



BENCHMARKING ANALYSIS ON INTERNATIONALISATION PRACTICES

DRAFT DOCUMENT



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INTRODUCTION

The University of Montenegro (UoM) is the coordinator of the project *Fostering Internationalization at Montenegrin HEIs through Efficient Strategic Planning - IESP*, funded by the European Commission within Erasmus+ program of Capacity Building in Higher Education, involving following partner universities: the University of Donja Gorica, the University Mediteran, the University of Ljubljana, the University in Cadiz, the University Cote d' Azure from Nice, and national bodies - the Ministry of Education, the Ministry of Science and the Agency for Quality Assurance and Control in Higher Education.

Within the IESP project, the University of Montenegro has for an objective to define the strategy of internationalisation, which requires analyses associated to various aspects of internationalisation activities and practices. Actually, the main aim of internationalisation is to boost international education due supports students and staff in advancing their knowledge and professional experience. Accordingly, internationalisation is considered as a key mechanism in Higher Education Institutions (HEIs) that can help institutions to enhance their competitiveness. Creating open and efficient educational system that satisfies the needs of national and international students and staff requires institutional, technical and human resource capacities to operationalize bilingual programs and ensures needed support services for students, teaching staff, researchers and administrative staff.

The benchmarking analysis is effective instrument for checking operational capacities of HEI's in developing and strengthening internationalisation practices. In addition, the analysis helps universities to invoke sustainable changes more efficiently and foster new way of thinking which implements continuous improvement into institutional structures.

The following benchmarking analysis between two public HEI's within the IESP project, the University of Montenegro and the University of Ljubljana (UL) has been undertaken based on the data resulting from the IESP survey associated to internationalisation conditions in project partners' institution – deliverable from the project Work Package 1, DEV 1.1. Noteworthy, the University of Ljubljana was selected as a benchmarking partner, based on its similarity to the University of Montenegro in the areas of two countries geographical position, number of students compared to total population of two countries, as well as structure of studies and organization.

Drawing on WILLIAM project¹, the following analysis and comparison of the University of Montenegro and the University of Ljubljana is provided within 6 distinctive dimensions: (1) institutional characteristics, (2) structure and policy, (3) internationalization at home, (4) social integration, (5) quality assurance and (6) support international students. Each dimension is represented by set of indicators describing the conditions and activities supporting internationalisation of the institution. In addition, the following benchmarking analysis provides both quantitative and qualitative measurements of defined dimensions.

¹ <https://william-erasmus.com>

I. INSTITUTIONAL CHARACTERISTICS

Institutional technical and human resource capacity is one of the pre-conditions for efficient internationalisation of operational system at HEIs.

Institutional capacity of the HEI is the first potential of the institution to accomplish internationalisation activities. This capacity is primarily described with the institution's structure/organizational units' indicator. Difference in the number of organizational units between the University of Montenegro and the University is marginal. More specifically, the University of Montenegro has 22 organizational units, while University of Ljubljana has 26. The institutional structure of the University of Montenegro encompasses 19 faculties, out of which 3 academies (Academy for Music, Faculty of Fine Art and Faculty of Dramatic Arts) and 3 research institutes. The University of Ljubljana encompasses 23 faculties and 3 art academies (Figure 1.).

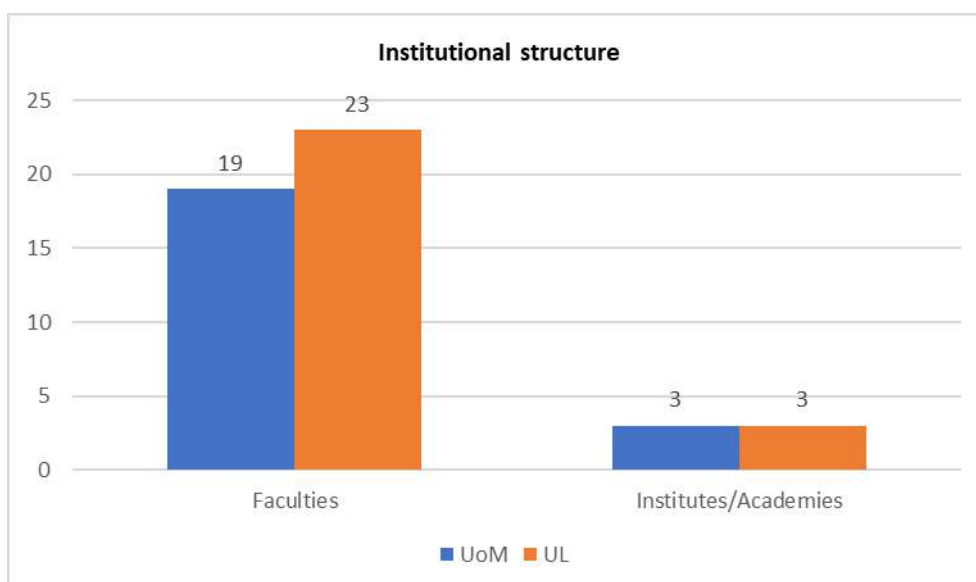


Figure 1 Institutional structure

Capacity of the HEI's to boost internationalisation is greatly linked with the number of study programs indicator and their offer in English at all level of studies. The University of Ljubljana has 160 Bachelor study programs, out of which 1 is in English. At master level the University of Ljubljana has 198 study programs and 9 are in English.

In 2017, the University of Montenegro accredited 160 study programs at all study levels. The bachelor and postgraduate level has 135 programs that includes 14 in the applied studies. The University of Montenegro offers 25 study programs at doctoral level. In addition, 8 interdisciplinary study programs are accredited, out of which 1 is at the doctoral level, while 7 are offered at the master level. Study programs at PhD level is slightly more diversified at the University of Montenegro compared to University of Ljubljana (25 vs.21). However, The University of Montenegro does not offer PhD programs in English. The University of Ljubljana is in advance with double-degree programs compared to the University of Montenegro (16 vs. 2). The University of Ljubljana has 8 joint degree programs, all being in English. The University of Montenegro does not have joint degree programs. The The University of

Montenegro has 5 cotutelle agreements while the University of Ljubljana has 11. The Table 1 presents this indicator for both universities.

Table 1. Study programs

	University of Montenegro		University of Ljubljana	
	<i>Total</i>	<i>In English</i>	<i>Total</i>	<i>In English</i>
Bachelor	62	/	160	1
Master	73	/	198	9
PhD	25	/	21	International students and mentors communicate in English or in another agreed foreign language.
Double degree programs (at all three levels)	2	/	16	/
Joint degree programs	/	/	8	8
Co-direction of Phd thesis	3	/	/	/
Cotutelle	5	/	11	11

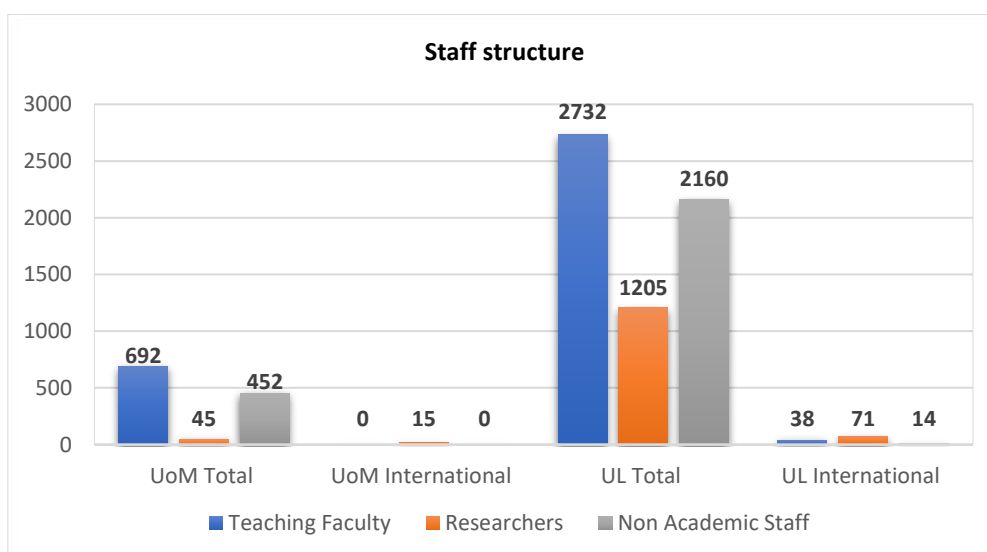


Figure 2 Staff structure

The following step to internationalization of the institution is described by the bilingual and/or international staff indicator (teaching and non-academic/administration staff). The 3-year average figures reveals that the University of Montenegro has four time less teaching staff compared to the University of Ljubljana (692 vs. 2.732). Academic/Teaching staff of the University of Montenegro includes many from ex-YU region. The University of Ljubljana has 38 international teaching staff as 3 year average figure. In regard to non-academic staff the University of Ljubljana has nearly five times more staff compared to the University of Montenegro (2.160 vs. 452). Out of 2.160 the University of Ljubljana has 14 international non-academic staff, while the University of Montenegro does not have them. The major difference

between two universities is reflected by the number of researchers, with the University of Ljubljana has 1.205 including 71 international researchers, while the University of Montenegro has 45 researchers, 15 being international (Figure 2.).

The number and structure of students indicator in HEI is important pointer for planning and advancing internationalization process. In the 3-year average, the University of Montenegro has enrolled 14.372 students at the bachelor level compared to 22.240 students enrolled at the same level at the University of Ljubljana. The University of Montenegro had 260 international bachelor students, while the University of Ljubljana had 1.273. In the 3-year average, the University of Montenegro enrolled 2.900 postgraduate level students (specialist studies, 1 and 2-year master studies) encompassing 36 international ones. The University of Ljubljana has 4.8 times more enrolled students at postgraduate level compared to the University of Montenegro, summing 13.931, out of which 1.183 are internationals. In the 3-year average, on the PhD level, the University of Montenegro has 98 PhD national students and 13 international, while the University of Ljubljana has 1.912 national PhD students and 301 international ones. It can be noticed that the difference between the number of postgraduate students between the two universities is highly pronounced at the postgraduate level, particularly at the level of PhD studies. University of Montenegro has a very low number of PhD candidates compared to the University of Ljubljana, which seriously affects the research, innovation and project participation activities, being all part of the internationalization framework. Both universities had no post-doc students in the given time period. Statistical figures are presented in the Figure 3a. and Figure 3b.

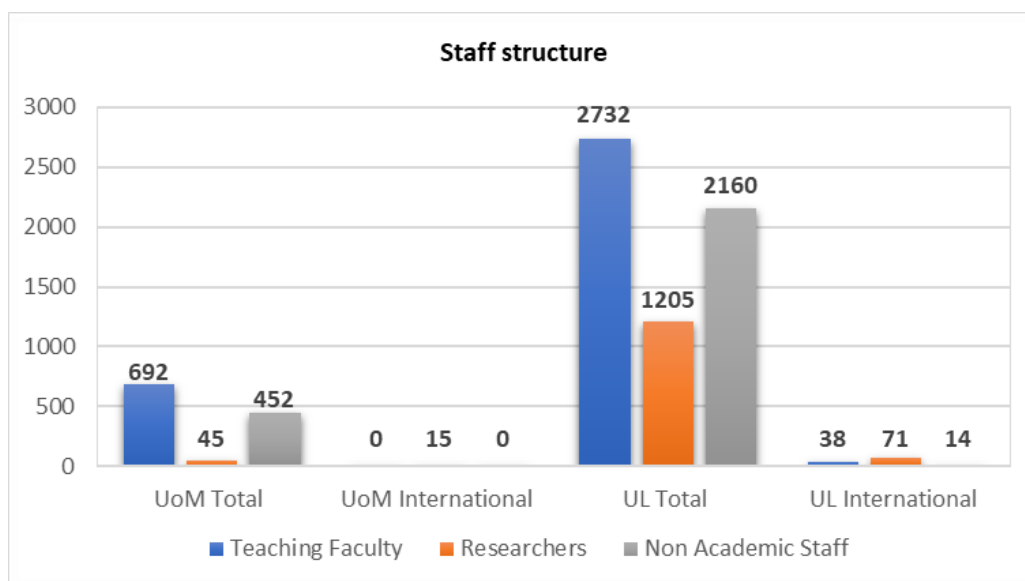


Figure 3a Number of national students by study level

Additional important value for the internationalisation capacities of HEI is the institution’s ranking indicator. Table 2. provides information on various ranking levels of both universities. The University of Ljubljana holds the first place in national scheme, while it ranks varies from 601-800 at the Times Higher Education Ranking. The University of Montenegro, as the top national public university, holds 1001+ position at the Times Higher Education Ranking. At the

Webometrics ranking scheme, the University of Montenegro is 1.915, while the University of Ljubljana is six time better ranked, holding the 314th place.

The difference in ranking between the two universities is mostly the consequence of difference in the number of academic staff and researchers, the number of international staff and research, as well as the number of international students.

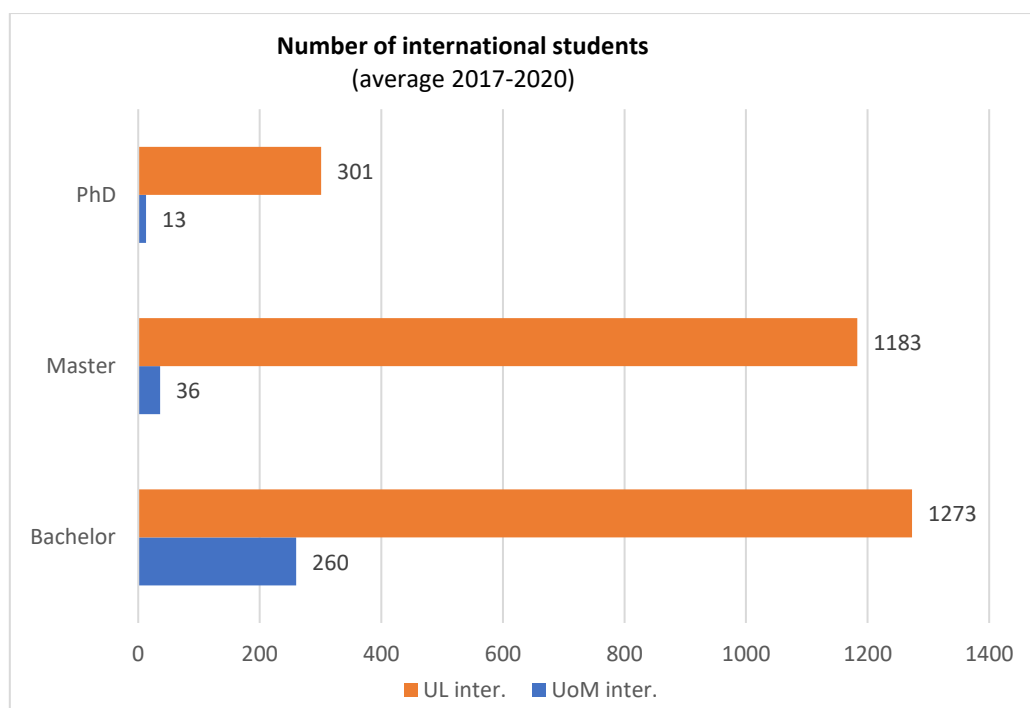


Figure 3b Number of international students by level of study

Table 2. World University Ranking (2020)

Rankings	University of Montenegro		University of Ljubljana	
	Global	National	Global	National
Academic Ranking of World Universities (Shanghai)	/	/	501-600	1
Times Higher Education	1001+	1	601 - 800	1
Webometrics	1915	1	314	1

II. STRUCTURE AND POLICY

Internationalization of the HEI needs to be integrated in the strategic and regulatory framework of the HEI. Following indicators presents the strategic conditions at the University of Montenegro and the University of Ljubljana.

The main difference between the two universities exists in the human capacity related to international cooperation – the number of employees in international cooperation. The University of Ljubljana has 12 offices related to international cooperation activities at the rectorate level and 49 employees, whereas the University of Montenegro has 1 office and 4 employees at the same level. At the faculty level the number of employees similarly differs, the University of Montenegro has at least one representative at each organizational unit whose scope of work and responsibilities include international relations and cooperation

activities, whereas the University of Ljubljana has significantly higher number of staff dedicated to international cooperation (22 vs. 135) (Table 3.).

Table 3. Number of employees in international cooperation

Units/employees in international cooperation				
level	University of Montenegro		University of Ljubljana	
	No of Offices	No of employ.	No of Offices	No of employ.
Rectorate/University level	1	4 (1 full time, 3 part-time)	12	49
Faculty/School level	22	22	30 total (26 members + 4 other offices) 26 members (3 academies, 23 faculties) International Relations offices: 26	135 total 38 international relations officers (administrative); every member also has Erasmus academic coordinator
Department level	At each organizational units there is staff which scope of work encompasses certain segments of activities pertaining to internationalisation.		/	/
Other level	/	/	/	/

Together with the number of employees in international cooperation, following tables and answers provide current conditions at both HEIs needed for effective internationalisation activities and act as indicators for future activities and planning.

- Does your university/college have a clearly defined strategy for internationalization at home?

University of Montenegro	University of Ljubljana	Comments
No	Yes	Figures for the University of Ljubljana are for 2014-2017.

- Within your university/college, is responsibility for internationalisation at home at central and sub-unit levels clearly assigned?

Table 4. Internationalization responsibility

University of Montenegro		University of Ljubljana	
Rectorate	Organisational unit(s)	Rectorate	Organisational unit(s)
Yes	Yes (at 1)	Yes	Yes
1 office		12 offices	

- Does your institution have procedures and protocols for international students? Please elaborate briefly on types/nature of these procedures and protocols.

University of Montenegro	University of Ljubljana	Comments
Yes	Yes	<p><i>The University of Montenegro has internal procedures for managing incoming mobility:</i></p> <p><i>The students are provided information on the academic offer and practical information before arrival</i></p> <p><i>Upon arrival they are granted the certificate on arrival and upon completion of the mobility they receive the certificate on departure. On completion of the mobility the students also receive the Transcript of Records.</i></p> <p><i>The Vice-deans for International Relations are in charge of setting up and signing the Learning Agreements at the faculty level.</i></p>

Mobility data indicator further supports and guides internationalization process. The mobility data clearly differs between the University of Montenegro and the University of Ljubljana. The University of Ljubljana is significantly in advance compared to the University of Montenegro in all observed aspects. Tables 5. and 6., Figures 4a, 4b. and 5. present mobility data indicating that the University of Ljubljana has several times higher number of incoming and outgoing mobilities in each considered category, although we should have in mind the previously mentioned difference in the number of students and the number of academic and non-academic staff. Namely, the University of Ljubljana is certainly bigger compared to the University of Montenegro especially when considering the number of students and employed staff, but the difference in mobility numbers are far from being proportionally comparable. This is particularly obvious when considering the number of students participating in mobility, especially incoming mobility being very low at the University of Montenegro.

Table 5 Mobility data (average 2017-2020)

	University of Montenegro Incoming	University of Montenegro Outgoing	University of Ljubljana Incoming	University of Ljubljana Outgoing
No of students	36	137	2109	1512
No of teachers/professors	67	106	585 (834 – researchers included)	540
No of non-academic staff	17	14	105	94
No of international student traineeships	0	7	144	600 (304 Erasmus)

Furthermore, the University of Ljubljana has four times more international researchers compared to the University of Montenegro (210 vs. 50) as 3-year average figures. The University of Ljubljana has 63 employed international researchers, while the University of Montenegro has 15 as 3 year average figure.

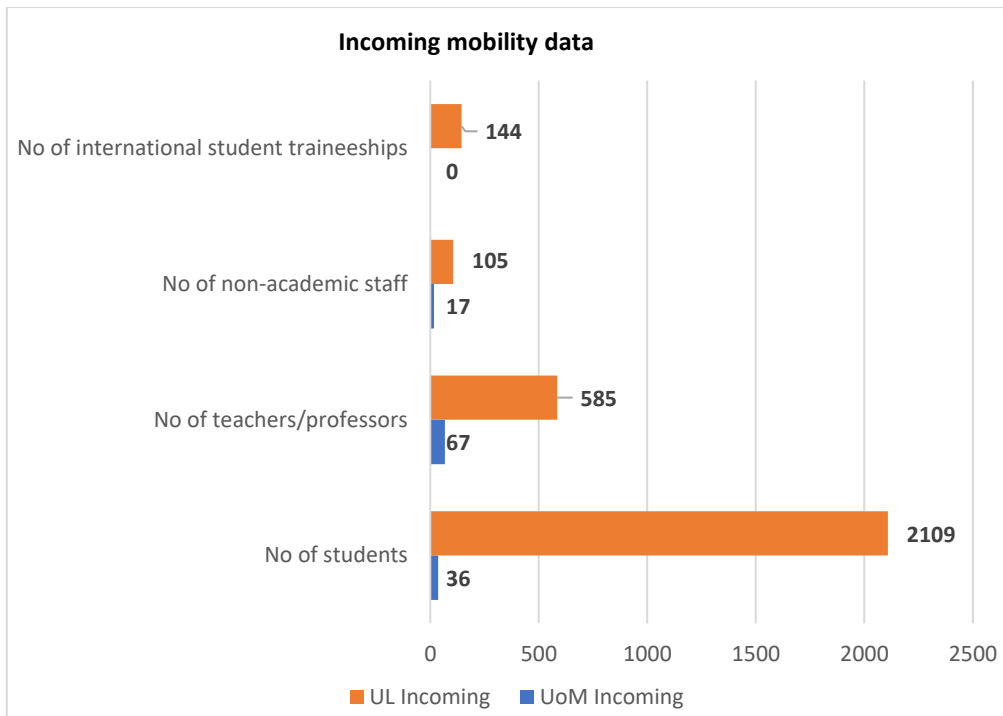


Figure 4a Incoming mobility data

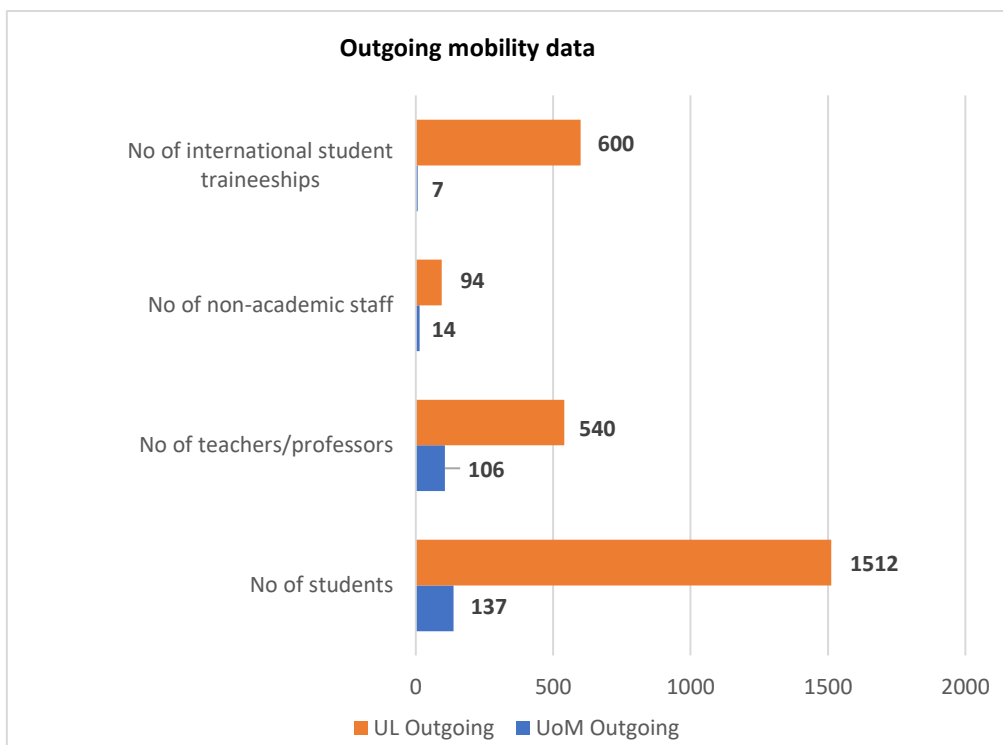


Figure 4b Outgoing mobility data

International cooperation indicator has imperative role in the overall HEI's internationalisation process. International agreements and research projects are most common practices associated to international activities.

International cooperation at the University of Ljubljana encompasses significantly higher number of signed international inter-institutional agreements in Erasmus + programs

compared to the University of Montenegro (2.177 vs. 48) and 13.2 times more bilateral agreements (545 vs. 41) as 3 year average. The Figure 6 presents the statistics. This again indicates the fact that the University of Montenegro at this moment has far less capacity in international cooperation activities especially when talking about human capacities dedicated to accomplish obligations related to the international agreements.

Table 6. Research fellowships

Mobility	University of Montenegro	University of Ljubljana
Incoming mobilities (Marie Curie, Humboldt, Fulbright, etc.)	5	in 2019: 26 postdoc researchers on projects which are not financed by the ARRS, 1 Marie Curie incoming mobility
Outgoing mobilities (Marie Curie, Humboldt, Fulbright, etc.)	2	/

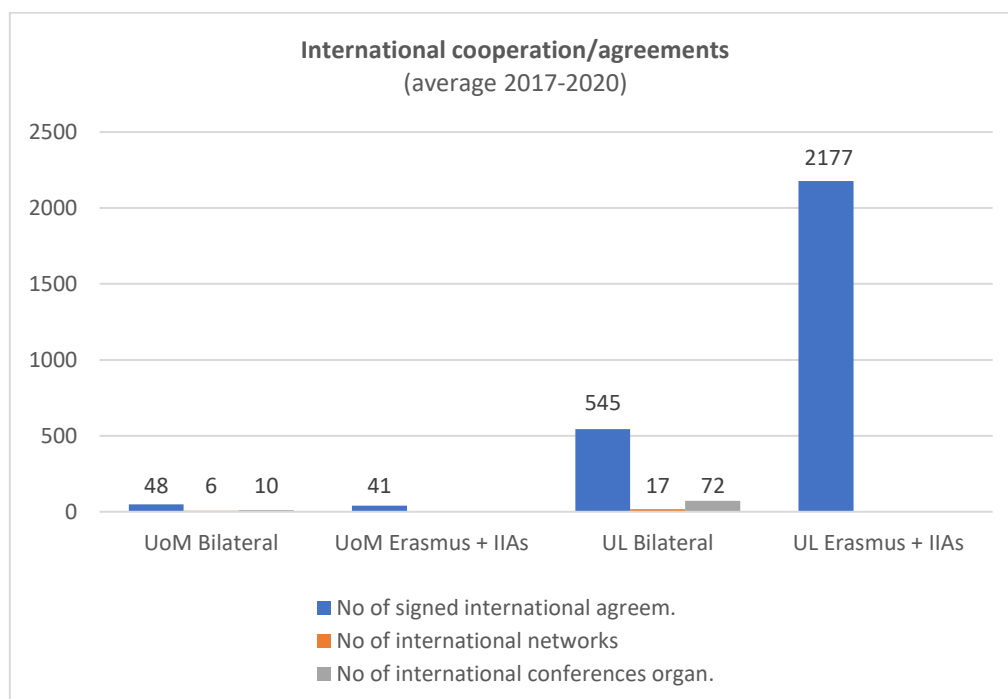


Figure 6 International cooperation agreements

In relation to the number of research projects, the University of Ljubljana is in advance in national research projects with international cooperation, compared to the University of Montenegro (158 vs. 80) as 3-year average figures. However, this figure could be related to the number of national research calls. The University of Ljubljana has considerably more EU projects compared to the University of Montenegro (213 vs. 19) (Figure 7.). One of the main reasons for such a difference is that the academic staff at the University of Montenegro are more occupied by teaching (thus less devoted to the projects and research) activities due to the lack of teaching staff compared to the University of Ljubljana, but also has weak administrative support for preparing and managing the EU projects compared to University of Ljubljana.

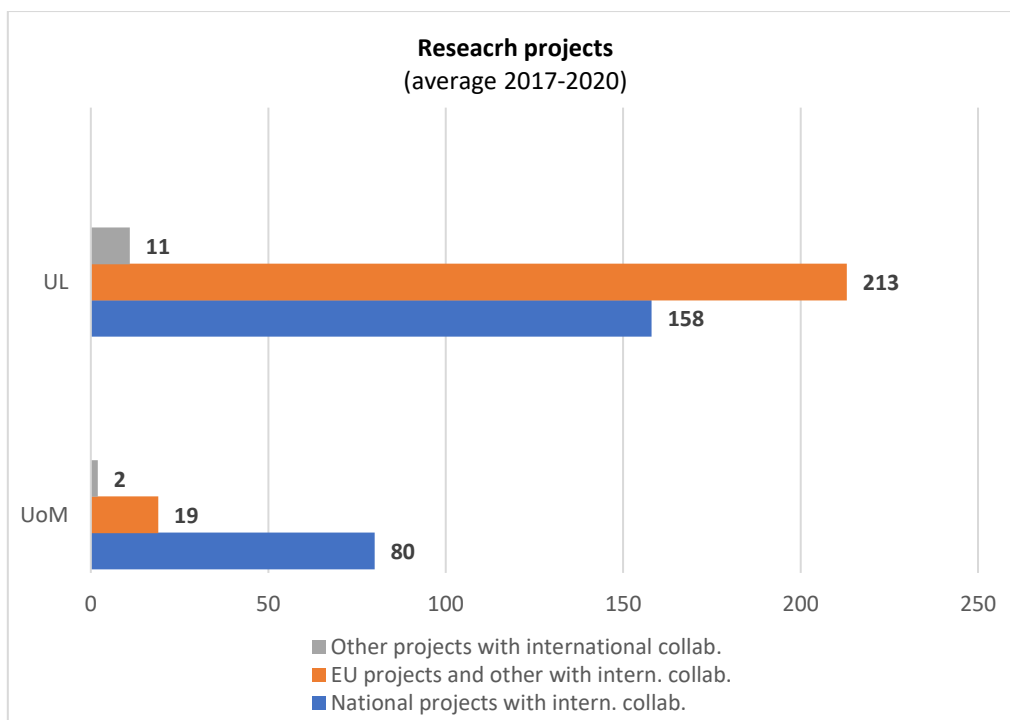


Figure 7 Research projects

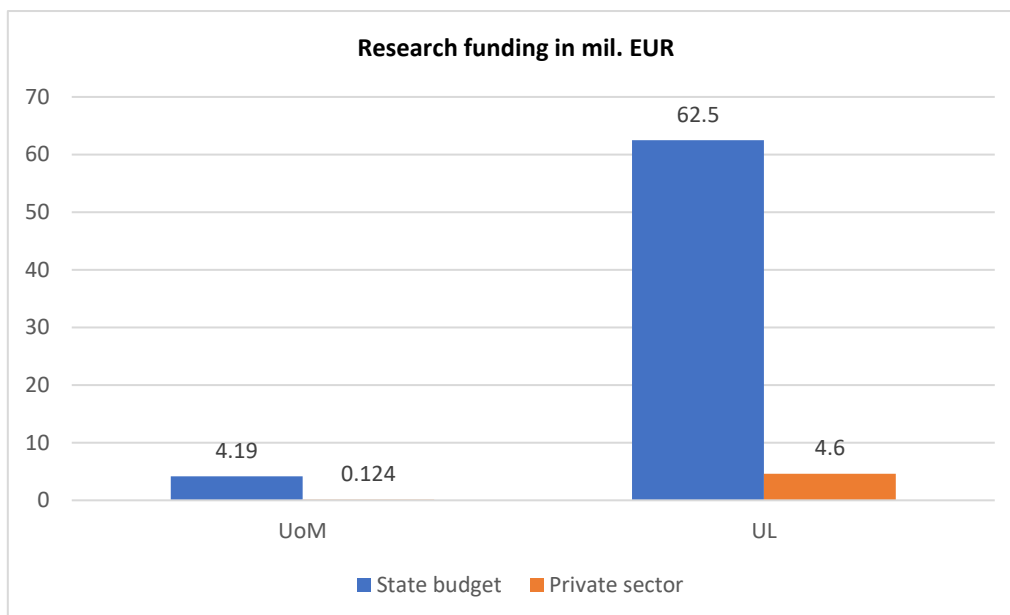


Figure 8 Research funding

The following figure presents the difference in *research funding* at the University of Montenegro and the University of Ljubljana. The University of Ljubljana received 62.5 mil EUR research funding from state budget what is significantly higher compared to 4.19 mil EUR retrieved by the University of Montenegro from the same source. The funding from private sector also diverges significantly, as the University of Ljubljana received 8.9 mil EUR, while the University of Montenegro obtained 0.124 mil EUR from the same source (Figure 8.).

The innovation activities are supported by research projects and funding, thus contributes to internationalization activities. The University of Montenegro has 5 new national patents,

while the University of Ljubljana has 3 national patents as 3-year average. At the international level the University of Ljubljana has 12.75 innovation patents registered, whereas the University of Montenegro has 1. The University of Ljubljana has 1.25 spin offs, while the University of Montenegro does not have any (Figure 9.). The University of Montenegro does not have a clearly defined IP strategy and commercialization framework concerning the results of research activities. Consequently, there is no a dedicated fund to support IP protection and commercialization activities. There is also a serious lack of funds for maintaining the patents fees which is the reason why the researchers usually do not apply for patents at the University of Montenegro.

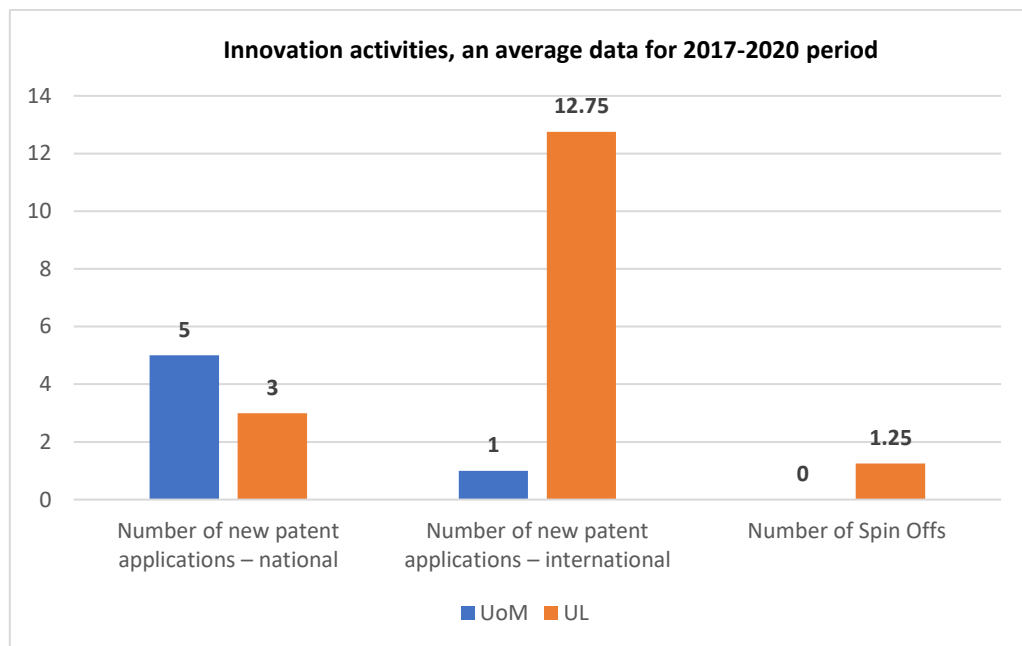


Figure 9 Innovation activities

Summer schools are effective internationalization instrument, attracting both students and teaching staff. The University of Ljubljana is leading in organisation of summer schools compared to the University of Montenegro (33 vs. 8). The University of Ljubljana organized 23 summer schools with ECTS, while the University of Montenegro did not provide ECTS for participation (Table 7.). Here it is important to mention that the accreditation procedure for summer schools and particularly the valorization with ECTS has only recently been adopted and put in place within the legislative framework in Montenegro, which consequently affects the presented numbers for the University of Montenegro.

The following figure presents operational budget of the University of Montenegro and the University of Ljubljana. The figures noticeably illustrate different financial capacities/funding between two universities. The University of Montenegro’s total budget is 31.48 mil EUR, compared to 339.8 of the University of Ljubljana, measured as 3-years period. Most of the budget in both universities originates from state, with 87.5% for the University of Ljubljana and 59.4% for the University of Montenegro (Figure 11a).

Table 7. Summer schools/short training courses in English or other foreign language

	University of Montenegro	University of Ljubljana
Total # of summer schools	8	33
# offering credits	0	23

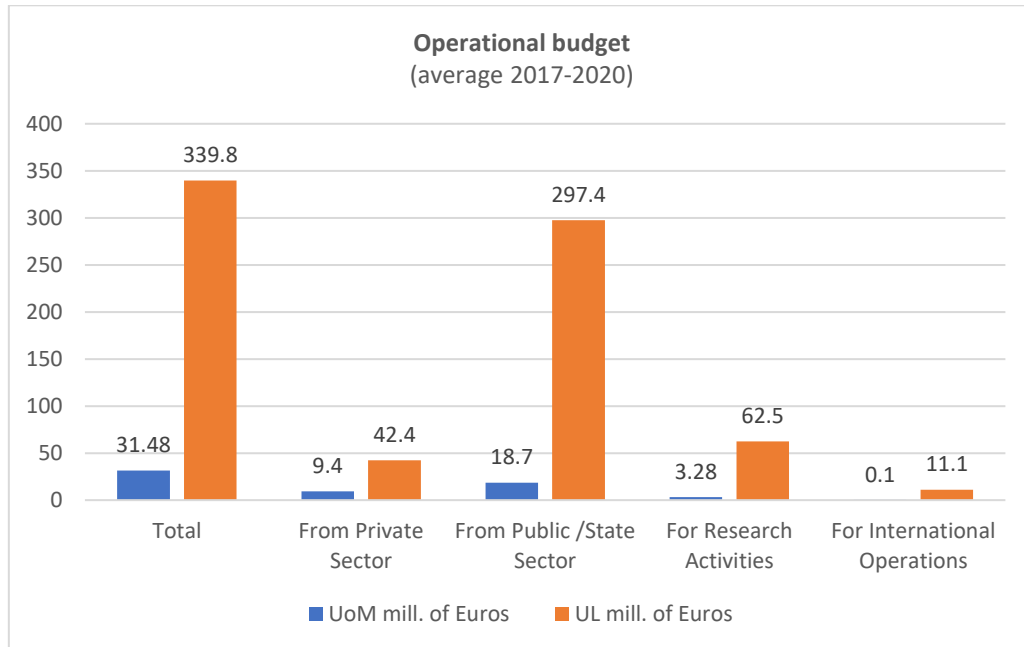


Figure 10 Operational budget

III. INTERNATIONALIZATION 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”². Integration of global perspectives within their program of study, developing international and intercultural perspectives of the curriculum, informal (co-)curriculum activities across the institution, utilization of cultural diversity in the classroom for, student engagement in the other culture, are few segments of internationalisation at home activities.

The following set of indicators for internationalisation at home dimension demonstrates the scope of changes that the University of Montenegro needs to undertake to amplify institutional internationalisation and make it more effective and operational.

- Does your university/college have offices dedicated to international activities of staff (international program, cooperation and research, trips, visiting lecturers, etc.)?

² Beelen, J., Jones, E. (2015). *Redefining Internationalization at Home*, The European Higher Education Area.

University of Montenegro	University of Ljubljana	Comments
Yes	Yes	/

- Does your university/college implement incentives to further internationalisation at home activities of staff?

University of Montenegro	University of Ljubljana	Comments
No	Yes	/

- Does your university/college provide opportunities for academic staff members to learn how to internationalise their teaching and the curriculum?

University of Montenegro	University of Ljubljana	Comments
No	Yes	/

- Do you offer training/support for faculty teaching international students? What type of training?

University of Montenegro	University of Ljubljana	Comments
No	Yes	/

- Do you offer staff or faculty intercultural training? If so, please elaborate on type, frequency and target audience

University of Montenegro	University of Ljubljana	Comments
No	Yes	/

- Does your university/college have policies aimed at encouraging and supporting internationalisation at home?

University of Montenegro	University of Ljubljana	Comments
No	Yes	University of Montenegro has adopted internationalisation activities as part of the Strategic development of University of Montenegro 2019-2024

IV. SOCIAL INTEGRATION

Important part of internationalisation is the social component which supports foreign students and staff with necessary assistance in overcoming cultural differences and efficient settling in the new environment.

Following tables provide insight in administrative and institutional framework for integrating international, intercultural and global dimensions at the University of Montenegro and the University of Ljubljana. Table 8. presents the existence of HEI's bilingual forms as an entry point for process of attracting international staff/students and strengthening of internationalisation activities.

Table 8. Administration of internationalisation activities

	University of Montenegro		University of Ljubljana	
	Yes	No	Yes	No
Bilingual forms				
Application Forms	√		√	
Change of Courses Form	√		√	
Equivalence Request Forms or related	√		√	
Transcripts	√		√	
Diploma or Diploma Supplement (or equivalent)	√		√	
Strategic Plan	√		√	
Internationalization Plan or Strategy	√		√	
FAQs		√	√	

- Does your university/college provide support for international students to encourage/enable interaction with domestic students?

University of Montenegro	University of Ljubljana	Comments
<i>No</i>	<i>Yes</i>	/

- Does your university/college provide support for social activities for international students?

University of Montenegro	University of Ljubljana	Comments
<i>Partially</i>	<i>Yes</i>	International Relations Office of the University of Montenegro organizes events for incoming

		students such as visits to places of cultural interest
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- Does your university/college provide services/support for international students who may wish to volunteer in the local community?

University of Montenegro	University of Ljubljana	Comments
<i>No</i>	<i>Yes</i>	/

V. QUALITY ASSURANCE

Quality assurance signifies the quality needed for upscaling internationalisation of each HEI. Defining quality in HEIs has been debated over past decades and viewed as challenging task. To assure the implementation of the internationalisation process, quality assurance system needs to be established for monitoring and advancing the process of internationalization.

Following tables indicates that the University of Montenegro needs to invest substantial efforts to enforce effective quality assurance system, strengthening its internationalisation activities.

- Is a monitoring system in place for the international study programs in your university/college? Does your university/college have a clearly defined strategy on measuring outcomes of internationalisation at home?

University of Montenegro	University of Ljubljana	Comments
<i>No</i>	<i>Yes</i>	/

- Does your university/college use results of measuring outcomes for quality improvement procedures in internationalisation at home?

University of Montenegro	University of Ljubljana	Comments
<i>No</i>	<i>Yes</i>	/

- Does your university/college use student surveys to get information about the quality of international modules/courses?

University of Montenegro	University of Ljubljana	Comments
<i>No</i>	<i>Yes</i>	/

- Are international students actively involved in the quality control of your university/college's study programs?

University of Montenegro	University of Ljubljana	Comments
<i>No</i>	<i>Yes</i>	University of Ljubljana undertakes surveys, external evaluation, meetings, with coordinators/tutors.

- Does your university/college articulate a set of intended international/intercultural learning outcomes for students?

University of Montenegro	University of Ljubljana	Comments
<i>No</i>	<i>Yes</i>	University of Ljubljana organizes preparatory/introductory meetings

VI. SUPPORT INTERNATIONAL STUDENTS

- The following figure presents operational budget of the University of Montenegro and the University of Ljubljana. The figures noticeably illustrate different financial capacities/funding between two universities. The University of Montenegro's total budget is 31.48 mil EUR, compared to 339.8 of the University of Ljubljana, measured as 3-years period. Most of the budget in both universities originates from state, with 87.5% for the University of Ljubljana and 59.4% for the University of Montenegro (Figure 11a). Does your university/college provide detailed information on courses for international students at your university/college?

-

University of Montenegro	University of Ljubljana	Comments
<i>Yes</i>	<i>Yes</i>	/

- Does your university/college provide incoming international students with information about study conditions at your university/college (such as the academic year schedule and timetable for examinations)?

University of Montenegro	University of Ljubljana	Comments
<i>Yes</i>	<i>Yes</i>	/

- Does your university/college provide language training for incoming international students? Does your university/college assist international students with work placement issues?

University of Montenegro	University of Ljubljana	Comments
<i>No</i>	<i>Yes</i>	/

- Does your university/college offer semester/year-long language course units to incoming students? Does your university/college require proof of language proficiency for incoming students?

University of Montenegro	University of Ljubljana	Comments
<i>No</i>	<i>Yes</i>	/

- Does your university/college have an international student centre?

University of Montenegro	University of Ljubljana	Comments
<i>No</i>	<i>No</i>	At University of Ljubljana different offices provide support: international relation offices, Admission office, Referates..

- Does your university/college have a central office or information point for international student services/guidance?

University of Montenegro	University of Ljubljana	Comments
<i>Yes</i>	<i>Yes</i>	At University of Montenegro the International Relations Office is the point for incoming exchange students.

- Does your university/college have a designated contact person(s); to serve as the primary point of contact for international students? Are all facilities provided by your university/college to domestic students also available to international students?

University of Montenegro	University of Ljubljana	Comments
<i>No/Yes</i>	<i>Yes</i>	At the University of Montenegro the primary point for incoming exchange students is the International Relations Office

- Does your university/college provide international students with comprehensive pre-arrival information (covering such topics as visa procedures, cost of living, tuition fees, accommodation options, university services, sports and cultural activities)?

University of Montenegro	University of Ljubljana	Comments
No	Yes	/

- Does your university/college provide pick-up services/support for international students upon arrival?

University of Montenegro	University of Ljubljana	Comments
No	No	/

- Does your university/college provide international students with comprehensive arrival information (covering such topics as where to check in at your university/college, whom to contact upon arrival, first steps for settling in)?

University of Montenegro	University of Ljubljana	Comments
No	Yes	<i>At the University of Ljubljana - Incoming exchange students – informed at central level, degree students – depends on Faculty.</i>

- Does your university/college provide a welcome meeting or orientation session for international students upon arrival?

University of Montenegro	University of Ljubljana	Comments
No	Yes	/

- Does your university/college provide services/support for international students who may wish to participate in campus or community cultural activities?

University of Montenegro	University of Ljubljana	Comments
No	Yes	/

- Does your university/college provide a mentoring or "buddy"-system for international student support?

University of Montenegro	University of Ljubljana	Comments
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<i>No</i>	<i>Yes</i>	/

- Does your university/college provide support for social activities for international students? Does your university/college provide support to international students with special non-academic needs?

University of Montenegro	University of Ljubljana	Comments
<i>No</i>	<i>Yes</i>	/

- Does your university/college have a team or procedure in place to assist international students in crisis?

University of Montenegro	University of Ljubljana	Comments
<i>No</i>	<i>Yes</i>	/

- Does your university/college provide housing services/support for international students?

University of Montenegro	University of Ljubljana	Comments
<i>No</i>	<i>Yes</i>	/

- Does your university/college provide visa and/or residence and work permit services/support for international students?

University of Montenegro	University of Ljubljana	Comments
<i>No</i>	<i>Yes</i>	/

CONCLUSION

In this analysis we compare six dimensions of internationalisation between the University of Montenegro and the University of Ljubljana that can significantly assist in creation of efficient management systems that could help the University of Montenegro to further foster internationalisation activities as well as to improve its performance and position in rankings.

Our findings provide a clear image of the situation of the international activities at the University of Montenegro. These six dimensions served as guidance for developing an internationalization strategy, together with objectives, indicators and action plans.

Based on the obtained findings, series of decisions can be taken and future actions should be planned especially regarding the following:

- ✓ Increase in staff number associated to internationalisation;

- ✓ Segmentation of research units;
- ✓ Increase in international PhD student number;
- ✓ Establishment of study programs in English;
- ✓ Increase in incoming and outgoing student mobility;
- ✓ Creation of the mechanisms for stimulating research mobility and funding;
- ✓ Increase in cooperating agreement number;
- ✓ Creation of summer and winter schools;
- ✓ Improvement of home internationalisation;
- ✓ Improvement of quality assurance system for internationalisation;
- ✓ Establishment of support system for international students and researchers.

Overall, this benchmarking analysis could help the University of Montenegro to adopt best practices observed at the University of Ljubljana and due achieve performance excellence.