

Thursday, November 23
Ballroom
9:00 – 9:40

■ **Pathways to Academic Engagement:
Investigating Institutional Support for
Internationalisation for Academics**

Lucie Weissova, Jönköping University

Uwe Brandenburg, Global Impact Institute



Pathways to academic engagement: investigating institutional support for internationalisation for academics

Lucie Weissova, Jönköping University, Sweden &
Universita Cattolica del Sacro Cuore, Italy
Uwe Brandenburg, Global Impact Institute



Agenda

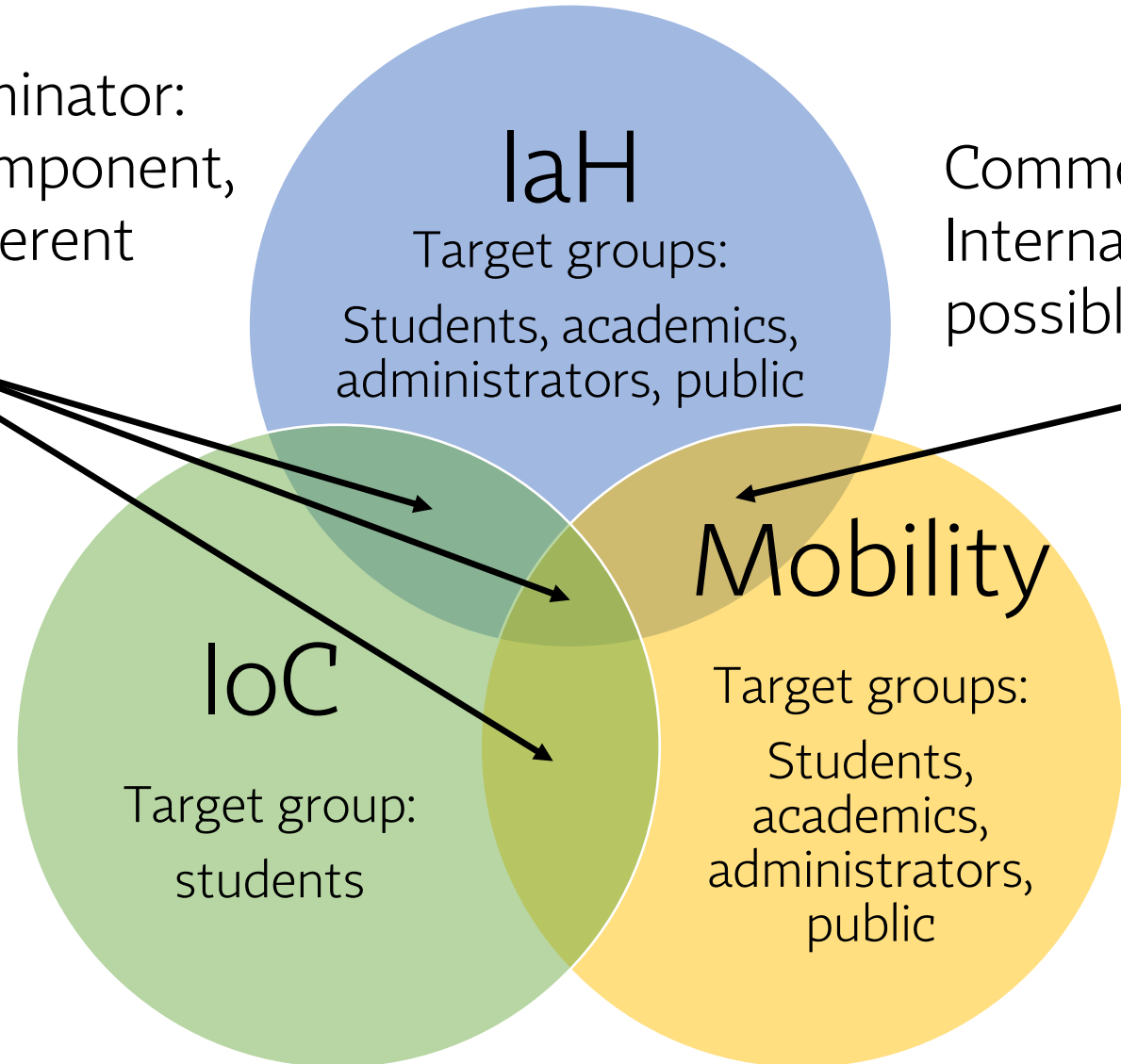
- The role of academics
- The SUCTIA project: set up and key components
- "Educating the educators" project
- Institutional support results
- What can you as IRO do?
- What does training academics really achieve?
- The SUCTIA results
- SUCTIA in the future



What is what?



Common determinator:
International component,
but possibly different
target groups

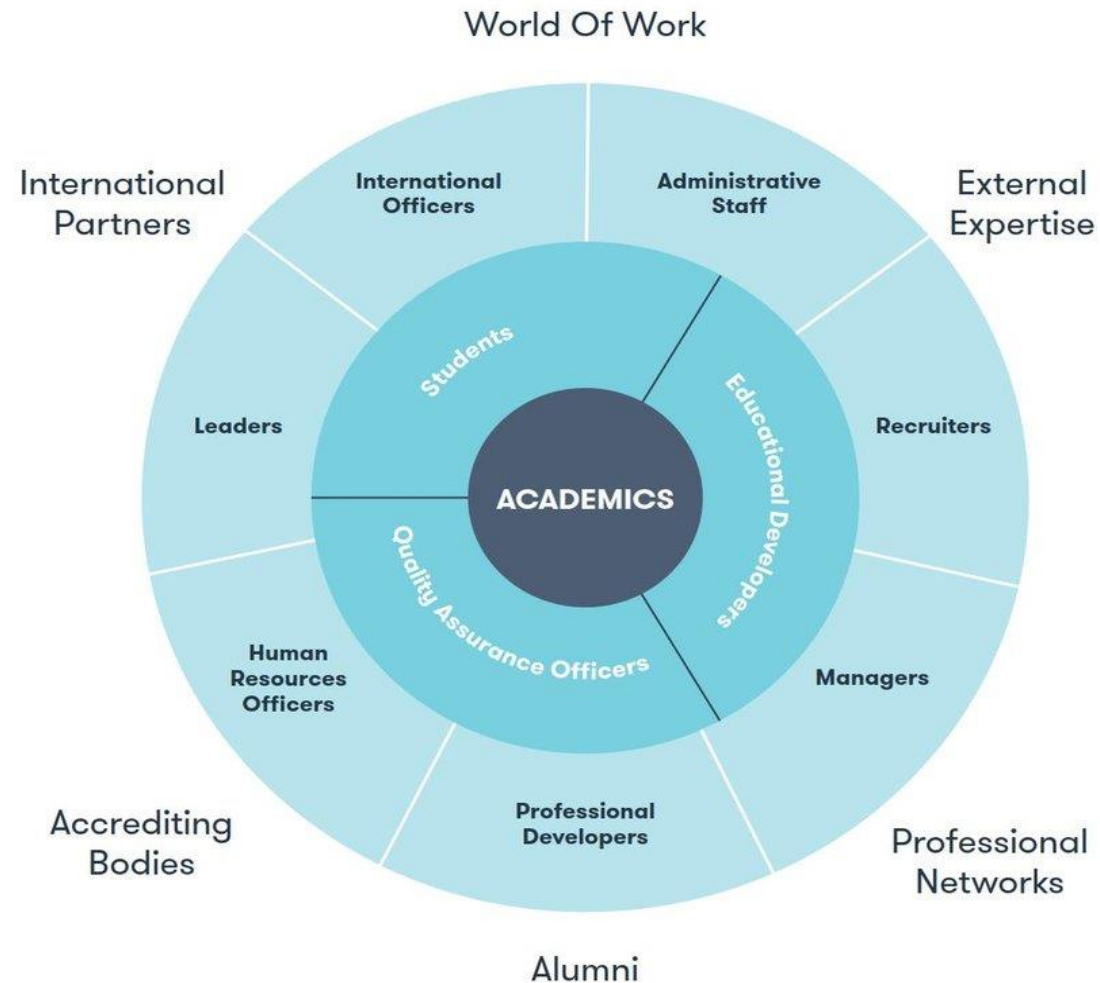


Common determinators:
International component,
possible target groups



The role of academics

Role of academics in IaH



Stakeholders in the implementation of Internationalisation at Home (Beelen, 2015)



The *SUCTIA* project

SUCTIA



Coordinator:

Adam Mickiewicz University, Poznań (Poland)

Partners:

- Universitat Rovira i Virgili (Spain)
- Global Impact Institute (Czech Republic)
- European Association for International Education (The Netherlands)
- Universitat Politècnica de Catalunya (Spain)
- Centre for Higher Education Internationalisation – CHEI, Università Cattolica del Sacro Cuore, Milan (Italy)
- University of Porto (Portugal)
- European Consortium for Accreditation in Higher Education (The Netherlands)
- SGroup (Portugal)



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Scope and objectives of the projects



Main objectives of the project:

- to raise awareness and shift the internal culture of our institutions towards internationalization, thus creating a systemic change in our institutions and in European Higher Education.
- to transform the internal mind-set of universities and enable them to become truly internationalized institutions
- to promote internationalisation
- to support educators, namely academics at HE institutions in their educational and teaching developments

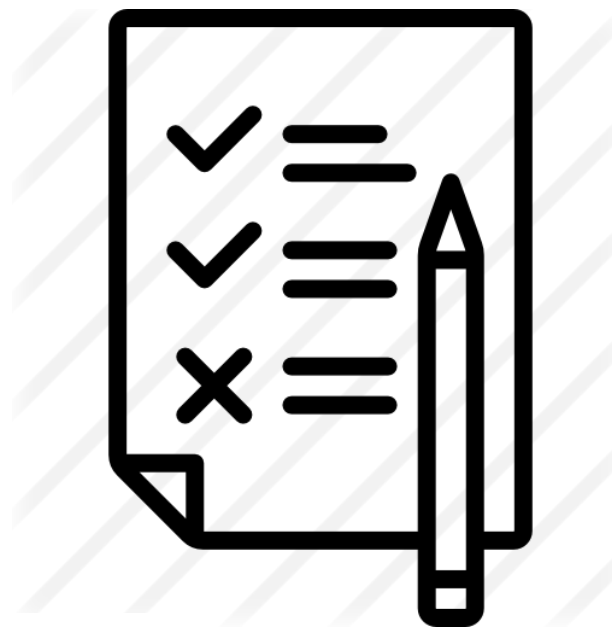
State-of-the-art report



Institutional questionnaire



Academic questionnaire



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Heat map: Skills/topics considered most necessary



Institutions	Academic staff
Internationalisation of the curriculum	Teaching in the international classroom
Internationalisation at home initiatives / activities	Internationalisation of the curriculum
Intercultural communication	Developing international research relationships or projects
Teaching in the international classroom	English for international communication
English for international communication	Understanding the institution's internationalisation strategy
Management of an intercultural classroom	Publishing in international journals
Understanding the institution's internationalisation strategy	Intercultural communication
Developing international research relationships or projects	Internationalisation and social / community engagement
International and intercultural learning outcomes	International and intercultural learning outcomes
Publishing in international journals	Internationalisation at home initiatives / activities
Internationalisation and social / community engagement	Management of an intercultural classroom
Introduction to internationalisation	Introduction to internationalisation
Other languages for international communication	Other languages for international communication



'Educating the educators' project

Project overview



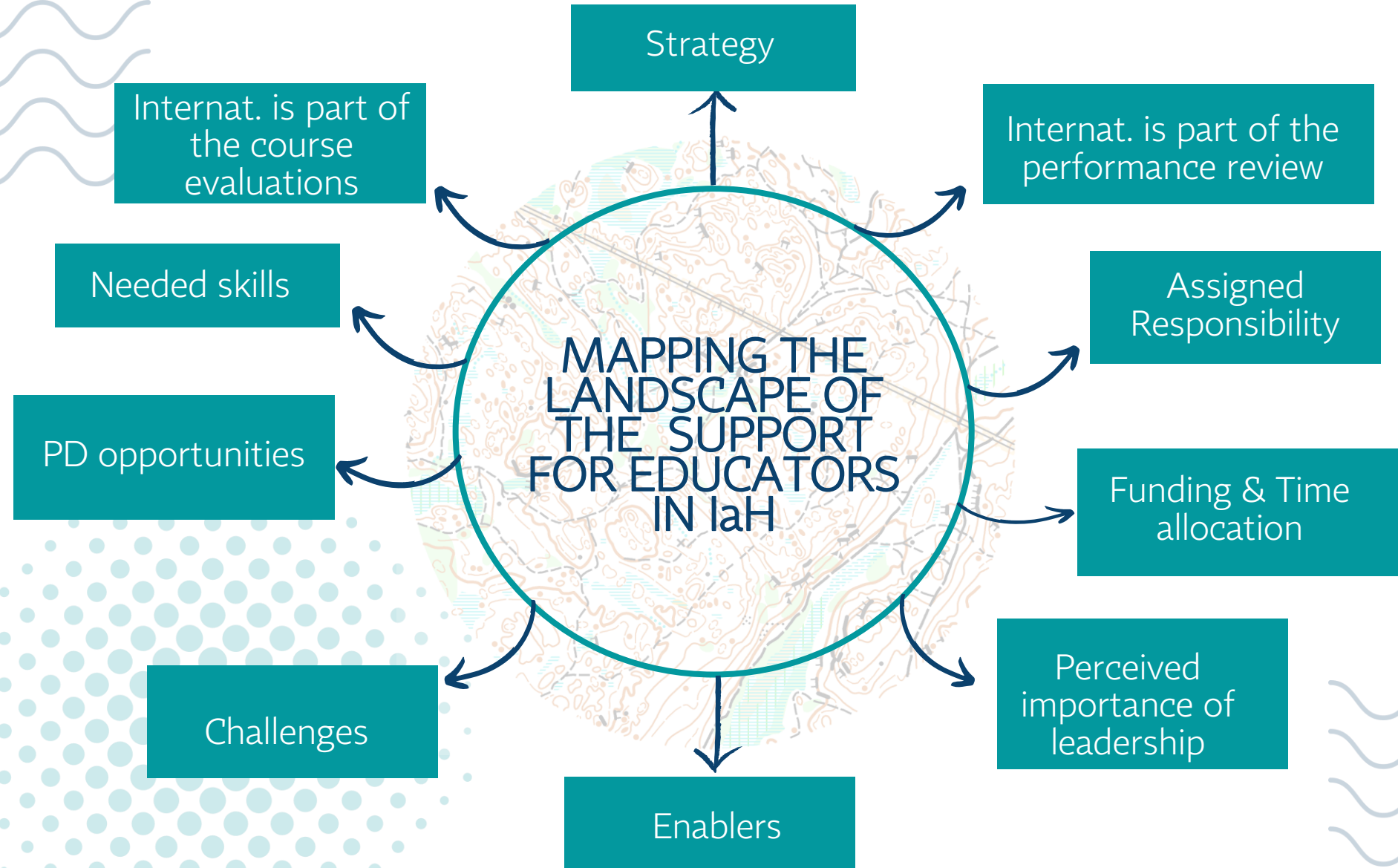
STINT

The Swedish Foundation for International
Cooperation in Research and Higher Education

Educating the educators: professional development (PD) of academics for Internationalisation at home

Research Team	Lucie Weissova (SE), Becky Bergman (SE), Hans Malmström (SE), Björn Kjellgren (SE), Jan Van Maele (BE) + Jeanine Gregersen-Hermans (NL), Craig Whitsed (AUS), Helen Spencer-Oatey (UK), Elspeth Jones (UK)
Practice Gap	There are PD activities happening at some of the HEIs, but we know very little about them and if they fulfill the needs of academics
Research Gap	<ul style="list-style-type: none">• PD in internationalisation as an emerging field• Lack of studies focusing on the role of academics• Lack of studies on evidencing the value of PD initiatives• Sweden is an understudied context
Aim	Map existing PD initiatives and support available for academics related to IaH at Swedish HEIs Investigate if these PD initiatives fulfil the perceived needs of the participants and explore the effect of the PD on the implementation of IaH in practice

Survey on institutional support in Swedish HEIs



Institutional support results



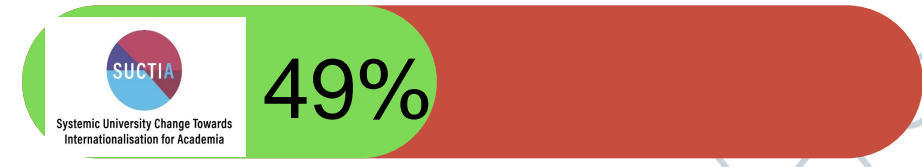
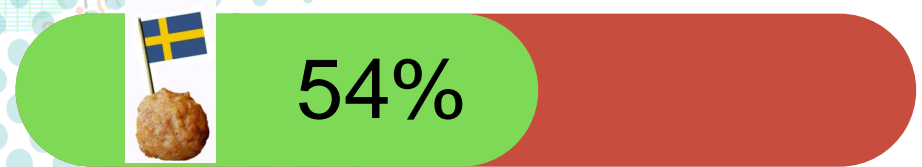
IaH/IoC strategy



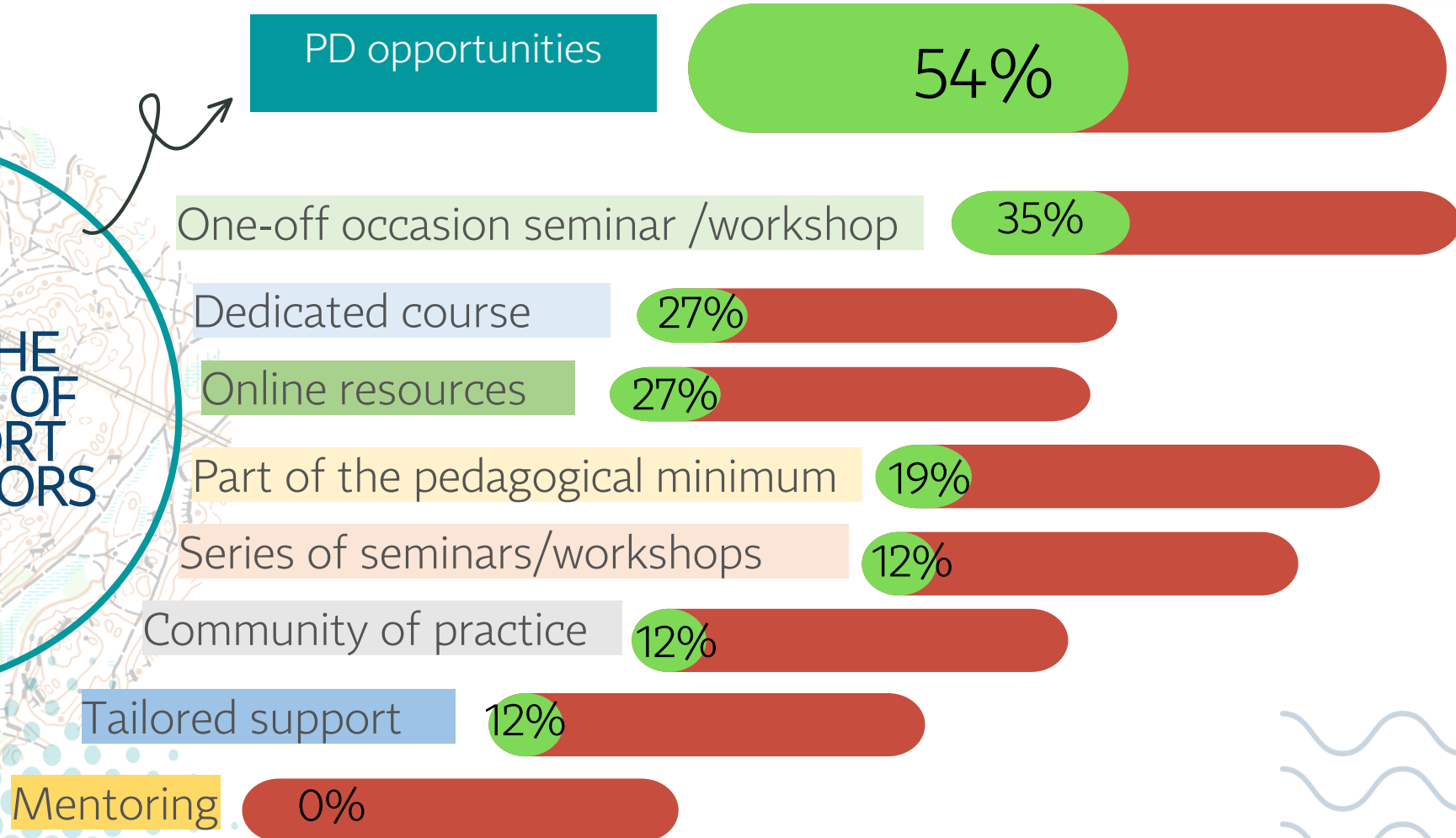
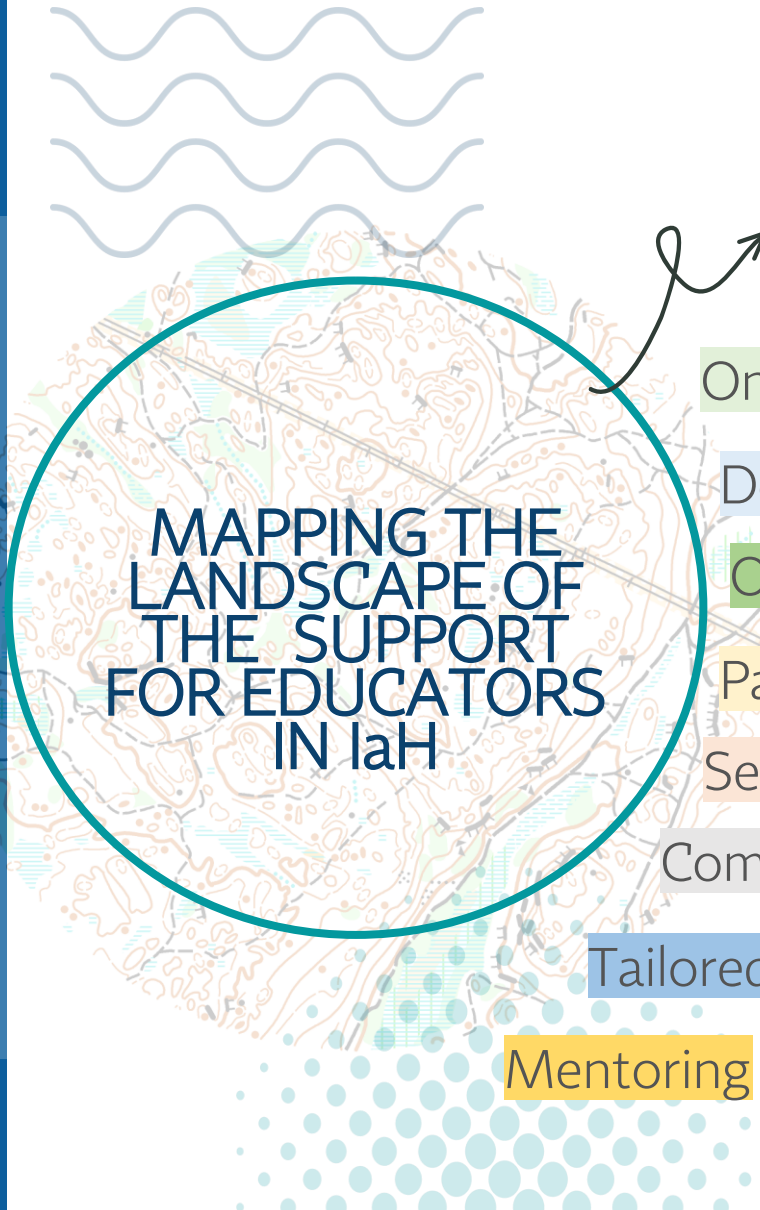
Leadership at my HEI perceive IaH as important



PD opportunities



Institutional support results



Topics addressed in PD



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Teaching in the international classroom	Teaching in the international classroom
Introduction to internationalisation	laH/loC initiatives & activities
English for international communication	Intercultural Communication
Intercultural Communication	English for international communication
laH/loC initiatives & activities	Introduction to internationalisation
International and intercultural learning outcomes	International and intercultural learning outcomes
Understanding the institution's internat. strategy	Understanding the institution's internat. strategy

Skills/topics considered most necessary



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laH/loC initiatives & activities	laH/loC initiatives & activities
Teaching in the international classroom	Teaching in the international classroom
International and intercultural learning outcomes	Intercultural Communication
Introduction to internationalisation	English for international communication
Intercultural communication	Understanding the institution's internat. strategy
English for international communication	International and intercultural learning outcomes
Understanding the institution's internat. strategy	Internationalisation and social/community engagement
Internationalisation and social/community engagement	Introduction to internationalisation
Other languages for international communication	Other languages for international communication

HEIs that offer some kind of PD to academics



Main rationale:
'increasing quality
of education and
research' (71% of
HEIs)

laH perceived
as important
by leadership

Courses with
ECTS prevailing

No correlation between laH
strategy, incentives, and the
professional development
provision

Internationalisation
champions?



A mismatch between
what HEIs offer and
what academics want ?

What does training academics really achieve? The SUCTIA results

Train the Trainers

In-House training



SUCTIA **Pre-survey**

SUCTIA **Post-survey**

SUCTIA **Post-post survey**
(3/4 months later)



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www.suctia.com

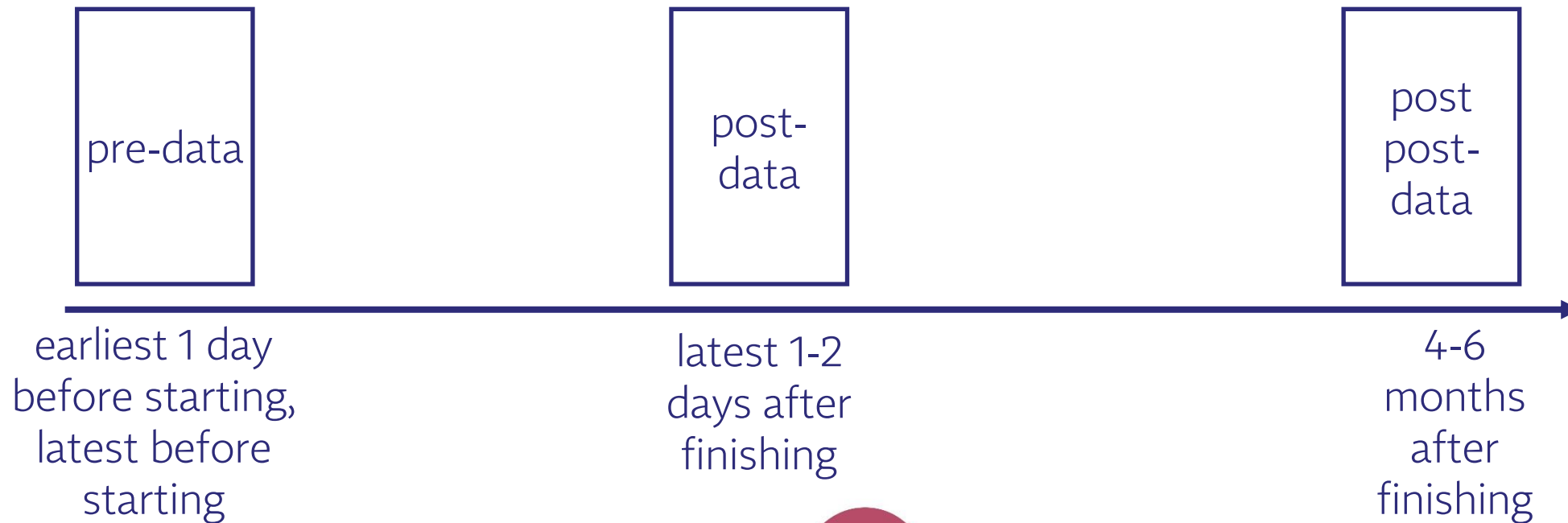


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Pre-to-post and postpost data collection



- without a baseline you have no idea what you really achieved!
- do not trust people's perception of what they learned (Math test example)
- do not compare groups but paired results (coded participants to relate cases)



How do we measure the impact of SUCTIA?



1. Personality Trait Openness:

Part of the Big Five Inventory
10 items
Extremely reliable

2. Attitudes towards Internationalisation:

Opinions on the institution, not the individual!
11 items
Reliable but less than personality trait

3. Trends in internationalisation:

Newly introduced
2 items
Reliable since related to general, not disputed global trends

4. International Learning Outcomes (ILOs):

Designed specifically for this project
Based on concrete planned effects of the teachers
19 items

5. Post-only perceptions

Designed specifically for this project
Direct perception of results of each learning section
4 items



Significance:
is the difference non-accidental?



yes



no

Cohen's D Effect size:
Does the difference mean anything?



no
effect



small



medium



large



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Results



Aspect	Pre-to-Post	Pre-to-Postpost
Attitudes towards internationalisation	 	 
Global Trends	 	 
International learning outcomes	 	 
Personality Openness	   	   



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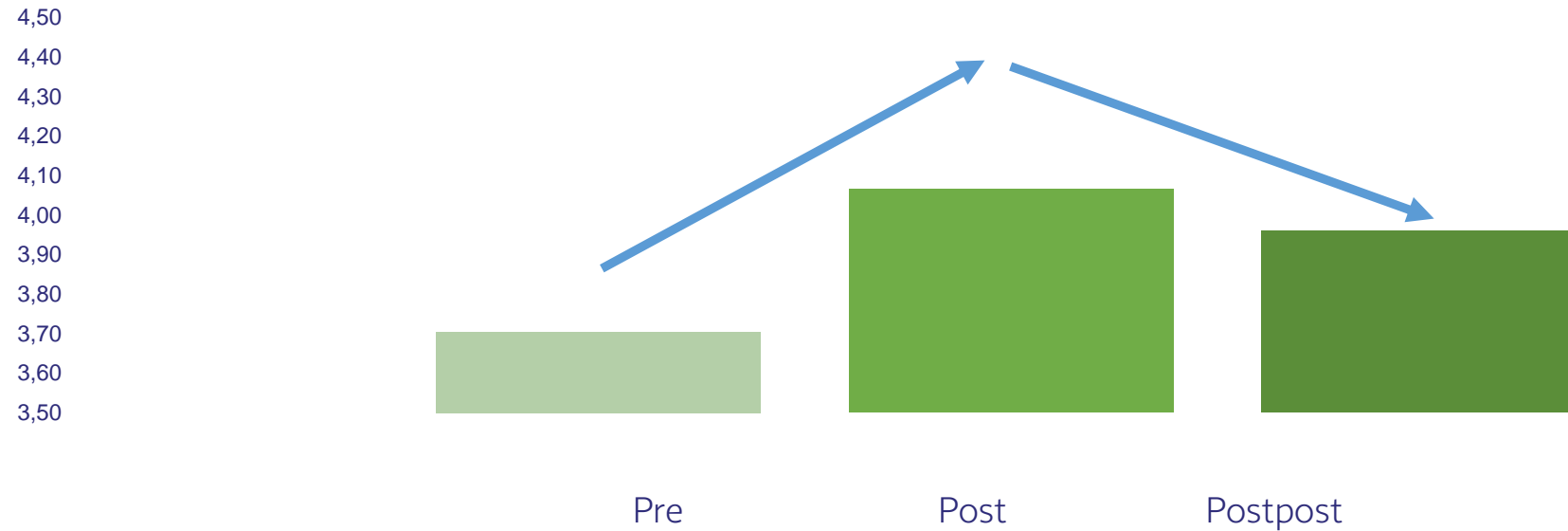


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Why you need to REPEAT trainings



Personality - Openness



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Key challenges



- Academic ≠ administrative
- Administrative teaching academics?
- Training → Mentoring?
- Academics tend to internationalise themselves/their field, rather than the institution (loyalty to field and not institution)



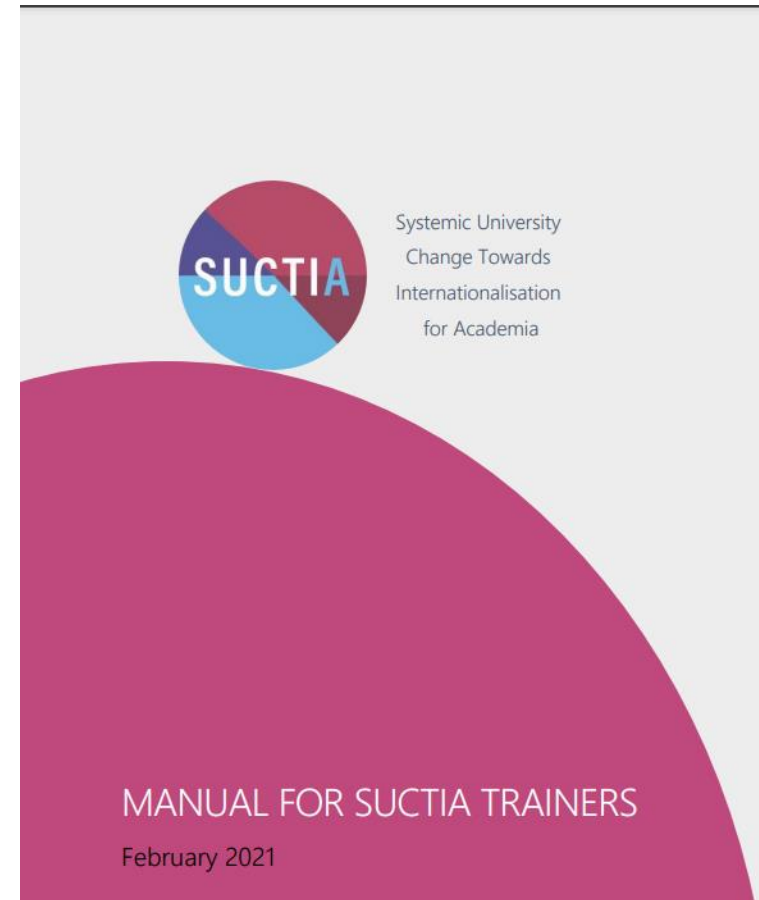


And now what?

Training materials

TTT manual

- Internationalisation
- Teaching and learning
- Trends in HE
- Rankings
- Research and publications
- Projects



SUCTIA Manual



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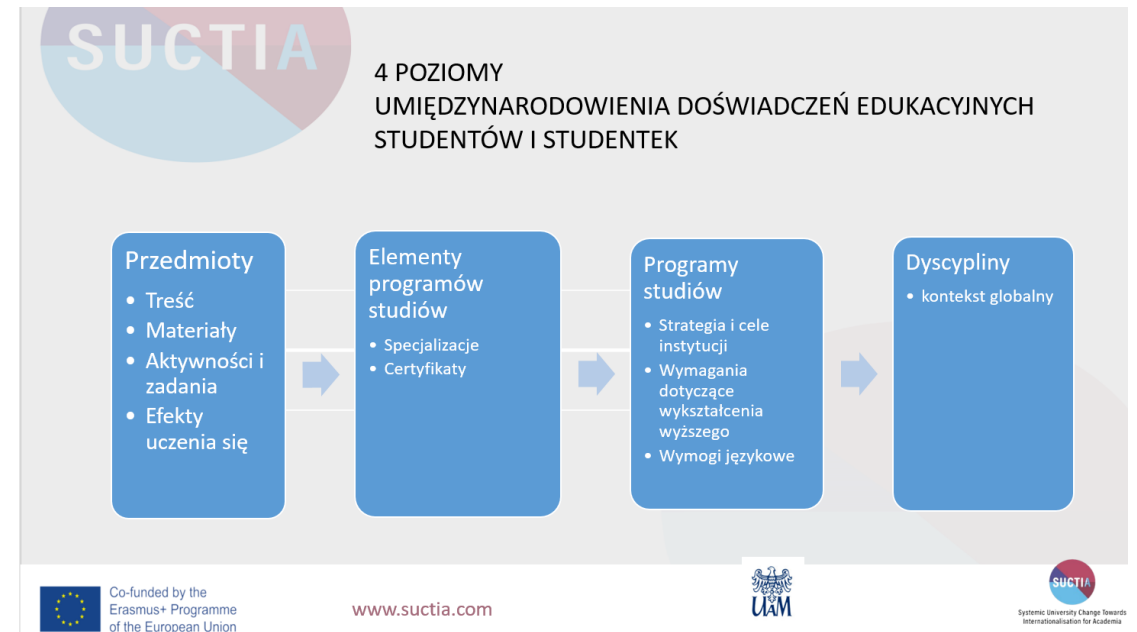
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Training materials



In-house training materials in local languages:

- Polish,
- Spanish,
- Catalan,
- Italian
- Portuguese.



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What is the future of SUCTIA?



SUCTIA Centre

- SUCTIA TTT for future SUCTIA trainers (in 2023 e.g. in Switzerland)
- SUCTIA training for academics
- SUCTIA module/ focus training
- SUCTIA Leadership Seminar
- SUCTIA Conference



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What can you as IRO do?



Dont's

- Do not demand
- Do not argue for the institution
- Tell them why they need it
- Interfere with content
- Request them to manage a project or mobility

Do's

- Show how internationalisation can help their work
- Argue for students and research
- Ask them what they need
- Leave the content to them
- Offer your managerial competence and expertise

THANK YOU!