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**Changing the University from within
towards Internationalisation:
the key role of administrative staff in
internationalising our institutions.**

Thank you!



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Thank you for tweeting!



@Suctiproject
#SUCTI



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The SUCTI model

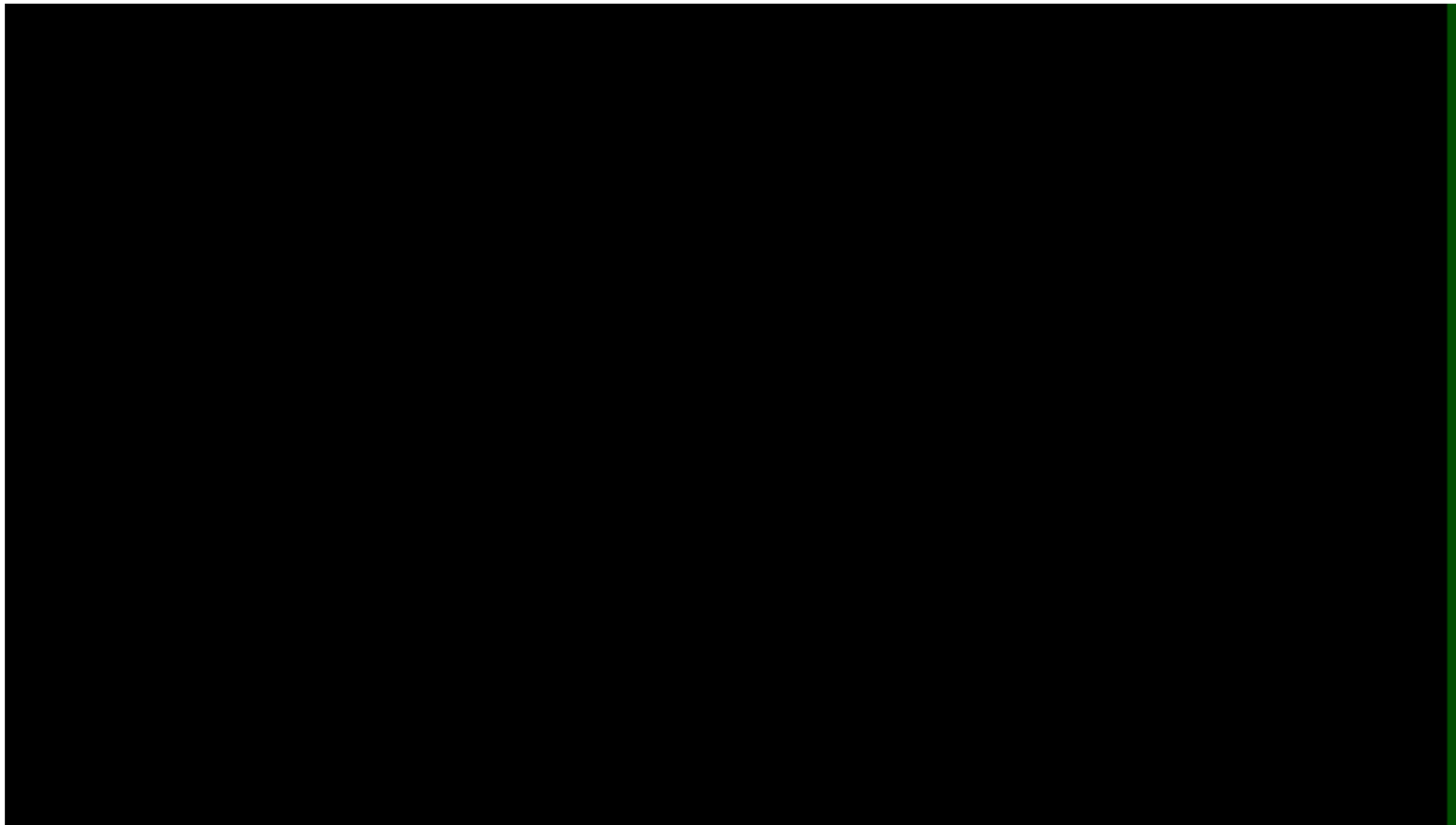
What do you know about it?



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Let me show you how this started...

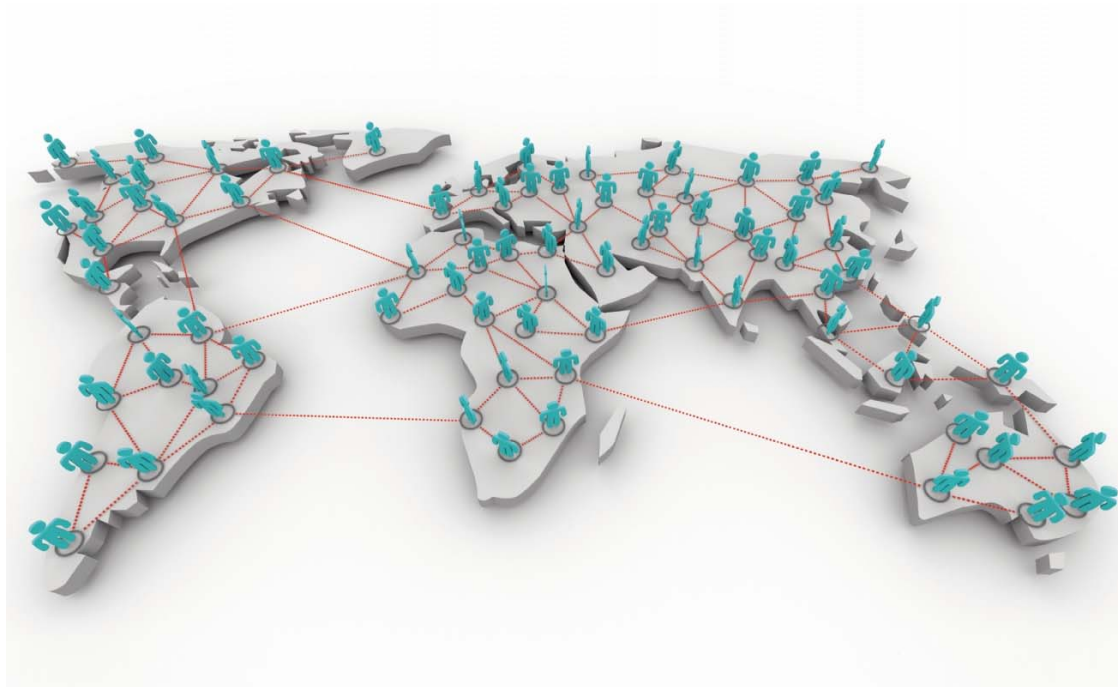


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A bit of context:

What type of Internationalisation activities do you promote in your institutions ?



Who is Targeted?



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**Do you think your
institution is doing
enough in this
sense?**



YES



NO



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Internationalization of the whole institution?



Findings in Germany

Inhope Study

***10,000+ responses
over 3 years***

***60+ % of non-academic
staff would be interested
in internationalisation
trainings***

Only 11% have participated

***About 50% feel not
properly informed about
any offer***



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SUCTI survey amongst institutions

180 responses

*48.3% have general staff
training programme*

*Only 27% provide training
on internationalisation*

(Source: SUCTI Report on Training Provision on internationalisation
for administrative staff in European Higher Education)

www.suctiproject.com



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Why should we empower non-academic staff?

Let me refer to the concept of **Internationalization at Home**?

What percentage of students do we send abroad?
What happens to the rest? Don't they deserve to build international competencies as well?

How many non-academic staff do we send abroad?
Do you offer this possibility?
What happens to the rest?



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**What measures can
we take to
internationalise /
empower
administrative staff?**



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What can Universities do?

How can we create a systemic change?

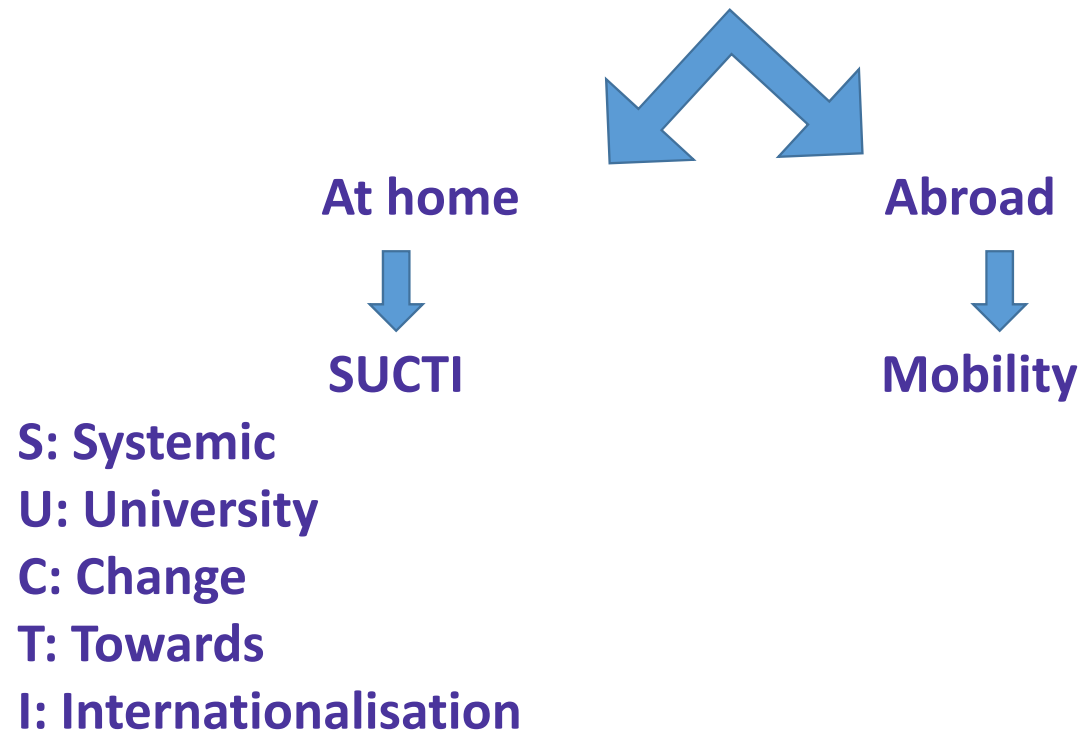


Systemic change = Staff mobility



- What is the profile of staff going on mobility?
- What obstacles may they find?
- What happens when they come back to their job?

Internationalising staff abroad vs. at home



So, once upon a time...



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Once upon a time... for an International week



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HISTORY



2011: Training course on
internationalization for staff



1 course/yearly at URV



Exported and shared:



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TRAIN THE TRAINERS



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Erasmus + Strategic Partnership Project

2016-2019

Amazing consortium &
amazing trainers



PROJECT COORDINATOR:



UNIVERSITAT ROVIRA I VIRGILI



Kick-off



SUCTI TTT in Poznań

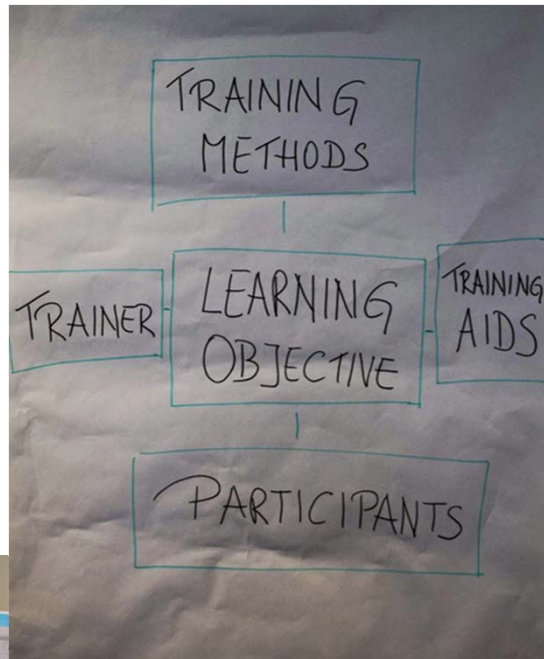
April 9-13 2018



The training of SUCTI trainers

Adult Learning

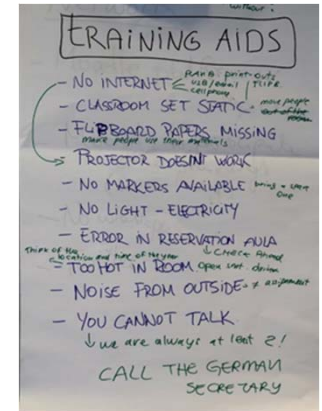
Delivery
Strategies



Comprehensive Internationalization



Intercultural Communication



Training Methods



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Training methodology



Training materials



How does this affect ME?



- How do I contribute to the internationalization of my university? How could I get readier for the challenges of internationalization?
- Which are the biggest challenges that I face regarding internationalization?
- Let's imagine that in 10 years time my institution is a much more internationalized university. What changes will my job face? What changes can I imagine university-wide?

Integrated vs. added



"PUT YOURSELF IN THEIR SHOES"



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Internationalisation – **not** my problem!

➤ The three most common excuses to get involved in internationalisation:



I already have too much work



What do you mean?



That's not my job, it is the international office's job

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Contents of SUCTI?



**Which course contents
would you include?**



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Contents of SUCTI?

- Internationalisation: what is it? Basic concepts?
- Global trends...
- Rankings. What are they? Where is our institution in the rankings?
- Intercultural communication
- What is my HEI doing in Internationalisation?
- What does my country do? Why do students come to my HEI?
- What can I do?



Message of SUCTI?



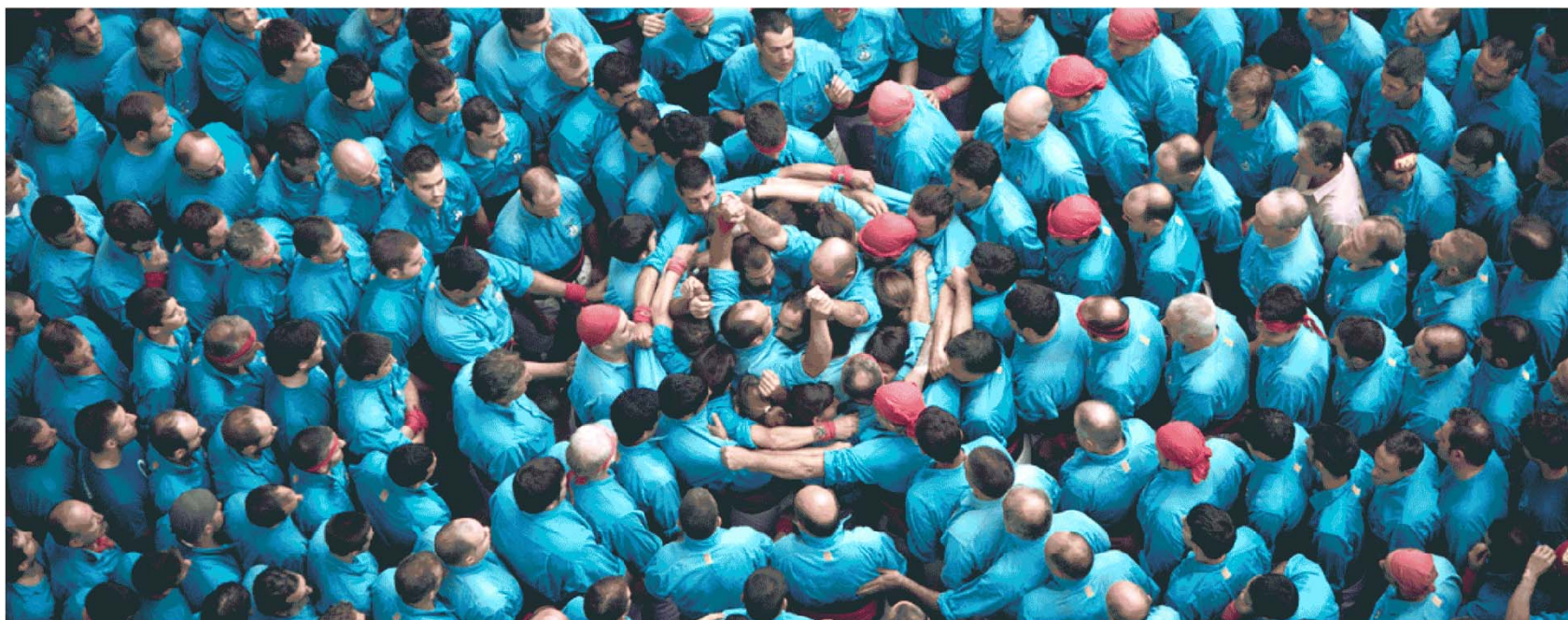
**What messages would you want
to transmit so that participants
become agents of
internationalisation?**



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The message



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**What do you think is the
most effective means to
internationalise
administrative staff?**



Experience Abroad



Training



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**The good fortune is that:
We do not have to choose!
We can do both!**



Engaging the institution

The trainers have been trained, now what?

A) Getting the buy-in from the institution
(or dealing with the institutional politics)

B) Selecting the participants (with some steering from the International Office)

Option 1: volunteers

Option 2: sacrificial lambs

Option 3: a combination of Options 1 and 2



Reality check: Not all managers jumped at the opportunity of relinquishing their staff for 3 mornings, and many participants had some apprehension at the prospect of participating in the workshop.



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In-house training: the building of a cohesive force for change

"A daily requirement to have "internationalisation" on one's mind "



"The challenge of diversity"

"Integration"

"Enrichment"



"Openness"

"Wanting to be involved"



"Transformation"

"Care for the work of others"

Rector for a day

- Ideal to sum up the course's contents
- Allows participants to give back: empowerment
- Fundamental for trainers
- Allows communication among offices
 - in a big university: main challenge!
- Peer-to peer model
 - in a traditional university: not common!



The next steps



A) Dissemination:

- Workshop participants (newly trained staff): of their own initiative talk to their colleagues, share their experience.
- Unit/office managers/HR: set-up within their units moments of sharing based on the positive experience communicated by their staff.
- Leadership/HR: adopt the training model as internal best-practice and assist to multiply formal training opportunities to existing and new staff.



B) Implementation:

- Workshop participants: apply in their daily work the perspective and approach learned in training.
- Unit/office managers: provide the support to encourage their staff to apply what they've learned.
- Leadership: reinforce in the university mission statements and messages to staff the internationalization process with which staff associate their work.



MEASURING RESULTS

Going from a hunch to hard data...

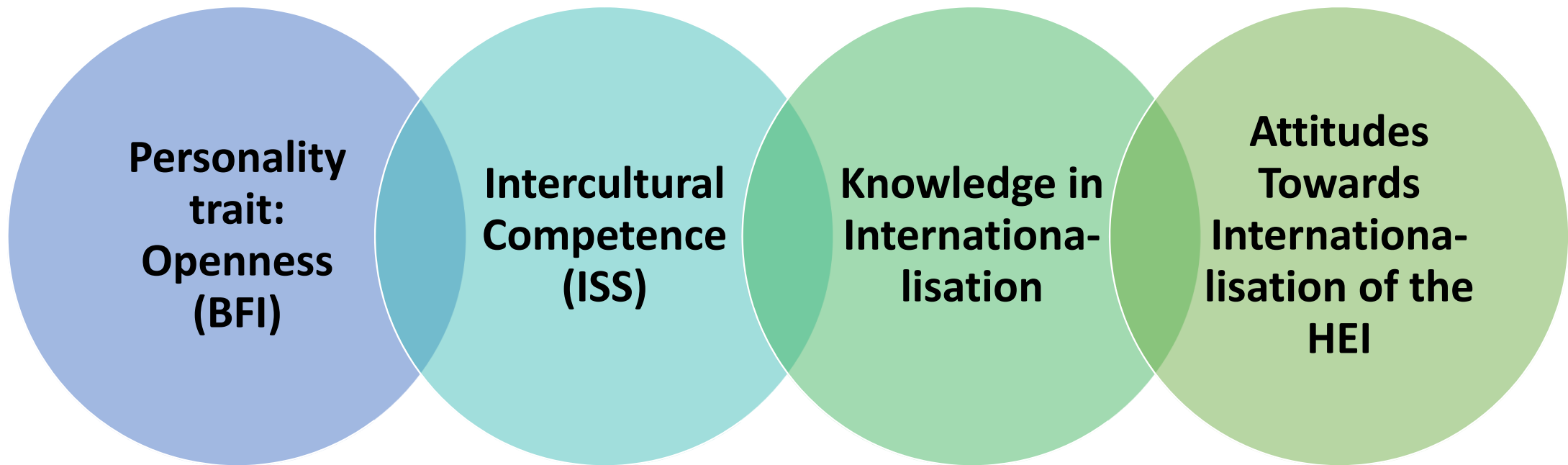


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MEASURING RESULTS

Indicators



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MEASURING RESULTS

Significance

- Ensure that results are not accidental.

(Level .05)

Effect size

- Ensure that the difference also means something.

(small: $.2 < 0.5$,
medium $.5 < .8$,
large $.8 > \dots$)



MEASURING RESULTS

**Train the
Trainers**

**In-House
training**

SUCTI
**Pre-
survey**

SUCTI
**Post-
survey**

SUCTI
**Post-
post
survey**

(3/4 months
later)



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MEASURING RESULTS

	BFI	Internationality	Knowledge	ISS total
Averages Post TTT	3.89	4.22	4.08	3.95
Averages Post Partner 1	4.17	4.13	4.28	4.25
Averages Post Partner 2	3.86	4.03	3.40	3.99
Averages Post Partner 3	3.73	4.01	3.77	3.87
Averages Post Partner 4	3.97	4.03	3.72	4.03
Averages Post Partner 5	3.63	3.97	3.00	4.00
Averages Post Partner 6	4.16	4.19	3.79	4.16
Averages all in-house trainings	3.93	4.05	3.70	4.05
Averages TTT plus in-house	3.93	4.07	3.73	4.04



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Openness

Pre: 3.54

Post: 3.93

Postpost: 3.87

Significant improvement from pre to post for

- TTT
- In-house Trainings
- Overall

Mid-size to super-large effects

TTT	0.6
In-house Trainings	1.1
Overall	1.1

Significant improvement from pre to postpost for

- Overall

Mid-size effect

Overall	0.52
---------	------



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Internationalisation

Pre: 3.95

Post: 4.07

Postpost: 4.07

Significant improvement from pre to post for

- TTT
- In-house Trainings
- Overall

Significant improvement from pre to postpost for

- Overall

Small to mid-size effects

TTT	0.6
In-house Trainings	0.3
Overall	0.3

Small effect

Overall	0.2
---------	-----

Knowledge

Pre: 2.87

Post: 3.73

Postpost: 3.68

Significant improvement from pre to post for

- TTT
- In-house Trainings
- Overall

Effects literally off the charts

TTT	1.3
In-house Trainings	0.9
Overall	1.0

Significant improvement from pre to postpost for

- Overall

Nearly large effect

Overall	0.77
---------	------

Intercultural Competence

Pre: 3.84

Post: 4.04

Postpost: 4.08

Significant improvement (ONE-TAIL)
from pre to post for

In-house Trainings
Overall

Significant improvement (ONE-TAIL)
from pre to postpost for

Overall

Small effects for

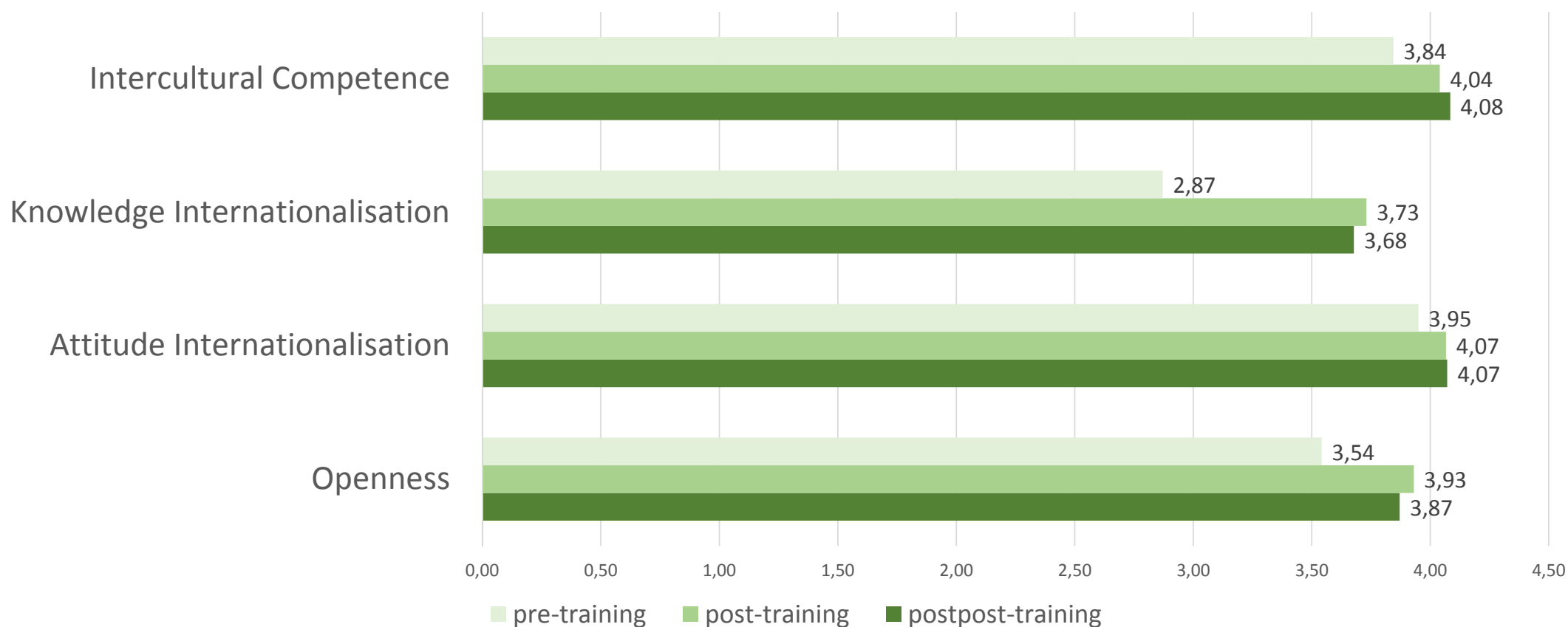
TTT	0.25
In-house Trainings	0.3
Overall	0.3

Small effect for

Overall	0.24
---------	------

MEASURING RESULTS

Findings over entire SUCTI project



The pitfalls of implementing SUCTI in your HEI

- Choosing the right trainers
- Buy-In from the institution: leadership, HR, office managers
- Getting over the resistance
- Communicating the results
- Keep at it!

Numbers that show the interest

- More than 4.266 downloads of SUCTI materials
- More than 10.131 unique web site visitors, 27.170 views
- From 132 countries
- Twitter: 488 tweets / 327 followers
- 46 SUCTI trainers as of today

Our internal kitchen

- Great, committed partners
- All attended all meetings
- Held meetings every two months, either presentially or via skype.
- For all meetings there was a clear agenda sent some days prior to the meeting and minutes
- In all meetings there was a specific focus on communication and sustainability of the project
- Communication plan and dissemination policy drafted
- The drive and 50% of the work was done by the coordinator: reports to national agency (submission, interim, follow-up, final), newsletters, tweets, meeting agendas, meeting minutes...

But not everything has been easy...

- Budget cut in half and distribution of it among partners.
- GDPR implementation
- Change of one partner
- Contracting a project manager (late!) and then having to change the project manager
- Follow-up visit with one output identified as not “budgetable”
- Finding out how to make it sustainable after the project ended and build on its success was not easy! Different interests and a difficult puzzle to build.
- Dissemination Policy had to be drafted and agreed upon.

We saw how the SUCTI Story started...

What has happened since?



Now WHAT?



SUCTI Academia
2019-2022



Project Title

**Systemic University Change
Towards Internationalization**

GOOD PRACTICE

<https://ec.europa.eu/programmes/erasmus-plus/projects/#search/project/keyword=sucti>



29 Nov-3 Dec 2021



SUCTI Train the Trainers course



SUCTI Train the Trainers course

The SUCTI Train the Trainer course provided me concrete and practical tools which could be applied and adapted to the workshop that we held back at our home university. The course also gave me the opportunity to meet a great group of colleagues from around the world and the chance to exchange ideas, practices and material for future workshops.

Karen Gustafsson, Karolinska Institutet, Sweden



We fell in love with the SUCTI project at once a couple of years ago and thought: we cannot miss this! And we have to say that it was far beyond our expectations! We could not imagine learning so much in a few days! And moreover we had fun!

Begoña Barber, Anun Contreras and M^a Eugenia García,
Catholic University of Valencia, Spain

I would recommend this course, as I gained the knowledge, the skills, tools and, more importantly, the confidence to be an effective trainer! Also, the learning does not stop after finishing the course, as we become members of the SUCTI Trainers network, which is useful for staying updated about the project as well as about the experiences of fellow trainers.

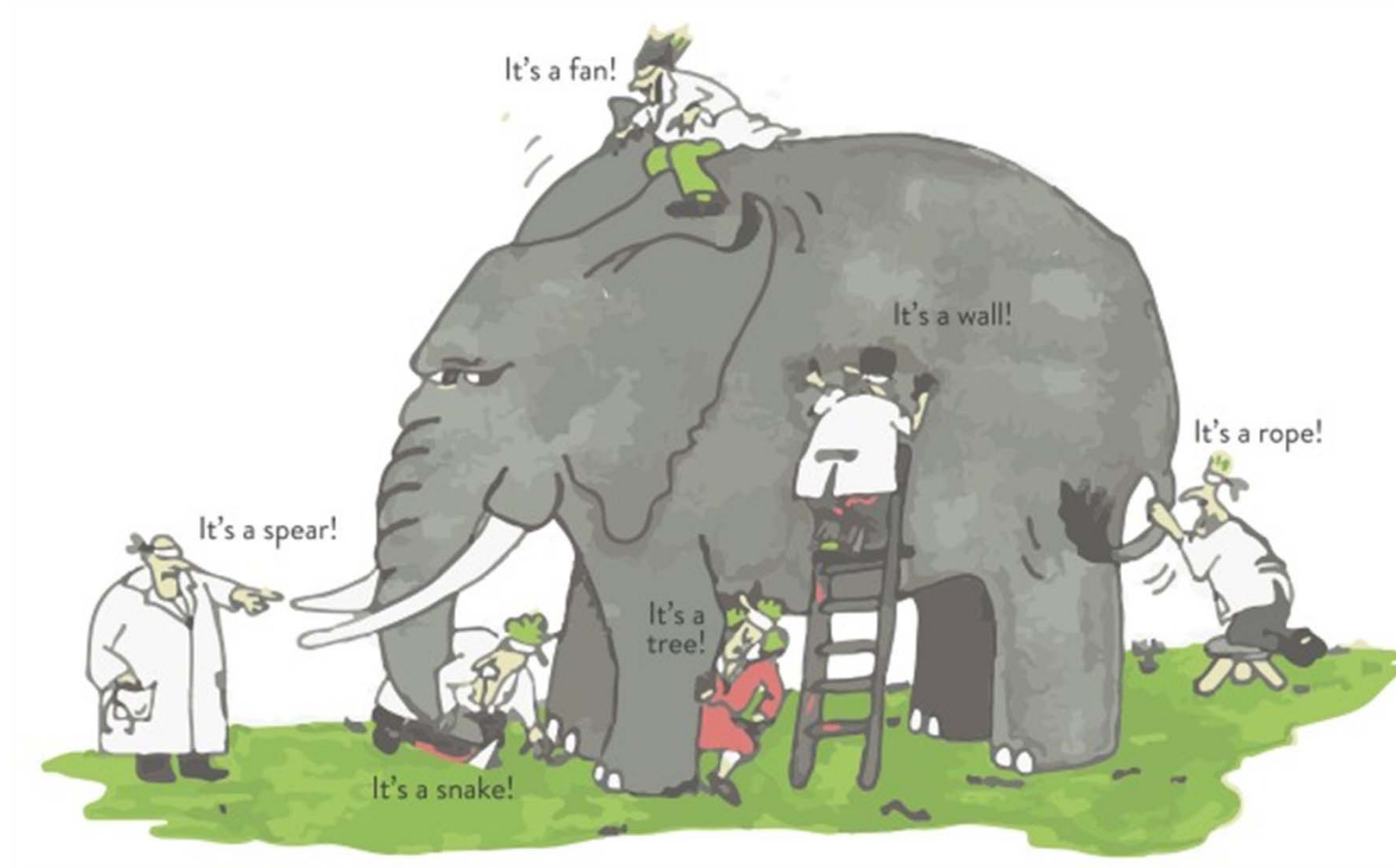
Noelle Rivera, University of the Philippines Diliman



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One last metaphor for food for thought



SUCTI Videos

Concept Video:



<http://sho.co/1A2EK>

Summary Video and videos of events



<https://www.youtube.com/watch?v=Q5XeFjMBUtE&feature=youtu.be>

Keeping informed

NEWSLETTER

[Newsletter 1 – June 2018](#)

[Newsletter 2 – October 2018](#)

[Newsletter 3 – November 2018](#)

Click [here](#) to subscribe!

Sign up for SUCTI's newsletter!



SUCTI Newsletter

Issue n.1 / June 2018



[@suctiproject](#)
[#SUCTI](#)

Dear SUCTI Friend,

Welcome to the SUCTI project Newsletter!

If you are receiving this, it means you have signed up for the SUCTI Newsletter through our [website](#), or because you have attended one of our sessions at the EAIE or NAFSA, or have approached one of the SUCTI partners in order to keep informed on the project. If you are not interested in receiving SUCTI updates, please send us an email with the subject "unsubscribe SUCTI".



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SUCTI Articles & info

ARTICLES AND PUBLICATIONS

- **EAIE blog.** *Unity on campus: professional development for administrative staff.* By Yulia Grinkevich and Marina Casals Sala. September 12, 2017.
- **Spanish Service for the Internationalisation of Education (SEPIE).** *The Internationalisation of Non-academic Staff. The Internationalisation of Higher Education in Spain. Reflections and Perspectives.* 2017, pp. 52-57 (Chapter 8). [See the whole publication [here](#)]. (En Español [aquí](#))
- **CHE Consult News.** *Internationalisation of administrative staff, at last!* April, 11, 2017.
- **URV activa.** *The URV coordinates an EU project to promote the internationalisation of administrative staff.* January 24, 2017.
- **IAU Horizons.** *The impact of staff training courses in universities' change towards internationalization.* Vol.21 N.2 October 2015, p.19. [See the whole publication [here](#)].
- **EAIE Forum member magazine.** *Targeting administrative staff. Looking back at 15 years of Internationalisation at Home.* 2015 winter, p.36. [See the whole publication [here](#)].
- **International Higher Education Journal.** *Training Administrative Staff to Become Key Players in the Internationalization of Higher Education.* Dr. Hunter, Fiona. N.92, winter



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[#SUCTI](https://twitter.com/suctiproject)

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sucti@urv.cat





SUCTIA

Systemic University Change Towards Internationalization for Academia

Strategic Partnerships - 2019-1-PL01-KA203-065656



@SuctiA



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SUCTI and SUCTIA



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Systemic University Change Towards
Internationalisation for Academia



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SUCTIA

Coordinator:

Adam Mickiewicz University, Poznań (Poland)

Partners:

- Universitat Rovira i Virgili (Spain)
- Global Impact Institute (Czech Republic)
- European Association for International Education (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)**



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SUCTIA kick-off meeting



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Internationalisation for Academia

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Scope and objectives of the projects

Main objectives of the project:

- to raise awareness and shift the internal culture of our institutions towards internationalization, thus creating a systemic change in our institutions and in European Higher Education.
- to transform the internal mind-set of universities and enable them to become truly internationalized institutions
- to promote internationalization
- to support educators, namely academics at HE institutions in their educational and teaching developments



Scope and objectives of the projects

Specific objectives of the project

- **To develop state of the art report**
- **To design training offer for Train the trainers**
- To design of the blended training materials (in-house training)
- to create a network of SUCTIA trainers
- To develop a report on the state of the training significance for skills and competences development

The SUCTIA logo is a circular emblem divided diagonally from the top-left to the bottom-right. The upper-left half is dark blue and the lower-right half is maroon. The word "SUCTIA" is written across the center in a bold, white, sans-serif font.

SUCTIA

State-of-the-art report

Institutional questionnaire

Academic questionnaire



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Key findings: Overview

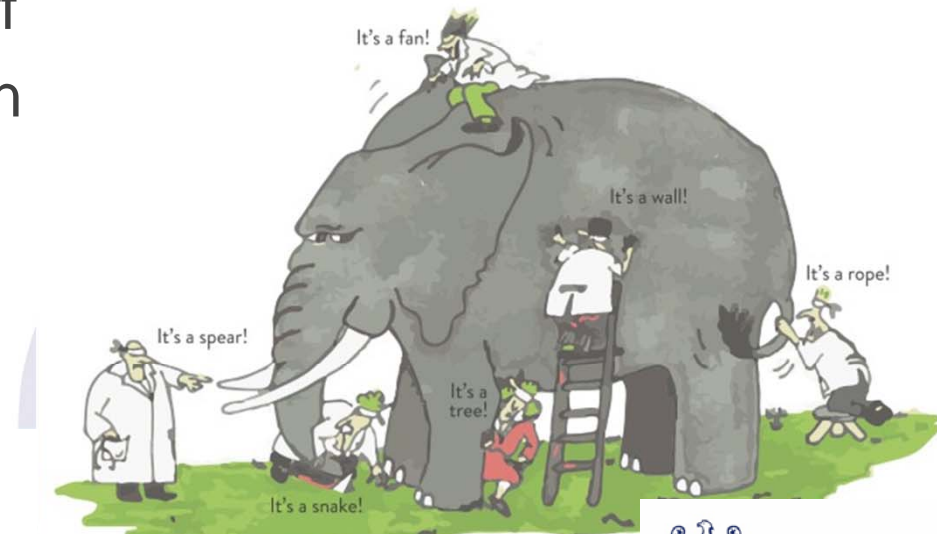
- Quantitatively small in scope
- Qualitatively rich in detail
- “Heat maps” with indications of:
 - focal points of interest, activity and needs
 - possible directions for training content and approaches
 - barriers and challenges
 - complexities (and relevance!) of individual and institutional realities and perspectives
 - areas of further exploration



SUCTIA

Heat map: Engagement with strategy

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



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Heat map: Skills/topics considered most necessary

Institutions (n=26)	Academic staff (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



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Conclusions



Context and
perspective
matter



Communication
and information
matter



Incentives
matter



Resources
matter



Finding the optimal balance



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SUCTIA



Next steps

- **developing state of the art report**
- designing training offer for Train the trainers → blended approach?
- designing the blended training materials (in-house training) → blended approach?



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And now SUCTI can also be YOU!



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Questions? / Comments?

Thank you for your attention!