



Governance and leadership on Internationalisation: the university context





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Brussels, an accessible, cosmopolitan city in the heart of Europe, a window to the world

- EU- /NATO- headquarters
- World's largest press centre
- Largest diplomats community
- First Congress City in Europe
- 1.1 million inhabitants
- 104 different languages
- 33% inhabitants of foreign origin
- Largest student city in Belgium: 90 000 students
- 33th Best Student City 2013



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Vrije Universiteit Brussel (VUB) in a nutshell

English and Dutch taught programmes
Department of Teacher Education

Sciences & Engineering, Human Sciences, Life Sciences & Medicine
8 faculties, 2 international campuses in the city
Brussels university hospital

Public – private university
€232 Mio operations budget
Plus €94 Mio research budget; 150 research groups
Knowledge Transfer Interface; 25 active spin-offs
Largest Dutch employer in Brussels (6,780 people)



14.200 students
127 nationalities
21% international students
>15% PhD-students (~ 50 % international)

QS: 194
ARWU: 200-300
THE 301-350



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Novel situations require new skills



Novel situations

- Scale and complexity of issues are getting bigger
- Global challenges: e.g. climate change, green footprint, ageing society ... get also economic value as the urgency to solve them increases
-

New skills

- Increased global interconnectivity: **diversity and adaptability**
- Interpretation of complex data: **critical thinking, understand concepts across multiple disciplines** (thematic rather than only monodisciplinary curricula)
- Change in communication: **multimedia literacy**
- Operate in different cultural settings: **interculturality, languages**
- Virtual collaboration: **leadership and teamwork talents in mixed virtual/physical teams**



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University & changing responsibility



- Prepare for new career paths:
 - Longer careers up to 60 years
 - A new job more frequently
 - Shorter economic cycles (decade)
 - Talent competition
 - Worldcitizenship

Need for lifelong SKILLS oriented learning instead of early qualifications-focused education

Our graduates should be trained and eager to

- contribute to social cohesion
- improve productivity and growth
- keep high level of employment
- enhance economic prosperity



INTERNATIONALISATION IS A STRATEGIC PRIORITY 5

Internationalisation - Vision

NOW

- *Free Inquiry* in daily operation, education, research, community engagement and outreach.
- *Open independent university platform, embedded in international networks.*

Attitude is one of mediation and critical discussion, mitigated by high quality research, without prejudice, dogma or religious bias, so that students from around the world - that otherwise would never come in direct contact with one another - feel at home and participate in a tight community.

- *Multiculturalism as an identity: "Unity in diversity" means more to us than just the integration of foreigners in the local ecosystem.* Confrontation is the breeding ground for innovation. Everybody retains and brings in own identity;
- Fueled by the origin and history of the university: the creation of societal value and impact - next to and originating from groundbreaking research, e.g.-- > *development cooperation as part of the internationalization vision*



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Internationalisation - Vision

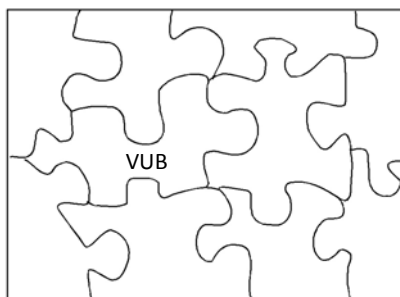
- *Students* who develop into “critical, reasonably opinionated” individuals, with a commitment towards a *sustainable humanistic society*, who develop into *open minded world citizens*, well prepared for a professional career in an increasingly multilingual and multicultural environment, graduates that are trained to keep a high employability value throughout their professional career -- > *Competence-based learning in a flexible education system*.
 - The benchmark for the quality of our actions is international; the goal is to go far beyond the individual university’s capacity
 - The image and reputation of the university is defined in an international setting
- LONGER TERM**
- Develop the university network as the *basic instrument* to fulfill all our functions and to which our individual university belongs.

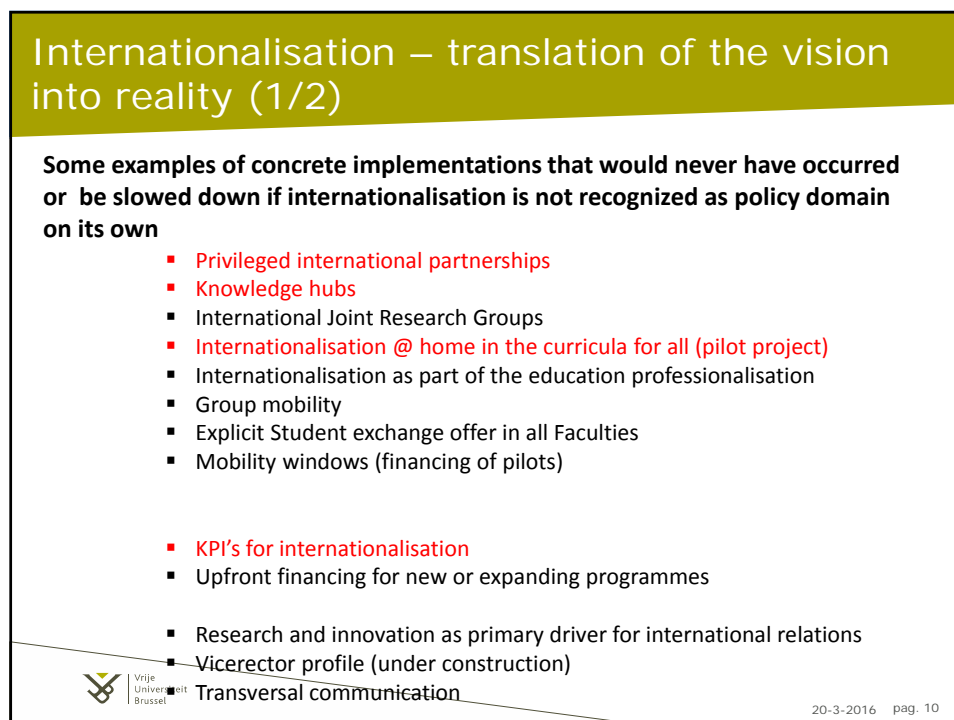
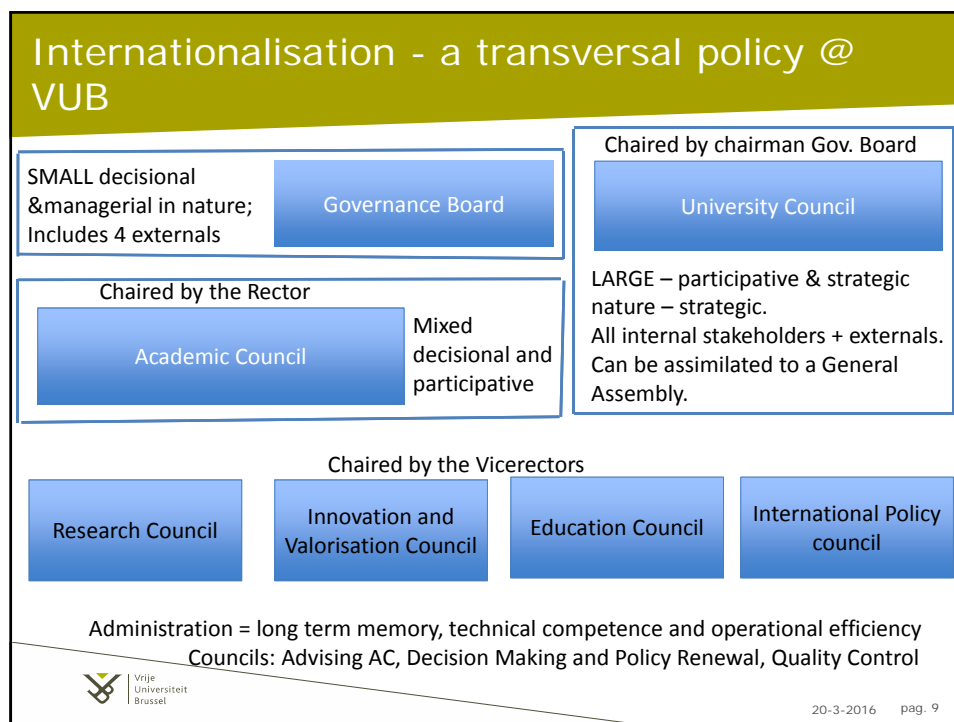
Talk independent of typical China –Europe context

Not restricted to ...



But rather institutional international relationships
In general



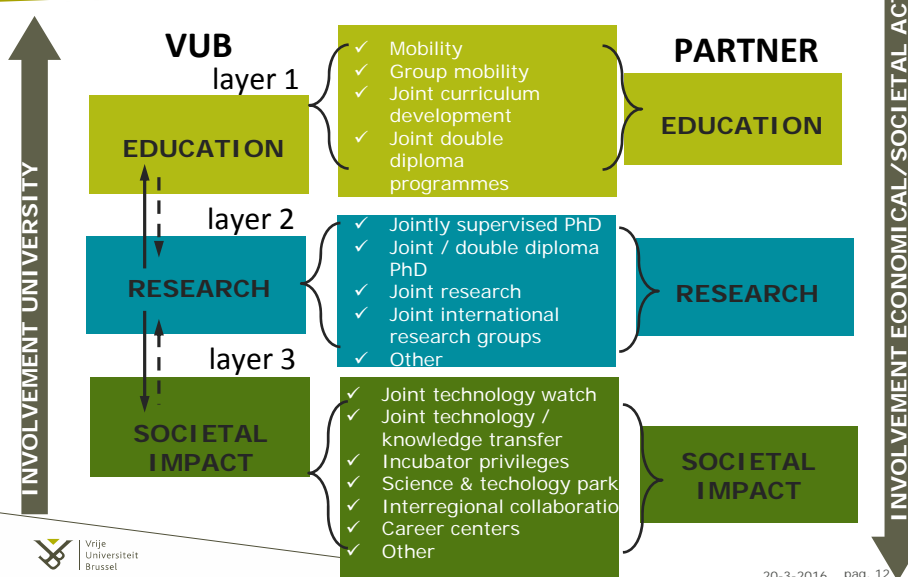


Internationalisation – translation of the vision into reality (2/2)

Some examples of concrete implementations that would never have occurred or be slowed down if internationalisation is not recognized as policy domain on its own

- Focus on international recruitment (in relation to partnerships), fairs, portals.
- Sustained contacts with external funding agencies and embassies
- Development of double or joint degrees
- University development cooperation – an art on its own; continuity
- Entrepreneurship and innovation on the international scenary
- Extracurricular I@Home activity package
- Fast and pro-active adaptation (e.g. from Erasmus to Erasmus +, changing UOS strategy in Flanders)
- IRMO project writing (Erasmus Mundus, Tempus, Erasmus+, ...)
- ISP – International Student platform
- International agenda setting taking into account special needs and requirements of international students
- Internationalisation in the strategic plans of all Faculties

Privileged International Partnerships – framework for internationalisation tools



Research is the primary driver

VUB is a **research oriented university** – interest in research is intrinsic and research is international

Central **internationalisation objectives on education and mobility** are not easily transformed into decentralised actions – **extra burden**

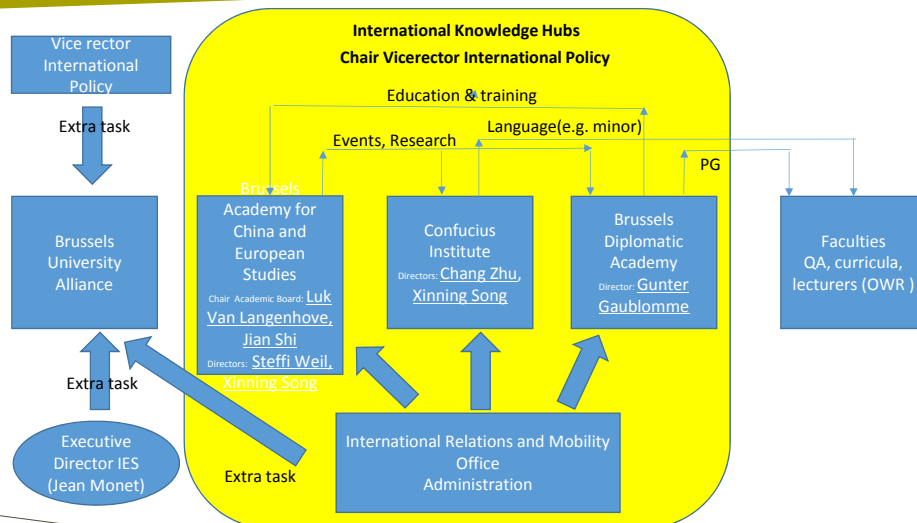
SUPPORT - Creation of a structural framework

support of international research collaboration
incentives and tools to elaborate towards education and mobility

Need for
multilayered partnerships



Knowledge hubs - international



■ KPI's - Incentivation, Fund allocation, Career, Global performance (1/3)

	education	research	staff	reputation
set of KPIs to select from according to strategic priorities of a Faculty (policy plan)	% and number of students with a double and/or joint degree with an international partner	% and number of PhD -co-tutelle with an international partner (KPI is related to international research cooperation)	number of incoming staff for short-term research and/or education (KPI is among others important for I@H)	
	% and number of programmes leading to a double and/or joint degree with an international partner (these KP's are related to curriculum, recruitment and study yield)	% and number of PhD obtained at VUB by international researchers (KPI is related to international research and recruitment)		
	number of programmes with a formalised mobility window in the curriculum (this KPI is related to outgoing mobility)	number of excellent researchers, attracted from abroad by the Faculty (ECR, Francqui, Odysseus,...) (KPI is related to research output, networking and reputation)	English language proficiency of administrative personnel (priority for desk officers) (this KPI is related to recruitment and reputation)	

■ KPI's - Incentivation, Fund allocation, Career, Global performance (2/3)

	education	research	staff	reputation
set of KPIs for personal incentive of academics, incorporated in the evaluation criteria and competence profile of academics	% and number of fully documented descriptions of courses in Dutch and English - course card (KPI is related to curriculum, recruitment and reputation)		% and number of Flemish academic staff with a C1-level in English language proficiency	% and number of outgoing academic staff: 5 teaching hours and/or 3 months for research (related to international visibility, indirect contribution to I@H)
			% and number of non-Flemish academic staff with a B2-level in Dutch language (is related to the capacity potential for education in English and I@H)	% and number of academic staff participating in an international jury of a master or PhD thesis defence (this KPI is related to research reputation VUB)
				number of VUB International Ambassadors (KPI is related to international visibility)

■ KPI's - Incentivation, Fund allocation, Career, Global performance (3/3)

	education	research	staff	reputation
KPIs currently taken up in the Faculty allocation model	number of externally acquired credits by students (KPI is related to outgoing mobility in conformity with regulations from Flanders and EC)			
	% and number of successfully acquired ECTS credits by incoming international degree seeking students (governmental financing)			

Pilot projection I@H and mobility windows in curricula

I@H has a comprehensive scope in that (i) it addresses **all** students and not just the mobile minority, (ii) it encompasses both the formal and the informal curriculum as well as services. The overall aim of I@H is that all students leave the university as professionals who are competent to work and live in a globalized world (Jos Beelen)

PILOT PROJECT MAIN GOALS

- counseling for program directors and lecturers to work out an international classroom and to formalize a mobility window in the curriculum (7 cases).
- Embedding of internationalization in the PDCA cycle of the QA system

Specific Targets

- Explicit, formalized and provable international learning objectives.
- Forms of education and educational models that support international skills
- Reviewing/verification of the student on his/her internationalisation attainment targets
- System approach for sustainable assurance of internationalisation (e.g. Role and tasks of the stakeholders in the organisation)
- Internationalisation embedded in education professionalisation package
- Good practices

University leadership

Paraphrasing one of the quotes mentioned in the LEAD workshop program:

University leadership is:

- making institutional choices based on an accepted vision
BUT ALSO
 - sensing, unlocking making explicit people's potential
AND
 - providing structure to support this potential ...
- ... so that the university as a whole becomes better.



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THANK YOU
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