

The EL-Gate experience in defining a model for IRO

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European-Latin American University Cooperation Gate



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A project implemented
by the Università degli
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EL-GATE PROJECT



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Project: EL GATE
European - Latin American university cooperation Gate

Programme: ALFA III

Prime Contractor: USGM

Duration: 30 months (December 2008-May 2011)

Budget: Euro 938.223,96



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ELGATE PROJECT OBJECTIVES

General Objective:

Strengthen the management and governance of Latin American universities in identifying and implementing cooperation activities.

Specific Objective:

Improve the capacity of International Department (**ID**) **managers** of Latin American universities to design and implement a more effective and efficient university **cooperation model**

by

- recognizing and formalizing into the university organization chart
- integrating it into the university development strategic lines



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ELGATE ACTIVITIES & OUTPUTS

Work Package 1 – Cooperation model

T1 - analysis of university cooperation models in Europe and Latin America

T2 - identification of a cooperation model appropriated for Latin America

T3 - identification of the professional profile (skills&competences) needed for ID Manager to implement the cooperation model

Output

Report on university cooperation models appropriated for Latin American universities and Syllabus



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ELGATE ACTIVITIES & OUTPUTS

Work Package 2 – online Course development

Design and setting up an e-learning course in "University International Department management"

Outputs

- 120 hr online course on "University International Department management"

Work Package 3 – online course delivery

Course promotion & delivery to Latin American university International Department's managers

Outputs

- study visit programme involving 20 LA universities

ELGATE ACTIVITIES & OUTPUTS

Work Package 4

Design and set up of a virtual community of practices (CoPs), promoting it through course participants and other European and Latin American universities

Output

A web-based thematic Community of Practices for International Department managers and European and Latin American university staff

Work Package 5 & 6 & 7

Cross-cutting activities include: Management, Monitoring and Evaluation, as well as Dissemination activities.

WP1: COOPERATION MODEL & SYLLABUS

Coordinator: Universidade Aberta (Portugal)

Work Package 1

T1 - analysis of university cooperation models in Europe and Latin America

T2 - identification of a cooperation model appropriated for Latin America

T3 - identification of the professional profile (skills&competences) needed for ID Manager to implement the cooperation model

Output

Report on university cooperation models appropriated for Latin American universities + Course Syllabus

WP1: RESEARCH METHODOLOGY

TASK 1 - Research Plan and Tools Definition

- set up of a research working group
- set up of a database of target people to interview
- draft an interview script

TASK 2 - Analysis and Model codification

- interview ID managers from 5 EU Un + 12 LA Un (tot 17 interviews)
- collect and analyze the data
- codify the models implemented in the different universities

TASK 3 - Skill Definition

- definition of a professional profile of ID manager
- draft a Syllabus



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WP1: RESEARCH METHODOLOGY

Data collection phase consisted in conducting a **structured interview** with the ID leader + **additional official institutional data**

Interview **script** organized in the following 7 sections:

- Institutional Characterization
- Internationalization definition
- Higher education internationalization as a national/institutional strategic goal
- External and internal organization/articulation of the external relations offices/structures;
- Unit/department/office's autonomy
- Staff recruitment, basic training and career development
- Suggestions and recommendations



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WP1: INTERVIEWS

19 interviews were conducted (planned 10) of university ID managers or academic authorities representing 8 different countries as follows:

5 EU + 12 LA

Argentina (3)

Brazil (4)

Chile (3)

Mexico (2)

Netherland (1)

Belgium (1)

Portugal (3)

Spain (2)

Katholieke Universiteit Leuven (K.U. Leuven - Belgium);
Universidade de Coimbra (UC – Portugal);
Universidade do Porto (UP – Portugal);
Universidad de Alicante (UAL - Spain);
Universidad Nacional de Educación a Distancia (UNED - Spain);
Open Universiteit Nederland (OU.nl - Netherlands);
Universidade Aberta (UAb – Portugal);
Universidade Federal do Rio Janeiro (UFRJ - Brazil);
Pontifícia Universidade Católica do Rio de Janeiro (PUC-RJ - Brazil);
Pontifícia Universidade Católica de São Paulo (PUC-SP - Brazil);
Universidade do Vale do Itajaí (UNIVALI – Brazil);
Universidad Nacional de San Martín (UNSAM - Argentina);
Universidad Argentina de la Empresa (UADE - Argentina);
Universidad Nacional de Quilmes (UNQ - Argentina);
Universidad Autónoma del Estado de Hidalgo (UAEH - México);
Universidad de Monterrey (UDEM - México);
Universidad de Chile (UCHile - Chile);
Pontificia Universidad Católica de Chile (UC - Chile);
Universidad de Concepción (UdeC - Chile).



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WP1: RESEARCH METHODOLOGY

INTERVIEWED UNIVERSITIES

In order to ensure a more consistent and enlarged perspective on the current internationalization issues, the Universities researched vary widely in terms of histories and realities:

- Founding dates range from 1290 and 1984
- Student population range from 20,000-50,000
- University staff range from 800 to 12,000
- 11 public run and funded / 6 privately owned (religious)
- 15 Traditional Universities / 2 Open and Distance Universities



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WP 1 - KEY RESEARCH FINDINGS (1/6)

- All universities (EU and LA) recognize the importance of internationalization and include it in their mission statements
- The majority of the universities have a dedicated vice-rector in charge of international policy
- Nevertheless successful internationalization does not rely on their mission, or strategic/institutional policy: but more on Individual capacity/ Collective capacity (competence of international office team, in particular, leaders)



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SUMMARY: MAIN ACTIVITIES OF IRO

- As a general pattern, the research has identified that the following activities are those characterizing International Departments in Europe and Latin America:
 - International research projects
 - International consortia & networks participation
 - International curricula
 - (bilateral) Agreements
 - Students, teachers and researchers mobility + virtual mobility

WP 1 - KEY RESEARCH FINDINGS

LA Universities:

- Internationalization for LA Universities is taken and valued as a **macro strategy** but it doesn't materialize in concrete specific activities or in a practice.
- The goal is still very much focused (if not exclusively) in **student mobility**.
- Nevertheless, more recently, Latin America universities have started to implement a proactive policy in this field.



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WP 1 - KEY RESEARCH FINDINGS

EU Universities

The European universities share a broader and more comprehensive perspective on internationalization:

- students, teachers and researchers mobility + virtual mobility
- international research projects
- International consortia & networks participation
- international curricula
- (bilateral) agreements



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Current meaning and scope of internationalization in higher education

- multiple types and modes of student and staff mobility (students exchange only, teachers exchange only, researchers exchange only, all or some of the previous and all of the previous plus administrative and technical staff, permanently or just in special periods);
- active participation in international projects and networks (research only, teaching only, administrative only or all of the previous);
- establishment of formal agreements or consortiums with other higher education institutions in order to foster international sharing of resources for fostering research and education;
- establishment of international partnerships or consortiums in order to foster cross-border research or educational programs including the design of international curricula and awarding international joint degrees and multiple certifications.



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skills critical for the role of ID managers:

- to recognize goals and purposes of national/international networks, projects, agreements, through search of databases and websites;
- to be able to manage and evaluate projects;
- to improve leadership competencies for projects, teams and networks in an international environment;
- to analyze and apply practical notions of accountability and quality management in international higher education institutions.;
- to promote individual/global ethical responsibility;
- to develop the ability to accept and respect different cultural backgrounds;
- to develop a comprehensive understanding of the complexity and richness of the cultural interchange processes;
- to compare ID organizational practices, mobilizing competences developed previous;
- to develop competences in the use of technological resources;
- to use proficiently different ways of communication available on the online learning environment



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EL-Gate Course

- Online course in University International Department Management following the EL-Gate pedagogical model
- 60 managers from Latin American universities, representing 38 universities in 13 countries, were accepted in the course
- Teaching was assured by a team of 8 professors/teachers and 5 tutors.



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OPEN MODEL FOR LATIN-AMERICAN UNIVERSITY INTERNATIONAL DEPARTMENTS

- Latin-American universities should focus more on developing staff mobility (notably teachers and researchers exchange) as it will contribute decisively to also increase student mobility
 - Additionally, universities in Latin America should focus in promoting their participation in international research projects and networks, as well as developing more intensive forms of cooperation as for instance joint degrees and international curricula. In fact, this need is widely recognized by Latin American institutional leadership.
- This, however, represents a long term endeavor, for it's not an easy task and important help from Governments and regional agencies is required, namely in terms of regulation.



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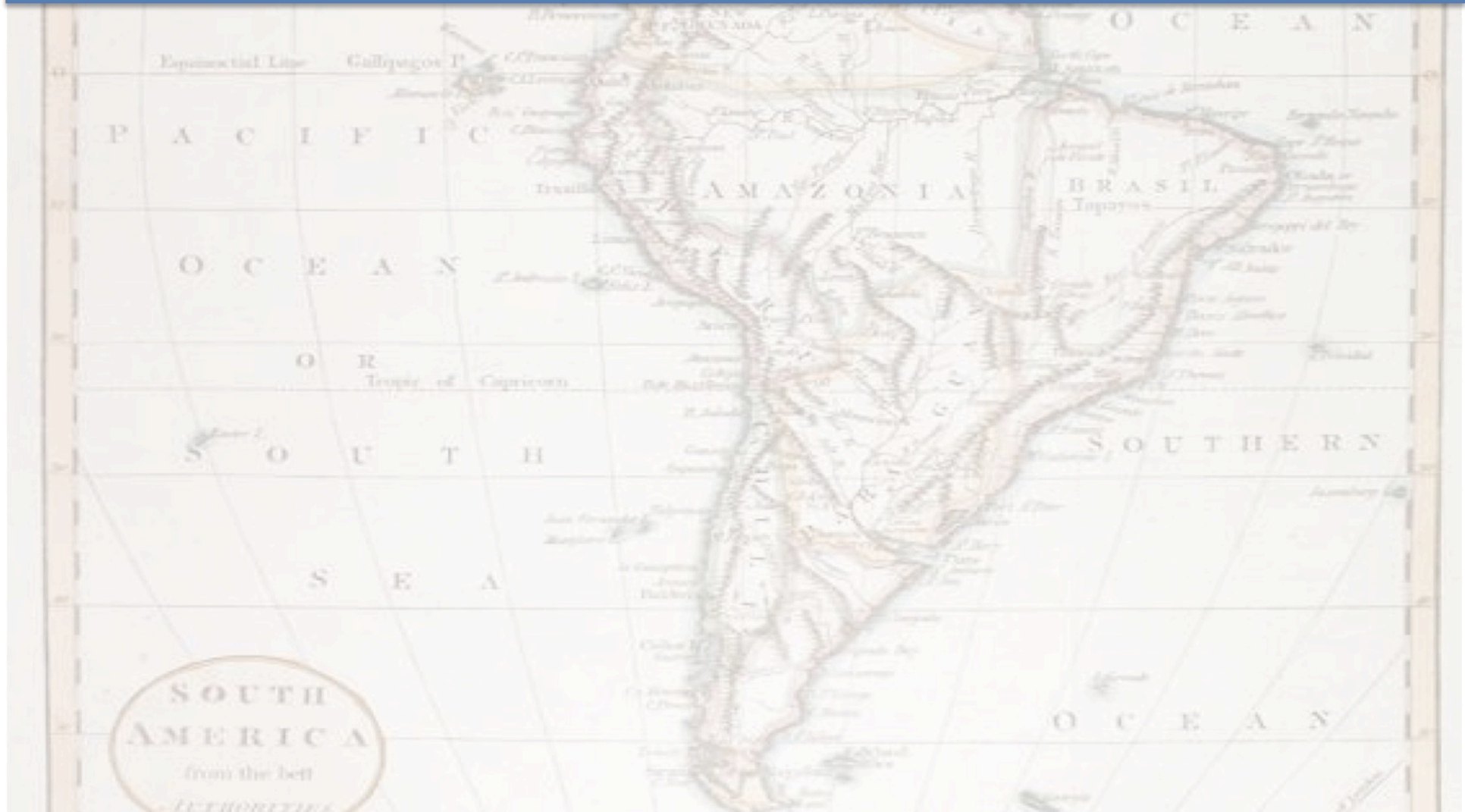
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good expertise in some universities



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FUNDING: SOURCES

- Higher education internationalization should be considered a strategic goal in each institution. Therefore, it should be a significant part of long-term and medium-term planning and be implemented by an autonomous international office operating in the university under the guidance of the institution's top leadership.
- Funding from:
 - Government or public agencies;
 - University budget;
 - Private organizations and companies willing to promote and fund specific topic areas for strategic purposes;
 - International projects/networks budget allocated to partners;
 - Mobility students fees;
 - Others.



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FUNDING: Reccomandations

- International departments should actively seek self-funding.
- International departments should have some degree of financial autonomy within their organization
- International departments should be able then to submit detailed programming and implementation plans to institutional leadership, usually a dedicated Vice-rector or Vice-president and subsequently approved by the Rector or President.

Articulation with other internal structures of the university and external bodies

- Internationalization IS NOT individual strategies or isolated proposals by some university body
- IRO SHOULD HAVE A PLAN that should aim at identifying and establishing programs, agreements, international networks and projects, that would be meaningful and articulate with the mission and strategic goals of the university.
- Gathered information NOT randomly disseminated within the organization, but potential internal targets selected.
- IRO should be fully aware of Government policies



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Autonomy of International Departments

- From an institutional point of view, international departments should typically report to a Vice-rector or Vice-president. These senior and top officials are more able to promote a consensual approach to the structure and mission of international departments within the framework of the mission statement and strategic planning of the university regarding internationalization. The same applies to the critical connection between international departments activity and main social actors, as companies and other employers.

IRO Staff Profile

SHOULD HAVE:

- the ability to operate in complex and demanding multicultural and multilingual environments
- the mastering of organizational cultural interchange processes
- a sound capability for making ethical judgments both within the organization and in a global environment



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IRO MANAGEMENT

- International departments should have a managing director or coordinator who shares the same strategic vision and is able to interpret it, coordinating the implementation of the university internationalization policy with the top management.
- The international department manager should work closely with a dedicated Vice-rector or Vice-president and in strong articulation with other university body leaders. SHOULD:
 - have personal charisma and leadership capabilities
 - be able to interact with all other actors in and out of the university
 - be fluent in one or more foreign languages, especially in English



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International Office Organization

- International departments can adopt different organization schemes, following their university tradition and organizational culture. However, we suggest the organization of these offices according to a set of typical domains of expertise, as follows:
 - University strategy
 - Support to foreign students, professors and researchers.
 - Communication and Public Relations.
 - Administrative and Financial Management.

International offices continuous quality evaluation

- All internationally-funded projects are subject to evaluation.
- However, it is important international departments are also subject to internal and external evaluation in order to enhance or improve the quality of the services they provide to the university and the community.
- In fact, the quality of any higher education course or programme depend also on the level of internationalization which is being assured by the each ID.



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UNIVERSITY COOPERATION MODELS IN EUROPE AND LATIN AMERICA: CONCLUSIONS

- There is not a single successful cooperation model but a common pattern of successful good practices.
- In the EL Gate course planning we decided to focus on the capacity of ID managers to cope with the ongoing changing scenario in a dynamic professional field.

