GUIDELINES FOR INTERNATIONALISATION OF MONTENEGRIN UNIVERSITIES

DRAFT DOCUMENT

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Contents

I. INTRODUCTION

The phenomenon of the internationalisation of higher education has emerged in past 30 years determined by academic and socio-cultural integration motivations, and driven by economic and political settings. Actually, international dimension of the higher education (HE) has been intensified in past years as well as the way how it is perceived among Higher Education Institutions (HEIs).

The process of internationalisation could be considered as "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of tertiary education" (Knight, 2003) and frequently two processes have overlapped in strategic orientation. When it comes to education, the OECD Report "Tertiary education for the knowledge society" (2008)[1] states that "Internationalisation covers the full spectrum of educational programmes and activities that contribute to internationalised learning, ranging from the internationalisation of programmes' content and delivery to the mobility of students and scholars, notwithstanding intermediate forms of trans-national education such as the cross-border mobility of TEIs and/or their programmes".

In addition, the new era of globalisation has accelerated internationalisation of higher education. Globalisation and inter-connection of economies augment demands for an international dimension of education, capacity building and training. Operations on a global scale demands widely applicable knowledge, internationally-competent workforce proficient in foreign languages and skills enabling multicultural understanding and successful interaction with international partners. Therefore, governments are increasingly relying on HEIs to play a role in expanding and diversifying skills of students, and be driving force in positioning countries on the global map.

Taking into account that higher education is a public good and it serves in the public interest[2], it is important to integrate HEIs into national political and reform processes that rely on internationalisation. The accession process to European Union of the Balkan countries, is a political process driving internationalisation in the sphere of education among Member States and Candidate Countries. International Association of Universities (IAU)[3] established under the auspices of UNESCO in 1950, is a leading global association of higher education institutions and organisations. The IAU brings together members from more than 130 countries for common priority actions leading toward cross-national integration of educational priorities and standards through IAU declaration "Affirming Academic Values in

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[1] OECD Report "TERTIARY EDUCATION FOR THE KNOWLEDGE SOCIETY" – VOLUME 1 – ISBN 978-92-64-04652-8 © OECD 2008

[2] UNESCO Report, "Education as a public and common good: reframing the governance of education in a changing context", 2018

[3] International Association of Universities (IAU), https://www.iau-aiu.net/

Internationalisation of Higher Education", A Call for Action (IAU) and the International Student Mobility Charter (EAIE).

The European Union and the Bologna Process have explicit importance and the role in improvement of internationalisation of higher education in Europe and globally[4]. In past decades the European programmes for research and education (eg. ERASMUS programme, Marie Curie Fellowships), have pushed all actors towards strategic framework to internationalisation of higher education in Europe and acted as guidance mechanisms for institutions, nations and regions in building partnerships and collaboration that recognise and respect the differences in contexts, goals and institutions/countries' needs. Political, economic, socio-cultural and academic issues influence considerably institutions' operations and programmes due no universal model for internationalisation is suitable.

The European strategic process of internationalisation started with ERASMUS programme, and further reinforced by the Bologna Process[5]. Today, the internationalisation is directed at the national and institutional level in most countries in Europe, and worldwide. Apart of the EU and global comprehensive and strategic policies for internationalisation of education (European Commission's "European Higher Education in the

World" communiqué[6]), it is the countries and their HEIs which are enforcing internationalisation agenda into their operational agendas and strategies. This individual approach does not guarantee success in internalisation , with significant challenges among regions, in particular South Europe compared to Central and Eastern Europe. The main barriers are related to funding and regulatory limitations, language proficiency in institutional issues and the nature of academic engagement and rewards. The recent globally induced changes and shifts in use of ICT technology in teaching and learning, with increasing standards of "open access" puts the science and research globally accessible, strengthening quality and alignment between education and research.

To contribute to alignment of internationalisation of HEIs, the University of Montenegro within the project *Fostering Internationalization at Montenegrin HEIs through Efficient Strategic Planning - IESP*, funded by the European Commission Erasmus+ program of Capacity Building in Higher Education, which involves partner universities of the University of Donja Gorica, the Mediterranean University, the University in Ljubljana, the University in Cadiz, the University Cote d' Azure from Nice, and national bodies - the Ministry of Education, the Ministry of Science, the Agency for Quality Assurance and Control in Higher Education, develops this ***Guidelines for internationalisation of universities*** as the principal framework document for pursing and strengthening strategic orientation of internationalisation of HEIs, in order to meet European and international quality standards in education, thus reinforcing their position and competitiveness in the market.

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[4] European Parliament, Directorate – General for Internal Policy (2015), "Internationalisation of Higher Education"

[5] University of Amsterdam, Hans de Wit (2011), "Trends, Issues and Challenges inInternationalisation of Higher Education"

[6] http://www.encore-edu.org/ENCoRE-documents/prague.pdf

II. MULTI-DIMENSIONALITY AND INSTRUMENTS OF INTERNATIONALISATION STRATEGY

Given the complexity of the internationalisation process described in previous chapter, each HEI should consider common dimensions of internationalisation[7], with diversified approaches to implementation of the (internationalisation) activities taking into account internal and contextual diversity of HEIs, as well as political and economic general and specific challenges faced by each institution.

The main dimensions of internationalisation to be reflected on to become instruments for the enforcement are namely:

- Strategy and Management (motivation drivers);
- Teaching;
- Research;
- Scientific business/Commercialisation;
- Partnerships/Social engagement;
- Multi-cultural integration;
- Digitalisation;
- Funding.

For transparent and widely accessible information on internationalisation activities of the University, one of the most efficient instruments is a "**Toolkit**" that presents relevant information in themes or dimensions that promote and support HEI's Internationalisation Strategy (eg. specific web page at University web site which elaborate and increase visibility of internationalisation activities[8] of that specific HEI or an online brochure(s) with extensive information for specific or few dimension/internationalisation themes such as: mobility, research, gaining professional experience abroad, partnerships, staff engagement (Erasmus+ Teaching Mobility, Erasmus+ Staff Training Mobility, etc.), alumni, and others connected to the continuous process of internationalisation.

Following review of common internationalisation dimensions and selection of indicators/instruments for internationalisation is based on the document entitled "Developing institutional internationalization policies and strategies: An overview of key issues"[9] and Internationalization of European Higher Education: An EUA/ACA Handbook[10].

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[7] OECD/European Union (2019), "Internationalisation of higher education in Italy", in Supporting Entrepreneurship and Innovation in Higher Education in Italy, OECD Publishing, Paris

[8] https://www.sheffield.ac.uk/staff/internationalisation-strategy/toolkit

[9] Middlehurst, R. (2008), "Developing institutional internationalization policies and strategies: An overview of key issues", in M. Gaebel et al. (eds.)

[10] Internationalization of European Higher Education: An EUA/ACA Handbook, RAABE, Berlin, pp.1-24

i. Strategy and Management

Internationalisation of HEI is defined by the Internationalisation Strategy and the Action plan for its management, implementation and quantification. Other policies and strategies, such as Development Strategy encompass strategic paths for HEI's development, which inclusive part is internationalisation. Internationalisation Strategy can be based on a comprehensive and systematic approach to internationalisation with clear strategic plan, aligned with governance context of the institution, or more fragmented approach with unconstrained internationalisation activities. To decide on the approach and goals of internationalisation, the institution need to take into account and self-reflect on its motivations/drivers (European, national and/or institutional) and rationales/reasoning (academic, economic, political and social) for internationalisation. Another important factor relates to the influence of actors on national and international level involved in the implementation of internationalisation and other external stakeholders that affect the operationalisation and outcomes of the Internationalisation Strategies (donors, businesses, etc.).

The fundamental part of the Internationalisation Strategy are dimensions and instruments that integrates and encourage equality and diversity, and pertains to HEIs' mission and development goals and activities.

ii. Teaching and learning

Coordinated approach to the international and multi-cultural curriculum, ensures that academic staff as well as graduates have competencies and proficiencies to work and take their role as global citizens. Foreign language programs/courses, joint degrees/dual programs, international mobility, study/internship abroad, enhanced international student experience, distance and e-learning programmes, alumni associations, staff development on intercultural understanding, exchange of curriculum resources and learning materials and other actions are instruments needed for achieving this goal.

iii. Research

National and international reputation of HEI is grounded on research excellence in targeted areas. The research is fostered through joint initiatives with key international partners, participation in EU and international research projects. Increasing trans-national connectivity and cooperation, joined with progressive effects of information and communication technologies are widening possibilities for innovation breakthrough with regional and global transformations and contribution to enhanced quality of life and sustainable development.

iv. Business/Commercialisation

University-business cooperation (UBC)[11] should be considered as contributing factors for society development. Partnerships with business and development of national and/or international companies/start-ups drives innovation and sustainable development. HEIs are the agents of globalisation (encouraging staff and student mobility) and a business that must respond to the national and global markets' trends and efforts toward innovation and resources (natural, financial, technological) efficiency.

v. Partnership/Social engagement

Pursuing partnerships towards broader, multidisciplinary and multi-actor engagement, on national and international level. Strategic alliances and partnerships with institutions on national and international level are instruments for achieving this dimension.
Cooperation with citizens and civil society organisations open up HEIs toward need of the community and society in general, fostering science and knowledge-based actions and developments actions.

vi. Multi-cultural integration

Education drives cultural integration, and culture drives educational integration, reflecting socio-political nature of education. To build an inclusive education it resembles the responsibility to embrace difference and diversity and to integrate it into all aspects of university life. Multi-cultural social events and courses, and support system are instruments to overcome cultural and social differences.

vii. Digitalisation

Digital transformation of universities' internationalization activities has for an objective to further improve the quality of teaching, accessibility, openness of national and international services, with general cost and time efficiency. From business point of view, digital transformation is perceived as "the changes associated with the application of digital technology in all aspects of human life".[12] According to I-SCOOP[13], the process of digitalisation encompasses three elements: *technological* (use of new technologies, such as social media, mobile phones, tablets or other devices), *organizational* (changes of organizational processes, creation of new business models, real-time view of operations and results by integrating structured and unstructured data, enhanced organization data, automation of routine work) and *social* (affecting humans, e.g. user experience, openness).

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[11] htttps://www.ub-cooperation.eu/index/reports
[12] Stolterman E., Fors A. (2004), "Information technology and the good life, Information Systems Research"
[13] Accessible at: https://www.i-scoop.eu/digital-transformation/

viii.   Funding

Funding is fundamental driving force for internationalisation and innovation at HEIs. National legislative framework includes context and bases for higher education funding, covering both teaching and research activities of HEIs. The State budget remains the main funding source for state HEIs, while tuition fees for private ones. Mainly, the overall budget allocated for this purpose is specified annually in the Budgetary Act. The level of funding further depends on the type of HEI (university or non-university, public/private). In addition to straightforward state budget allocation to higher education, specific state/local institution and other national organisation can foster scientific research through the research projects, allocating budget for this purpose.   Specific funding relates to financial benefits for students (student excellence, grants for disabled students, aid payments, scholarships).

In addition, HEIs may receive funds from private organisation/institutions, businesses, association, donor organisation, etc. The EU science, innovation, research, start-ups and digitalisation funding programs with HEIs as benefiters are increasingly contributing to HEIs operation and internationalisation.

HEIs' business as start-ups, incubators and accelerators is a new approach to science based innovations and might trigger or be source of additional funding for research activities. European HEIs, and globally, have been developing infrastructure to support students and faculty members in their business endeavours. Incubators and accelerators provide valuable support for promising and growing firms, improving HEIs innovation profile, while facilitating commercial use of research and capitalising on the potential of HEIs to promote entrepreneurship and innovation.

III.   KEY PERFORMANCE INDICATORS OF HEIs INTERNATIONALISATION

With globalisation, innovation competition and commercialisation, as well as the significance of inter-cultural integration dimension of the HEIs, the internationalisation in higher education gained importance in international and EU policy level, as well as with national governments. Proactive approach of international and European programmes for cooperation and exchange in education and research have overtook in previous period the role of traditional cooperation in the form of exchanges and partnerships. Subsequently, teaching and learning process (referred as "internationalisation at home" process) gained particular importance, driving HEIs internationalisation jointly with traditional mobility activities of both staff and students[14].

Globally, the internationalisation process is recognised as a driving agent for reinforcing the quality in higher education. To establish effective internationalisation frameworks in HEI[15],

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[14] Hans de Wit, University of Applied Sciences Amsterdam (2010), "The Quality of internationalisation of Higher Education in Europe: Towards a European Certificate"

[15] ENQA (2005), "Standards and Guidelines for Quality Assurance in the European Higher Education Area"

monitor its progress and receive comparable data, diverse indicators measure and validate qualitative and quantitative assessment of the achievement of internationalisation goals[16]. Based on the general internationalisation dimensions, presented in the II Chapter - Multi-dimensionality and instruments of internationalisation strategy, of this Guidelines, following are common Key Performance Indicators (KPIs)[17] of internationalisation process that directs internationally comparable data. Presented KPIs[18] are tailored to the content of this document:

1. Regulatory framework (Strategy and Management)

   a) Self-reflection/assessment;
   b) Benchmarking with similar HEIs;
   c) Internationalisation Strategy;

2. Teaching and Learning

   a) International staff;
   b) International students;
   c) Foreign language study programs;
   d) English (other language) teaching courses;
   e) MOOCs;
   f) Summer schools;
   g) Dual and Joint degrees;
   h) Promotion of international study programs at Montenegrin universities.

3. Staff mobility

   a) Incoming academic and administration staff mobility;
   b) Outgoing academic and administration staff mobility;
   c) Promotion of staff mobility at Montenegrin universities.

4. Student mobility

   a) Incoming student mobility;
   b) Outgoing student mobility;
   c) Promotion of staff mobility at Montenegrin universities.

5. Research

   a) International research activities;
   b) International/other transnational programmes/projects;

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[16] EAIE (2009), "Measuring success in the internationalisationof higher education"
[17] https://kpi.org/KPI-Basics
[18] European Parliament, Directorate – General for Internal Policy (2015), "Internationalisation of Higher Education", Chapter 2, 3

6. Scientific business/Commercialisation

    a) Business engagement;
    b) Patents;
    c) Start-ups;

7. Partnerships/Social engagement

    a) Agreements with other institutions/organisations;
    b) Inclusivity;
    c) Open access;

8. Multi-cultural integration

    a) International admission/arrival orientation;
    b) Cross-cultural events and courses;
    c) Social/cultural integration support system/service;

9. Digitalisation

    a) Distance learning;
    b) Teaching/learning online platforms;
    c) Open code software;
   d) E-access;
    e) Services;

10. Funding

    a) State Funding;
    b) Private finding;
    c) Commercialisation funding;
    d) International funding.

IV. MONTENEGRIN CONTEXT

Recognising that internationalisation of universities is guided by country's political, economic, scientific and cultural-social integrative processes, this document identifies the principle dimensions and key indicators/activities, specifically aligned with market environment in Montenegro.

Based on the performed benchmarking analyses between Montenegro's and EU universities, further directed with other universities strategic documents such as development strategies, four main segments of internationalisation are channelled and recognised as main intervention points in the following period that can significantly assist in creation of efficient

management systems to further foster internationalisation activities in line with EU and global standards, thus improving their performance and universities rankings (Graph 1):
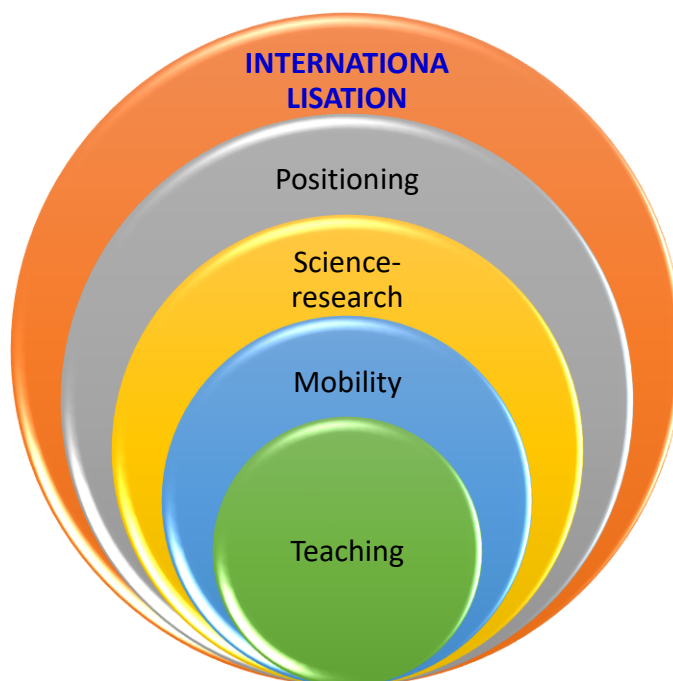
Graph 1: Internationalisation dimension of Montenegro's HEIs

Taking into accounted selected dimension following are perceived to be the most effective actions and KPIs to establish efficient internationalisation framework in Montenegro's HEIs:

1. **Teaching**

    a) Increased number of staff associated to internationalisation:

    b) Increased number of summer/winter schools;

    c) Foreign language study programs and courses;

    d) Joint study program with other HEIs:

    e) Distance learning.

2. **Mobility**

    a) Increased number in incoming and outgoing students;

    b) Increased number of incoming and outgoing teaching staff;

    c) Joint/dual degrees;

    d) Established support system for international students and researchers.

3. **Science-research**

    a) Diversification/Segmentation of research units;

    b) Internationalisation of doctoral research;

c) Mechanisms for stimulating research mobility and funding;

d) Increased international visibility of scientific and research;

e) European programmes/projects;

f) International/other transnational programmes/projects;

g) Innovation activities and business orientation;

h) Open access/Open code software/Open research infrastructure.

4. **Positioning (ranking)**

a) Increased number of partnership agreements;

b) Strengthening of internationalisation at home;

c) Establishing Quality assurance system for internationalisation;

d) Integration of international students/staff;

e) Mechanisms for the support of international university rankings;

f) Diversification of funding mechanism and increased state funding.

V.   CONCLUSION

Internationalisation process is highly affected by external (global political and macro-economic trends) and internal (national) conditions (political, cultural and socio-economic). To compete at the global, European and regional market, HEI need to strengthen and diversify institutional, human and research/innovation capacities, taking pro-active approach in cooperation, commercialisation and opening toward new and innovative teaching and learning processes and integration of inter-cultural/global views into their curricula and operation, thus attracting new academics and students.

Considering that there is wide consensus that "one/common path" to internationalisation is not attainable in the view of diverse external and internal factors, this Guidelines presents general internationalisation dimensions and KPIs along with the scopes and activities that foster internationalisation in various directions and at different levels. Each HEI adapts dimensions and KPIs in accordance with its mission, vision and level of internationalisation.

Reflecting on higher education strategic and policy framework in Montenegro, and the current level of development of HEIs in the Country, the Guidelines proposed more specific internationalisation model for universities in Montenegro.

Fostering the internationalisation of HEIs in Montenegro is reflected in four main dimensions: internationalisation of studies and teaching, internationalisation of science and research, mobility and positioning (ranking), each containing activities with indicators of success as guiding factors for achieving greater internationalisation.