

Internationalization of universities: trends and challenges.

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SUMMARY

Internationalisation:

- > Importance and Concept
- > Trends and Challenges

IMPORTANCE AND CONCEPT



TRENDS 2010 SURVEY

EUA- European University Association

What are the aspects that most influenced the strategy of HEIS in the last 5 years?

1º Internationalisation	(22%)
2º Quality assurance	(21%)
3º Bologna process	(15%)

(Trends 2010: a decade of change in European Higher Education. André Sursock & Hanne Smidt, EUA)

RE-THINKING INTERNATIONALISATION

(IAU - International Association of Universities)

Internationalization of universities is being more and more understood as a key element of Higher Education and Research quality. (IAU, 2012)

(Affirming Academic Values in Internationalization of Higher Education: A Call for Action.
IAU Re-thinking Internationalisation. 2/4/2013)

WHAT IS INTERNATIONALIZATION?



Interaction of cultures through Teaching, Research and Services, with the ultimate goal of reaching a mutual understanding beyond cultural barriers. (Yang, 2002).

TRENDS and CHALLENGES



TRENDS and... (1)

Changes in the last 20 years:

- From a simple students exchange to the big recruitment business.
- From activities with an impact on an incredibly small elite group to a mass phenomenon.

(Hans de Wit, 2011. Global: Trends and drivers in internationalisation)

INTERNATIONAL MOBILITY

Numbers: 3.0 million students in 2007

Origin:

Asia	48.2%
Europe	23.3%
Africa	11.6%
South America	6.3%
North America	3.4%

(Source: OECD. Education at a Glance 2009)

INTERNATIONAL MOBILITY

Target: 2.5 million students (84%) for the OECD countries

USA	20%
United Kingdom	12%
Germany	9%
France	8%
Australia	7%
Canada	4%
Japan	4%

(Source: OECD. Education at a Glance 2009)

INTERNATIONAL MOBILITY

Factors in the choice:

Reputation of Universities

Quality of education

Job perspectives

Safety

Lifestyles provided by host countries

(Source: OECD. Education at a Glance 2009)

INTERNATIONAL MOBILITY

The number of international mobility students will reach 8 million by the year of 2025. (Gibney, 2013).

TRENDS and.... (2)

Some realities are changing (related to the culture of the countries) influenced by globalization.

Example of tuition fees:

>Introduction of tuition fees

>Introduction of full cost tuition fees for international students

- Germany: dependent on the government of each State
- Austria: government is considering its reintroduction
- Scotland: contrary to the UK, without payment of tuition fees, but is forced to consider its introduction as a result of what is happening in the United Kingdom.
- Sweden: tuition fees for “international” students (decrease 80% in enrollment)

Trends and... (3)

Internationalization was firstly moved by activities and objectives, such as:

- the Bologna objectives
- the expansion of mobilities (goal 20 20 20)
- more teaching in English.

(Hans de Wit, 2011. Global: Trends and drivers in internationalisation)

Goal 20 20 20

In the year 2020, 20% (1/5) of young Europeans in mobility programs.

(EU Higher Education Ministers, Leuven Communiqué, Abril de 2009)

MOBILITY GEOGRAPHY

- Initially, the intra-European mobility was the focus of attention.
- Recently, there has been larger discussion about the promotion of mobility to outside Europe

(Trends 2010: a decade of change in European Higher Education. André Sursock & Hanne Smidt, EUA)

MOBILITY TO OUTSIDE EUROPE

ERASMUS MUNDUS ACTION 2 – Partnerships for mobility

24 Projects:

7 Projects coordinated by U.Porto

3 for the ACP countries and 4 for Latin America

17 Projects as partner

4 for Latin America, 8 for Asia, and 2 for Northern Africa

TRENDS and ... (4)

Integrated approach of internationalization

- Mobility is no longer the main characteristic of internationalization.
- More and more HEIS are developing an approach to internationalization that involves also teaching and research, through strategic partnerships and cooperation agreements for teaching, research and capability of resources.
- Therefore, a greater attention is being paid to teachers and researchers mobility.

(Trends 2010: a decade of change in European Higher Education. André Sursock & Hanne Smidt, EUA)

A MORE INTEGRATED APPROACH... (1)

ERASMUS MUNDUS Action 1 - European Masters and Joint Doctorates

11 Programmes:

>2 Joint Doctorates

>9 European Masters (1 coordination)

A MORE INTEGRATED APPROACH... (2)

U.Porto's teaching and staff mobility programmes

- Apart from European programmes and other programmes financed by non governmental agencies , the U.Porto has created its own teaching researchers and administrative staff mobility programme, to promote the creation of joint programmes and research partnerships

TRENDS and ... (5)

- This development goes hand in hand with a clear trend in recent years of creating relatively small networks (LEAGUES) of HEIs, with similar positions, seeking ways of collaboration and comparison of their activities.
- The membership of these networks became a marker of reputation, since the HEIs seek to increase their competitiveness and prestige through such affiliations.

(Trends 2010: a decade of change in European Higher Education. André Sursock & Hanne Smidt, EUA)

LERU - LEAGUE OF EUROPEAN RESEARCH UNIVERSITIES

The League of European Research Universities (LERU) is as an association of 21 leading research universities that share the values of high-quality teaching within an environment of internationally competitive research.



TRENDS and ... (6)

- The trend towards merging and inter-institutional cooperation is also often driven by the need to increase the International visibility by creating more critical mass.

(Trends 2010: a decade of change in European Higher Education. André Sursock & Hanne Smidt, EUA)

UNIVERSITÉ DE GRENOBLE, FRANCE

In 1970, it was divided into 5 different institutions:

Grenoble I: Université Joseph Fourier, for sciences, health, technologies

Grenoble II: Université Pierre Mendès-France, for social sciences

Sciences-Po Grenoble: Institut d'études politiques de Grenoble

Grenoble III: Université Stendhal, for humanities

Grenoble-INP: Institut Polytechnique de Grenoble

From 2010 on, there is a project to merge the 5 institutions.

TRENDS and... (7)

- **Transnational education:** there has been an increase in the number of activities beyond borders, grouped under the umbrella of "transnational education."

Although they were previously seen by the academic community (EUA) as mainly focused in profit and linked to risk ventures, they are now gaining widespread acceptance.

It is likely that different types and models that have emerged - including joint programmes, campus extensions in other countries, or international centers of competence in research – will diversify more, as the institutions make intentional choices and put these transnational activities at the heart of their internationalization strategies.

(Trends 2010: a decade of change in European Higher Education. André Sursock & Hanne Smidt, EUA)

JOINT PROGRAMMES

MIT – Massachusetts Institute of Technology

4 PhD programmes

CMU – Carnegie Mellon University

4 PhD programmes

UTA– University of Texas Austin

1 PhD programme

These programmes are the result of a Memorandum of Understanding between the Government of Portugal and these American universities.

CAMPI EXTENSIONS IN OTHER COUNTRIES

Universidade Lusófona, Portugal

Universidade Lusófona of Cape Verde

Universidade Lusófona of Angola

Faculdade Paraíso, Rio de Janeiro, Brazil

Faculdade de Ciências Gerenciais da Bahia, Brazil

Bologna University, Italy

Representation in Buenos Aires

Universidad Politécnica de Valência, Spain

Argentina: Centro de Capacitación Técnica

Cuba: Centro de Estudios de Tecnologías Avanzadas

México: Centro Universitario de Vinculación con el Entorno

Uruguay: Fundación para el Desarrollo del Cono Sur.

INTERNATIONAL COMPETENCE CENTRES IN RESEARCH AREAS

- International Iberian Nanotechnology laboratory, Braga, Portugal
- Iberian Centre of Renewable Energies, Badajoz, Espanha

These laboratories are the result of a Memorandum of Understanding between the Ministry of Science, Technology and Higher Education of Portugal and the Ministry of Education and Science of Spain for the creation and joint operation of Research and Development Institutes.

TRENDS and ... (8)

MOOCS (*Massive Open Online Courses*)

- *Massive*: no participation limits
- *Online*: global access
- *Open*:
 - . No formal entry requirements
 - . Free of charge
 - . No credits earned, but certificates

(Michael Gaebel, 2013. EUA Council, Istanbul)

Concerns and expectations

- “End of degrees”
- “End of Universities”
- “Global Learning Revolution”
- “Democratization of Knowledge”
- “Tsunami”

(Gaebel, 2013)

“COURSERA” Platform

- Created by professors of the University of Stanford, USA.
- 33 partner universities, among which two European – University of Edinburgh and University of London.
- 214 courses in 20 fields, 2 million students.
- *“for profit”*

(Gaebel, 2013)

The University of Edinburgh, in the United Kingdom, has nowadays 300.000 students in the whole world doing training through this platform. This represents 10 times more students than the ones doing training on campus

(Matthews, 2013)

“EDX” Platform

- Established by Harvard University and MIT.
- Expansion: 200 universities confirmed interest
- Quality as a standard
- Few courses
- *“not-for-profit”*.

(Gaebel, 2013)

“UDACITY” Platform

- Established by a former Stanford professor.
- no university partner.
- *industry partners*: Google, Facebook and Microsoft
- an *“interface with job market”*.
- “for profit”.

“Digital University on a mission to democratize education”.

(Gaebel, 2013)

TRENDS and ... (9)

The influence of rankings:

- All universities contest rankings and the methodologies used
- But none likes to be left outside

THE UNIVERSITY OF PORTO AND THE RANKINGS

- The presence in the most prestigious rankings helps to enhance the reputation of the University.
- The strategy of the U.Porto is determined firstly by the mission of the University.
- However, in the course of formulating the strategy the rankings are always present.

1st Term as Rector

To position the U.Porto in 2011, the 100 anniversary year of the University, as one of the 100 best European universities.

2nd Term as Rector

To position the U.Porto in 2020, as one of the 100 best Universities in the world

TRENDS and ... (10)

Success in internationalization is still measured by:

- Number of students in mobility
- Number of teachers in mobility
- Number of degree students
- Agreements with foreign universities.

TRENDS and ... (11)

Quality will be more and more determinant:

- Attracting the best students
- Attracting prestigious foreign researchers and teachers
- Partnerships with prestigious universities
- Partnerships with prestigious research centres
- Consortia of universities in European and international programmes
- Joint programmes
- Accreditation of programs



Thank you for the attention

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