

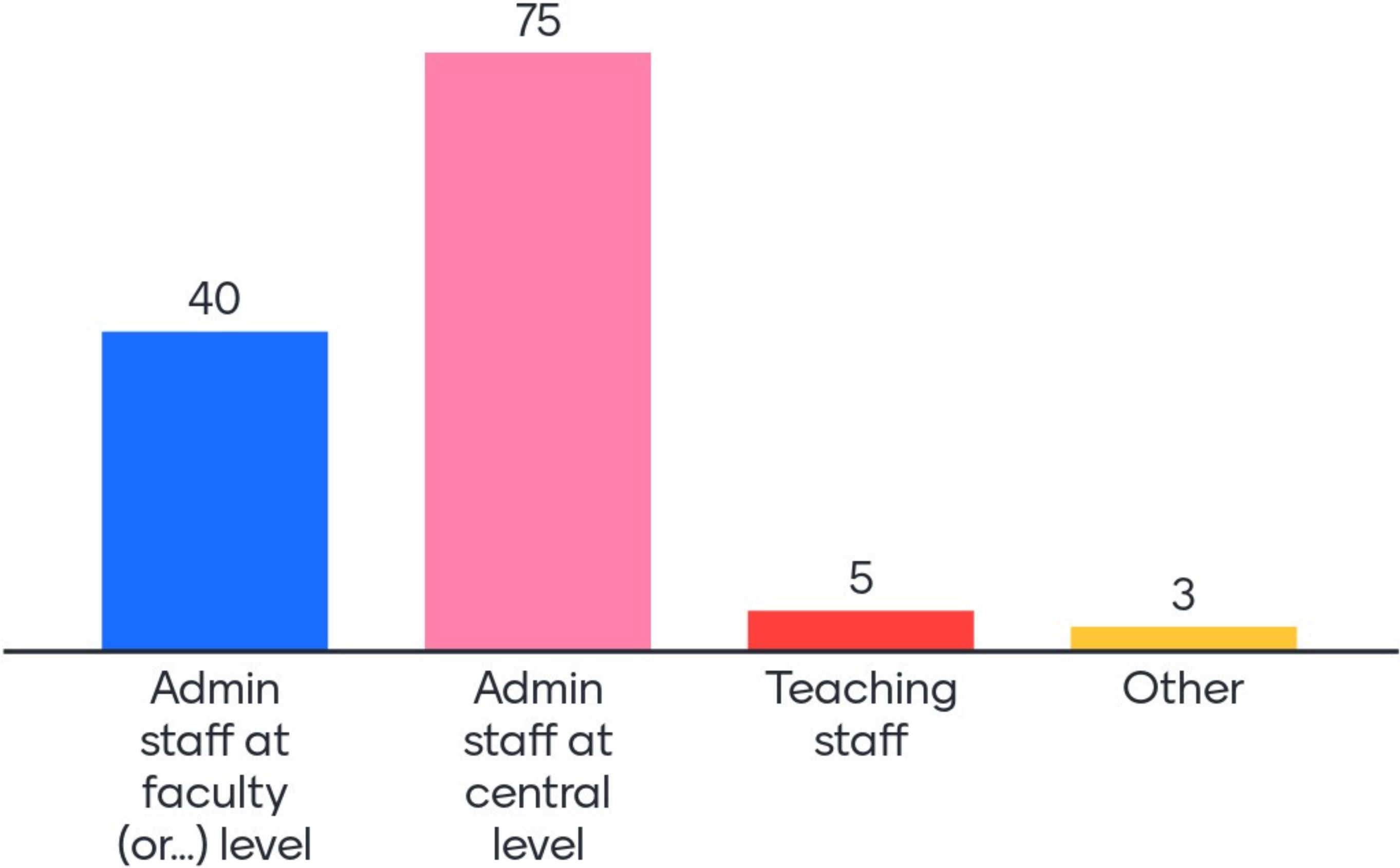


**GHENT
UNIVERSITY**

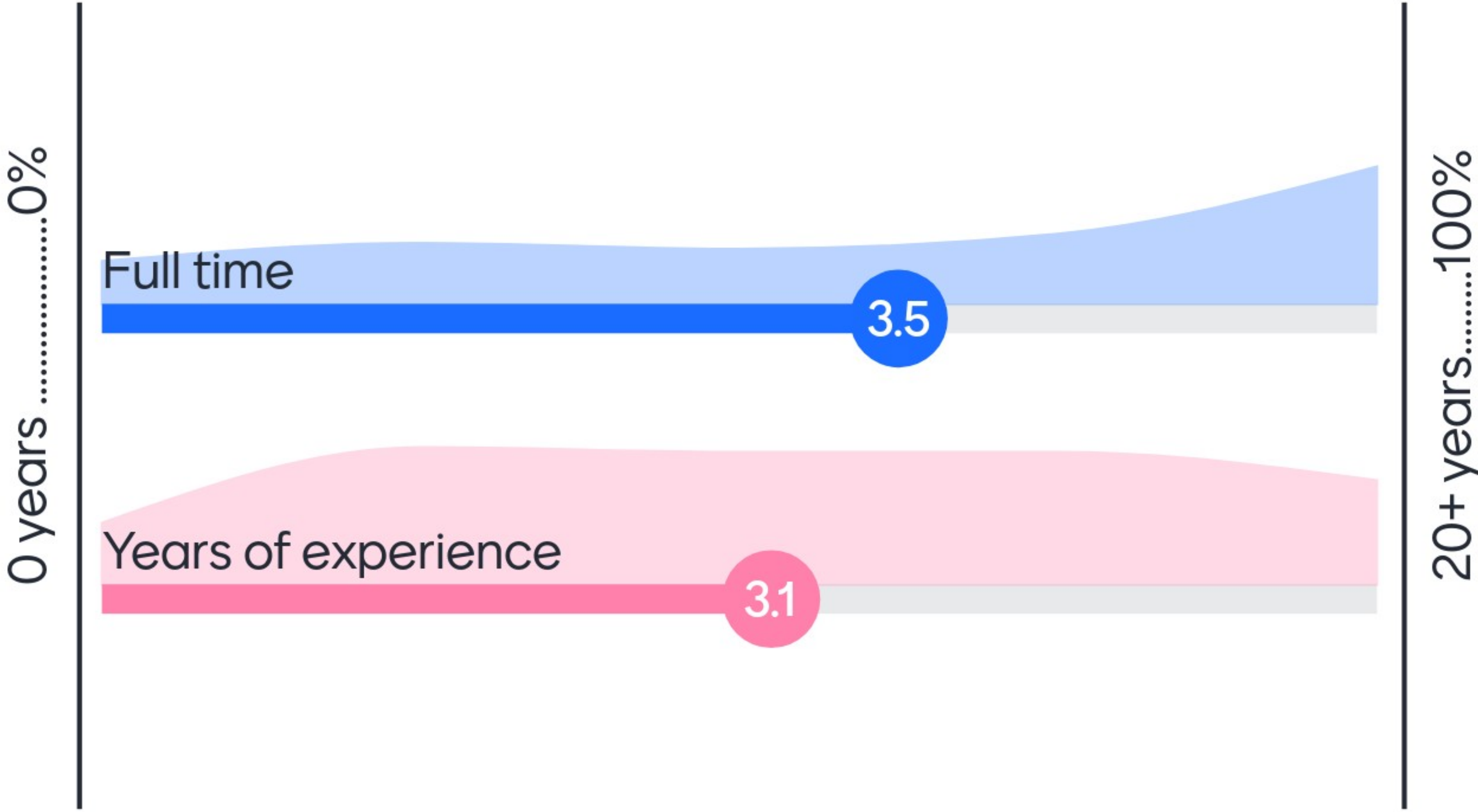
CHANGE MANAGEMENT (IN AN IRO-CONTEXT)

An Van Laeken & Frederik De Decker, International Office, Ghent University

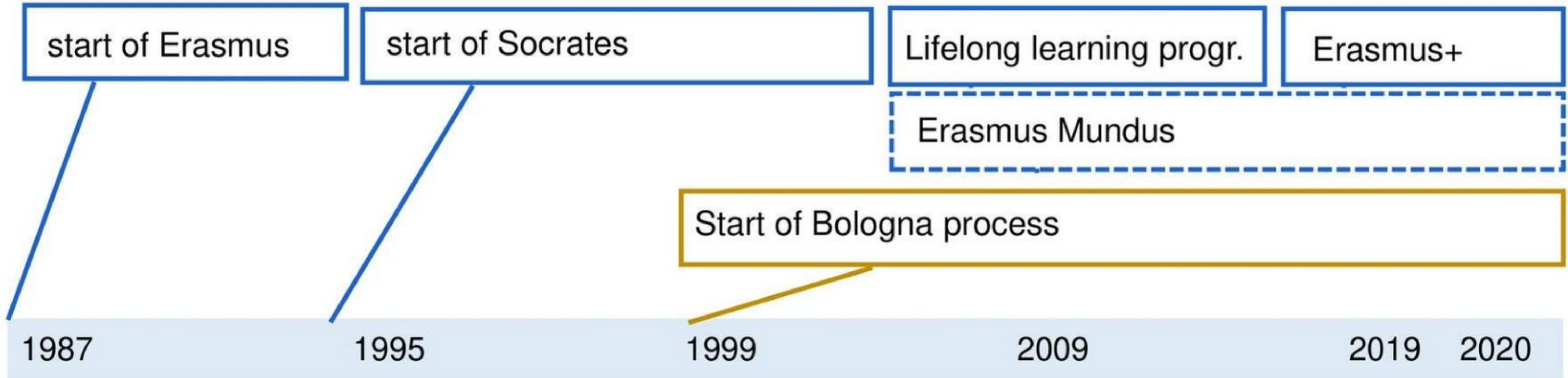
Who are you - what best describes your function?



Involvement in internationalisation



INTRODUCTION: A SHORT HISTORY OF GHENT UNIVERSITY'S INTERNATIONAL RELATIONS OFFICE*



- creation of "Office for European Educational Projects"
- creation of "International Relations office"
- start of "Faculty Committees for Internationalisation"
- embedding IRO in Department for Educational Policy
- expansion of activities, scope and staff (30)
- Integrated Policy Plans for Internationalisation
 - 2014-2018
 - 2019-2023

EXAMPLE OF POSSIBLE CHANGES TO ANTICIPATE: MENTIMETER

START OF NEW ERASMUS+ PROGRAMME

- Many changes to come
 - Example: Inclusive mobility
- Importance of vision!
 - Why do we want a more diverse group of students to be internationally mobile?



Why do we want a more diverse group of students to be internationally mobile?

To not only give chances to the 'elite'

equal opportunity, level the playing field

to provide everyone equally with the experience of studying abroad

World peace

giving everyone a chance to develop their skills

Intercultural experience, enhancing skills

Equal opportunities to all the students

to enhance intercultural competencies

Equality

Why do we want a more diverse group of students to be internationally mobile?

To provide equal opportunity in education

To be well prepared fit future jobs

internationalization among students of different backgrounds, equality

Richness of experiences and allow different perspectives to be shared

diversity is richness: we should value that

It will add to a broad-minded-student profile

because we don't want anyone to be excluded from the opportunity

to gain intercultural competence

Because of ministerial internationalisation indicators

Why do we want a more diverse group of students to be internationally mobile?

Create understanding amongst students

diversity, equality and learning from other cultures and broaden views and horizons

to give access to the programs to a broader audience

to have a progress in internalization processes

improve our education and projects

Involvement of a larger group

Because it can change the mentality of those who are part of this group

Equal mobility for all students

to provide this opportunity to everyone

Why do we want a more diverse group of students to be internationally mobile?

Develop global perspectives and equality.

To offer inclusive and equal opportunities

To offer all students equal opportunities

because only a very small part of students (5%?) benefits from mobility opportunities

contribute to a high academic quality of university courses

cultural enrichment

wider range of opinions and views shared, equal opportunity, facilitates communication among students

Cross country research

to increase the importance of inclusion

Why do we want a more diverse group of students to be internationally mobile?

equal opportunities

equal access to mobility

cultural understanding

Lowering prejudices towards different cultures and races

Because internationalization changes life in positive direction

Inclusion, world goals, social responsibility, benefits employers

HEIs are founded upon diversity

Mobility should be possible for all students

to give opportunities to everyone

Why do we want a more diverse group of students to be internationally mobile?

Tolerance gained via mobility experience

Burst the cultural bubble

ensuring they are fit for the job market, increasing equal opportunities, educating for diversity and active citizenship

for a better understanding of each other in all fields of life

Inclusion equals QA

to get intercultural experience

equal opportunity, + learning outcomes

for more peace and understanding

This gives a good impression of the University being internationally mobile

Why do we want a more diverse group of students to be internationally mobile?

unity in diversity

Equal opportunities for financially disadvantaged students

personal development, equality

Enhance intercultural competences of a larger group of students

Give more opportunities to students to learn more about other cultural skills. Get out off their comfort zones

richness of knowledge

It's a richness

Diversity and understanding

To enhance intercultural competencies

Why do we want a more diverse group of students to be internationally mobile?

Getting to know different cultures should be possible for everyone who's interested

to acquire openness, for being communicative, sharing one's cultural heritage and personal qualities, intercultural aspects are very important et equal chances

To open the international experience to groups with less opportunities.

Convergence

Development of skills : adaptation, maturity, open mindedness

gain intercultural competence

Be more flexible, experience other cultures, grow as a person, better contribution to the society

Social diversity. Brazil is very unequal.

Building more tolerable society

Why do we want a more diverse group of students to be internationally mobile?

inclusion

to make exchange learning outcomes more international

We would love to have multicultural and internationalization in our University

Linkage

diversity is a value, we need to teach our students to be tolerant in the diverse world and function in it, also we should give everyone equal opportunities

opportunities

Because an international experience during academic studies guarantees a great development to the individual. On a larger scale, it can guarantee a better society

better preparation for the future having in mind different culture what they learned abroad

improvement of their skills

Why do we want a more diverse group of students to be internationally mobile?

To enrich the students' perspective.

students

Management

mobility creates experience and intercultural competencies; mobility increases visibility in the global higher education "market"

to get a more inclusive program

Board of directors, Rector, internal council of students

disability center

students

Management

Why do we want a more diverse group of students to be internationally mobile?

Teachers

academics, students, administrative staff and student associations

lecturers

governance, IRO (all levels, central and decentrated), students, ITC dept

Academic staff

the community (different local and regional institutions)

teaching staff and students

for a better total immersion

To decide in a precise and clear way what the university wants to achieve

Why do we want a more diverse group of students to be internationally mobile?

Racism

political instability

cultural differences

Funding

It makes our school more colorful

poverty

Lack of Cultural Awareness

VISION DEVELOPMENT RE. INCLUSIVE MOBILITY

- Importance of vision!
 - As an official “kick-off”
 - To set the scene
 - To ensure commitment & ownership of all stakeholder
- Topics to discuss
 - **What:** which elements would you include?
 - **Who:** which stakeholders would you involve?
 - **How** would you set up the process of writing the vision?

One example: who (which stakeholders) would you involve in the vision development on inclusive mobility?

Students

ESN and students' associations

students

students

professors

Students

Teachers

management

Social services

One example: who (which stakeholders) would you involve in the vision development on inclusive mobility?

Students

Students and academic staff

professor, students

ESN, students and academics

Student councellors

international office, vice-rectors, student unions and ESN

IRO, students and lecturers

Students organisations, all university employees

disability center

One example: who (which stakeholders) would you involve in the vision development on inclusive mobility?

students associations

Person in charge of designing curriculum

STUDENTS

teaching staff

students

Companies, government organizations

students

students, researchers, teachers, donors and funding entities

management and teaching staff

One example: who (which stakeholders) would you involve in the vision development on inclusive mobility?

studnets and international officers

Students, teachers, staff

ESN

All structures dealing with students administration
(central and dept. level)

students with special needs

People from workfield

Student ass. Management, dept, fac

students

students, teachers, non academic staff,
leadership

One example: who (which stakeholders) would you involve in the vision development on inclusive mobility?

Academic staff

Students, teachers, professors, management, international staff

Non-IRO staff maybe Finance people and other Administrativ staff

Include student organizations (e.g. ESN), professors, external providers (student housing)

students, university and faculty management

sport department

Students and lecturers

students

Other services of HEI

One example: who (which stakeholders) would you involve in the vision development on inclusive mobility?

administrative staff (services of the University)

Students, teaching staff

Senior Management, ESN, International Coordinators, Academic Departments

admission office

disability center

Management

students' parents, teaching staff, companies, geographic region

Those who are not typically mobile.

Student bodies; management for finance; head of studies for dissemination and design of curricula; Student Services/administration; Janitors

One example: who (which stakeholders) would you involve in the vision development on inclusive mobility?

students

local government

Students and academic staff

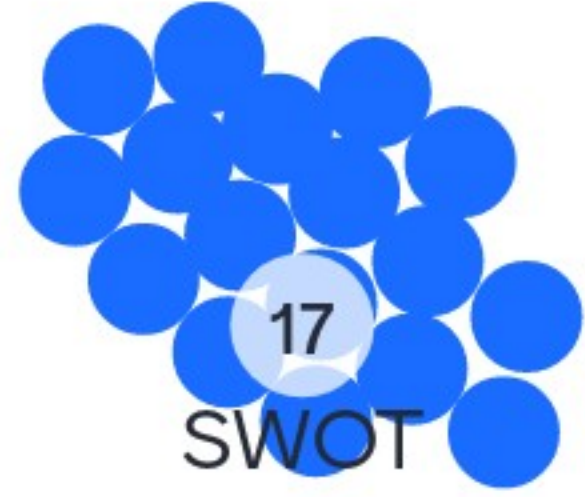
students

INSTRUMENTS TO SUPPORT
AN IRO IN DEFINING THE
STATE OF AFFAIRS

DIFFERENT METHODOLOGIES

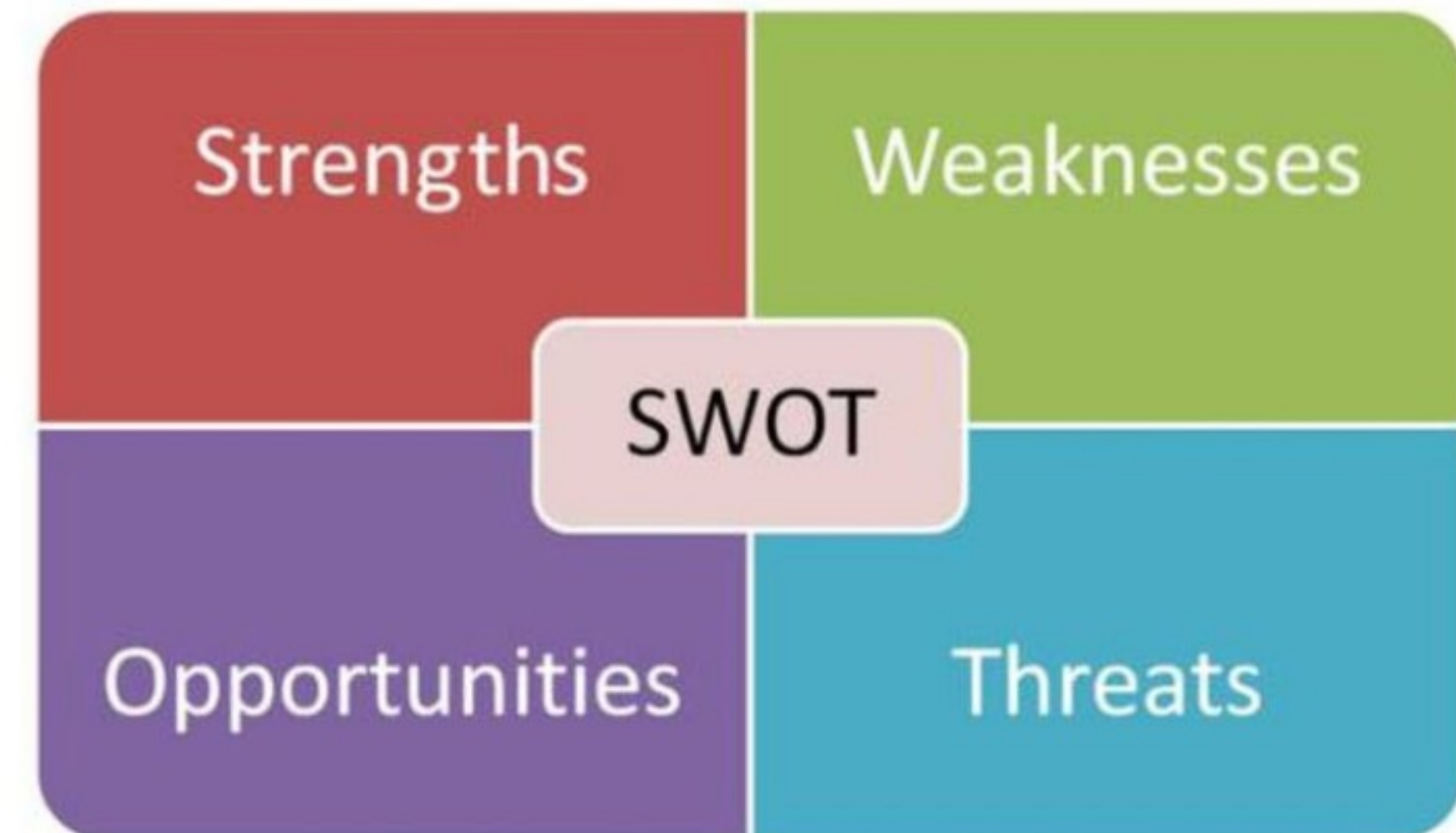
- SWOT-analysis
- Stakeholder group analysis
- PEST-analysis
- Defining Critical Success Factors
- Theory of change
- ...

Multiple Choice



SWOT-ANALYSIS

- Gives you a starting point for further action on the basis of your:
 - Strengths
 - Weaknesses
 - Opportunities
 - Threats
- This further action can be:
 - Continue your policy (“Go”)
 - “Defend” your university against external threats
 - “Invest” in new chances
 - Completely change your policy (“Vulnerable”)



SWOT-ANALYSIS: EXAMPLES (1)

INTERNAL FACTORS

Strengths, e.g.

- Adequate financial means
- Strong leadership
- The existence of a(n) (central) International Office

Weaknesses, e.g.

- No decision-making structure
- Lack of strategic planning
- Lack of internationalisation skills and/or experience

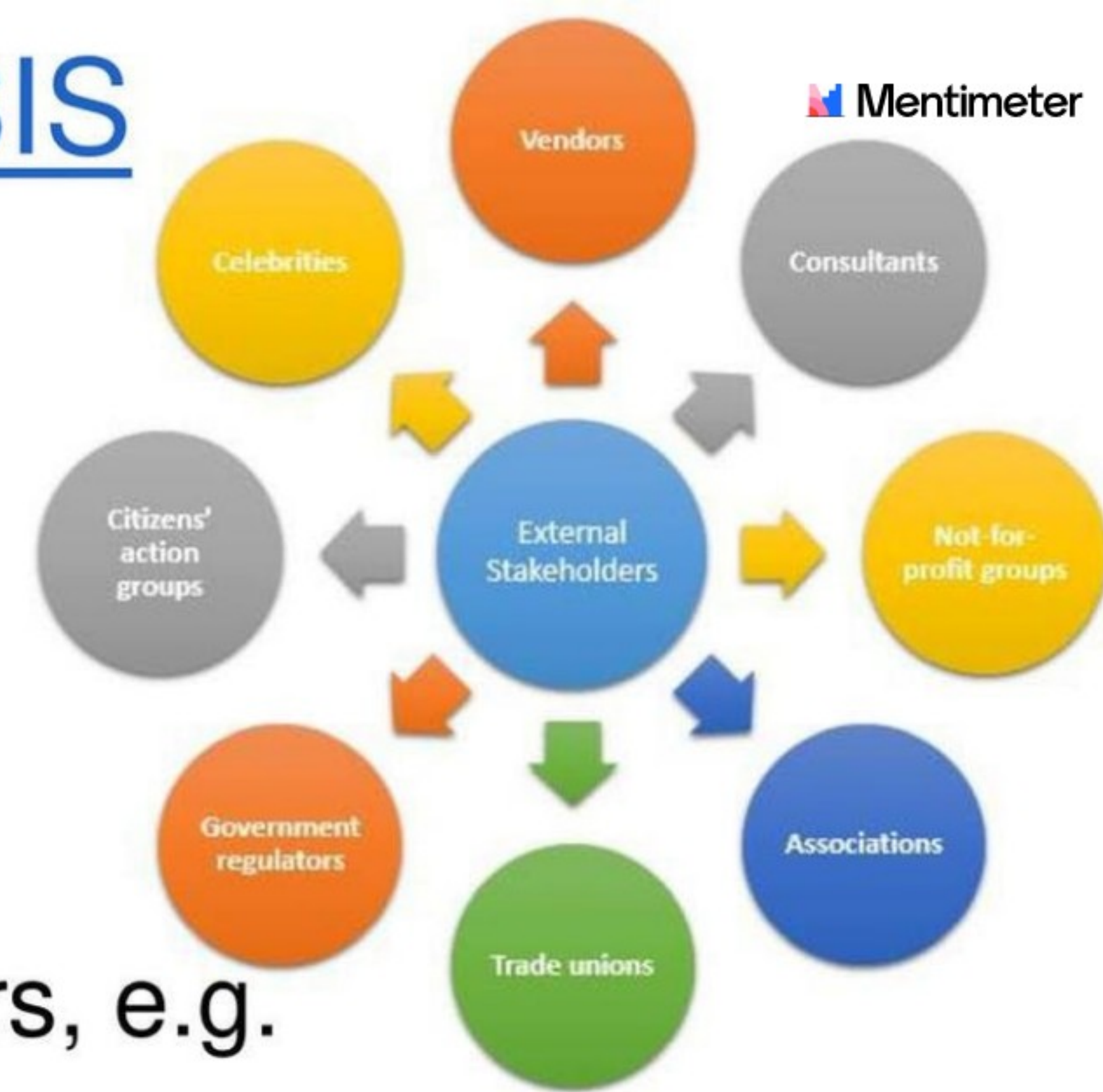
SWOT-ANALYSIS: EXAMPLES (2)

EXTERNAL FACTORS

- ❑ Opportunities e.g.
 - ❑ Increasing number of international students and staff
 - ❑ Links with corporate partners (companies, organisations,...)
 - ❑ Qualitative partnerships
- ❑ Threats e.g.
 - ❑ Decreasing external funding possibilities
 - ❑ Political or social difficulties
 - ❑ Competition/rivalry with other universities

STAKEHOLDER GROUP ANALYSIS

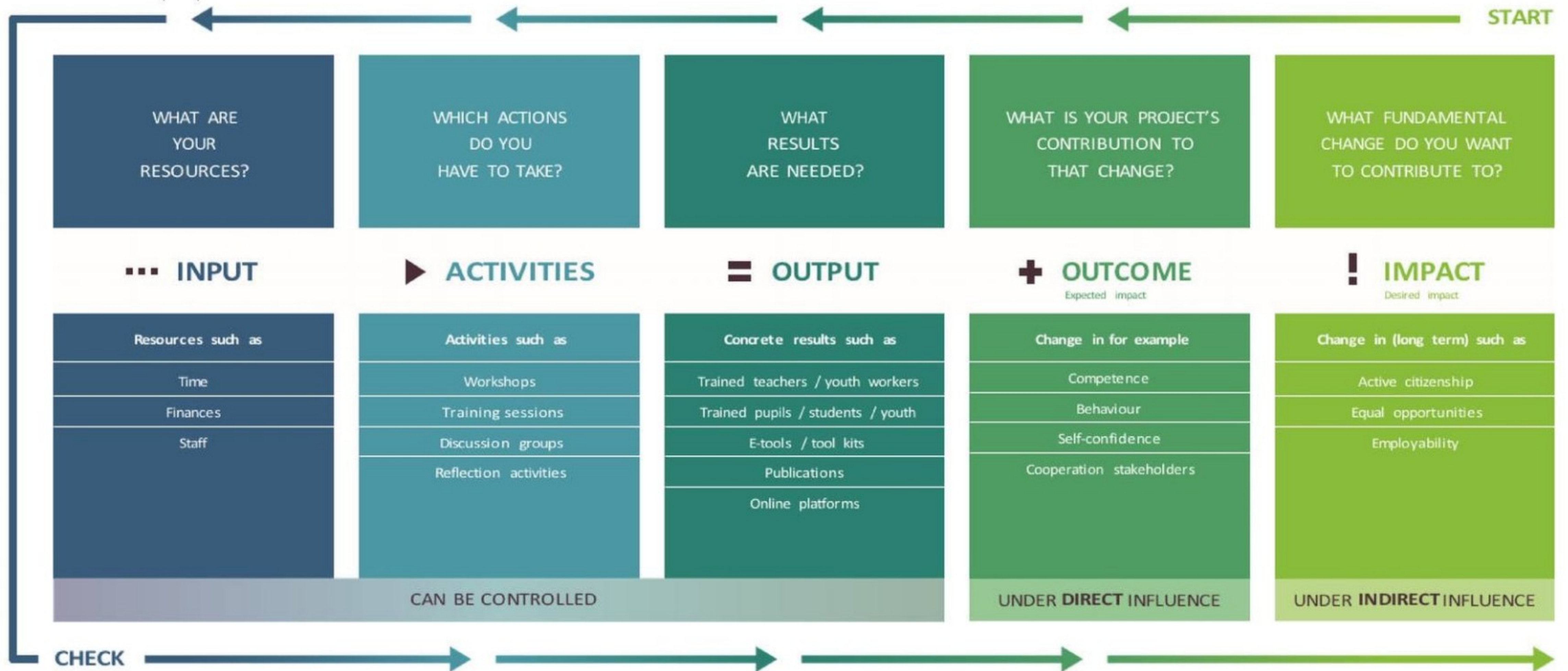
- Enter into an internal discussion with
 - Academic Staff
 - Supporting administrative staff
 - Students
 - Management
- Enter into debate with external stakeholders, e.g.
 - Local, regional and/or national authorities
 - Other higher education institutions
 - Corporate partners (companies, organisations,...)



DEFINING CRITICAL SUCCESS FACTORS

- ❑ Critical Success Factors are used for both
 - ❑ Developing a strategic plan, strategic goals
 - ❑ Defining the conditions to achieve the envisaged goals
- ❑ CSF's start with statements such as:
 - ❑ It is absolutely necessary that...
 - ❑ It has to be the case that...
- ❑ Some examples
 - ❑ It is absolutely necessary that internationalisation is embedded in the institutional policy
 - ❑ Planning of internationalisation activities has to be included in the regular institutional planning activities

IMPACT-TOOL (NUFFIC-NL)



Based on 'The theory of change': *impacts are what we hope for*

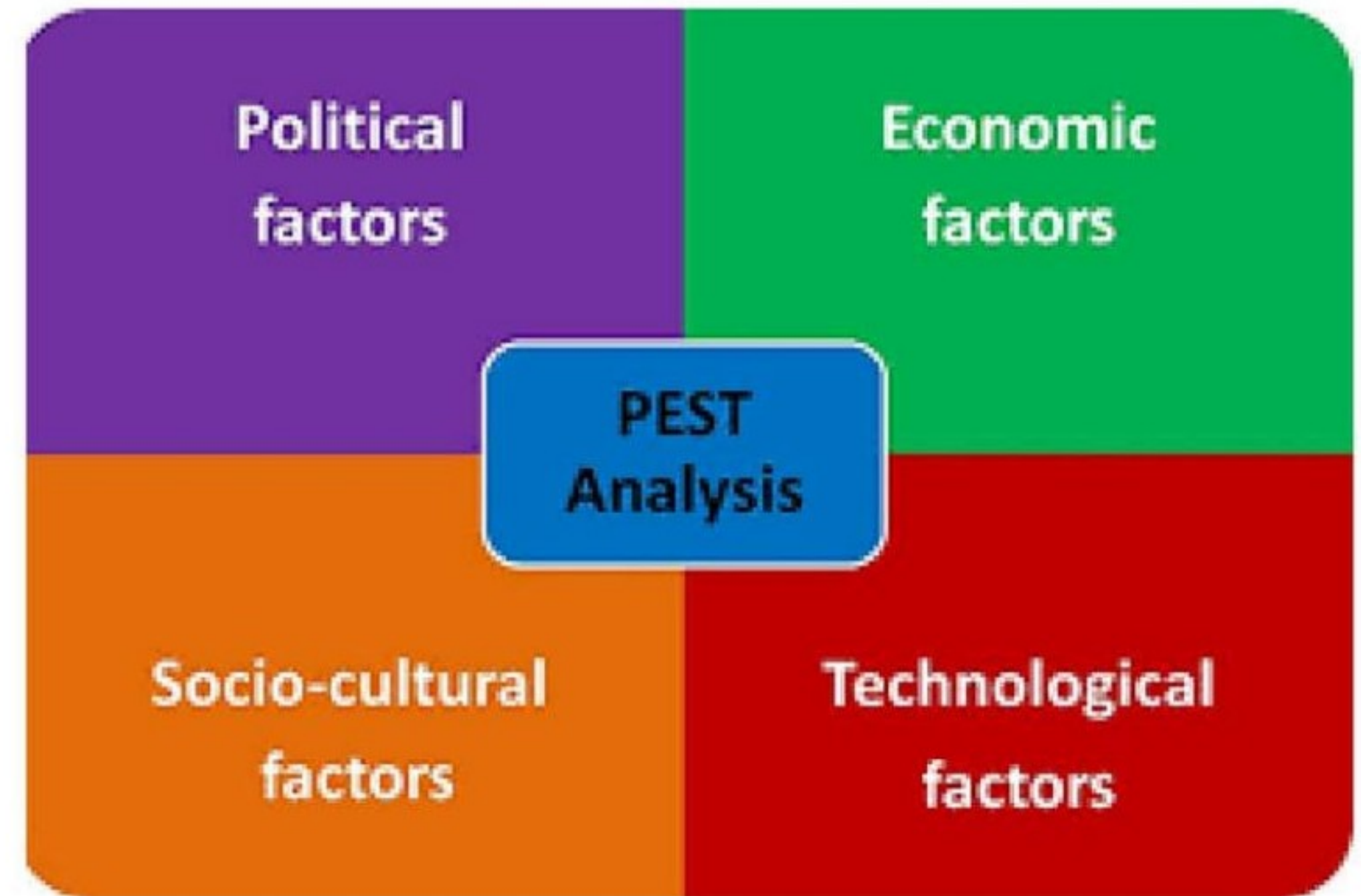
PEST-ANALYSIS

Checklist about changing environmental factors

- P**olitical
- E**conomical
- S**ocial and sociological
- T**echnological

Advantages:

- Broader picture is taken into account
- Potential risks and possibilities are known in advance



PEST MODEL EVOLVED INTO “PESTELE”

- 3 elements were added:
 - Environmental
 - Legal
 - Ethical

PEST(ELE)-ANALYSIS: EXAMPLES

- ❑ Political
 - ❑ Laws & regulations
 - ❑ Political stability
- ❑ Economical
 - ❑ Funding opportunities (grants, projects)
 - ❑ Financial situation of your students
- ❑ Environmental
 - ❑ Impact of mobility
- ❑ Social and sociological
 - ❑ Wages, salaries
 - ❑ Demographical trends
- ❑ Technological
 - ❑ Attitudes towards technological opportunities (cfr. Virtual mobility)
 - ❑ Availability of infrastructure
- ❑ Legal
 - ❑ Contractual aspects of agreements
- ❑ Ethical
 - ❑ Human Rights issues

PEST(ELE) in action: Political factors re. inclusive mobility



PEST(ELE) in action: Economical factors re. inclusive mobility



PEST(ELE) in action: Social/sociological factors re. inclusive mobility



PEST(ELE) in action: Technological factors re. inclusive mobility



PEST(ELE) in action: Environmental/Legal/Ethical factors re. inclusive mobility



**The next big thing
will be a lot of small things.**



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ANY
QUESTIONS
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