Evaluating the institution

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CGS/NSF Workshop: Evaluating
International Research Experiences for
Graduate Students

EUA Council for Doctoral Education

- **EUA – European University Association**
- 850 universities and rectors' conferences in 47 countries
- Developing evidence-based policies
- Advocating these policies
- Promoting development of universities as institutions

- **Council for Doctoral Education (CDE)**
- a membership service focused on doctoral education
- Development of doctoral schools
- Doctorate-specific policy development
- Consultancy services
- 241 members in 35 countries (from Faro to Tomsk)
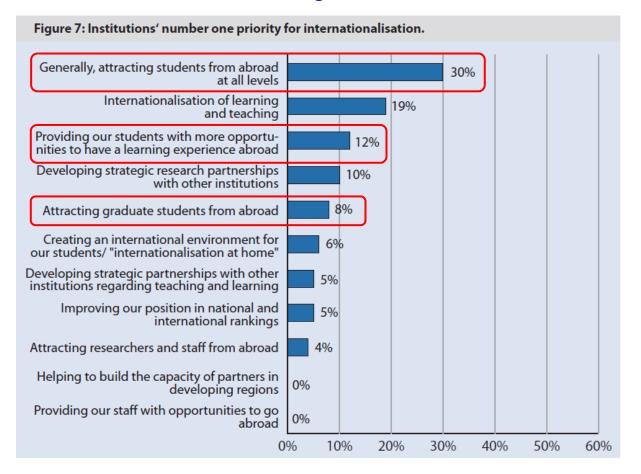
EUA's work on internationalisation

- Mobility of student and staff
- Cross-border partnerships
- Internationalisation of teaching and learning approaches

- Often focused on global dialogue
- Capacity building
- Good practices for collaboration
  - ✓ For example the CODOC project on doctoral education in Asia, Africa, Latin America and Europe

http://www.eua.be/policy-representation/internationalisation-of-he-and-research.aspx

General internationalisation discussion

- Very much centred on mobility (EUA internationalisation survey 2013)

Figure 7: Institutions' number one priority for internationalisation.

Priority	Percentage
Generally, attracting students from abroad at all levels	30%
Internationalisation of learning and teaching	19%
Providing our students with more opportunities to have a learning experience abroad	12%
Developing strategic research partnerships with other institutions	10%
Attracting graduate students from abroad	8%
Creating an international environment for our students/ "internationalisation at home"	6%
Developing strategic partnerships with other institutions regarding teaching and learning	5%
Improving our position in national and international rankings	5%
Attracting researchers and staff from abroad	4%
Helping to build the capacity of partners in developing regions	0%
Providing our staff with opportunities to go abroad	0%

A turn towards the institutions

- It is important to keep an eye on the big issues
- … but what can and do institutions do?
  - ✓ <u>What do they want to do</u>?
  - ✓ Are their structures adequate?
  - ✓ Do the know what they do?
  - ✓ How do they improve?
  - ✓ (Yes, internationalisation meets QA)
- Mobility is clearly only a part – is internationalisation becoming too big a concept?
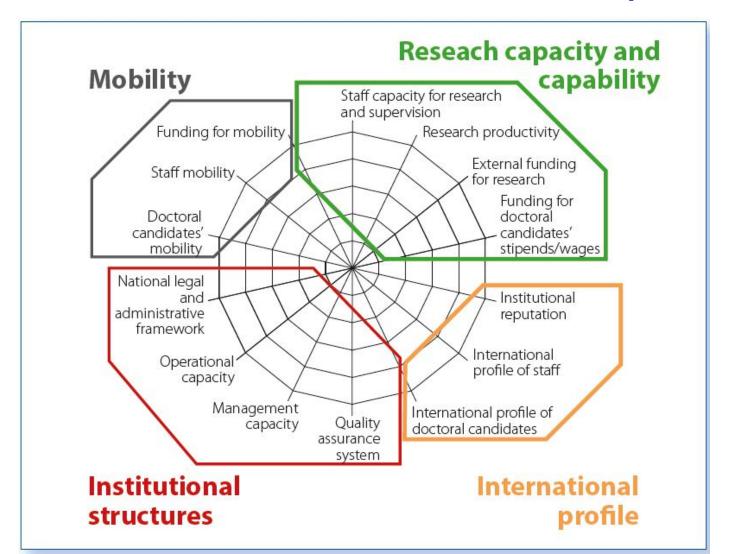
- MAUNIMO project – mapping of mobility
- FRINDOC project

FRINDOC – the project

- Convergence of two trends in doctoral education
  - ✓ The professionalisation of management – doctoral schools, quality assurance
  - ✓ The importance of doctoral education for international strategies and research collaborations

- EUA wanted to find a structured way of talking about internationalisation of doctoral education, beyond the mobility discussion

- The project consortium created a framework with main dimensions and individual elements of the institutional development perspective

A framework for institutional development

The FRINDOC tool

- The tool uses the framework to ask questions about where an institution finds itself and where it wants to go
- It provides a means for awareness and discussion of aims and instruments
- It provides a method for self-assessment through the User Guide
- … And it gives a visual representation of strengths and weaknesses
- It is based on individual institutional missions and priorities – not a ranking

http://frindoctool.eua.be

Introduction | **General Information** | Current Status and Goals | Results | ⬇ PDF | ⬇ Word

What is the name of your institution?

University of Etterbeek

In which country is your institution situated?

Belgium

Name of the person responsible for coordinating the responses in your institution

Jorgensen Thomassen

Number (estimation if necessary) of doctoral candidates/PhD students

500

Number (estimation if necessary) of undergraduate students

15000

This is the tricky part

Please define the context within which you are evaluating your institution by choosing one of the options below.

We are rating our institution in our regional context (for example, Europe, South East Asia, Scandinavia etc.).

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Scandinavia

A.1. Staff capacity for research and supervision

A.2. Research productivity ❯

1. Please rate (0-5) the time and capacity of staff for research

🟠🟠🟠🟠⚪⚪
0 1 2 3 4 5

This corresponds to both the tangible resources available for research in terms of time and funding, as well as the capacity of staff in your institution to engage at the forefront of their disciplines.
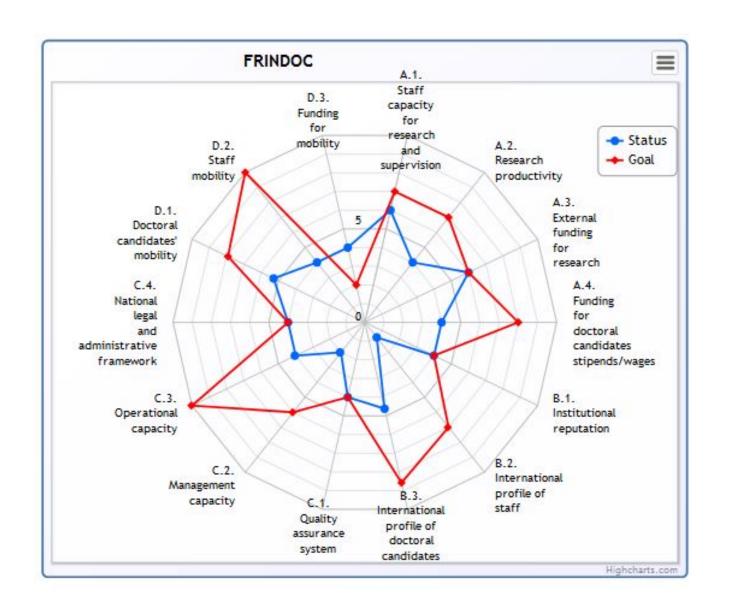
Please explain the reasons and background for the rating.

1. What rating could be achieved regarding the time and capacity of your staff to conduct research?

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0 1 2 3 4 5

Please define the goals you want to achieve.

The statement – Principles and Practices

- The statement outlines some principles for international doctoral education – derived from the dimensions
  - ✓ Universities must provide access to good **research environments with appropriate supervision and resources**
  - ✓ Universities must be engaged in **international activities** at the institutional level, through the work of both supervisors and doctoral candidates
  - ✓ Universities must have **sufficient institutional structures** to manage, administer and develop the internationalisation of doctoral education
  - ✓ Universities must **facilitate mobility** for both doctoral candidates and staff

Good practices, which can be used with the tool

DIMENSION 3: INSTITUTIONAL STRUCTURES

Universities must have the necessary institutional structures to support international doctoral education, including the **strategic capacity** to set priorities for the institution, procedures to ensure and enhance quality, as well as administrative support.

QUALITY ASSURANCE: Universities must have procedures that allow them to evaluate their performance and enable them to **identify weaknesses as well as opportunities to develop further.** Quality assurance frameworks should **accommodate the possibility of establishing international joint programmes.**

MANAGEMENT CAPACITY: International doctoral education should be managed in a **unified and coherent** way including an adequate allocation of resources based on institutional strategies and needs as well as **supporting bottom-up initiatives.** The university management should also ensure that there is **administrative staff with the right competences** to handle day-to-day issues such as visas or housing.

NATIONAL LEGAL FRAMEWORKS: Obstacles for international doctoral education **should be minimised or removed**, for example restrictive immigration policies, cumbersome visa procedures, recognition of foreign degrees and programme accreditation.

Summary

- The institutional perspective has been somewhat overshadowed by mobility
- There are many more sides to internationalisation
- … which makes evaluation complicated

- The institutional perspective requires institutional missions and strategies – this is where evaluation begins

Thank you for the attention!

More can be found at eua.be/frindoc

Tool: http://frindoctool.eua.be

Code: https://github.com/EuropeanUniversityAssociation/FRINDOC