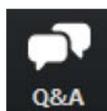
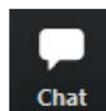

ENGAGING ACADEMIC STAFF IN INTERNATIONALISATION

SUCTIA PROJECT I0-1
26 JUNE 2020

Join the conversation



Please use the **Q&A button**
to direct questions to our
panelists



The **chat functionality**
can be used to discuss the
topics amongst yourselves



Raise your hand to agree or
disagree to some statements

Learning objectives

Be exposed to the findings of an exploratory study on academic staff engagement with internationalisation

Gain insight into the experiences of several different European universities that are committed to advancing quality training in internationalisation for academic staff

The story

The study

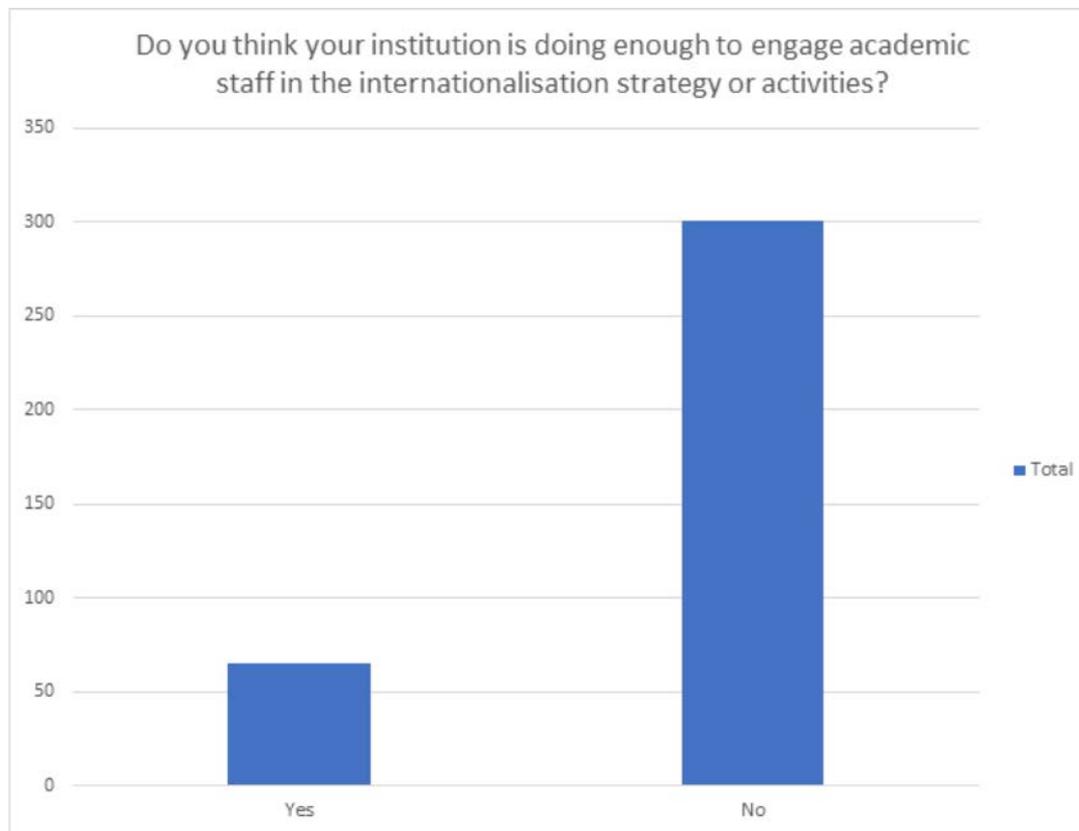
The experience

The story

Poll



Poll



SUCTI and SUCTIA

So, once upon a time...



Marina Casals Sala, URV

SUCTI and SUCTIA



2011: Training course
on internationalisation
for staff



1 course/yearly
at URV



Exported and
shared



SGROUP
EUROPEAN
UNIVERSITIES'
NETWORK



SUCTI and SUCTIA



Erasmus and Strategic Partnership Project

2016 - 2019

Amazing consortium and amazing trainers



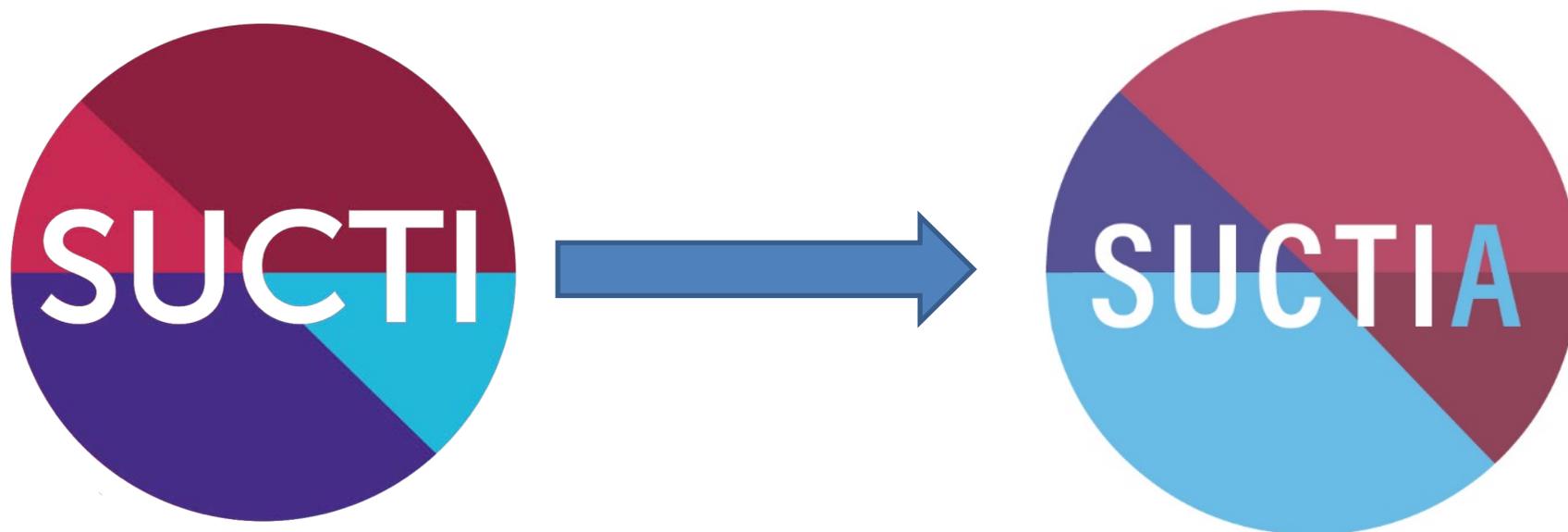
Project Coordinator

SUCTI and SUCTIA

Internationalisation of the whole institution



SUCTI and SUCTIA



Systemic University Change Towards Internationalisation for Academia

SUCTIA Consortium

Coordinator:

Adam Mickiewicz University, Poznań (Poland)

Partners:

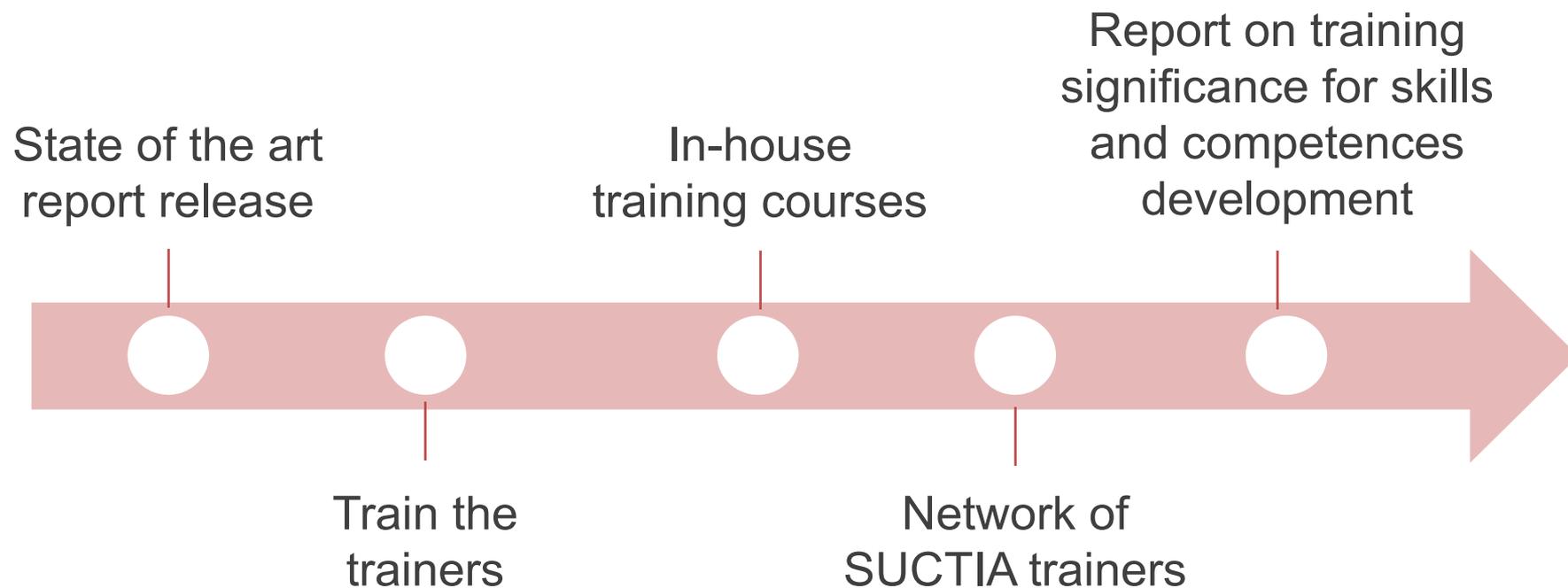
- Universitat Rovira i Virgili (Spain)
- Global Impact Institute (Czech Republic)
- EAIE (The Netherlands)
- Universitat Politècnica de Catalunya (Spain)
- Centre for Higher Education Internationalisation – CHEI,
Università Cattolica del Sacro Cuore, Milan (Italy)
- University of Porto (Portugal)
- **European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



Scope



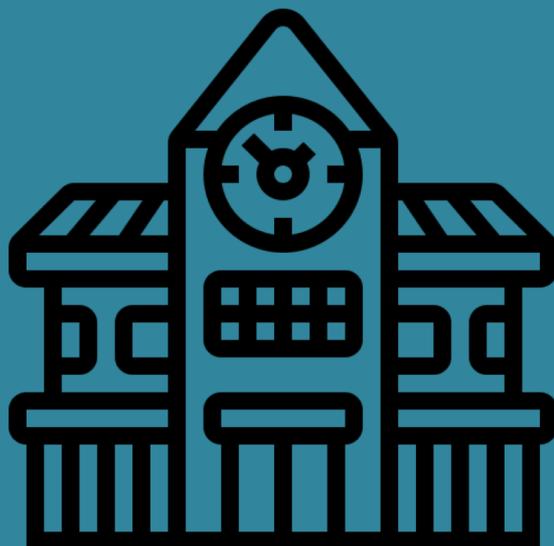
Next steps – join us!



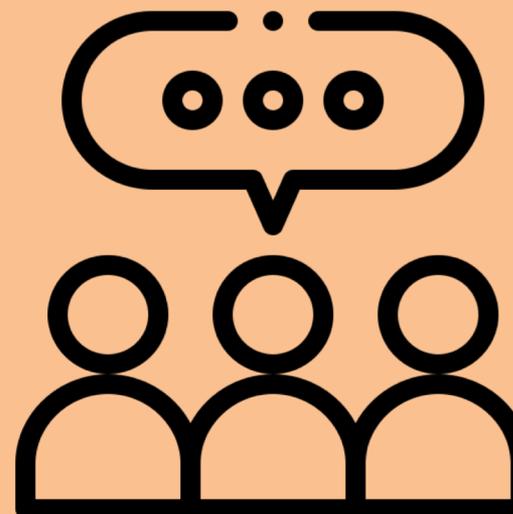
The study

Two perspectives: two questionnaires

Institutional questionnaire

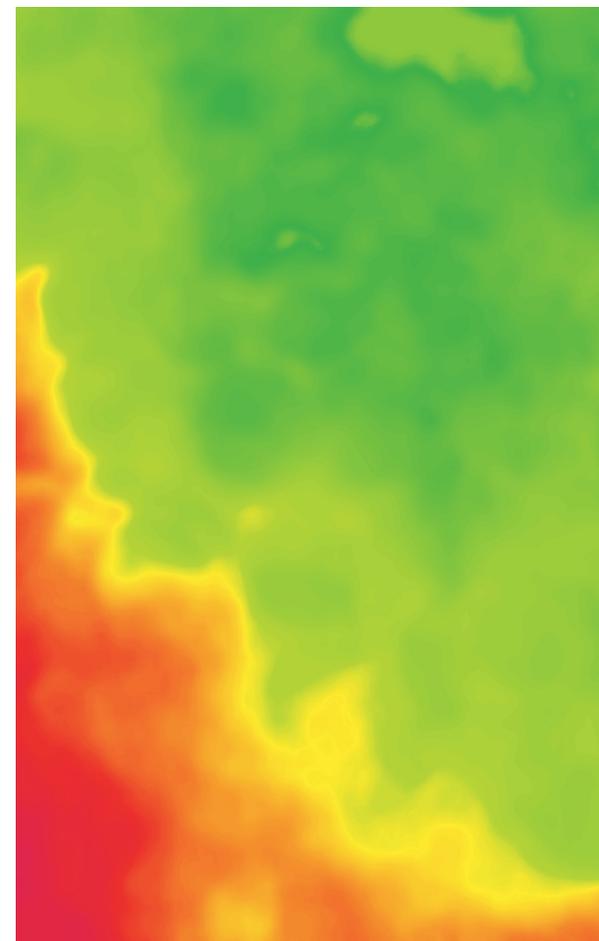


Academic questionnaire

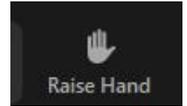


An exploratory study: Overview

- Quantitatively small in scope
- Qualitatively rich in detail
- The data provide “heat maps” with intriguing indications



Engagement with strategy



- Awareness of strategy existence is high
- Much stronger evidence of academic staff engagement with strategy implementation
- Engagement of academic staff with strategy development and evaluation is limited and contextually dependent



Encouragement to engage with strategy

- Communication and information dissemination are perceived as key mechanisms by both institutions and academic staff
- Institutions report that academic incentives are offered, but academic staff do not report this
- Academic staff see emphasis more on engagement with implementation, not strategy



Skills/topics considered most necessary

(list ordered by frequency)



What institutions think (n=26)	What academic staff think (n=32)
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

Good practices

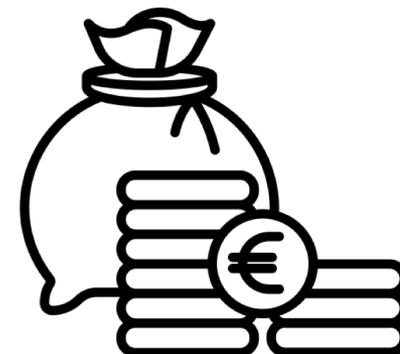
- Academic staff:
 - communication and information dissemination
 - training courses
 - support or incentives for organising international conferences
- Institutions:
 - less alignment in the good practices they cite

Across both groups,
a range of possibilities are
suggested.



Additional resources

- Academics and institutions most frequently place an emphasis on the need for financial resources and rewards



- Institutions:
 - Reduction in time/workloads
 - Mechanisms to recognise participation
 - More and better communication
- Academic staff:
 - Incentives or supports for mobility
 - More training opportunities
 - More dedicated human resources

Across both groups,
a range of possibilities are
suggested.



Conclusions



Context and
perspective
matter



Communication
and information
matter



Incentives
matter



Resources
matter



Finding the optimal balance

The experience

Panelists

Joanna Domagala

Adam Mickiewicz University, Poland



Jane Pollard

Centre for Higher Education
Internationalisation at the Università



Cattolica del Sacro Cuore, Italy

Amélia Veiga

Universidade do Porto, Portugal



Marina Casals Sala

Universitat Rovira i Virgili, Spain



Keep up with the SUCTIA project!

Contact us: suctia@amu.edu.pl

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Thank you!

