



UNIVERSITY OF DONJA GORICA

2021-2026 INTERNATIONALISATION STRATEGY

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I. Introduction.

The University of Donja Gorica strives to be regionally and internationally recognized for its quality of education, values, and student experience. As a small private university, it aims to achieve better international visibility and competitiveness by making internationalisation a priority in the coming period. It has been engaging in internationalisation for a number of years but so far it has been evolving spontaneously in response to the needs and opportunities as they arise. Now, it has reached a point where it should engage in a strategic reflection on the future development of internationalisation.

Internationalisation of higher education is defined as 'the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society'.¹

The internationalisation of the university is important for broadening the academic experiences of students and academic staff, strengthening the quality of research, and increasing its competitiveness, which is why adopting an explicit, central and comprehensive strategy for internationalisation with concrete and measurable objectives is essential. However, it is important to emphasise that the focus is not only on the quantitative results and checking off certain goals, it needs to have a qualitative approach as well. Having in mind that UDG is a private university which depends on its attractiveness on the higher education market, it needs to foremost focus on the quality of implementation of such strategy.

The strategy for internationalization emphasises mobility as playing a key role in ensuring a high-quality higher education system, and at the same time, as an important driver of cooperation and exchange. It strives for a greater openness towards different regions in terms of mobility and scientific cooperation, while at the same time focusing on internationalisation at home² by fostering purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students withing domestic learning environment.

The strategy is focused on three priority areas: student and staff mobility; quality international scientific research; and internationalisation at home; with clearly defined objectives expected to be met during the implementation of the Strategy, together with the Action Plan following the Strategy.

¹ De Wit, H., Hunter F., Howard L., Egron-Polak E. (Eds.) (2015) "Internationalisation of Higher Education", European Parliament, Brussels: EU; This definition revised the previously commonly used, original definition given by Jane Knight (2005).

² Defined in Chapter VIII.3 Priority Area 3, in accordance with Beelen J., Jones E. (2015) Redefining Internationalization at Home. In: Curaj A., Matei L., Pricopie R., Salmi J., Scott P. (eds) The European Higher Education Area. Springer, Cham. https://doi.org/10.1007/978-3-319-20877-0_5

Adopting and implementing the Internationalisation Strategy is expected to bring higher quality of learning and teaching, to foster the employability of graduates, and to make the system more inclusive within the aspect of mobility.

II. The starting point of the internationalisation strategy.

The starting point for drafting the Strategy of Internationalisation are the founding and the key strategic documents of the University (foremost, the Almanac of Studies), decisions and recommendations of the Senate, key documents regarding internationalisation of higher education at the national level, evaluation and report by the Institutional Evaluation Programme (performed in 2014 with follow-up in 2018) and their recommendations, as well as practices and strategy documents of European universities.

Drafting of this document has been supported by the project *IESP: Fostering Internationalization at Montenegrin HEIs through Efficient Strategic Planning* co-funded by the Erasmus+ Programme of the European Union aimed at improving international competitiveness and visibility of Montenegrin HEIs through providing an optimum model for strengthening capacities for various aspects of internationalization including: internationalization strategy with action plans, supporting documentation for internationalization, internationalization of research and innovation, international mobility of staff and students, international networking and quality assessment of internationalization. Series of workshops, meetings and consultations with feedback from internationalization experts preceded this document. Also, a series of meetings with key stakeholders at UDG was organized in order to learn their expectations from further development of internationalization at UDG. Key stakeholders were divided into three groups: students, academic and research staff, and supporting staff.

Pursuant to Article 31 of the Statute of UDG, bodies of University of Donja Gorica are: The Assembly of Founders, as the governing body of UDG, The Council for Development, as the advisory body of UDG, The Senate, as the highest expert body of UDG, The Rector, as the governor of UDG, Rector's Collegium as the advisory body and The Manager of UDG, as administrative and executive body of UDG.

The internationalisation of UDG is in line with the vision and mission of the University, which aims to create studies that answer the question "What does a young person have to gain during the studies in order to lead a responsible life in this century?". In accordance with the Almanac of Studies, the key strategic document of UDG, studies at the university are abandoning classical model which builds students' competences through lectures and knowledge only, instead focuses on the model $S=z \cdot i^2$ (so-called "Professor's equation") with the idea that life competences of a student depend on knowledge (z), and his/her being – the „intensity of life“ (i).

In this way, several key principles of teaching and research at UDG are being developed:

1. Liberally-oriented curricula;
2. Internationally relevant curricula;
3. Interdisciplinary teaching in order to increase students' innovation and creativity ("Out of the box" studies);

4. Studying outside UDG (at other universities, companies, teaching in nature - eg Boulevard of knowledge: Podgorica - Cetinje);
5. "Abolition" of classical courses and the introduction of students in the field of science, in research through work on projects.
6. Emphasis on processes and process thinking.

The concept of co-ordination of research and international activities at UDG was drafted by the Rectors Collegium. The role of a researchers in the area of research activities is taken up by teams created according to strategic commitments, current needs, tasks and initiatives at UDG. Research activities are grouped around identified topics for which the faculties have a scientific-research licence, and the fields which made the dominant part of the research infrastructure and human resources. The team is proposed by the Rector and approved by the Senate. All decisions made at the Senate have to be disseminated within the faculties by the Dean and the faculty representative. They also have to make sure that the decisions are implemented.

Also, the dynamics of organizing Scientific-teaching Council and submitting of reports has been defined (e.g. faculties have to organize Scientific-teaching Council meetings at least twice a year, where teaching process, recommendations for improvements and innovations are to be discussed).

The University of Donja Gorica was part of international evaluation by the Institutional Evaluation Programme (IEP). The Institutional Evaluation Programme is an independent membership service of the European University Association (EUA) that offers evaluations to support the participating institutions in the continuing development of their strategic management and internal quality culture. The IEP is a full member of the European Association for Quality Assurance in Higher Education (ENQA) and is listed in the European Quality Assurance Register for Higher Education (EQAR). Institutions that have gone through the IEP also have a follow-up evaluation after the initial evaluation. In the Evaluation Report and the Follow-up Report, which among other areas evaluated internationalisation of the University, the IEP has found the following:

"Internationalisation has become a high priority for UDG, as a way of improving the overall quality of the university, specifically by providing its students with the possibility to develop global understanding and its staff with professional development opportunities.

As a result, internationalisation activities have intensified; international relationships are more numerous and over a wider geographical area, albeit with two main geographical targets: Europe and China. Nevertheless, about 300 students have gone to the USA, based on a cooperation with the US embassy. Mobility periods are supported by UDG or business sponsors; international internships are available (e.g., in Croatia, France, Slovenia, USA) and all students are required to study two foreign languages.

At the same time, UDG is attentive to "internationalisation at home". In line with its main goal to prepare students for an unknown future, students are exposed to international issues through a variety of cultural and sports activities. Two annual events are organised: an international scientific conference and an entrepreneurial conference with

international business. Furthermore, during their studies, students are exposed to international guest lecturers."

The IEP gave the following recommendation:

"There is a need to develop an internationalisation strategy with clear rationales, specific geographical targets, milestones, key performance indicators, etc. This strategy needs to be linked with the overall institutional strategy and to support it."

This Strategy is drafted with clear rationales and measurable objectives, always having in mind the vision of the university, and its desired long-term trajectory.

III. Overview of external environment.

1. Analysis of general environment in the field of internationalization

The strategic vision of development of Montenegro is based on the increase of competitiveness of its economy. Furthermore, implementation of goals and monitoring, as well as measures and initiatives regarding the Europe 2020 Strategy, including the national S3 are all connected with the key medium-term priority, which is membership in the European Union. A state that is modernized as well as competitive, is based on three key strategic directions:

1. Healthy Montenegro;
2. Sustainable Montenegro;
3. Digitalized Montenegro.

The above-mentioned directions constitute a general vision of Montenegro's development, representing a logical continuation of the efforts in order to meet the goals of the Europe 2020 Strategy. These strategic directions verify the country's orientation to development that is based on knowledge, high employment level, environmental protection, productivity and social cohesion, as well as a focus on three interrelated development goals: smart growth, sustainable growth and inclusive growth.

Although in the past decade Montenegro has been gaining significant international recognition on the global scene, the Covid-19 pandemic represents a major setback in all aspects, especially economic activities and tourism.

1.1. Political-legal environment

There were parliamentary elections on August 30 of 2020, with the change of the ruling majority composition as the result. It was reported that the elections in Montenegro were competitive and were done transparently as well as efficiently. However, they took place in an environment that was highly polarized over issues of church as well as national identity. The newly formed parliament should endeavour to find a broad cross-party and societal consensus and demonstrate in practice that they are committed to Montenegro's EU reform agenda, because that is something that is vital for the progress of the country on its path to EU.

When talking about governance, there is a big need for the strengthening the transparency of it as well as the government's capacity to implement reforms. Montenegro started the implementation of the law that concerns civil servants. In addition to that the medium-term policy-planning framework, merit-based recruitment, human resource management and rationalizing of the organization of the state administration also are on its path of advancing.

Montenegro remains somewhat ready to apply the EU acquis and the European standards in the area of the judiciary and has made some progress overall, namely through the continuous implementation of the ICT strategy for the judiciary. There are still many challenges that remain, in particular with regard to the independence, professionalism, efficiency and accountability of the judiciary.

1.2. Socio-cultural environment

Reinforcing the capacities of the research community, especially of the young personnel, needs to be achieved in ways such as encouraging their success through scholarships for doctoral research, providing and giving rewards in the science and innovation area, employment within the framework of scientific research projects etc. For PhD students, or degree holders, as well as students of postdoctoral studies, mainly in the business sector, the employment programs, will stimulate knowledge transfer and enable the acquisition of practical knowledge. What this will do is strengthen the innovation capacities of enterprises. By doing this, research and development in the business sector will be strengthened in many ways, and this leads to the contribution to a more dynamic development of a knowledge-based economy.

1.3. Economic environment

When looking at the preliminary data by MONSTAT (Statistical Office of Montenegro), in 2018, Montenegro has achieved a positive economic growth rate of 4.9%. Based on the preliminary quarterly GDP data, in the same year, the gross domestic product (GDP) amounted to EUR 4.619 billion, and the gross domestic product per capita amounted to EUR 7,4229. The average annual inflation rate amounts to 2.6%. As claimed by the preliminary model forecast of the Central Bank of Montenegro, the growth of national GDP in 2019 will amount to 2.7–3.2%, with a central tendency of around 3%. In this sense, the estimated growth of Montenegrin economy of 4.9% in 2018 is above the average growth of European economies amounting to 3.8% with an expected short-term decrease tendency, but not below the average growth in developed countries, and most importantly not below the Eurozone average. By leaning on the first Eurostat estimates, gross domestic product per capita measured at purchasing power parity in Montenegro amounted to 46% of the EU average in 2017. When talking about comparison to the EU Member States, Montenegro is ranked lower than Bulgaria as the lowest-ranked EU Member State sitting at 49% of the European average. When compared to the countries of the region, Croatia is the only country that is ranked better than Montenegro. To sum up, the country is ranked in the top part of the scale when compared to the region, and slightly below half of the European average. However, the Covid-19 pandemic represents a major setback in economic activity in the country with predictions by many analysts that it will take a long time for Montenegro to recover to the previous level.

1.4. Technological environment

In 2016, Montenegro systematically directed its efforts when shaping and creating a sustainable as well as an efficient innovation ecosystem and adopted the Law on Innovative Activities and the Strategy of Innovative Activity (2016- 2020) with the Action Plan. There are three main strategic goals that the strategic focus has been directed to: Expanding the capacities for technological and innovation development of Montenegro; Strengthening the instruments of integration and cooperation of actors in the innovation system; Strengthening the potential for innovation in the business sector.

Promotional as well as advisory support that is needed for the transfer of technological solutions, experience and knowledge, is very much realized actively through the EEN network.

On the basis of the technological readiness factor within the Global Competitiveness Index for 2017-2018, Montenegro is ranked 48th out of the total of 137 countries. Pursuant to the Global Innovation Index¹⁸ for 2018, Montenegro was ranked 52nd among 126 countries included in the survey. Based on the GII 2018, Montenegro is among the 20 countries that have better results in innovation than in the level of development. All these data actually indicate the importance of the innovation potential of a country.

Overall, the socio-cultural, economic and technological advancement in the last period show that Montenegro is taking steps forward on a global scene and becoming an increasingly appealing destination for investments, while domestically it has focused on strengthening the potential for innovation and expanding capacities for technological development. This positively impacts UDG as well, as one of the three universities in Montenegro. However, the Covid-19 pandemic has severely interrupted these efforts and being a private university where most families pay scholarships out-of-pocket, worse economic state in the country can potentially lead to a decrease in the number of enrolled students, which can then in turn affect some of the internationalization efforts.

2. Analysis of selected competing/partner universities

For the analysis of competing/partner universities, we selected the University of Novi Sad, University of Ostrava, and University of Stuttgart.

2.1. General characteristics

University of Novi Sad

The academic community of the University of Novi Sad, which comprises more than 50,000 students and 5,000 staff, at 14 faculties and 3 scientific institutes, in four cities of Central Europe, shapes its own future alongside other scientific and educational institutions belonging to the European Higher Education Area, but is equally open towards collaboration with institutions situated in other parts of the world. The University of Novi Sad fulfils its mission in the domain of science, education and knowledge transfer in accordance with the system of values generally accepted in developed European countries and applies the academic standards set out in international agreements signed and ratified by the Republic of Serbia. By implementing unique European standards and acting in accordance with good and commonly adopted practices of the European countries, the University of Novi Sad removes obstacles that prevent or hinder the exchange of information, ideas, knowledge, people and resources in the European Higher Education and Research Area and thus confirms its inclination towards being an open European university. To this end however, the starting point, as a matter of principle, needs to be the fully respected fact of the University of Novi Sad being a public institution founded by the state, obliged to tend to the national interests in the field of higher education, science and knowledge transfer

and to act in full accordance with the strategic documents and regulations enacted in the Republic of Serbia. The University of Novi Sad has endorsed openness and cooperation in good faith that other institutions, which are advocating internationalization, will act in accordance with the principles of mutual appreciation, equality and disapproval of any form of academic dominance.

University of Ostrava

The University of Ostrava is an institution which sees its role in the development of the humanities and medical, science, and artistic fields in the local region, which has been traditionally associated with industrial and technological spheres. It aims to contribute to solving urgent problems of the Moravia-Silesia Region in social, environmental, and health areas and to shape Ostrava as a truly university town. To this end, it intends to continue using its potential to reflect the identity, culture, and history of the region as well as to cultivate it through artistic creative activities. The University of Ostrava is ready to bring progressive tendencies of European science and scholarship in the region and to create favourable conditions for internationalist cooperation and a friendly environment for foreign academics and students. The university strives to be an institution that purposefully promotes quality scientific activities while systematically seeking out new research areas and teams with a potential to achieve excellent results. The University of Ostrava opens itself to the challenges of contemporary society and develops a responsible, individual approach to a wide variety of students, including specific groups (seniors, socially disadvantaged students, students with special needs), and advocates equal access to education and friendly communication with the public.

Total number of students: approx. 8, 000. Number of international students: 300 (of which 200 are under Erasmus+). Number of accredited degree programs: 122, Bachelor degree (3 yrs.): 54, Master degree (2 yrs.): 41, Master degree (5 yrs.): 10, PhD degree (3-4 yrs.): 17.

University of Stuttgart

The University of Stuttgart is a leading, technically-oriented German university with a global presence.

Basic research that is both insight-oriented and practically-relevant is the key to its functioning. The University educates not only outstanding experts in their chosen domains but also personalities who think globally and interactively and act responsibly for the sake of science, society, and the economy. Through its research and teaching, it fosters the general welfare and contributes to economic success. As an employer, it creates space for diversity and equal opportunity as well as fair treatment for all – regardless of status, age, ethnicity and gender. The University of Stuttgart advocates for open-mindedness, individualism, and community spirit. Thanks to this culture of integration, it is able to create and pass on knowledge for a responsible shaping of our common future. The University of Stuttgart is one of the leading technically oriented universities in Germany with global significance. Located centrally in an economically strong region with vast cultural integration, the University sees itself as a hub of university-based, extramural and industrial research. Furthermore, it takes a role as a guarantor of research-based teaching, focused on quality and holism. The University is dedicated to researching and strengthening the interfaces between technology, society and culture in an interdisciplinary manner, defined as the Stuttgart Way. This means integration of engineering, natural sciences, humanities and social sciences based on the fundamentals of cutting-edge research at a disciplinary level. The University of Stuttgart implements innovative concepts in research and teaching in order to provide knowledge and strategies for a meaningful and sustainable

development. It focuses on basic research that is both know - ledge oriented as well as application related and is actively part of regional, national and international research networks.

In the winter semester 2020/21 a total of 23,855 students were enrolled on 73 bachelor's study programs and 95 master's study programs at the University of Stuttgart. In the financial year 2019, the University of Stuttgart's total budget was 536,055,000 euros, with structure of state subsidy EUR 279.605,000 external funding EUR 232.983,000, other income 23.467,000.

2.2. International cooperation

University of Novi Sad has international cooperation priorities which include cooperation with leading universities in the world, cooperation and networking with leading universities in the region, cooperation with foreign universities able to contribute to the fulfillment of strategic objectives of the Republic of Serbia, Autonomous Province of Vojvodina, four university cities, other local communities, as well as companies situated on the territory of the Republic of Serbia, cooperation with foreign universities located in the geographical areas inhabited by a larger population of Serbian nationality, cooperation with foreign universities which are of significance to the national minorities in the Republic of Serbia, Cooperation with the universities in the region which need support from the University of Novi Sad, Cooperation with universities in underdeveloped countries which need support of the University of Novi Sad in the domains of science, education and capacity building.

The University of Novi Sad needs to extend the range of institutions with which it will cooperate in the field of science and higher education. Bilateral cooperation should be established with leading universities and institutes able to contribute to the development and reputation of the University and its members. Nevertheless, the University of Novi Sad should support the progress of other, less known universities, fulfilling its regional and global mission.

When there are advanced mutual interests of the University of Novi Sad and other foreign institutions, bilateral cooperation needs to be raised to the level of strategic partnership, which includes coordinated activities in a number of different areas, joint coordination of large research and development projects, functional joining of resources which are at the disposal of partner institutions, mutual capacity building activities, a common approach towards third parties, and the like. Strategic partnerships need to be developed selectively and with institution in the region and beyond, which are known for their remarkable results in the fields of science, education and knowledge transfer.

The University of Novi Sad needs to be the initiator, holder and coordinator of large research and development projects, organizer and co-organizer of prestigious high-ranked conferences and other prominent international gatherings, in cooperation with other institutions and international organizations and associations. For this purpose, multilateral agreements on cooperation need to be in place.

The University of Novi Sad needs to be part of existing networks of universities, international organizations and associations, which enable more continual, direct and functional connections in the fields of science, education and knowledge transfer. In the areas where there is a lack of adequate forms of organization, the University of Novi Sad should initiate cooperation and assume responsibility for networking and coordination.

The University of Ostrava is striving to ensure a comparable European level of quality in its degree programs, as evidenced by the fact that it holds the DS Label and ECTS Label certificates.

It regularly extends the range of study programs and subjects in a foreign language (mainly in English). The Faculty of Social Studies also carries out a joint study program, in cooperation with the Fachhochschul Campus Wien and the University of Trnava, in the field of management of social work services in the follow-up Master's degree program. The program of Physiotherapy in the Italian language is realized at a foreign branch in Switzerland, where about 180 self-paying students study. The aim of the University of Ostrava is to create an international academic environment and to increase the number of mobility students and academic staff and to promote cooperation with other universities and research institutes in the Czech Republic and abroad, in order to exchange experience and share education, research and development capacities. The University of Ostrava seeks to provide a level of quality of education which is comparable with the European standard, which is evidenced by the fact that it is a holder of DS Label and ECTS Label certificates. In 2014, the range of programs and courses taught in foreign (especially English) languages has been expanded. Yet, the University of Ostrava is characterized by a low share of outgoing and incoming students in the total number of students at the university, as well as by a low number of foreign academics, researchers and creative staff involved in the education process. Overcoming this unfavourable status quo is a prerequisite for strengthening the quality of study. The aim of the University of Ostrava is to create an international academic environment and to increase the mobility of students and academic staff. Internationalization goals means expansion of the offer of courses taught in foreign languages, introduction of a period in the curriculum dedicated to students' foreign mobility, introduction of an obligation to undertake a foreign mobility or complete a profiling course taught in a foreign language at the doctoral degree level and, as appropriate, also at the postgraduate master/master level, introduction of compulsory subjects taught in a foreign language (mostly in English), accreditation and implementation of joint/multiple degree programs, supporting involvement of foreign experts in the educational process, creating facilities for foreign students, elaboration of an international marketing strategy for defined foreign target groups in priority territories, expansion of the offer of selected degree programs taught in language combinations, especially at the Faculty of Medicine and in doctoral programs, creating organizational, administrative, and personnel infrastructure to deliver these degree programs primarily intended for fee-paying students, preparation and implementation of the concept for the development of language skills among students and staff of the UO (with particular emphasis on English), development and implementation of a system for regular monitoring of foreign students' satisfaction with the services and educational activities received at the UO.

The University of Stuttgart sees itself as an internationally leading research university and a partner for well renowned universities, research institutions and companies abroad. It is strengthening its international profile and the "University of Stuttgart" brand further in order to develop new strategic partnerships – in teaching, research, and transfer of knowledge and technology. The internationalization strategy is incorporated into the university management and faculties and includes activities which already exist. The international exchange is shaped by a welcoming culture. Academic achievements at other universities are recognized in a process which is transparent and standardized. The university looks after its overseas students and guests well. The university's welcoming culture has a positive influence on the cultural life of the city as well as on society. English-language teaching provision and international master's programs are being expanded. Doctorate students go through a standardized applications process. Student mobility as well as the mobility of scientists at the University of Stuttgart should be encouraged,

for example through the opportunity for double degree programs. Students shouldn't just become experts in their field of study, but should also be made into globally-thinking citizens who can operate in different cultures. The main goals mean make comprehensive service orientation a reality to support science, optimize and digitalize central processes in order to become more flexible and reactive y Increase external evaluations, create working conditions to meet health and safety standards, make administration internationally more focused.

2.3. Mobility programs

Participation in mobility programmes of the European Union *University of Novi Sad* have goals to have more extensive exchange of professors, researchers, students and administrative staff, within the Erasmus+ Programme, and other mobility schemes funded by the European Union, is one of the strategic priorities of the University of Novi Sad and its members. In this framework, the aim is to achieve the appropriate balance between the incoming and outgoing mobility at the University of Novi Sad. The University of Novi Sad has a strategic interest do establish and improve the exchange of professors, researchers, students and administrative staff with individual scientific and educational institutions and international organizations and associations whose seat is outside the European Union. This predominately refers to the United States of America, the Russian Federation and the People's Republic of China. The University of Novi Sad is open to the broadest cooperation in the field of science and higher education on the basis of equality and mutual respect. The University of Novi Sad needs to develop and support the digitalization of administrative processes for international projects and mobility programmes in order to effectively acknowledge new mandatory aspects of the EU programme in the fields of education, training, mobility, youth and sport, as well as the EU programme in the fields of science, knowledge and technology transfer. As a fully-fledged member of the Erasmus+ Programme, the University of Novi Sad needs to continually and systematically develop its technical capacity and human resources with the aim of implementing the new European Student Card Initiative, involving full transition to the Erasmus Without Paper system and other tools envisaged for the realisation of new forms of international cooperation. The University of Novi Sad (UNS) needs to develop a consolidated institutional environmental protection and sustainable development policy, grounded on the current international and national policies, laws and practices in the respective field. The University of Novi Sad needs to consistently implement environmental protection measures when managing international projects and mobility programmes. Abiding by the existing regulations and improving local practices, the University of Novi Sad will contribute to the reduction of the adverse environmental impact when implementing international projects and mobility programmes. The measures and good practices which are already in place to a certain extent include cost-effective travel choices, digitalisation of administrative procedures, communication via online platforms, e-publications, usage of online promotional materials, and development of strategic cooperation with relevant stakeholders involved in environmental protection activities. The University of Novi Sad needs to support inclusiveness and equal opportunities with regards to participation in international projects and mobility programmes and develop a joint institutional policy which would ensure a higher extent and quality of participation of all vulnerable, disadvantaged and underrepresented groups. The measures and policies adopted at the University of Novi Sad should encompass disability, poor socio-economic backgrounds, educational difficulties, cultural differences, geographical obstacles, health problems, refugees, and all other disadvantaged groups. The University of Novi Sad shall support

civic engagement and active citizenship activities in the internationalisation process. With the help from its student organisations, the University of Novi Sad needs to integrate international students into the local social community via activities beneficial for its development, find mechanisms for acknowledging and recognising students' community volunteer work, and develop cooperation with all the sectors of society which facilitate civic engagement of students and staff. The University of Novi Sad should encourage student mobilities which entail traineeship along with studies aimed at strengthening civic engagement and active citizenship at partner universities. The University of Novi Sad needs to support international projects with a clear indication of contribution to the social community.

The **University of Ostrava** includes six faculties offering a broad spectrum of branches of study, which create significant potential for collaboration with external entities in the city, region, and abroad. In our case, the third role of the university includes collaboration with external entities which can be divided into the following target groups: 1) cultural institutions, 2) educational institutions, 3) media and the general public, 4) business sector, 5) public sector and administration, 6) non-profit and civic sector, 7) medical facilities, 8) physical education and sports organizations. Currently, cooperation with these institutions often takes place on an individual basis, sometimes even without stating the university affiliation. There is no institutional framework to coordinate and promote collaboration activities. The university seeks to be actively involved in the life of the region, and thus to offer its potential to develop it and solve its many problems. The aim of the University of Ostrava is to take a more active role in the life of the region by further developing cooperation with stakeholders from business, public, non-profit, cultural, medical, and education sectors.

Measures of this activities are development of various forms of mutually beneficial cooperation with external entities, formalization of the existing long-term relationships with external entities and creation of a system of benefits for these entities, systematic involvement of graduates as intermediaries to establish cooperation. Indicators are number of contracts and agreements with external entities, number of projects implemented in cooperation with external entities, number of employees engaged in third-role activities of the university, number of students engaged in third-role activities of the university, number of contracts and agreements with external entities in which UO graduates are involved.

The section of International Relations at the University of Ostrava is mainly engaged in ensuring normal operation of mobility under Erasmus+ programme. Measures of this activities: establishment of the Centre for International Affairs of the University of Ostrava, which will allow to initiate and shape the vision of the University of Ostrava in international affairs, creation of methodology for the evaluation of the results of international cooperation and of the international status of the UO and its implementation, creation of rules for admission of foreign experts and practitioners to systemic positions of extraordinary professors, involvement of the UO in international university networks, creation of a quality website presentation of the UO in English. Indicators are: establishment of cooperation with recruiting organizations in order to gain greater number of foreign students, regular participation of the UO in international education fairs (EAIE, NAFSA, etc.), creation of a central registry of international treaties of the UO and its components, creation of an advisory body with international participation – International Advisory Board – which will include employees of foreign universities from respective international cooperation department and foreign experts on internationalization, setting up motivational distribution of financial resources allocated for internationalization. Indicators: rules for admission of foreign

experts and practitioners to systemic positions of extraordinary professors, centre for International Affairs of the University of Ostrava, international Advisory Board. § Central registry of international treaties, proportion of centrally registered contracts, website presentation of the UO in English, number of visited international fairs, proportion of active international treaties.

The **University of Stuttgart** opens opportunities for the cooperation of complementary disciplines in a unique manner, enabling them to raise new questions and jointly developing answers with the Stuttgart Way. The University strengthens the networking of diverse thematic and methodological approaches to knowledge in research and teaching through the integration of engineering, natural sciences, humanities and social sciences. The University of Stuttgart is a research university with a world-wide reputation at the pinnacle scientific and technological progress. The University achieves this position through its strength in interdisciplinary research and disciplinary networking as well as its cooperation with strong regional, national and international partners. It is committed to gaining and promoting exceptional individuals at all stages of an academic career. The University of Stuttgart appeals to talented and diligent students, inspiring them for sciences from day one through research-based teaching and learning. The University shapes the conditions for degree programs that are methodologically of high value. These are holistic, designed to lead to a successful degree and a comprehensive education of personality. Through its wide range of attractive offers the University creates a life-long affiliation with its alumni. The University of Stuttgart is a reliable and innovative partner with a world-wide reputation for the transfer of knowledge and technology in business, science and the community. The University relies on and strengthens the region as a place of social reflection, paving the way for innovation through excellent researchers and visionary inventors linked with local tradition. The University of Stuttgart invites creative and motivated individuals at all stages of their careers and is a reliable and attractive employer. The University strives for equal opportunities, diversity and the balance of work and private life. It promotes enthusiasm and motivation in its employees through a leadership culture full of respect, providing attractive career opportunities for further education and personal development. The University of Stuttgart promotes divergent thinking through its international orientation, attracting students and academics worldwide and educating graduates that operate responsibly in a variety of contexts both at home and abroad. The University anchors international and intercultural perspectives in its issues, methods, content, programs and working practices, whilst cooperating with international partners.

Main goals: maintain good scientific practice in the transfer of knowledge and technology y Promote transfer projects which are socially and economically relevant, actively communicate achievements in research and innovation (university as a brand) y Increase the internationalization of the knowledge and technology transfer, make easier access to transfer of knowledge and technology services, increase the use of intellectual property, educate students about and promote the benefits of entrepreneurialism.

The university's welcoming culture has a positive influence on the cultural life of the city as well as on society. English-language teaching provision and international master's programs are being expanded. Doctorate students go through a standardized applications process. Student mobility as well as the mobility of scientists at the University of Stuttgart should be encouraged, for example through the opportunity for double degree programs. Students shouldn't just become experts in their field of study, but should also be made into globally-thinking citizens who can operate in different cultures

The University of Stuttgart cooperates with foreign universities in both research and teaching. This can mean participation in research alliances, exchange programs or dual-degree study programs. The world map shown here pinpoints partner universities and selected cooperation. With 320 cooperation around the world, the University of Stuttgart is part of a global network: A: North America-17 direct partnerships, 6 country programs totalling more than 60 universities; B: Latin America 28 cooperation; C: Europe ca. 240 relationships in 32 countries; D: Africa 4 cooperation; E: Asia 22 cooperation; F: Oceania 10 cooperation

The University of Stuttgart is committed to continuing on its path to becoming an internationally leading research university. Internationalization is a qualitative process which affects all departments and member groups at the university, with their array of international activities. It is the basis of increasing our competitiveness in the Stuttgart region with a number of global market-leading companies and developing our graduates into innovative, socially responsible, globally conscious and interculturally educated people.

The university is also focusing on increased internationalization when it comes to knowledge and technology transfer by organizing it with partners from the Strategic. It is important to create awareness of the necessity of a goal-oriented internationalization strategy in University studies and research at the University of Stuttgart are becoming more internationalized, meaning that the foreign language skills of members of the university are improving, English-language courses at master's degree level is continuing to grow (25 percent by 2020), English-language courses at bachelor's degree level are being introduced, there are more lecturers with international experience. The level of outgoing mobility is increasing, meaning that the process of getting foreign examinations recognized is uniform and more transparent, double/joint degree programs in bachelor's and master's degree programs are being expanded, the opportunities to spend time abroad are promoted more heavily.

International Network University of Stuttgart SINUS and encouraging exchange between the similar institutions abroad. The University of Stuttgart has concluded strategic partnerships with select foreign universities. Already in place are ones with Jiao Tong University in Shanghai and Saint Petersburg Polytechnic University, for example. Others are being prepared for or in the planning stage. The cooperation's span multiple areas. With Shanghai Jiao Tong University, for example, a Joint Research Lab is being set up in China for Stuttgart and Shanghai scientists to do collaborative research on Industry 4.0 projects. For decades, we have enjoyed an active, friendly exchange with professors of the Georgia Institute of Technology that resulted in a dual-degree Master's study program in Mechanical Engineering in which both institutions confer degrees. Partners: Shanghai Jiao Tong University in China, Saint Petersburg Polytechnic State University (SPbPU) in Russia, University of Bergamo (Università degli Studi di Bergamo) in Italy.

IV. Analysis of internal environment and achievements in the field of internationalisation in the period 2017-2020.

During recent years the University of Donja Gorica has significantly intensified its efforts towards internationalisation, recognizing the opportunity and obligation to provide its academic and administrative staff, and above all to its students, with the opportunity to gain international experience through cooperation, both with academic institutions and business sector. These experiences are of particular importance to graduate students who in greater number start their work abroad, and their job hunting on the global market.

There are 23 study programs at BSc level, 40 at MSc level and 10 at PhD level. Among them, there is one programme carried out entirely in English language – International Hospitality and Management (VATEL) at the Faculty of Culture and Tourism, initiated within the franchise, in cooperation with Azmont Investment and VATEL International Business School which is officially awarded Best Hospitality Management School in the World.

For this reason, international students have individual classes with professors or mentors. However, most of the faculties offer up to 10 courses per study program in English to both international and domestic students (part of “internationalisation at home”) in the event when all domestic students in each class accept English as major language for that course.

Specifically, UDG is focused on the internationalization of some of its study programmes particularly:

- Undergraduate studies "International Hospitality and Management" at the Faculty of Culture and Tourism
- Master studies in “European Masters in Official Statistics (EMOS)” at the Faculty of International Economics, Finance and Business started according to a standardized programme accredited by Eurostat³
- Master studies "Cyber Security" at Humanistic Studies have been enhanced within the Tempus project "Enhancement of cyber educational system of Montenegro - ECESM"⁴ funded by European Commission, and this programme is compatible with similar studies implemented by Royal Holloway University of London and Global Cyber Security Center (Italy), as well as with studies at Tallinn University of Technology (Estonia)
- Master studies "Health Management in Informatics" at the Faculty of International Economics, Finance and Business, within the Erasmus+ project "Enhancement of study programs in Public Health Law, Health Management, Health Economics and Health Informatics in Montenegro"⁵ funded by the European Commission. This programme is compatible with the Joint Master Program Health Economics and Management⁶ implemented by University Innsbruck, Austria; Erasmus University Rotterdam, Netherlands; University of Bologna, Italy and the

³ European Statistical System: <https://ec.europa.eu/eurostat/home>

⁴ TEMPUS project „Enhancement of cyber educational system of Montenegro – ECESM” <http://ecesm.net>

⁵ Erasmus+ project "Enhancement of study programs in Public Health Law, Health Management, Health Economics and Health Informatics in Montenegro" <http://ph-elim.net>

⁶ <http://eu-hem.eu>

University of Oslo, Norway, and upon its accreditation it is expected to be further internationalized in the form of accession to the abovementioned program at EU level.

- Undergraduate studies “Chinese Studies” were Bologna accredited with 180 ECTS credits with undergraduate studies which would last 3 years. “Chinese Studies” is organized as a separate study program within the Faculty for Culture and Tourism at UDG. Chinese Studies were organized in cooperation with a group of universities from China. At least five professors from China give lectures at different levels of study and within different fields of studies on China. Language courses are provided through 2 different channels: within the cooperation with Universities from China or through Confucius Institute. It is mandatory for all students to spend their fifth semester on study exchange program at one of universities in China that we have cooperation with. In addition, students do internships in Chinese institutions and companies in Montenegro for a period of at least one month. Also, special attention is given to knowledge of informatics, research methodology and understanding of financial markets of China, as well as system of innovation in Chinese companies.

Internationalisation aspect of the above study programmes is expected to attract more international students in the future. Even though these programmes have a strong international component, other programmes also have potential for internationalisation as well, as the curricula of study programs is contemporary, and it focuses on capabilities rather than just knowledge of students. In this aspect, the University is led by clear vision and strong leadership with commitment to quality.

In terms of mobility, students are actively encouraged to take opportunities for international mobilities, and the University is focused on creating a mindset and atmosphere at the university where this is regarded as highly desirable and advantageous for students. Students are provided with support when choosing courses on host institutions so that ECTS awarded there are recognized on their return, which has always been the practice.

The decision to have required English level B2.2. and another foreign language level A2.2 for all students in order to receive their diploma, regardless of the study program, speaks to this regard. On the other hand, language skills of majority of academic staff are at the level that they can easily hold their courses in English, which is a major strength towards having bilingual study programmes.

Academic and non-academic staff are motivated to participate more actively in various interdisciplinary activities (study visits, projects, conferences, etc.), which is included in the criteria for the election of professors in academic positions.

In terms of internationalisation of research, there is a significant positive trend in the number of international research projects and the number of staff involved in those projects. However, small number of international staff employed at the University as well as the fact that academic staff is primarily focused on teaching with only part of the working hours dedicated to research, with no researchers who are employed exclusively for research, remains a challenge in improving this trend even further.

The remainder of this section presents data from the field of internationalization at the University of Donja Gorica for the most recent period, presented through the following subsections: Field of education, Student and staff mobility, Scientific and research area and involvement in European projects, and International ranking of UDG.

1. Field of education

1.1. Number of programmes

The number of study programmes various levels at the University of Donja Gorica is presented in Table 1:

Table no. 1: Number of study programmes at UDG

	Total	Taught in English
Bachelor	23	1
Master	39	3
PhD	7	/
Double degree programmes (at all three levels)	2	/

1.2. Number of domestic and international students

The number of domestic and international students at the University of Donja Gorica enrolled at BSc level for each given year is shown in Table 2:

Table no. 2: Number of domestic and international students enrolled at BSc level in a given year

	2017/18	2018/19	2019/20	Total
Domestic	873	902	1031	2806
International	11	23	33	67
% of total	1,24%	2,49%	3,10%	2,33%

The number of domestic and international students at the University of Donja Gorica enrolled at MSc level for each given year is shown in Table 3:

Table no. 3: Number of domestic and international students enrolled at MSc level in a given year

	2017/18	2018/19	2019/20	Total
Domestic	107	125	186	418
International	3	4	3	10
% of total	2,73%	3,10%	1,59%	2,34%

The number of domestic and international students at the University of Donja Gorica enrolled at PhD level for each given year is shown in Table 4:

Table no. 4: Number of domestic and international students enrolled at PhD level in a given year

	2017/18	2018/19	2019/20	Total
Domestic	16	10	26	52
International	2	1	3	6
% of total	11%	9%	10%	10%

1.3. Number of agreements with foreign institutions

The number of agreements and memberships that the University of Donja Gorica has with foreign higher education institutions is presented in Table 5:

Table no. 5: Number of international agreements

Number of signed bilateral/multilateral international agreements	130
Number of international networks memberships	12

Among others, the University of Donja Gorica is proud to point out the membership in international networks: Baltic Management Development Association (BMDA) <http://www.bmda.net/BMDA>; UNIADRION (Association of Universities of the Adriatic-Ionian areas) <http://www.uniadrion.net/>; CEEPUS Network (Central European Exchange Program for University Studies) <https://www.ceepus.info/>; ANSO – Alliance of International Science Organisations; <http://www.anso.org.cn/>; COST Action (The European Cooperation in Science and Technology) <https://www.cost.eu/>; European Statistics EMOS <https://ec.europa.eu/eurostat/web/european-statistical-system/emos>; International Network Vatel <https://www.vatel.com/en>.

Distinguished professor from UDG are members of Mont Pelerin Society, cooperate with Liberty fund, Heritage foundation, The Entrepreneurial Institute of Washington.

1.4. Human resources of the University

The number of staff employed at the University of Donja Gorica is given in Table 6:

Table no. 6: Number of staff

	Total	International (those who don't have citizenship)
Teaching Faculty	around 300	2
Researchers		0
Non-Academic Staff	27	0

Here it is important to note that there is no separate number for staff involved in research only. For teaching staff, about 30% of their time is oriented towards research, but this somewhat varies across faculties and individuals.

2. Student and staff mobility

2.1. Outgoing student mobility

The number of UDG students who experienced international mobility is given in Table 7 for each year, while the breakdown of those numbers per country is given in Table 8 with geographical representation of outgoing student mobility illustrated in Figure 1.

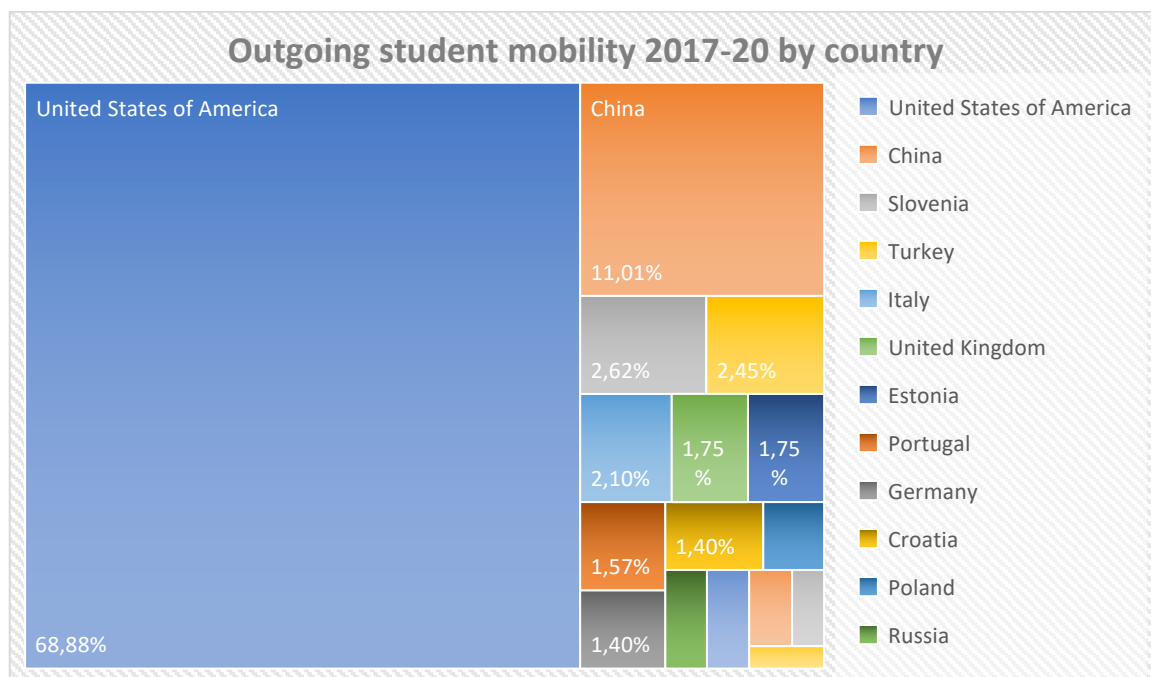
Table no. 7: Outgoing student mobility per year

	2017/18	2018/19	2019/20	Total
Total (Erasmus, Ceepus, other international programmes)	220	335	17	572

Table no. 8: Outgoing student mobility 2017-2020 by country

COUNTRY	NUMBER	COUNTRY	NUMBER
Germany	8	Czech Republic	1
Slovenia	15	China	63
France	2	Croatia	8
Australia	1	Belgium	1
Italy	12	Austria	1
Poland	5	Switzerland	5
Hungary	3	Estonia	10
United States of America	394	Portugal	9
United Kingdom	10	Japan	1
Turkey	14	Bulgaria	4
Russia	5		
TOTAL		572	

Figure 1: Outgoing student mobility 2017-20 by country



2.2. Incoming student mobility

The number of international students who visited UDG through different incoming mobility programmes is given in Table 9 for each year, while the breakdown of those numbers per country is given in Table 10 with geographical representation of incoming student mobility illustrated in Figure 2.

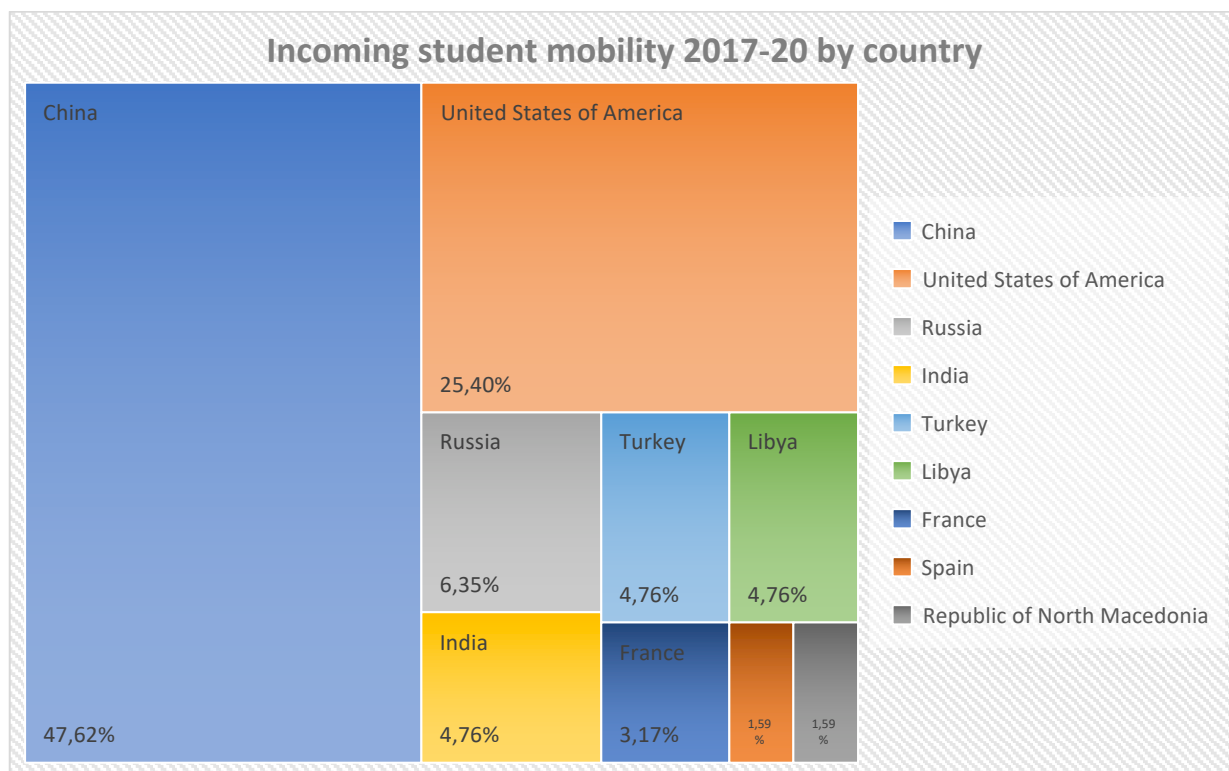
Table no. 9: Incoming student mobility per year

	2017/18	2018/19	2019/20	Total
Total (Erasmus, Ceepus, other international programmes)	16	22	25	63

Table no. 10: Incoming student mobility 2017-2020 by country

COUNTRY	NUMBER	COUNTRY	NUMBER
Spain	1	Russia	4
India	3	Libya	3
Turkey	3	China	30
France	2	United States of America	16
Republic of North Macedonia	1		
TOTAL		63	

Figure 2: Incoming student mobility 2017-20 by country



2.3. Outgoing staff mobility

The number of staff at UDG who experienced international mobility is given in Table 11 for each year, while the breakdown of those numbers per country is given in Table 12 with geographical representation of outgoing staff mobility illustrated in Figure 3.

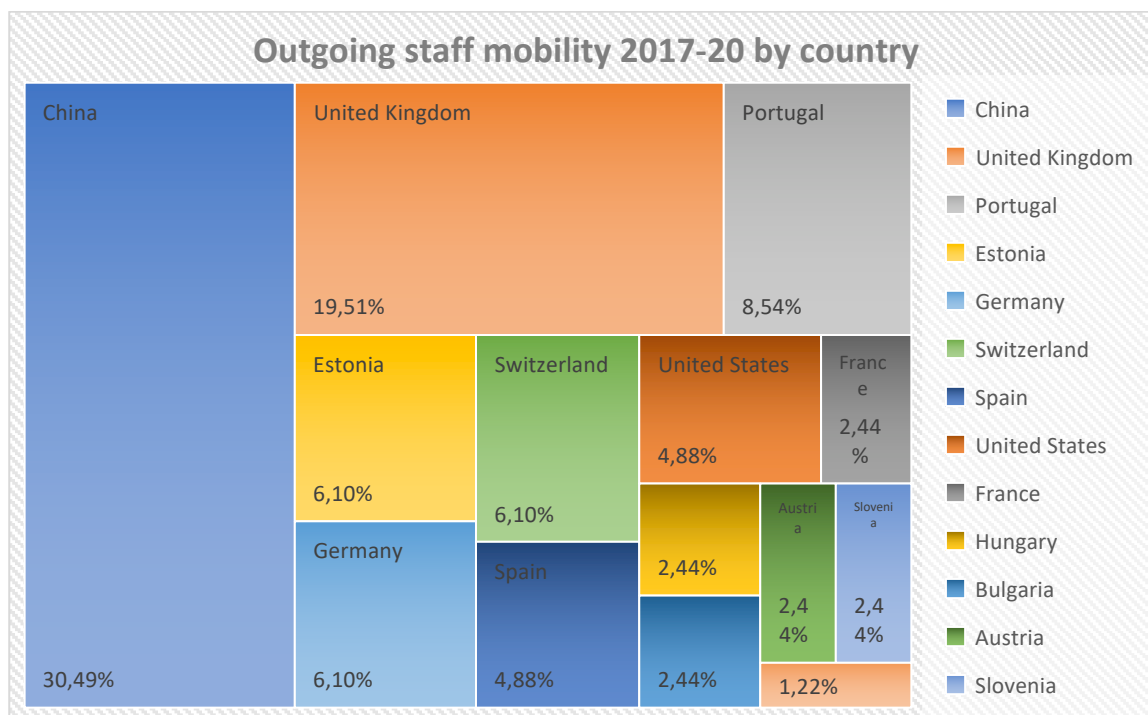
Table no. 11: Outgoing staff mobility per year

	2017/18	2018/19	2019/20	Total
Total (Erasmus, Ceepus, other international programmes)	32	27	23	82

Table no. 12: Outgoing staff mobility 2017-2020 by country

COUNTRY	NUMBER	COUNTRY	NUMBER
United Kingdom	16	Spain	4
France	2	Austria	2
Estonia	5	United States	4
Portugal	7	Japan	1
Hungary	2	Slovenia	2
Germany	5	China	25
Bulgaria	2	Switzerland	5
TOTAL		82	

Figure 3: Outgoing staff mobility 2017-20 by country



2.4. Incoming staff mobility

The number of international staff visiting UDG through different incoming mobility programmes is given in Table 13 for each year, while the breakdown of those numbers per country is given in Table 14 with geographical representation of incoming student mobility illustrated in Figure 4.

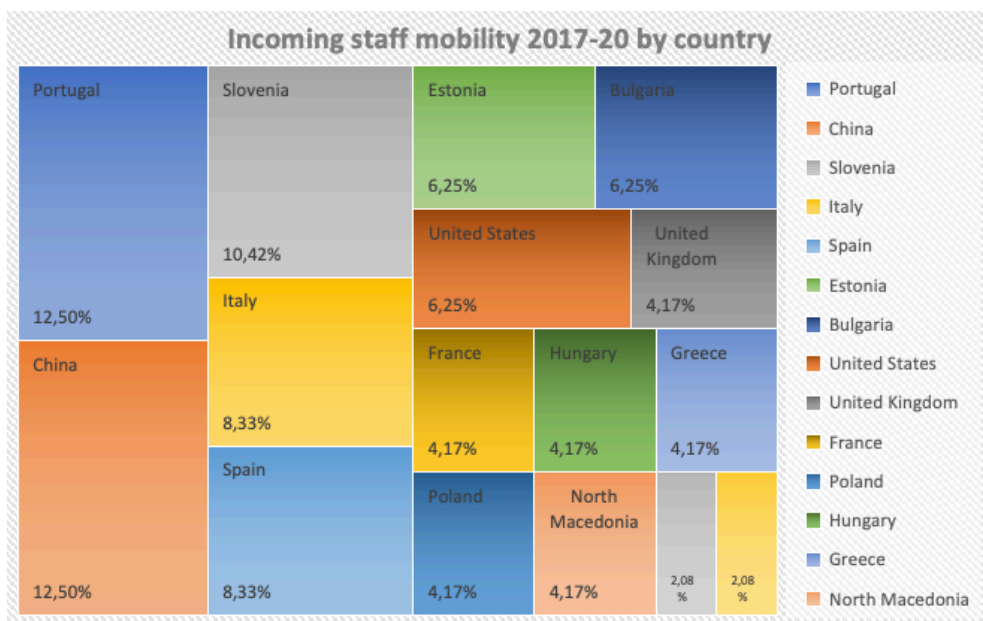
Table no. 13: Incoming staff mobility per year

	2017/18	2018/19	2019/20	Total
Total (Erasmus, Ceepus, other international programmes)	18	16	14	48

Table no. 14: Incoming staff mobility 2017-20 by country

COUNTRY	NUMBER	COUNTRY	NUMBER
United Kingdom	2	Bulgaria	3
France	2	Austria	1
Portugal	6	Greece	2
Estonia	3	Spain	4
Slovenia	5	Romania	1
Italy	4	United States	3
Poland	2	North Macedonia	2
Hungary	2	China	6
TOTAL		48	

Figure 4: Incoming staff mobility 2017-20 by country



3. Scientific and research area and involvement in European projects

3.1. Number of Research Units

Table 15 shows the number of research units at the University of Donja Gorica.

Table no. 15: Number of research units

Number of Research Units	7
Number of Research Units with International Evaluation	5

3.2. Scientific publications (ISI-Wob)

Table 16 shows the number of scientific publications by staff employed at the University of Donja Gorica.

Table no. 16: Number of scientific publications

Number of articles published by researchers employed at the institution	979
Number of journals published by the institution	4
Number of highly cited papers (in top 1% based on the total number of citations in the specific field in one year)	n/a
% of publications with international collaboration	70%

3.3. International conferences

The Table 17 represents the number of conferences (scientific and non-scientific, open or closed) organized by the University of Donja Gorica in each given year.

Table no. 17: Number of international conferences at UDG per year

	2017	2018	2019	Total
Total	15	12	11	38

3.4. Research projects

The Table 18 shows the number of research projects granted to the University of Donja Gorica in each given year.

Table no. 18: Number of research projects

	2017	2018	2019	2020	Total
International	8	9	11	17	45
National	0	3	5	7	15
TOTAL	8	12	16	24	60

3.5. Research funding (from 2016 to 2019) in euros

Table 19 below shows source of funding for research for the University of Donja Gorica.

Table no. 19: Research funding

State budget	/
Private sector	1.5 million
EU and international funds	3 million

3.6. Research fellowships

The table below represents the number of incoming and outgoing fellowships including Marie Currie, Humboldt, Fulbright etc., as well as MSc, PhD and postdoc research mobility.

Table no. 20: Number of research fellowships

	2017/18	2018/19	2019/20	Total
Incoming	7	1	2	10
Outgoing	18	22	5	45

4. International ranking of UDG

As University of Donja Gorica is relatively young University at this moment it does not accomplish all criteria for rankings on the Academic Ranking of World Universities (Shanghai) or Times Higher Education Ranking list. However, when it comes to webometrix analysis[1] in the context of service to society, and according to the parameters of openness, excellence and presence, UDG is currently at about 5,000th position, while the average rating is impaired by the “impact” category as UDG has limited possibilities for improving the situation due to its size.

V. SWOT analysis in the field of internationalization

Through the SWOT analysis we shall try to establish the strengths, weaknesses, opportunities and threats that determine our future strategic activities in the field of internationalization. The strengths and weaknesses are internal factors and therefore, controllable, while the opportunities and threats are the external factors.

Figure 5: SWOT Analysis of Internationalisation of UDG

Strengths	<ul style="list-style-type: none"> • Good infrastructure at the university (equipment, library services etc) • Leadership and vision, and commitment to quality • Training and motivation of the staff • Low tuition fees at UDG compared to universities abroad • Curricula that focuses on capabilities rather than just knowledge of students • Innovative study programs recognised by the domestic and international labour market • English and one other foreign language already required for all students • Language skills of most academic staff • Digitalisation of the university
Weaknesses	<ul style="list-style-type: none"> • Lack of adequate budget for internationalisation • Low motivation of staff and students for international mobility • Low participation in international mobility by certain units • Lack of motivation schemes for academic staff to do more research • Lack of double and joint degrees • Lack of information and promotion of the university for international students • Low position at international rankings
Opportunities	<ul style="list-style-type: none"> • Long-lasting international partnerships and collaboration • Increased international demand for higher education • Cross-border cooperation on the national level • Trends in HEI internationalisation • Digitalisation trends in HEI
Threats	<ul style="list-style-type: none"> • Strong international competition • Economic impact of Covid-19 which means lower national income • Other global crises, like economic crises or further pandemics which halts physical mobility

VI. Key stakeholder's expectations

1. Expectations of the Student Council

Student Council President recognized opportunities for students offered on both bachelor and postgraduate studies. An idea that UDG students should not compete on local, but rather global market, and compare themselves with students from all around the world, is a main idea provided to students since their first contact with the University. President of a Student Council realized that among the best students, this idea is highly accepted.

Motivating students to make their moves when it comes to Internalization, and utilize given opportunities, should be one of the main activities in the opinion of Student Council. Biweekly presentations of an international network of UDG and successful stories of the students who benefited from it, could be influential to many indecisive students.

Council understands that internalization is crucial for the global recognition of UDG and one of the main reasons for high school students interest in UDG and their later enrollment. Students would, in Student Council opinion, be interested in a short term internship, but in order for them to be successful, internships in companies from Montenegro should be provided as a "training" for international experience.

Most of the students support exchanges and stays abroad, but a large number of them often drop out in the last moments before leaving, and many never decide to try to apply for a scholarship. This is one of the reasons why motivation, and "preparing" students for a stay abroad are very important for students. Many subjects of all faculties point out the importance of internationalization and the multitude of scholarships and other opportunities that UDG offers.

Therefore, it would be good to motivate students more often and perhaps in a less formal way. Pointing out what has been done, presenting opportunities and new international initiatives, is crucial. The Student Council suggests that at some sessions, coordinators for international cooperation, and anyone else who is connected and has knowledge about international cooperation, scholarships, internships, etc., take part and talk about it, because internationalization of students is absolutely one of the goals of the Student Council.

Exchange processes are not always simple, but the University always provides support wherever possible and this is very important. When students start the application process, they usually deal with optional complicated situations. International Office of UDG has been always in service for all possible complex situations, especially when it comes to administration. It is more important to start the process, because when it starts, then the students have a motive to finish it, regardless of any problem. Exchange processes are usually maximally simplified, UDG support is always present, and students are introduced from the start to everything they can expect from an exchange.

Therefore, the Council and other student bodies of UDG are always willing to support internationalization and organize concrete activities and proposals that will contribute to it.

2. Expectations of key employees

At the meeting of key employees, it was overall conclusion that the internationalization should be one of the highest priorities in development strategy of University of Donja Gorica. It should continually work on establishing and improving cooperation with European and other universities. The focus should be put on: creating a bilateral cooperation agreements, realization of joint international educational and research projects, mobility of students and university staff, participation in seminars, conferences and other academic gatherings, professional training programs etc. in order to promote academic cooperation and to establish quality base for strengthening international cooperation.

Active participation in the Erasmus Mundus projects and other projects of mobility of students and university staff enables them to expand and improve their knowledge and skills at prestigious universities and colleges all around Europe and the world. But, contrary to the outgoing mobilities, the number of incoming mobilities is still not at satisfactory level, and in that sense, it should work on introduction of courses in English at UDG, promotion of university at international level, introduction of online courses etc. Also, it should work on introduction and accreditation of internationally recognized study programs at different faculties, at different education levels, in cooperation with prestigious universities from all over the world.

The expectation is that this is a continual process, and each staff member should contribute. In order to support academic staff's initiatives, the following logistic support is needed: access to databases, sharing project calls (even each of us put significant efforts on searching available calls, it would be important if someone is responsible for collecting and sharing). Internationalization should contribute to increasing the rank of our University, promoting its vision and goals, but also, perhaps more importantly, creating a new quality of education, work and life. The most important thing is that the process of internationalization, both internal and external, is as transparent as possible and that it includes (although at different levels) absolutely every employee and every student. This is the only way to react to all the "symptoms" during its incubation and the only way it can be sculpted to perfection. Undoubtedly, such processes are certainly difficult to manage then, since they include many segments, but also many participants. Employees believe, however, that with a solid and well-thought-out strategy, such a thing can be achieved. In that sense, they are ready to contribute in accordance with their abilities.

UDG will succeed by joining as many young researchers and students from abroad as possible, and there is a belief that there is still a lot of room for better internationalization, and that we should continue to work more intensively with American and Asian universities, which, especially after the end of the corona-virus crisis, should be a parameter for continued work and development.

3. Expectations of administrative and supporting staff

The meeting for administrative and supporting staff was attended by: administrative and support staff from the Center for Foreign languages UDG, library staff, coordinators of the faculties that perform administrative duties, technical staff of the University, department of finance, UDG international office staff and the Student business Center administrative staff.

The administrative and support staff from the Center for Foreign languages expressed that their expectations are directed to the increase in the number of the exchange students, promotion of the Montenegrin culture and language among the exchange students.

The library staff mostly had expectations in connection with electronical library databases with larger and or international databases. In other views they expressed that the organization of book clubs involving students that also come from the abroad could be a significant improvement. When talking about the increase of literature and books in other languages they expect to improve in that field as well, but they do consider they are fairly well equipped when it comes to foreign literature, especially in English.

The coordinators of certain faculties, where they perform administrative duties and coordinate studies, have expressed expectations towards exchange of students as well as staff exchange. They believe that additional practice abroad could help the students and the staff to improve their skills and knowledge. Improvement on the information available to foreign students, especially electronic information, i.e. student panels is an area they believe that should be worked on.

Technical service staff has expectations in the field of staff exchange, especially in their area, where they believe that exchange could increase their skills and knowledge of languages, English especially. Organized training courses in the field of technical or IT skills are also among their expectations, gaining experience in observing how other or larger technical services operate would be useful for their future development.

Finance department expressed their thoughts as well, marking staff exchange among their top expectations.

Administrative staff from Student Business Center also gave their input, marking interproject coaching as one of their expectations. International office staff of the University listed networking, international conferences, increase in the number of international projects in which the institution can be involved in, as well as increase in foreign professionals and academic staff when it comes to networking and engaging them in teaching at our University, as their most important expectations.

The Laboratory staff of the Faculty for Food Technology, Food Safety and Ecology has expectations in connecting our laboratory with international laboratories, as well as enabling staff exchange between the mentioned, they also added expectations directed to the increase of research opportunities and research staff exchange.

To conclude, the meeting on the expectations of the administrative and support staff of the University was marked as successful and gathered important information as well as input that

could be marked as useful in improving the current Strategy of Internationalization, according to the comments and suggestions provided by the partners.

VII. Mission, values and vision

1. Mission and values of UDG

UDG dedicates significant attention to developing the internal quality processes and culture. The mission of the University of Donja Gorica (UDG), a private higher education institution, is to meet the highest academic standards and to equip students with extensive knowledge and practical skills. This is done through constant improvement of teaching methods, through conduct of rigorous academic research and through an active role in society developments. In order to fulfill its mission, UDG is committed to constantly contributing to the development of higher educational system, by following and taking active part in international trends and developments. It is dedicated to developing quality culture by providing its students and staff with the opportunity to attend seminars and workshops, as well as leadership trainings in order to be more acquainted with the quality assurance process and ready to contribute to its development. The specific steps that need to be taken in order to fulfill the mission, as well as rules and procedures that will guarantee highest quality, are defined and extensively discussed in the two main documents: The UDG Strategy for Quality Assurance and the Rulebook on Self evaluation of study programs, lectures, professors and all other units of the University. The rules specified in these two documents are actively applied at all faculties at UDG.

2. Vision of UDG's internationalization

The University of Donja Gorica strives to prepare interculturally and globally competent graduates, by providing internationally recognized curricula, promotion of opportunities to study and do research abroad, along with fostering internationalization opportunities at home. By 2026 the UDG will be a recognized and internationalized institution known after intercultural and globally competent graduates. It is UDG's internationalization vision to be recognized as institution that strives:

- To educate students to have the knowledge, skills and attitudes to be globally and interculturally involved citizens.
- To create learning atmosphere that supports and values global and intercultural perspectives.
- To promote and enable mobility for students, teachers and researchers and administrative staff.

- To further develop cooperation and strategic partnerships with higher education institutions within and outside the European Union, as well as stronger relations with universities in the region.
- To recognize the importance of and give visibility to the results obtained by teaching staff and researchers who participate in mobility programs and in cooperation and research projects where the university is one of the partners.
- Promote multilingualism at the University of Donja Gorica.
- To offer multiple internationalization opportunities at home.

VIII. Internationalisation Strategy 2021-2026

In order to realize this vision of internationalisation of the University, it is necessary to divide the focus into several priority areas:

PRIORITY AREA 1: Student and staff mobility

PRIORITY AREA 2: Quality international scientific research

PRIORITY AREA 3: Internationalisation at home

For each priority area a set of objectives is clearly defined, based on the desired outcomes but keeping in mind that the goal needs to be reachable. The Action Plan given in the next chapter gives a set of measures and indicators for each objective defined in this chapter.

1. PRIORITY AREA 1: Student and staff mobility

Physical mobility across countries (students, academic staff, administrative staff etc.) still remains the most important and wide-spread means of internationalisation. It brings various benefits both to those individuals and the home and host institutions. International experience and direct contact with other cultures and nations shapes and educates citizens of the world, which has never been more important for working in a contemporary global environment. Although the main value of mobility is for those individuals involved, the home institution has indirect value when those students return and add their experience to the social environment at the university.

Systematic mobility as a key component of a high-quality and open higher education area can expand the horizons of students and open higher education area can expand the horizons of students and graduates and strengthen their ability for inter-personal communication and collaboration. It also positively influences the development of soft skills, such as intercultural

awareness, adaptability, flexibility, innovativeness, productivity, motivation, endurance, problem solving abilities and being able to work productively in a team and in global society.⁷

These skills, which we consider to be part of the “intensity of life” in the aforementioned “Professor’s equation, together with knowledge, create overall capacities of students which is reflected in their greater employability.

Besides student mobility, academic staff mobility is beneficial on multiple levels as it contributes towards internationalisation of teaching, learning and research, innovativeness in teaching and hence better quality of education provided to the domestic students.

Without doubt focus on encouraging mobility must be systematic, together with appropriate support activities such as guidance and counselling.

Table no. 21: Priority Area 1 Objectives

Objective 1.1. INCREASE OUTGOING STUDENT AND STAFF MOBILITY BY 5%			
No.	Activity	Indicator	Responsible body/person
1.1.1	Promote available outgoing mobility programs	Number of promotional activities (info days). Goal: twice per year.	Student services office (SSO), International cooperation office (ICO)
1.1.2	Intensify outgoing student and staff mobility by their involvement in available mobility programmes	Number of applications compared to number of available slots. Goal: No available opportunity goes unused.	International cooperation office
1.1.3	Intensify cooperation with foreign companies for students to do internships abroad.	Number of agreements with foreign companies.	International cooperation office
1.1.4	Strengthen the support system for the improved quality of international mobility	Pre- and post- mobility interviews done with each student at the ICO. Regular communication during mobility.	Student services office, International cooperation office
1.1.5	Drafting and adopting internal regulations regarding outgoing student and staff mobilities	Adopted Regulations on international student mobility and Regulations on international staff mobility	Deans, Prorector
Objective 1.2. INCREASE IN THE INCOMING MOBILITY BY 5%			

⁷ Bracht, O. & Engel, C., Janson, K., Over, A., Schomburg, H., Teichler, U. (2006). The professional value of Erasmus mobility. Final report presented to the European Commission – DG Education and Culture

No.	Activity	Indicator	Responsible body/person
1.2.1	Intensify cooperation and involvement in mobility programmes regarding incoming mobility	Number of applications compared to number of available slots. Goal: No available opportunity goes unused.	International Cooperation Office
1.2.2	Promote programmes of incoming mobility to UDG	Number of presentations in international education fairs (online or in-person). Goal: At least once a year.	Student services office, International cooperation office
1.2.3	Strengthen the support system for incoming international students	Orientation Weeks organized. Appointed mentors to international students to help them integrate.	ICO, Student Council
1.2.4	Offer courses of Montenegrin language to international students and staff	Courses of Montenegrin language organized. Goal: twice per year.	Center for Foreign languages
1.2.5	University and faculties websites in English language, student panels after log in in English language	English version of websites maintained and updated regularly.	Technical Services
1.2.6	Create and publish promotional and informational materials in English	UDG Inside – main informative medium for prospective students in English language. Social media posts in both Montenegrin and English.	Student services office, International cooperation office

2. PRIORITY AREA 2: Quality international scientific research

For high quality research activities, it is necessary for research results to be contemporary, visible, and internationally recognized. Even though scientific research is still carried out individually, international collaboration should be enhanced as it is a source of new ideas, discoveries and creations, which brings additional value to all involved in the scientific research. International cooperation gives access to knowledge, technology and expertise.

Improving the quality and quantity of international scientific research will also bring better visibility of the University at the international level and will contribute towards better

international ranking by building reputation and performance metrics such as citations, indices and peer reviews.

Scientific research can be improved both by increasing the number of smaller bilateral scientific projects as well as participation in large-scale multinational projects. However, it must be kept in mind that University's own funds for these objectives are not unlimited, and participation largely depends on available project grants.

Table no. 22: Priority Area 2 Objectives

Objective 2.1. IMPROVED QUALITY AND QUANTITY OF SCIENTIFIC RESEARCH			
No.	Activity	Indicator	Responsible body/person
2.1.1	Intensify international cooperation through bilateral scientific projects	Number of applications for bilateral scientific projects Goal: Increase of 10%	Prorector for research
2.1.2	Encourage applications to projects within available international calls	Staff training for applying to and implementing international projects, yearly; Goal: Increase of 10% in the number of applications for projects within available international calls;	Prorector for research, International cooperation office
2.1.3	Set up mechanism that encourages staff to do more research, and focus on publishing quality research, beyond simple requirements necessary for academic titles;	Number of scientific research papers in highly ranked journals (SCI and SSCI). Goal: increase by 10%	Prorector for research
2.1.4	Implement mechanism and set-up funding for international conferences for staff	Adopt internal regulations and criteria on financing participation in international conferences for academic staff	Prorector for research
2.1.5	Set up doctoral studies in English language	Number of accredited doctoral study programmes in English. Goal: Increase of 10%	Rector's Collegium, Rector, Deans
2.1.6	Revision of regulations regarding doctoral studies	Regulation on doctoral studies to include mandatory publishing in highly ranked journals before graduating; Mandatory short-term research mobility for doctoral students at international universities;	Rector's Collegium, Rector, Deans

3. PRIORITY AREA 3: Internationalisation at Home

Internationalisation at Home has been defined as “...the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments”⁸. It also has a lot in common with ‘internationalisation of the curriculum’ which emphasises the importance of internationalising learning outcomes for all students, not simply those who study abroad. Providing excellent opportunities for mobility and international activities for a number of students is an important driver of internationalisation, but the university shall strive to offer all students the skills and competencies they need to succeed in the global environment.

Internationalisation at Home should not be a substitute for students who would not like to or do not have means to be internationally mobile during their studies. IaH should target all students by integrating global perspectives and thereby enriching the quality of a study programme, as elements of internationalisation should be integrated systematically into the compulsory curriculum. Besides, outside formal classroom settings, internationalisation can be implemented through more informal activities as well, such as during project “Idea and Character” at UDG.

In practice, UDG has already made some noticeable efforts and results in encouraging internationalisation at home and incorporating internationalisation into the curricula of its study programmes, mainly the following:

- Close university-business cooperation (suggestions from businesses regarding student skills requirements that are desirable in the global market);
- Launching new study programmes with advice from business representatives and academics specialised in internationalisation (Faculty of Polytechnics, Faculty of Food Technology, Food Safety and Ecology);
- Requiring knowledge of English and one other foreign language for all students, before they receive their diploma;
- Encouraging students to participate in international conferences organized at UDG, and visiting lectures by guest speakers from abroad.

Table no. 23: Priority Area 3 Objectives

Objective 3.1. INTERNATIONALIZATION OF CURRICULA			
No.	Activity	Indicator	Responsible body/person

⁸ Beelen J., Jones E. (2015) Redefining Internationalization at Home. In: Curaj A., Matei L., Pricopie R., Salmi J., Scott P. (eds) The European Higher Education Area. Springer, Cham. https://doi.org/10.1007/978-3-319-20877-0_5

3.1.1	Increase number of modules in English language	Number of ECTS per study programme offered in English language Goal: at least 30 ECTS per study programme.	Deans
3.1.2	Increase number of programmes entirely in English	Number of study programmes offered entirely in English. Goal: at least 4 such study programmes.	Rector's Collegium, Rector, Deans
3.1.3	Implement elements of internationalisation into the project "Ideas and Character"	Number of cycles of the project "Ideas and Character" focused on international topics Goal: at least one such cycle.	Project's coordinators
Objective 3.2. ADVANCED LANGUAGE SKILLS OF STUDENTS AND STAFF			
No.	Activity	Indicator	Responsible body/person
3.2.1	Require English level B2.2 and one other foreign language level A2.2 for all students before receiving diploma	Number of students that meet these criteria. Goal: 100% students meet these criteria.	Deans, Student services office
3.2.2	Require English level B2.2 for academic staff	Adopted amendments to regulations for advancing into next academic title to include this requirement.	Deans
3.2.3.	Offer English and other foreign language courses to students and staff	Number of course groups each semester. Goal: at least 10 course groups each semester.	Center for Foreign Languages
Objective 3.3. IMPLEMENT INTERNATIONAL EXPERIENCES AT HOME			
No.	Activity	Indicator	Responsible body/person
3.3.1	Offer virtual mobility at partner universities through online platforms	Number of students who did not participate in outgoing mobility have participated in virtual mobility. Goal: 20% of such students.	Student services office, International cooperation office
3.3.2	Offer credits for online courses at partner universities	Number of students who take an online course at partner universities.	Deans

		Amendments to study regulations and curricula to include offering up to 30 ECTS per study programme as online courses at partner universities.	
3.3.3	Set up International Club, Book Club etc. that involves both domestic and international students	Number of organizations/clubs that have both domestic and international students as members. Goal: at least 4 such organizations.	Student Business Center

4. Concluding remarks

The University of Donja Gorica is aware that in today's age of global knowledge and technology, placing more importance on internationalization is essential to educating graduates who have international, foreign language and intercultural skills and who are capable of interacting in a global setting. Providing students with an internationally oriented curricula, equipping them with skills for a globalized world and encouraging their development as open-minded members of our society, is something that UDG has always been striving to do through our concept of studies, but has reached a time to develop a more systematic approach which is done through this Internationalization Strategy.

The successful implementation of the Internationalisation Strategy is dependent on several factors, and it should be monitored closely. Implementation of the objectives, measures and indicators must be done systematically. In order for it to be successful, a mid-report on the progress toward realisation of the set objectives shall be done. The Manager of the University shall be responsible for implementing and monitoring implementation of the Internationalisation Strategy.

With this Strategy, the University of Donja Gorica shall create general conditions in which the internationalization of teaching and research can unfold in the best way possible.