilitat sortint del professorat

- Missions docents Erasmus
- Erasmus Formació
- Promoció de la internacionalització de l'àmbit docent
- DRAC (Països Catalans)
- Interuniv Amèrica Llatina
- Altres (visites seguiment i visites internacionals)

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Outgoing Professors mobility

Mobilitat sortint del professorat

Legend:
- Missions docents Erasmus
- Erasmus Formació
- Promoció de la internacionalització de l'àmbit docent
- DRAC (Països Catalans)
- Interuniv Amèrica Llatina
- Altres (visites seguiment i visites internacionals)
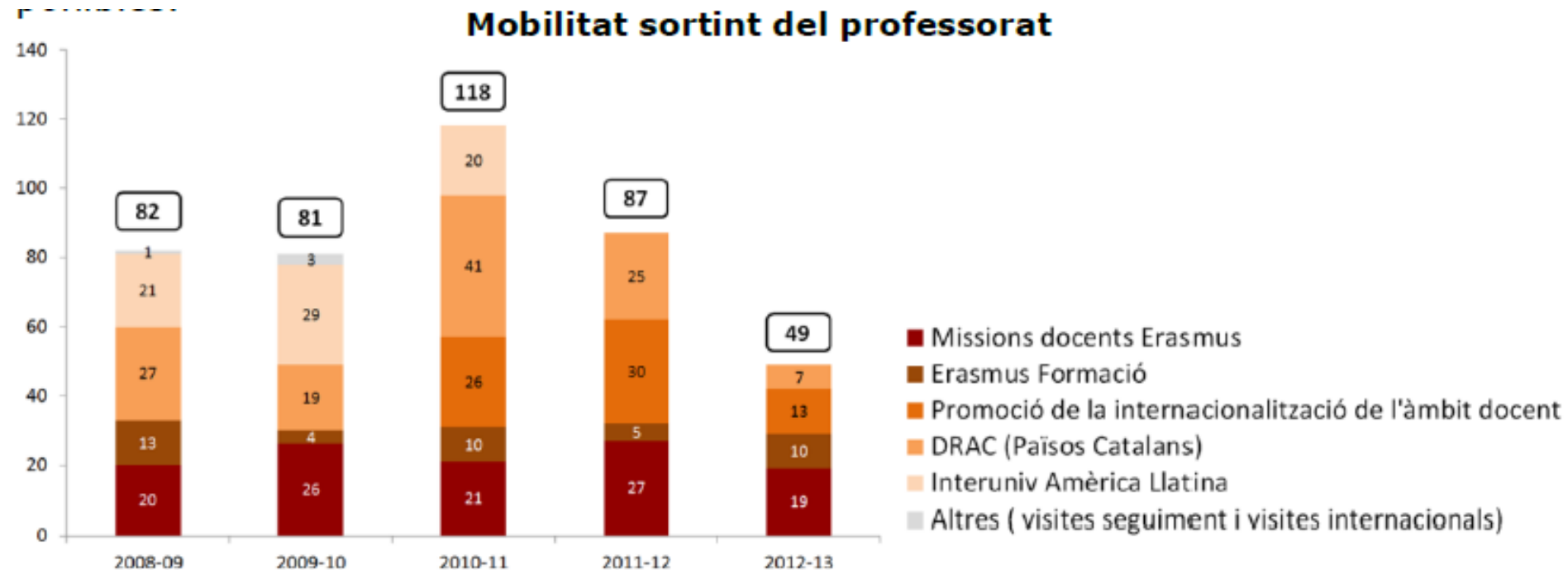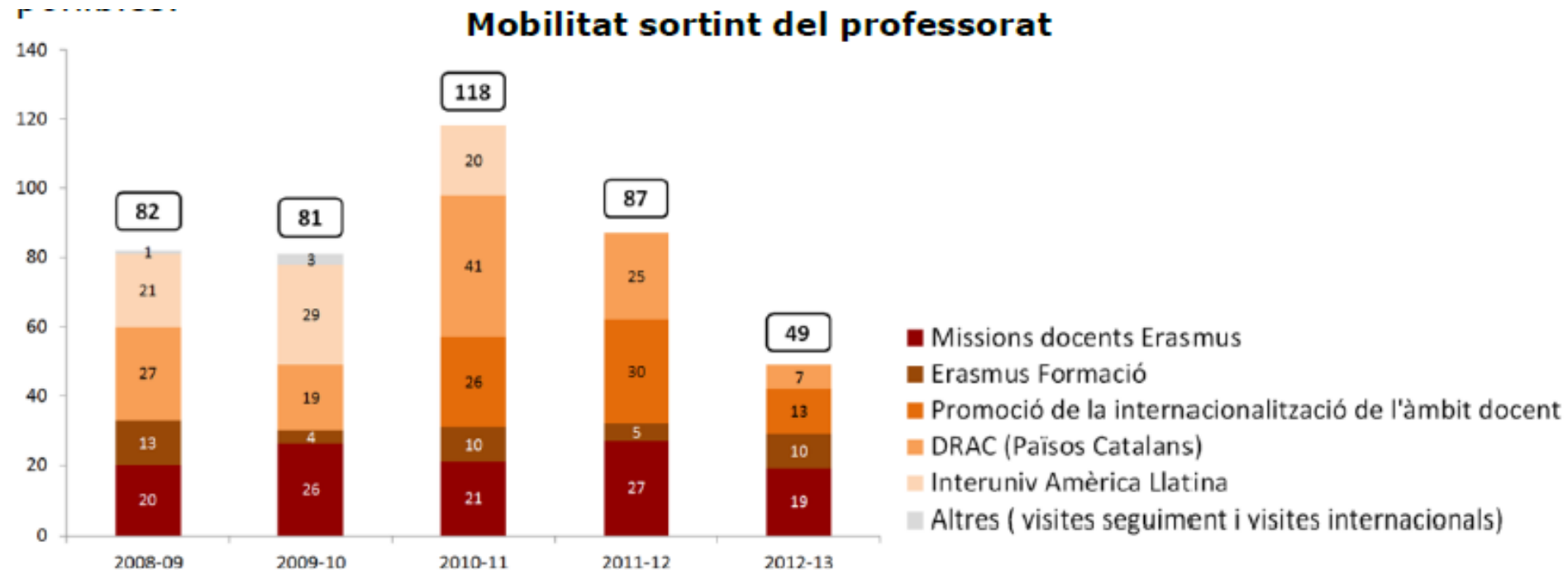
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Administrative Staff mobility

How can you participate in a mobility programme?

Training Tip

- Staff Mobility being of interest to our participants, we can invite the person in charge of it so that s/he explains how they can benefit from the programme.

- We can also invite a member of staff who has already gone on mobility to talk about their personal experience. This motivates participants of the course, but also the one talking about his/her experience in front of colleagues.
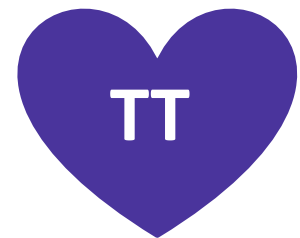
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Administrative Staff mobility

Why? What does it bring to you? What about to the URV?

Study Abroad
What is it?

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Training Tip

- In this case, the Study Abroad Program at the URV is managed by another unit and we can invite the person managing it to come to the course and explain briefly what the program is about.

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Participants to the study Abroad Program
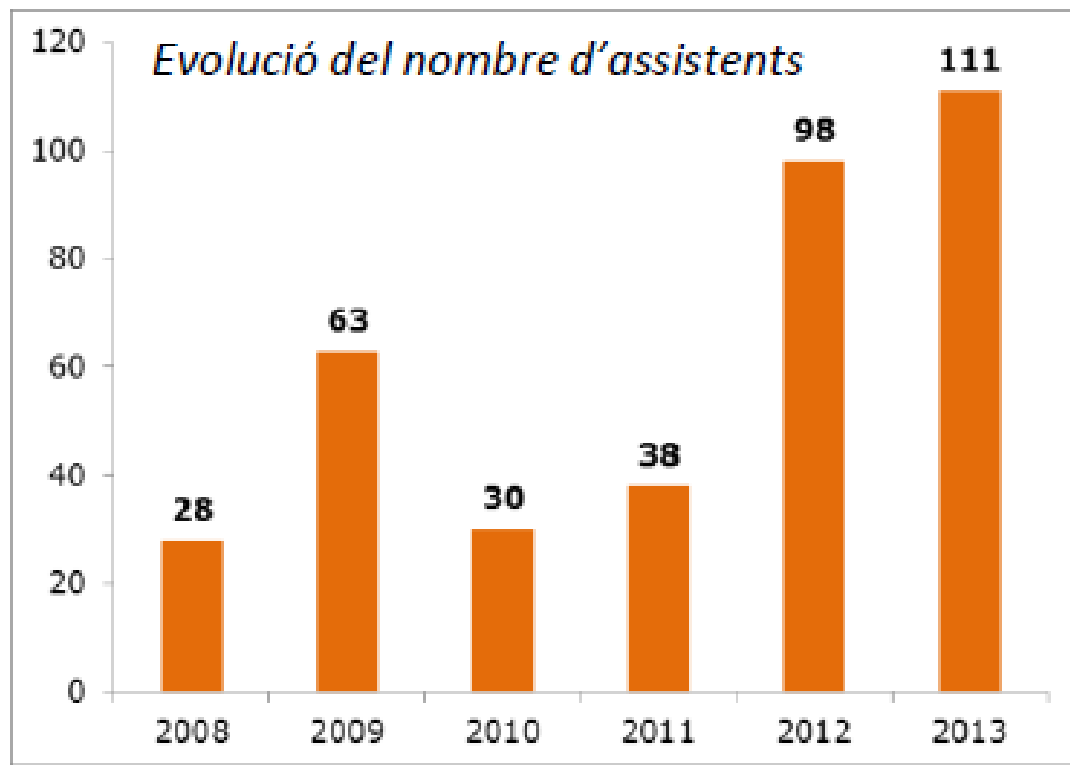
Evolució del nombre d'assistents

Year	Value
2008	28
2009	63
2010	30
2011	38
2012	98
2013	111

SUCTI

University Networks

Do you know what are University networks? Do you know if the URV is a member of any? If so, which? What do they do and how can you benefit

Training Tip

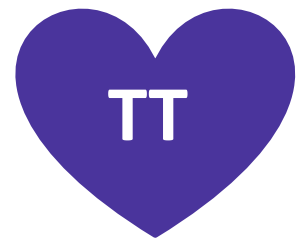- In this case, I also invite the person who is the contact person for networks to come to the course to talk about them with special emphasis on what participants can benefit from.

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International Networks and Associations

SGROUP EUROPEAN UNIVERSITIES' NETWORK

- Assistència a reunions / trobades / assemblees generals
- URV té la seu social del SGroup i participació a la Junta Executiva
- Projectes *seed-money*
- Contactes per a **projectes europeus** (Erasmus Mundus, Tempus...)
- **Projectes en marxa:** Berkeley, EARTHE, EMINENCE II, E-QUATIC, ICON, IMOTION, IMPAKT, STEP, SUCTI

EAIE European Association for International Education

- Conferència anual: s'hi assisteix cada any des de l'I-Center i el Vicerectorat.
- S'hi presenten sessions i *workshops*
- **Marina Casals** és membre del Board (i presidenta de la secció International Relations Managers IRM amb anterioritat)

INU INTERNATIONAL NETWORK OF UNIVERSITIES — The Consortium for Global Citizenship

- Col·laboració amb **9 universitats** del món similars a la URV en mida i objectius
- Seminari **Hiroshima** per a estudiants i professors.
- *Staff shadowing* per a **PAS**
- Mobilitat d'estudiants

EUA European University Association

- Assistència a reunions /conferències/assemblees generals

isep INTERNATIONAL STUDENT EXCHANGE PROGRAMS

- Intercanvi d'estudiants amb els **EUA**. Possibilitat d'ampliar a la resta del món
- **Projectes en marxa**: rebre estudiants dels EUA i enviar-ne de la URV als EUA

INSTITUTE OF INTERNATIONAL EDUCATION — Opening Minds to the World®

- Visibilitat/contacte amb possibles col·laboradors als EUA
- Conferència anual i premis d'internacionalització
- URV al programa *Generation Study Abroad*

OECD Higher Education Programme IMHE

- Visibilitat
- Col·laboració amb universitats de tot el món. Ajuts i premis
- La **URV** està com a suplent a la Junta Executiva

EAN European Access Network

- Conferència anual
- Newsletter

Euromed Permanent University Forum

- Assistència a les assemblees
- Promoció i lideratge de projectes
- Creada a la URV. Seu actual: UB

LEO-NET Leonardo Network for Academic Mobility

- Ofertes de pràctiques internacionals a través de la plataforma pròpia
- Col·laboració entre els membres
- Participació en el seminari anual

OBSERVATORY MAGNA CHARTA UNIVERSITATUM — Signatory of The Magna Charta Universitatum

- Fomentar la relació universitat-societat, docència lliure i recerca, autonomia universitària.

The Talloires Network

- Rebem mensualment informació sobre les activitats de les universitats de la xarxa

SUNY — The UCosmic® Consortium — International Standards & Open Source Tools for Higher Education

- Establir estàndards per a dades i processos necessaris per a la planificació estratègica
- Xarxa per a grups IT per tal de compartir recursos i facilitar el desenvolupament d'un software adequat

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Benefits from belonging to Networks

Institucional:

Visibilitat per a la universitat.

Aproximació i fidelització amb universitats de prestigi i/o afins a la URV.

Noves col.laboracions amb universitats sòcies

Oportunitats i nous projectes.

Know-how i bones pràctiques.

PAS:

Mobilitat a través de programes.

Aprenentatge a través de suports online o international staff weeks.

Internacionalització (a casa).

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Training Tip

Other important topics worth including in this section are:

- The mentor programme for students (if there is any) / Language buddy system…
- What is the orientation programme that incoming students receive?
- Are there student associations who deal with international issues? (Erasmus Student Network?)…
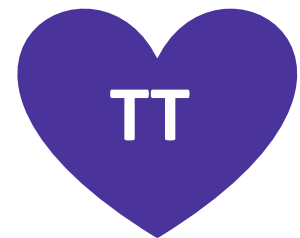
Training Tip

TT
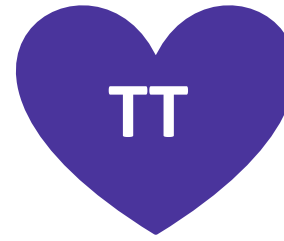
What is in it for you is the key question we address with this course. If we want participants to become internationalisation agents, we need to make sure that we address this question and truly target the participant's interests.

So ask participants directly: Why do you think you should know all of this? Why should you be involved in the internationalisation process? What is in it for you? And what can you gain by getting involved and what would happen if you don't?

Here the trainer needs to address this tactfully. There may be those who believe that nothing will happen if they do not get involved (and indeed this could be the case), but showing them that maybe this can mean not getting a promotion over someone who knows better English, or someone who has become more key to the organisation thanks to his/her relevance in adapting to the changing context… This is also part of it.

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WIII.FM?
What is in it for you?

SUCTI

How can we win more internationalizers?
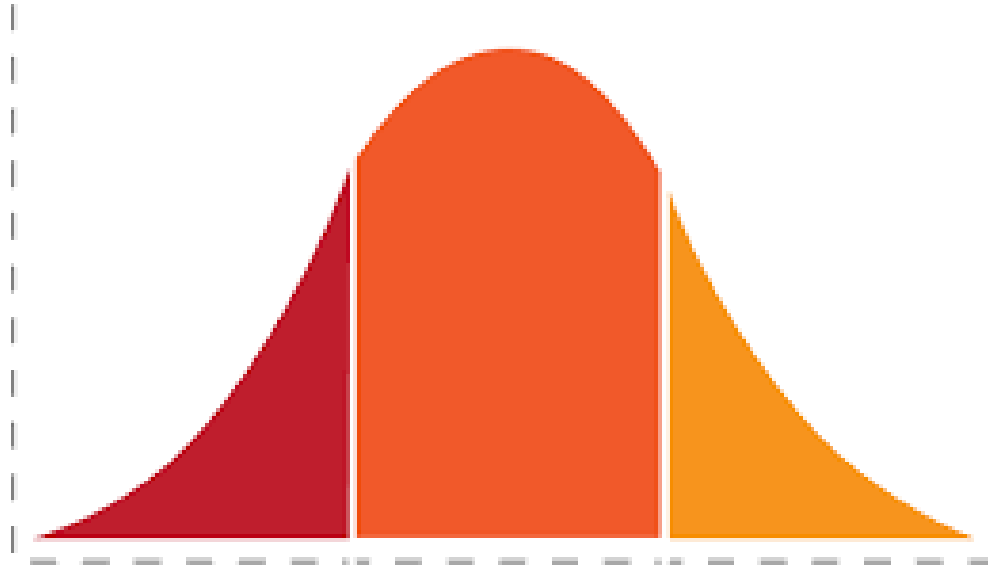
Anti-internationalizers **Internationalizable** **Internationalizers**

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Change management

analysis → think → change

see → feel → change

SUCTI

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Change management

≠ ?

analysis	think	change
see	**feel**	**change**

Facts & figures. Information

What to do?
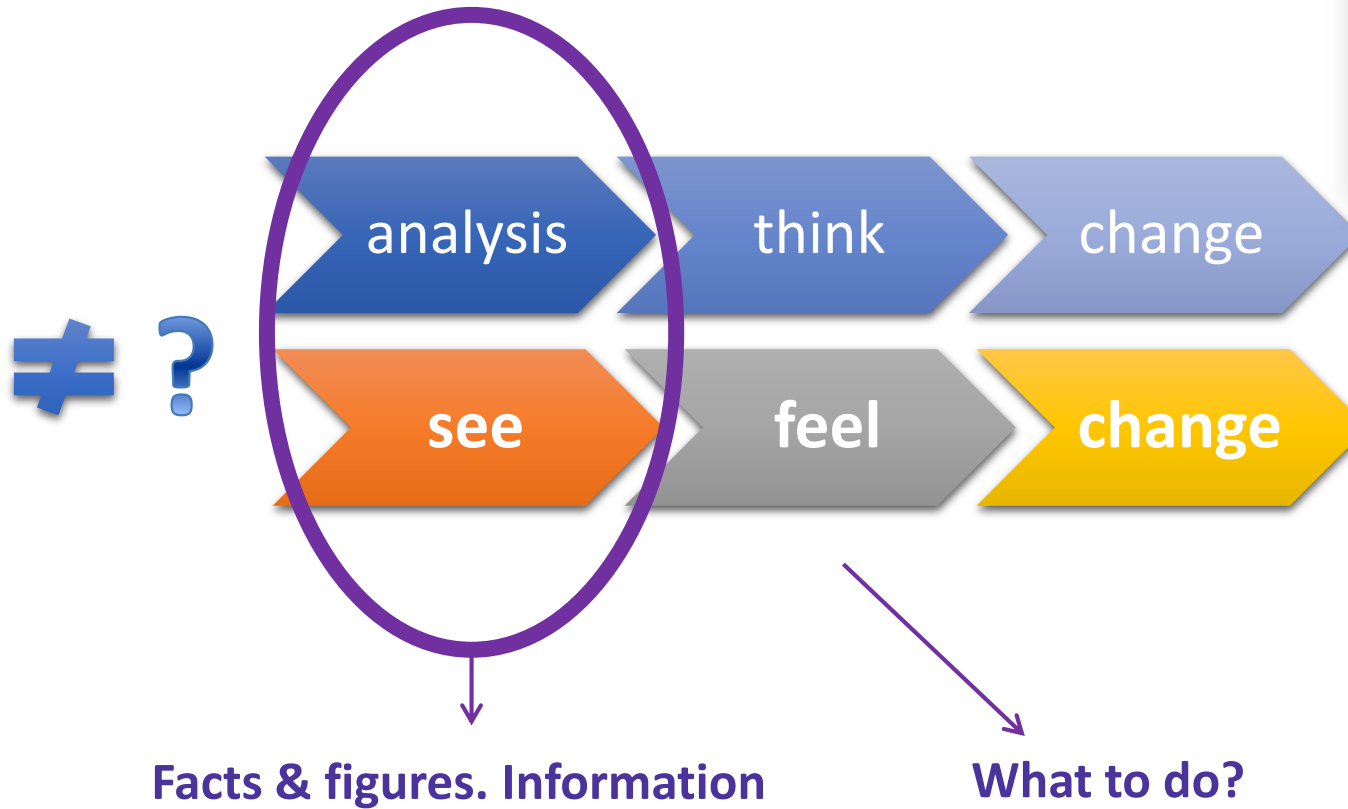
SUCTI

Training Tip

Let's start by SEEING and FEELING the experience of one or two international students (can be a live presentation or a video):

- Why they chose your institution?
- What are the difficulties that they found.
- What do they like best…

And you can also make them get into the shoes of an international student with a couple of activities (see manual for the instructions).
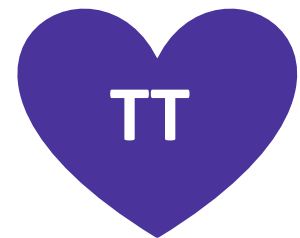
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Why do international students come to URV?

- Why do they come here?
- Have they chosen URV or it was the only choice?
- Note down 2 things you did not know
- Note down 2 things that surprise you

Reflection: International students at URV

What do you think that they bring to the URV?

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International students

- Do international students need more than local students?
- What should the university do for them?
- How can we improve their experience?
- Is it our job to improve it?

"Put yourself in their shoes"
(See trainer's manual for instructions)

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"Put yourself in their shoes"

We did this on the first day and we can reflect on it again here, maybe just openly. Any changes from the first day?

How does this affect ME?

> How do I contribute to the internationalization of my university? How could I get readier for the challenges of internationalization?

> Which are the biggest challenges that I face regarding internationalization?

> Let's imagine that in 10 years time my institution is a much more internationalized university. What changes will my job face? What changes can I imagine university-wide?

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Training Tip

We are challenging people's views on internationalisation. In this, it is important that they understand that their perception of things is not "the right one"… that it is conditioned by the cultural glasses that we all wear, their believes, experiences…

This little curious exercise is to make them understand that we should be more open to the differences, and put a stop to our judgements towards internationalisation.
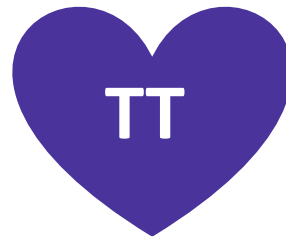
TT

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WIII.FM

Listen to this and tell me what the person who plays the guitar looks like (you can surely get an image in your mind).
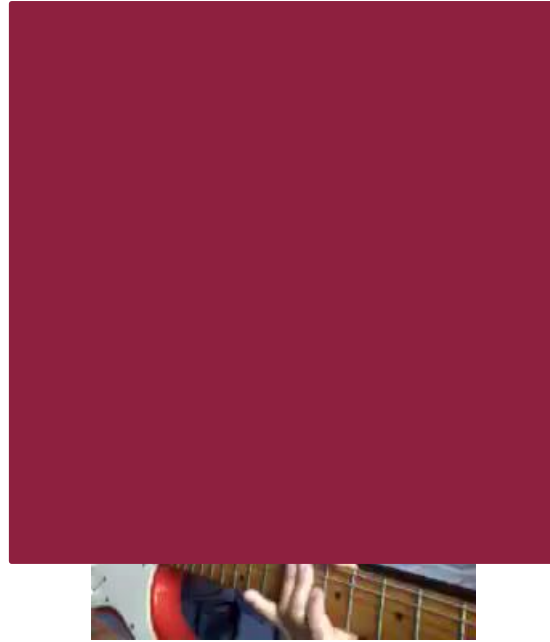
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Training Tip

In the manual there are further instructions on all of these slides.
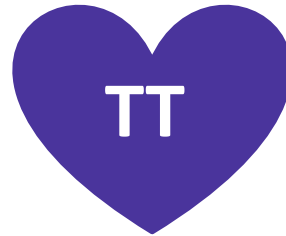
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Internationalisation – not my problem!

The three most common excuses to get involved in internationalisation:
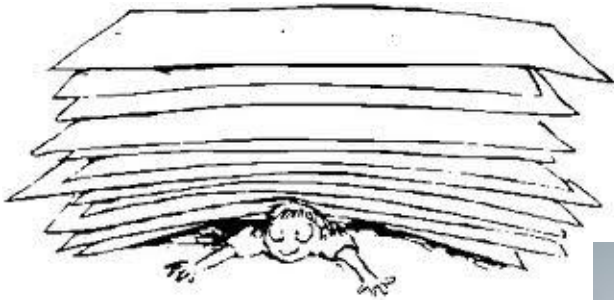
I already have too much work

What do you mean?

That's not my job, it is the international office's job

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Integrated vs. added

Do you have to actively think of brushing your teeth every day or do you just do that without thinking? Internationalisation should come as second nature, be embedded into our work, not added.

E.g. A form that is done only thinking of the local students may have to be repeated (thus double work) because we did not think of the international students.

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Why internationalize?
There is a choice!

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Wanna play or see others play?

You, personally, also have a choice!

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Or do you?
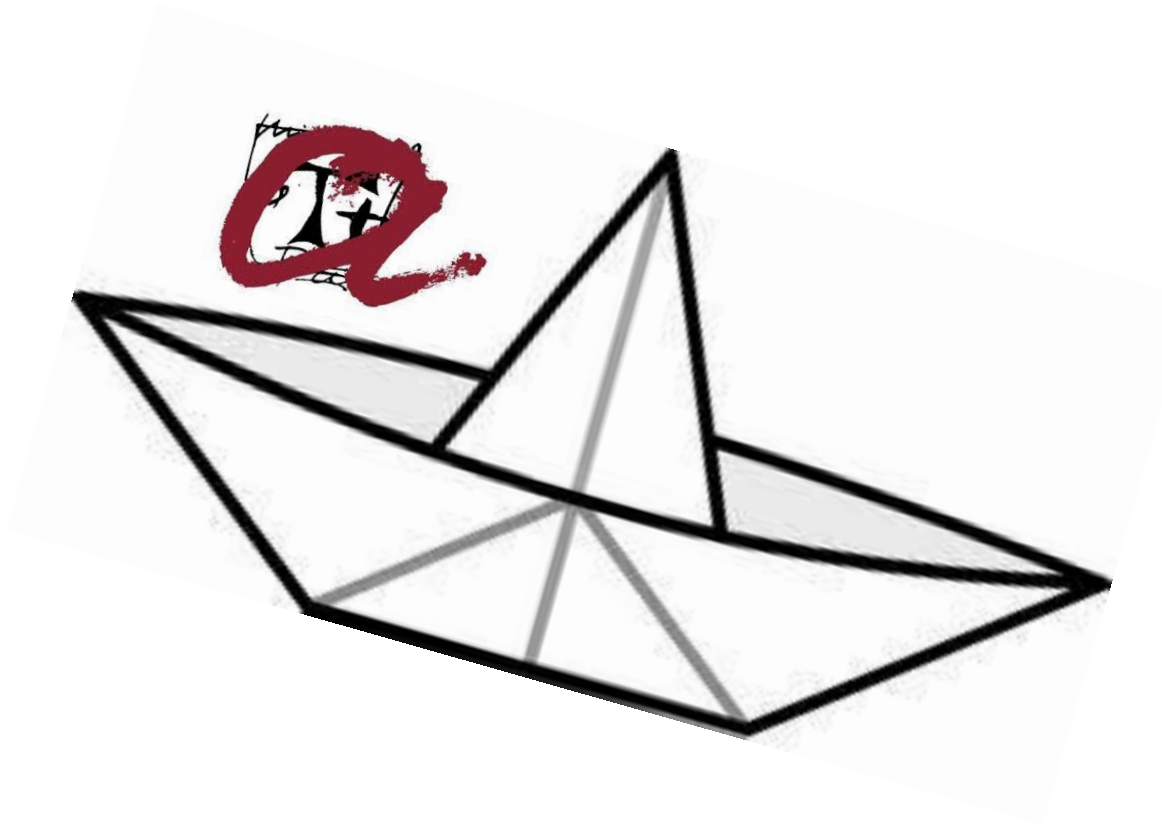
YOU have a role to play!

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If you were the rector for one day…

An activity we can do with participants. Divide them into 2 groups and each one must make an election speech to become rector of our institution and talk about what s/he will do in internationalisation.
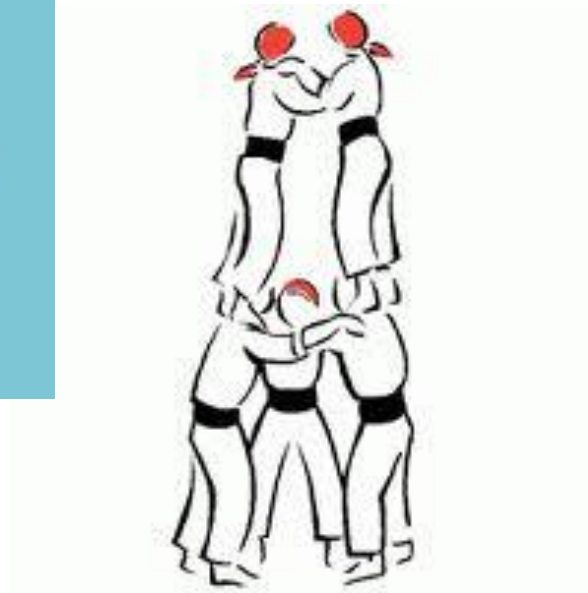
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Your own internationalization project

Frustration and the train analogy

And remember…

Rome was not built in a day…

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Lessons learned

- One thing that you have learned today

- Something that may have surprised you

- Thought of the day
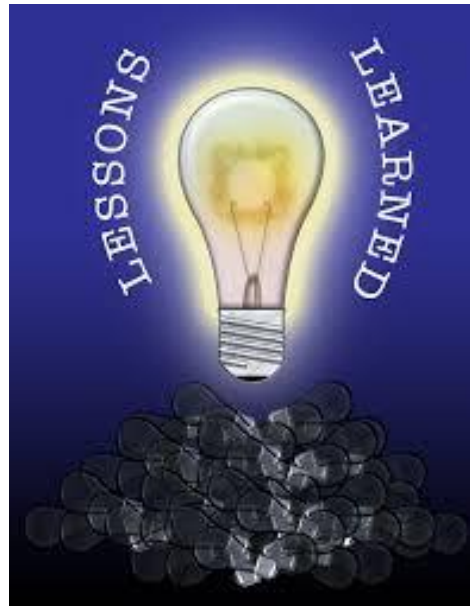
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