INSPIRE

INNOVATIVE GOVERNANCE PRACTICES
IN THE HIGHER EDUCATION INSTITUTIONS IN IRAQ

WP4

The organization of service for international relations according to strategic planning

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Aim of the session

❖ Share ideas on the main challenges for international relation units and related organizational models

❖ Identify tools to classify international relation units and organizational models

❖ Understand the main features of international relations in Italian universities

❖ Understand strategic choices and organizational models adopted by University of Bologna

Does a plan should be based on the organization and resources available for international relations or the plan should direct and guide the organizational model for international relations?

Organising internationalisation: the origin

❖ Difficult to say when services for international relations started in Bologna

❖ First institutional agreements with American universities after the second world war

❖ 1987: start of the Erasmus programme: big change

❖ 2000: start to move from a international relation services based mainly on mobility to a more comprehensive approach

❖ 2015 : start to move from an organization based on functions to a model based on geographic focuses

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Organising internationalisation: the models

Three main dimensions to classify internationalisation management

❖ Level of management: 1 centralised – 2) mixed – 3) decentralized

❖ Management relations: 1) directly dependent on the Rector/President 2) part of another management area or unit

❖ Type of management: managed by 1) an Administrative Director, 2) a Vice Rector, 3) both

Level of management

Type of management

Management relations

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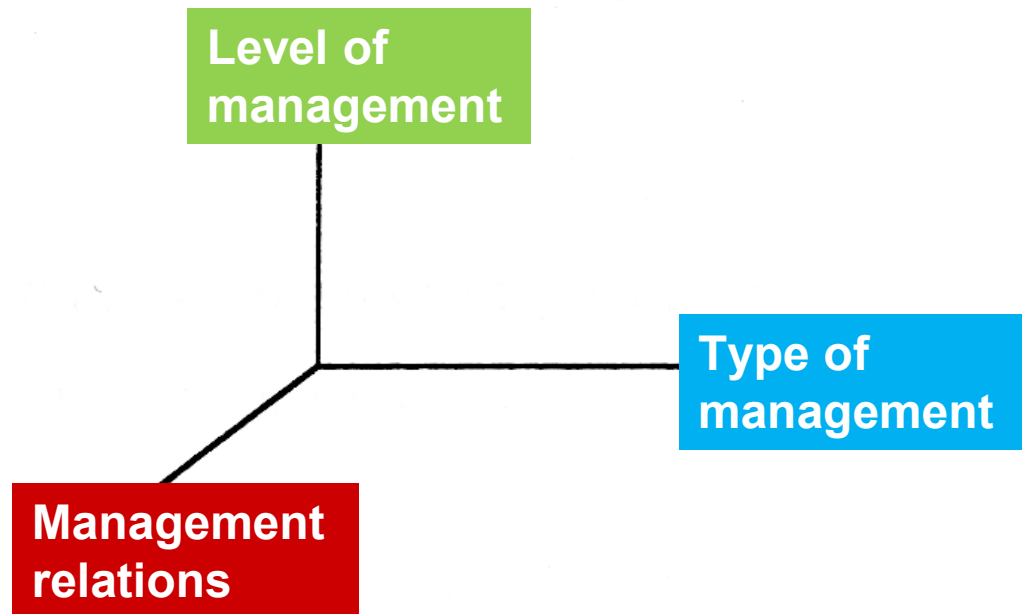
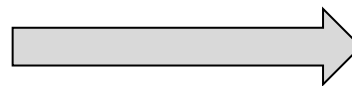# Organising internationalisation: the Italian context

Very heterogonous (despite 30 years of Erasmus programme)
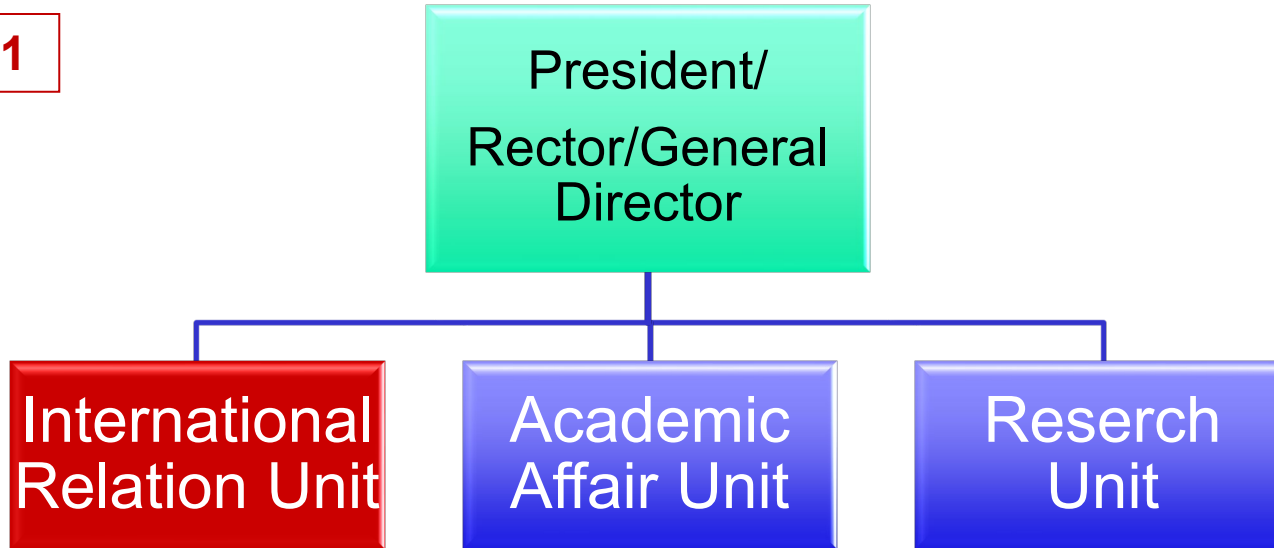
From 2/3 people offices

to 40 people units

Organising internationalisation: the Italian context

MODEL 1

```
                    President/
                  Rector/General
                     Director
                         |
        ┌────────────────┼────────────────┐
International        Academic          Reserch
Relation Unit        Affair Unit         Unit
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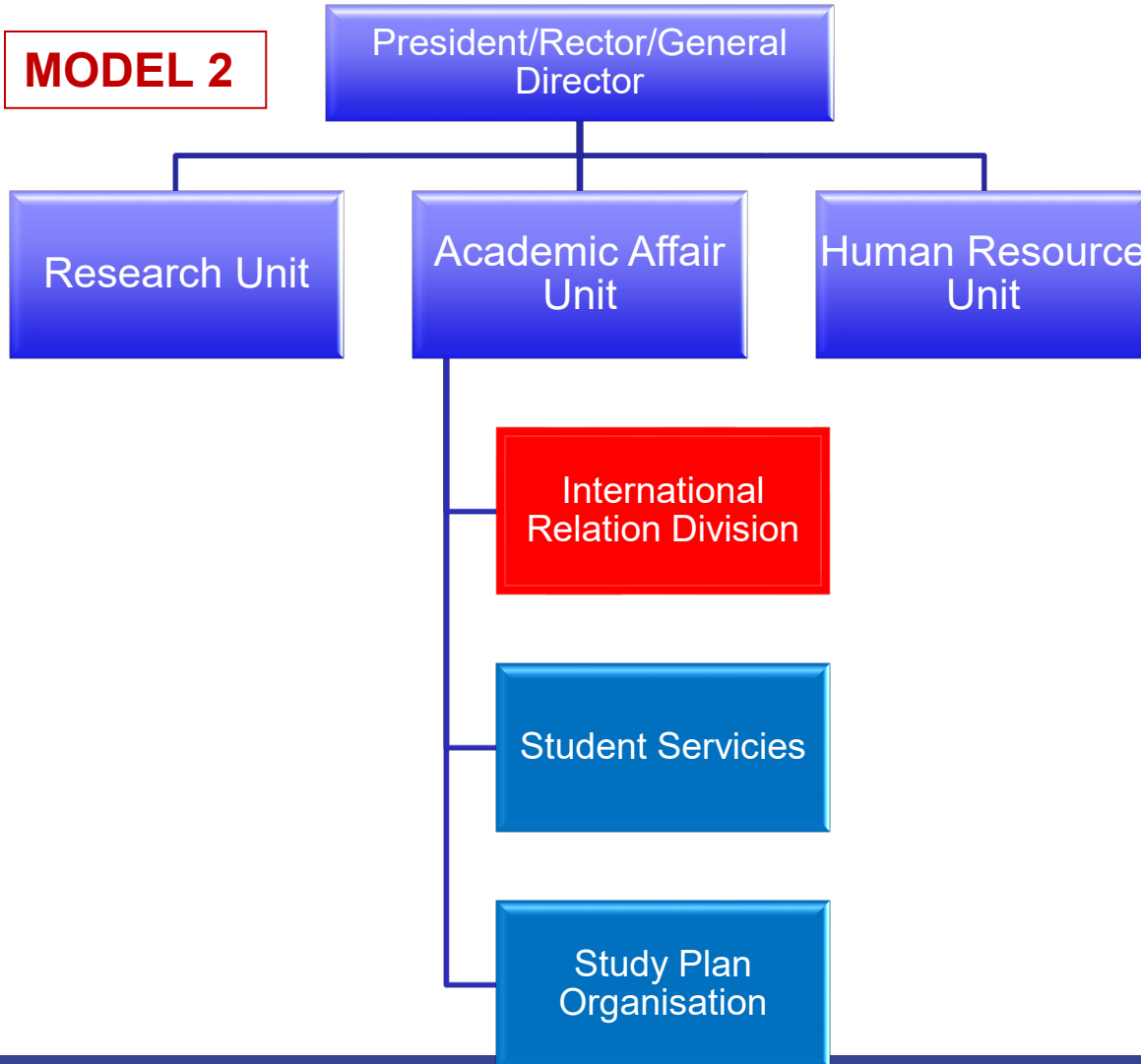| In few Italian universities IRO depends directly on the top management |
|---|
| PRO: autonomy, importance, part of top MGMT strategy | CONS: risk of weak interaction with other area of administration (academic affairs) |

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Organising internationalisation: the Italian context

MODEL 2

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        President/Rector/General
                Director
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Research Unit　**Academic Affair Unit**　**Human Resource Unit**

International Relation Division

Student Servicies

Study Plan Organisation
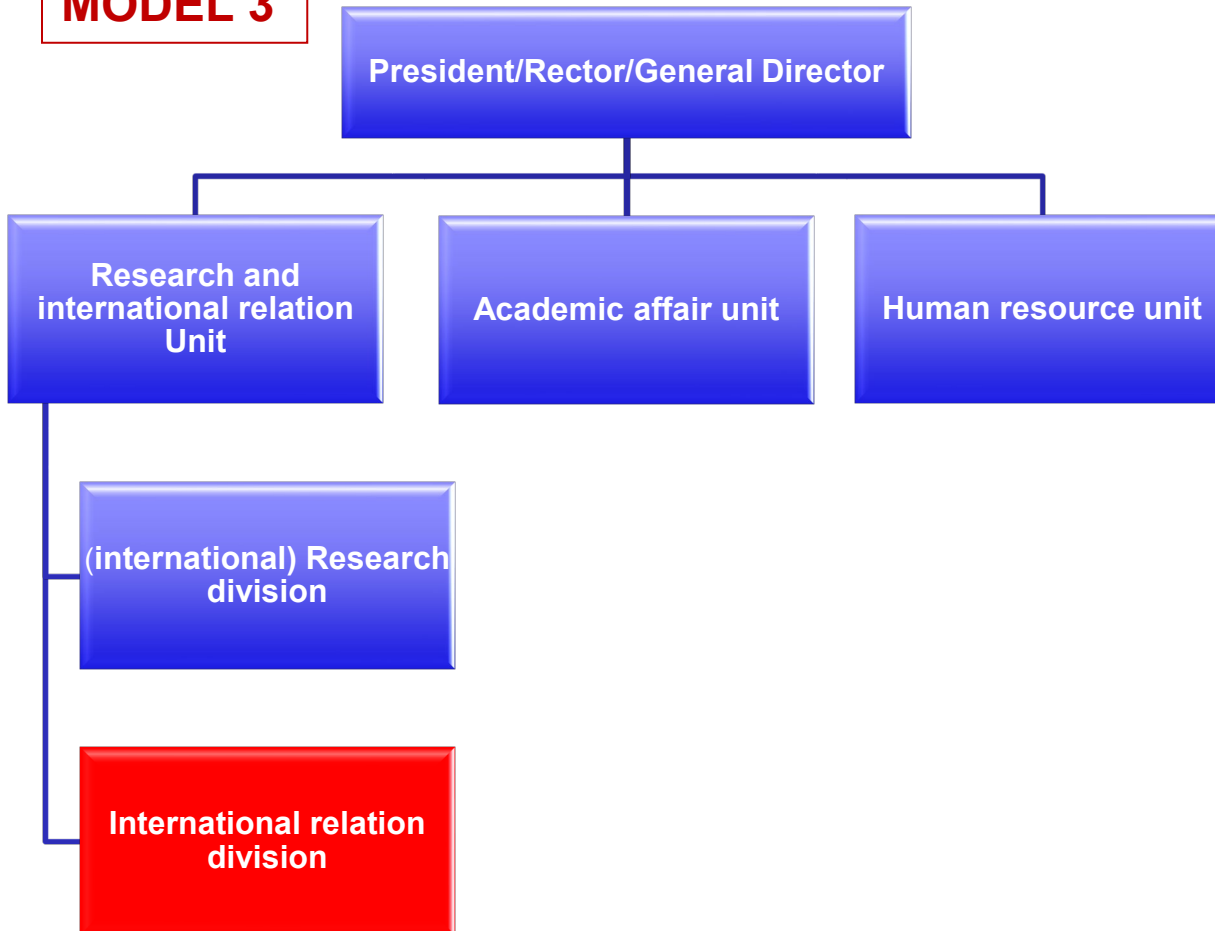
IRO is part of academic affair unit of the university

PRO: IRO as a strategic actor of curriculum organisation and design	CONS: lack of visibility and identity

Organising internationalisation: the Italian context

MODEL 3

President/Rector/General Director

- Research and international relation Unit
- Academic affair unit
- Human resource unit

(international) Research division

International relation division

IRO is combined with (international) research

PRO: integration between the two dimension of internationalisation (research and education), no overlapping

CONS: lack of identity, risk of being only an attachment of the research

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Organising internationalisation: the Italian models

Basic model → A unit composed by a limited number of persons that do everything

Articulated model →

Mobility office (in vs out, Eu vs Extra Eu, internship)	General agreement international partnership office	Eu project Support Office	International student recruitment, admission, welcome office

Geographic Area Manager

Financial advisor

Comunication advisor

Few examples:
Messina
KU Leuven
Gent
Granada

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Organising internationalisation: constraints and opportunities

❖ IROs are not independent structures that can decide their strategies and organization by their own

❖ IROs must take into consideration many factors, either in terms of opportunities or constraints

❖ Factors are usually identified at three levels:

✓ International

✓ National

✓ Institutional

exogenous

endogenous

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National context: an example

The Italian Ministry of education has decided to distribute an extra budget to university to strengthen student mobility according to indicators of performance related to internationalization

- ✓ % Erasmus incoming students
- ✓ % Erasmus outgoing students
- ✓ % international students enrolled at the first year
- ✓ % credit obtained abroad on the entire student population
- ✓ % graduated students that have obtained at least 9 credit abroad

The example of University of Bologna

Organizing internationalization: the IRO of the University of Bologna

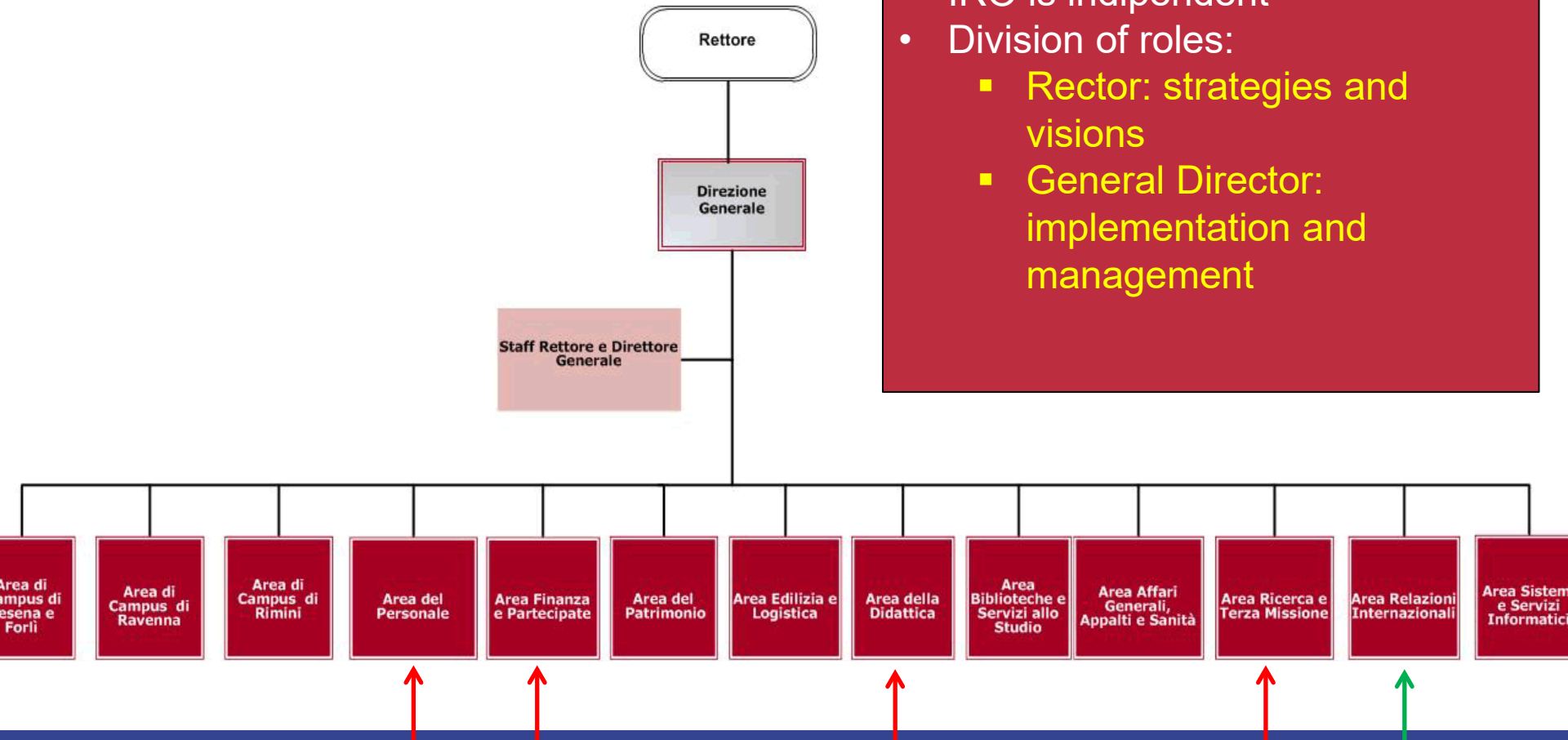Today the IRO is located at the Palazzina della Viola.

Here 35/40 staff are working plus 5/7 tutors

There are also Units in the Campuses (Forlì and Rimini), which are part of the Campuses staff and in the Schools and Departments

Organising internationalisation: UNIBO administrative structure

- 13 organisational units
- IRO is indipendent
- Division of roles:
  - Rector: strategies and visions
  - General Director: implementation and management

Rettore

Direzione Generale

Staff Rettore e Direttore Generale

| Area di Campus di Cesena e Forlì | Area di Campus di Ravenna | Area di Campus di Rimini | Area del Personale | Area Finanza e Partecipate | Area del Patrimonio | Area Edilizia e Logistica | Area della Didattica | Area Biblioteche e Servizi allo Studio | Area Affari Generali, Appalti e Sanità | Area Ricerca e Terza Missione | Area Relazioni Internazionali | Area Sistem e Servizi Informatic |

Organising internationalisation: IRO (DIRI) mission

DIRI takes care of the overall administrative coordination of international relations:

❖ at General Administration level, supporting also actions of Departments

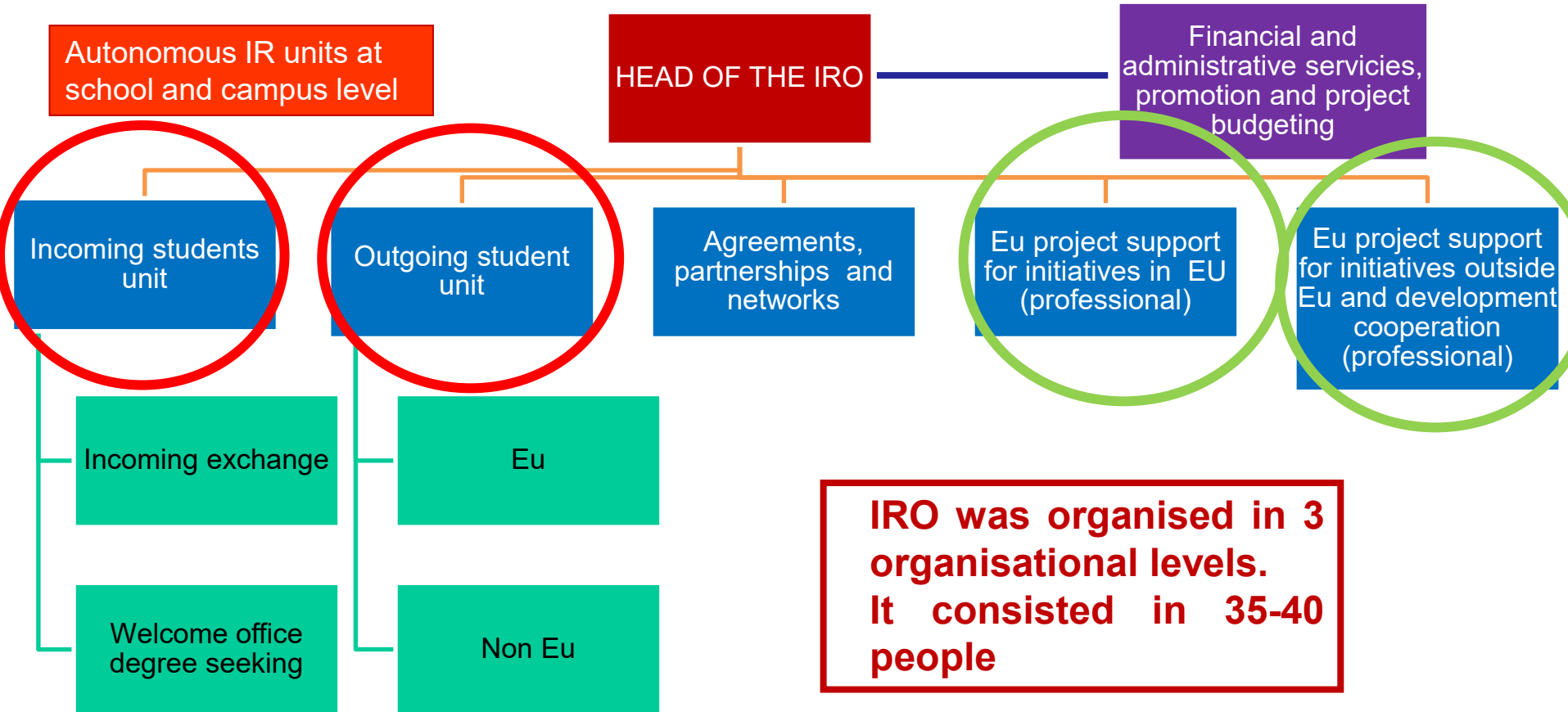❖ Favouring and putting forward a coherent, explicit and shared internationalisation policies

DIRI has a transversal dimension:

❖ is a focal point of a vast array of internationalisation projects and activities carried out by the academic structures of the University of Bologna

❖ acts as promoter of a cultural evolution of the University of Bologna towards the international dimension of research and teaching

Organising internationalisation: UNIBO till 2015

Autonomous IR units at school and campus level

HEAD OF THE IRO

Financial and administrative servicies, promotion and project budgeting

Incoming students unit

Outgoing student unit

Agreements, partnerships and networks

Eu project support for initiatives in EU (professional)

Eu project support for initiatives outside Eu and development cooperation (professional)

Incoming exchange

Welcome office degree seeking

Eu

Non Eu

IRO was organised in 3 organisational levels.
It consisted in 35-40 people

Organising internationalisation: competences and human resource profiles

❖ Unibo is a public University and its emplyees are treated as public officer

❖ It means that they are employed thorugh a "public competition"

❖ In addition, it is possible to open temporary positions with external funding (like Eu funding)

❖ It is also possible to count on tutors that are selected among Master students

Main competences required

❖ Language proficiency (not only English)

❖ Custumer orientation

❖ Italian administrative and immigration law

❖ International relation and intercultural competences

❖ Project design

❖ Financing and project management

❖Staff was focused on clear and homogenous functions and dedicated to a specific target/beneficiary (students vs professors)

❖Standardisation of procedures

❖Synergies between Eu and non Eu mobility

❖Autonomy in taking decisions at Unit level

❖Lack of coordination among units (in particular towards external stakeholders) and fragmentation of approaches and comunication

❖Unbalance between incoming and outgoing mobility
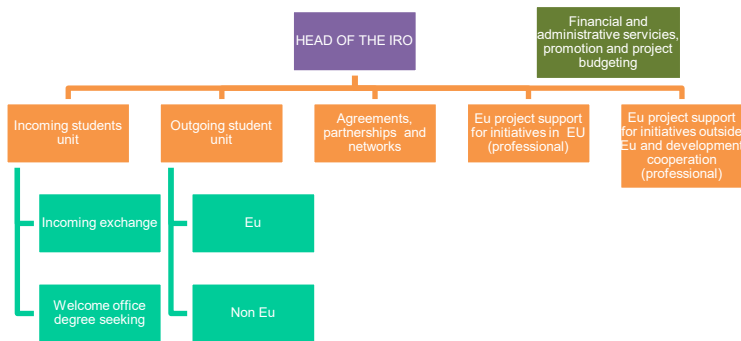
❖limited task variability in daily work activities

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Organising internationalisation: 2015 revision at UNIBO

2015 →

Need to more geographical focus on our actions

- More coordination in approaching partner universities and specific contexts and challenges

- More integration among functions

- More need to adapt "international relaton toolkit" to the context

- More specialization on geographic approaches, requirements, opportunities and constraints

HEAD OF THE IRO

Financial and administrative servicies, promotion and project budgeting

Incoming students unit

Outgoing student unit

Agreements, partnerships and networks

Eu project support for initiatives in EU (professional)

Eu project support for initiatives outside Eu and development cooperation (professional)

Incoming exchange

Welcome office degree seeking

Eu

Non Eu

Organising internationalisation: UNIBO after 2015

Autonomous IR units at school and campus level and other units not part of IRO

International desk

Europe Eu projects

HEAD OF THE IRO

Europe

Eu mobility for studying

Eu placement and staff mobility

Staff of the Head of the IRO

North America, Oceania, Asia

Latin America, Africa, Middle East and Western Balkans

IT services for international relations

❖Regionalization of approaches to internationalisation. Deeper awareness of main stakeholders and opportunities and of regional HE context development

❖Differentiation of objectives and tools according to the region

❖High task variability in daily work activities

❖Good synergies between rector's delegates and IRO

❖Lack of functional specialization and concentration on a specific target

❖Diseconomies of scales in some processes

❖Higher coordination costs

❖Possible unbalance of activities among areas

Organizing internationalization: geographical approach

❖ IRO moved from a organisation **based on task** and activities (mobility, projects, agreements) in a new architecture **based on geographic aggregates**

❖ It means that staff working in a geographical Unit is responsible for activities that are interconnected but also quite different (support an outgoing student vs project design)

❖ Staff should be able to deepen the knowledge of the main features, opportunities and challenges of each area, offer ad hoc solution and privilege the most feasible approaches

❖ Staff should be able to approach partner institutions with increased awareness
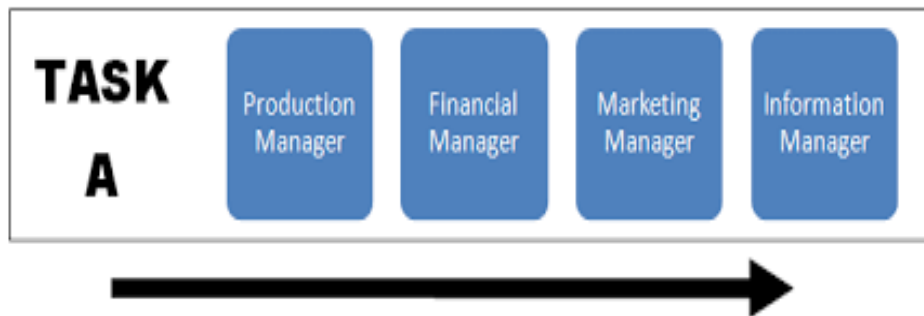
Organizing internationalization: geographical approach

❖ This organisation may only be possible in an area with a certain number of staff

❖ It requires a high level of coordination and dialogue among units

❖ It requires a preliminary definition and standardisation of the main procedures and tools. For example:

- ❑ Agreements
- ❑ Calls for mobility scholarships and places
- ❑ Joint mobility tools for student career management

❖ But also capacity to adapt to the specificity of each particular areas