



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA



Development of the internationalization of PhD studies in South Africa

“Toward institutional structures that support the complete PhD life cycle”
Pretoria, Training session 2, 26-29 March 2019



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forward together · saam vorentoe · masiye phambili

Internationalisation in support of graduate students

Lessons learnt at Stellenbosch University

YEBO! Training Session 2 25-29 March 2019. Pretoria

27 March 2019

1. Introduction
2. Defining Internationalisation of Higher Education
3. Support for Graduate Students – lessons learnt at SU International Office
 - Time line
 - Collaborative degree programmes
 - Postgraduate skills development
4. Summary



Internationalisation practitioner

≠ international educator

≠ research manager

≠ postgraduate support officer



Mission of institution



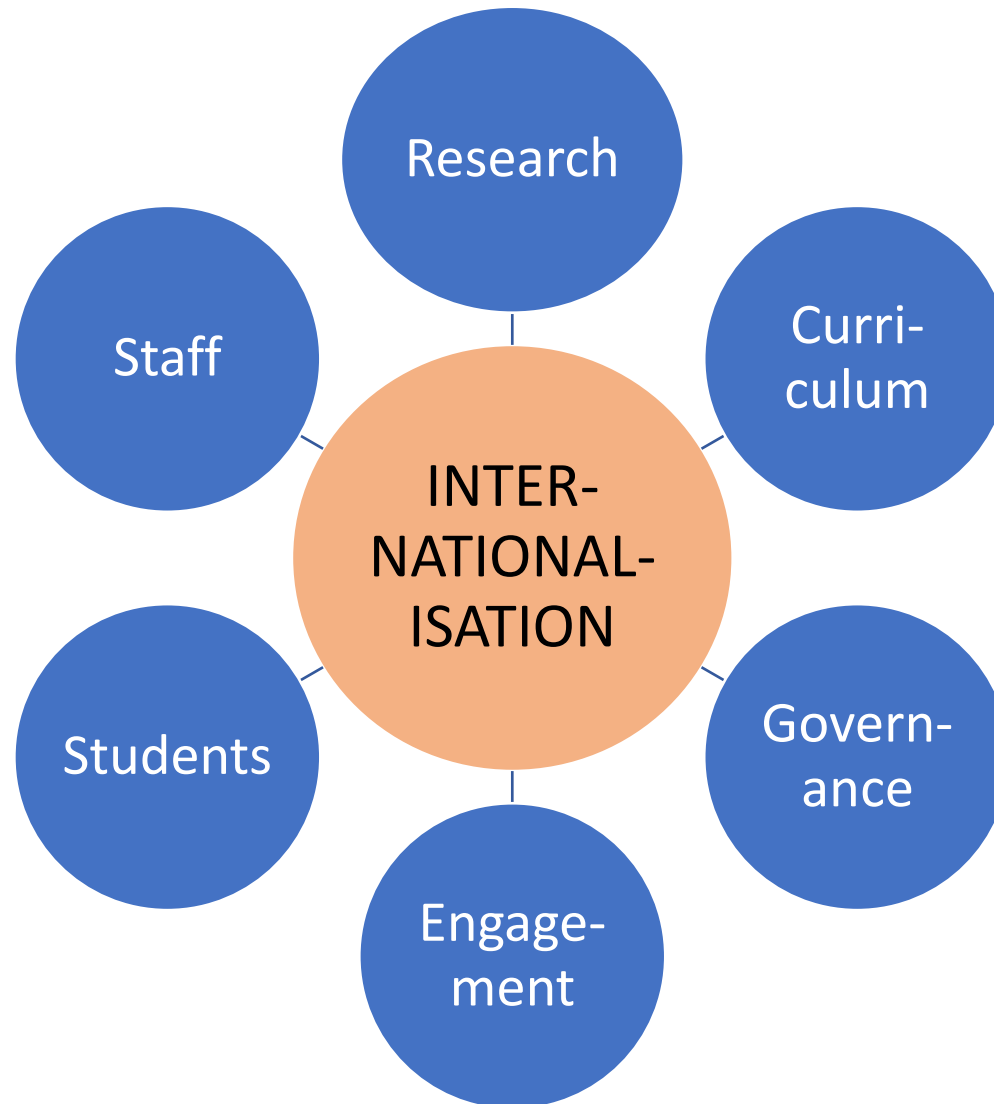
Strategic framework for internationalisation



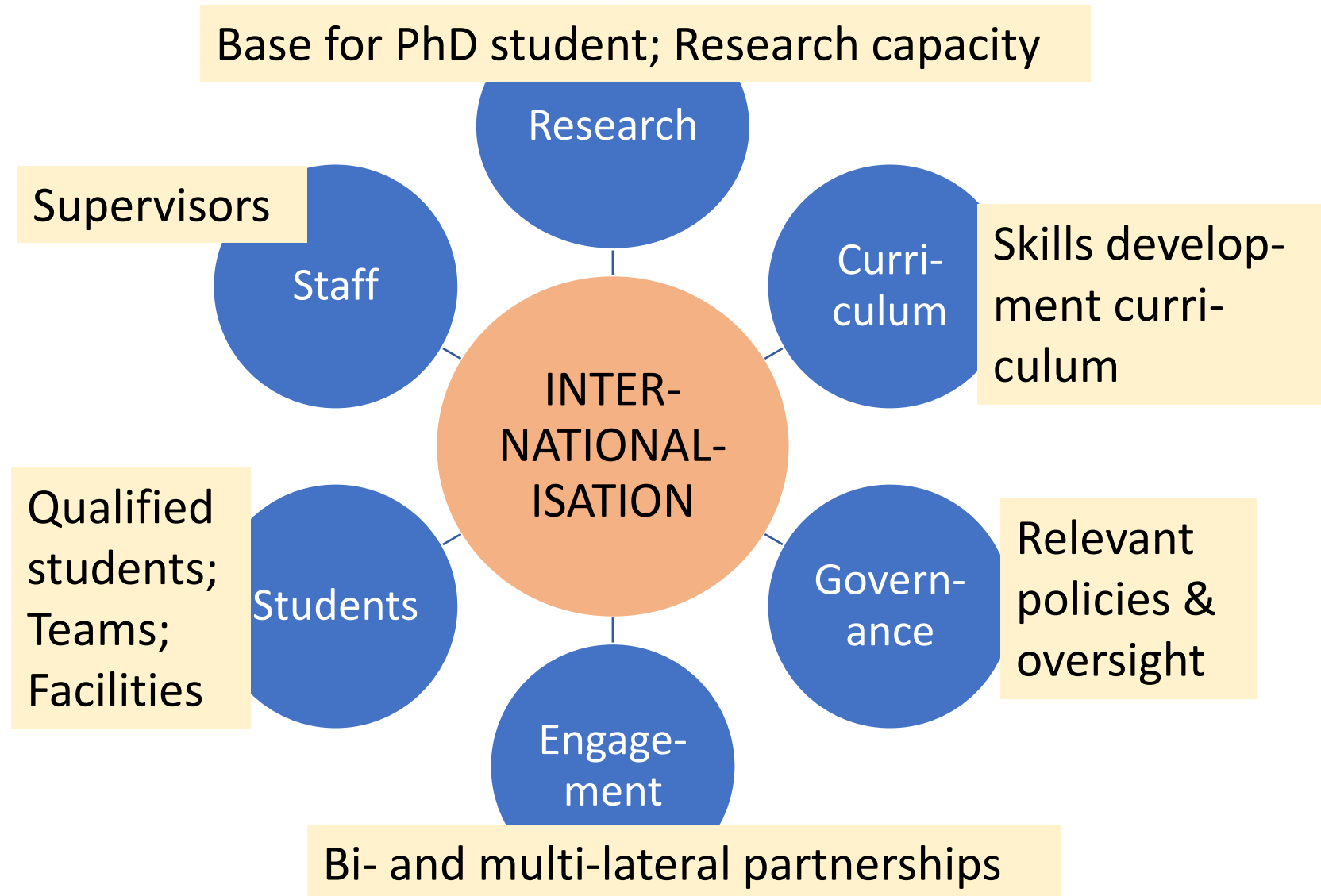
Faculty, departmental, division level

Impact on the individual student

Introduction – Dimensions of internationalisation



Introduction – Dimensions of internationalisation



Internationalisation at SU is

To integrate an international, intercultural and global dimension into the purpose, functions and programmes **for all SU students and staff**, in order to advance the **quality of education** and the **impact of research**, both in meaningful **service of society**.

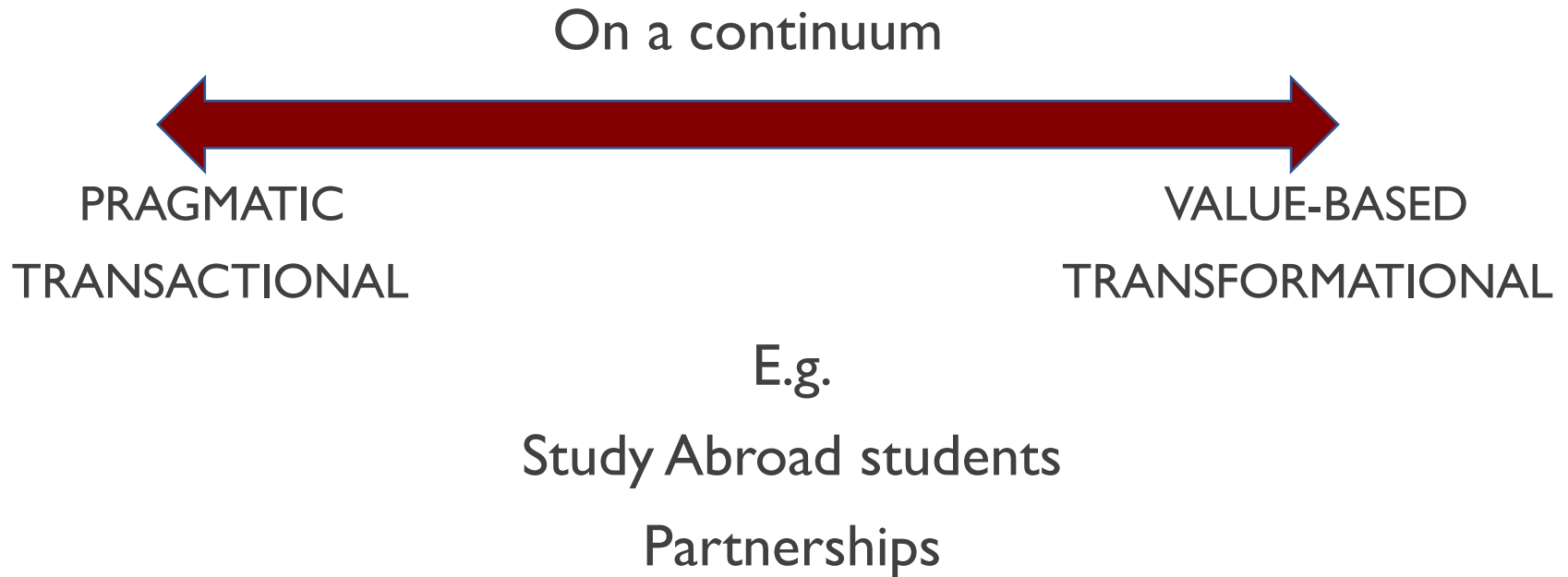
Through

- an intentional and institutional commitment
- a comprehensive action plan; and
- full recognition of being situated in Africa

Motivation for internationalisation

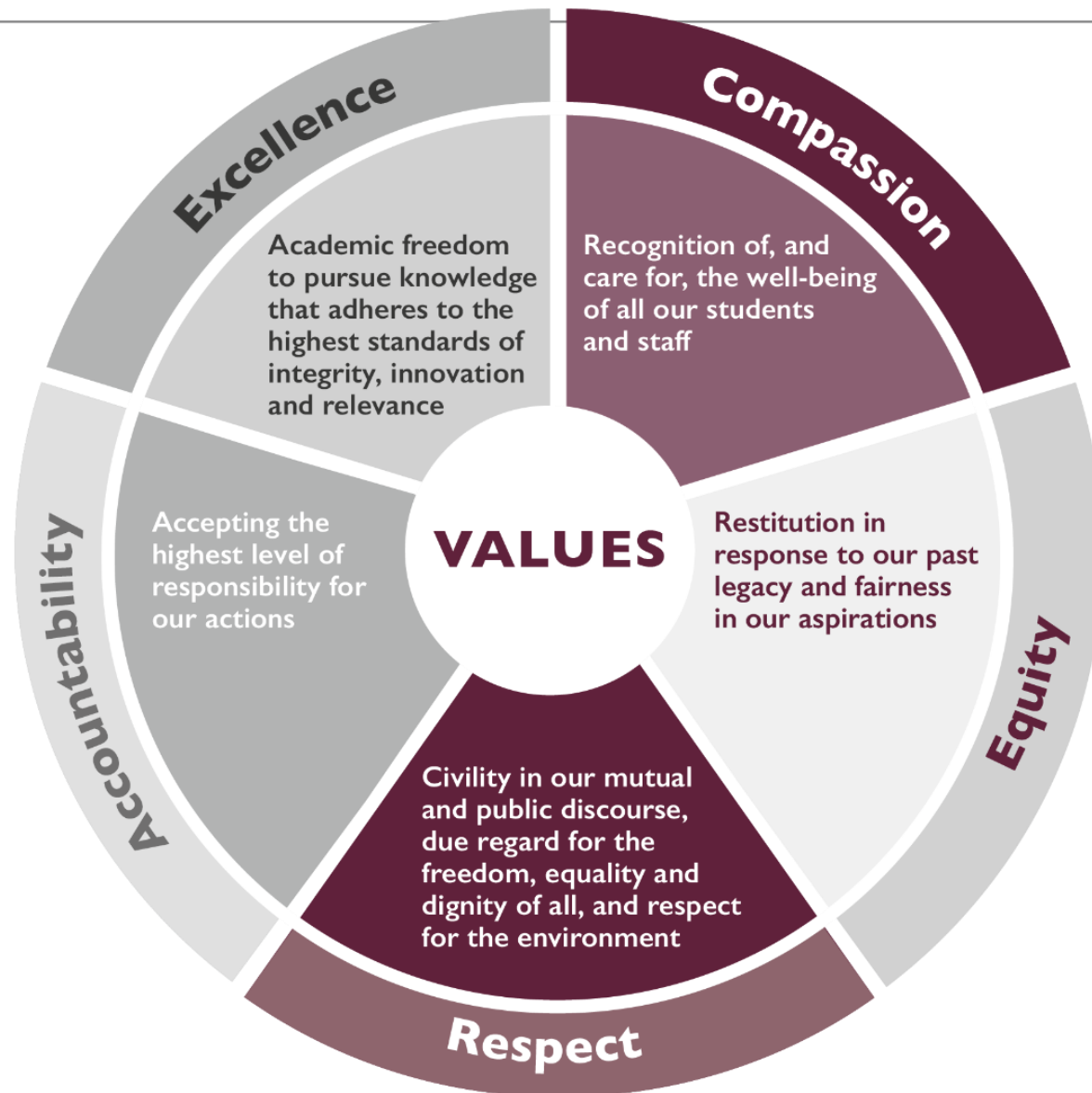
1. **Economic:** e.g. **generating income for outbound student mobility**, contributing to the local economy through Study Abroad programme. International funding for research.
2. **Political:** e.g. contributing towards the development of Higher Education on the continent. Roleplaying in SADC. **“Brain circulation”**
3. **Academic:** e.g. Collaborative degree programmes. Foreign language programmes. B Com International Business programme with a compulsory semester abroad. **Skills development interventions.**
4. **Socio/cultural:** e.g. Integrating international students into student communities. Intercultural communication skills. **Developing abilities to move between different academic traditions.**

Measuring internationalisation outcomes



- **Transactional** measures: activities-based
- **Functional** measures: coordination, oversight
- **Transformational** measures: value-based, impact, qualitative

Values – SU example



Gao's dimensions

1. Governance and organisational support (e.g. human and financial resources)
2. Student (e.g. numbers and mobility)
3. Faculty (e.g. international profile of academic staff) → **Staff in general**
4. Curriculum
5. Research
6. Engagement (e.g. partnerships and networks).
- 7. International communication**
- 8. Innovation/technology transfer**

1. Institutional structures:

- SU International
- Postgraduate Office (Research Development)
- African Doctoral Academy (SU International)
- Research Development – (Early career development)

2. Campus structures:

- Tygerberg: International Office; Doctoral Office
- Bellville Park: USB International Relations
- Saldanha: Office of the Dean

3. Faculty structures:

- Graduate School of Arts and Social Sciences
- Graduate School of Economic and Management Sciences
- Internationalisation // Postgraduate role linked to one of the Vice-Deans

Timeline

Event

Relevance // Impact // Motivation

➤ June 1993 – Creation of Office for International Relations (OIR)

- Decision by **Management**
- Aim to build international networks for research

➤ March 1996 – One stop service for incoming international students

- Wide menu of services students – pre-arrival, arrival, on campus, post-departure...
- Network with other units – **not to duplicate, to add international dimension**

➤ March 1997 – OIR changed into International Office (IO)

- Wider brief: **one stop service platform** for degree and non-degree students
- Provision of support for outgoing students

Timeline

Event

Relevance // Impact // Motivation

- July 1998: Formal start of Study Abroad programme with AIFS

- Income generating activity (e.g. 2003 US\$2000; now R67,000 per semester)
- **Income designated for funding outgoing student mobility**
- US\$ did not work for us

- Late 90's/2000: *IPSU - International Programmes SU* – now called **Global Education Programme**

- Limited options for Study Abroad in mainstream - **Intervention to address language challenge**
- With academic departments
- Duplicate mainstream and new courses

- Late 90's/2000: Housing for international students – Concordia, Academia

- Owners require one year contract
- Owner prejudices
- **Housing as part of offer to students**
- IO subletting; flexibility

Timeline

Event

Relevance // Impact // Motivation

➤ Jan 2000 Introduction of *International Registration Fee (IRF)*

- International students need to pay for additional services
- **Environment delivering the service receives the income directly**
- Distinction: SADC students lower IRF
- Important source for **additional operational costs and remuneration**
- Important: clear to be used to the benefit of international students

➤ Since 2001: English as a Foreign Language Programme – Eritrea and Gabon

- Cohort programme with Gabon National Scholarship Office
- **Postgraduate support programme**
- Moved to Language Centre

➤ 2003 Celebrate 10 years with first Stellenbosch Family meeting

- Celebration & **Nurturing of partners**
- Introduce partners to campus and region

Timeline

Event

- March 2003 - Your international knowledge partner strategic plan

Relevance // Impact // Motivation

- Alignment with SU motto:
Your Knowledge Partner
- Attempt to have more strategic approach
- However, stayed an internal working document
- Strong focus on commitment to Africa
- Forward looking:
 - Joint/double degrees
 - International curriculum
 - Several internationalisation-at-home initiatives

Timeline

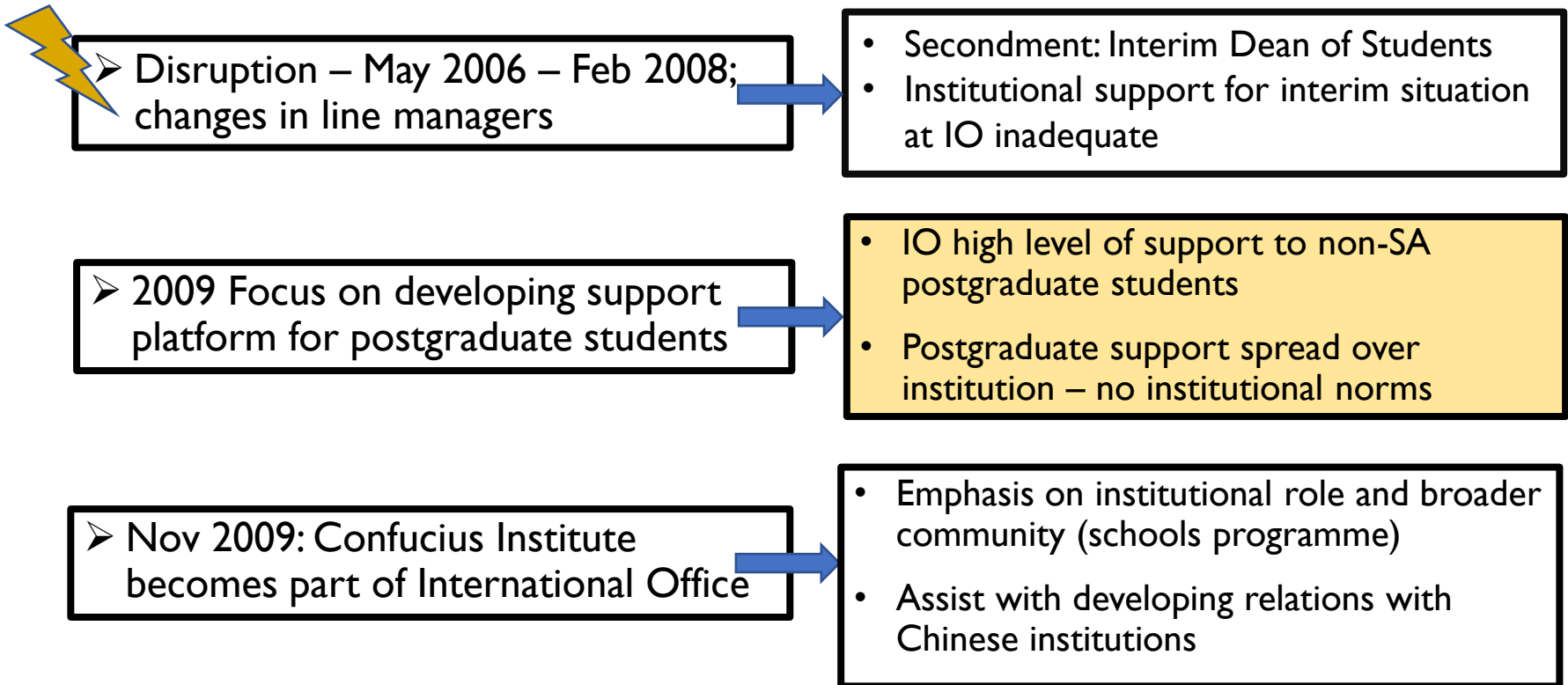
➤ March 2003 - Your international knowledge partner strategic plan

- To establish SU as a reliable HE partner within SADC and on the continent of Africa
- To integrate and international dimension into research, teaching and service by establishing international networks and strategically favorable alliances
- To integrate an international dimension into teaching programmes
- To increase the number of international students to at least 10% of the number of residential students, with a balance in the distribution of nationalities and types of study programmes
- To link with the broader Stellenbosch community
- To increase the academic international mobility of students and staff
- IPSU development
- Internationalisation-@-Home
- Advocacy

Timeline

Event

Relevance // Impact // Motivation



Timeline

Event

Relevance // Impact // Motivation

➤ 1 January 2010: Postgraduate & International Office (PGIO)

- Emphasis on postgraduate services
- Internationalisation: Business as usual – no specific interventions apart from development of joint/double degrees

➤ 14 June 2010: Joint and Double degree policy **approved by Council**

- Formal process in **Academic Planning Committee**
- Joint PhD with St Andrews University (Aug 2010)
- Double M with Goettingen University (May 2012)

➤ 1 January 2010: Postgraduate Skills Development Programme and other interventions

- Workshops – create community
- *On.track* – tool for tracking progress
- PG enrolment support – “NAO”
- Evaluation of foreign qualifications
- Focused advertisement of international funding for postgraduate studies

Postgraduate Office (PGO), Division for Research Development (DRD)

- Custodian of the institutional policy on joint degrees
- Responsible for negotiating new and existing joint degree agreements within framework of SU International WGPD and Academic Planning Committee
- Supports the enrolment of candidates, monitors progress and facilitates graduation.
- 3 levels of agreements:
 - Institutional Memorandum of Understanding
 - General Framework Agreement
 - Candidate Agreement

Statistics: Collaborative degrees 2018



Degrees awarded

23

Joint PhDs

29

Double Master's

Currently enrolled

32

Joint PhDs

30

Double Master's

More statistics

Joint PhD degrees awarded and enrolled

	A	E		A	E
Coventry Univ			Univ de Bordeaux	1	
Erasmus Univ Rotterdam			Univ de Bretagne Occidentale		1
Ghent Univ	1	3	Univ Jean Monnet Saint-Étienne	3	1
Hasselt Univ		2	Univ Rouen		1
Karolinska Institutet	1	4	Univ Antwerpen	2	1
KU Leuven	1	5	Univ of Groningen		
Macquarie Univ			Univ of Hamburg		1
Makerere Univ			Univ of Leipzig	2	1
Radboud Univ Nijmegen		1	Utrecht Univ	1	
Univ Fed de Ouro Preto	1	1	VU Amsterdam	6	7
Univ Claude Bernard Lyon 1		1	VU Brussel	1	2

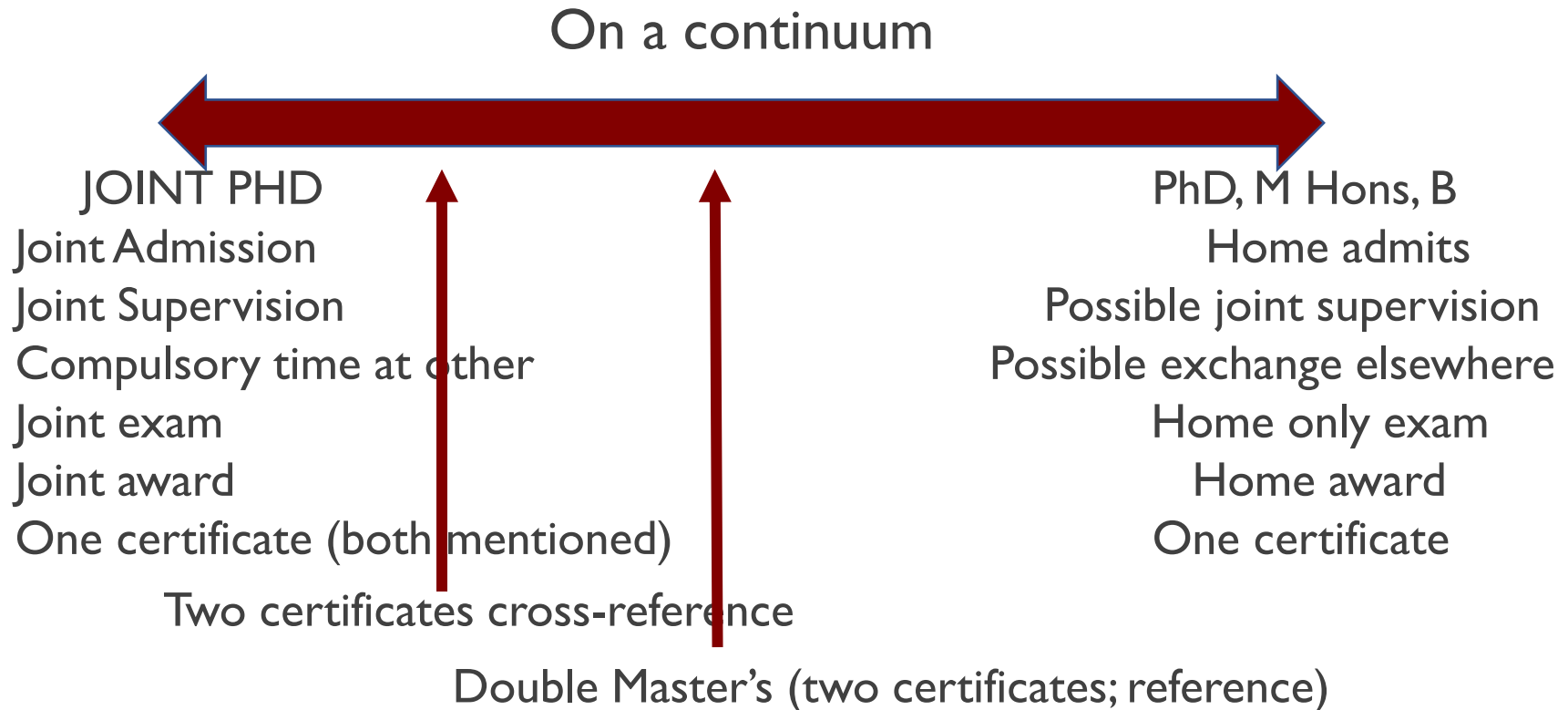
Joint PhD degrees awarded – agreement expired

ENS des Mines de Saint-Etienne (ENSM-SE)	1	University of St Andrews	1
Friedrich Schiller University of Jena (FSU)	1		

Current Double Master's Agreements

ALGANT Consortium (Université Bordeaux I, France; Chennai Mathematical Institute, India; Universiteit Leiden, The Netherlands; Università degli Studi di Milano, Italy; Concordia University/CRM/ISM, Canada; Università degli Studi di Padova, Italy; Université Paris Sud II, France and Stellenbosch University/AIMS, South Africa)	5	1
Reutlingen University		10
University of Göttingen	8	10
University of Leipzig	16	9

Thoughts on collaborative programmes



- All about one qualification
- Joint PhD should be the pinnacle of intensive research collaboration

Timeline

Event

Relevance // Impact // Motivation

- 
- December 2010: Fire in Wilcocks Building

- Were already in two buildings
- All in temporary housing
- Planning to bring all together in Wilcocks

- Beginning 2012: Whole of PGIO moved back to Wilcocks (incl. CI)

- Physical **one stop service** became reality again
- Physical integration of postgraduate and international dimension
- Own meeting rooms and facilities

Timeline

Event

Relevance // Impact // Motivation

➤ September 2014: External Evaluation of PGIO

- **Effective and efficient blending of the international and postgraduate role** of the division resulting in synergy between the two focus areas with internal structural coherence.
- Recognition of the enthusiasm and diligence of the **staff complement**, including providing development opportunities for student assistants.
- Established **strong relationships** with internal and external stakeholders.
- Focus on rendering **complementary, essential services** and willingness to **create** mechanisms to meet the needs of stakeholders.
- **Innovative and entrepreneurial approach** resulting in majority of services funded by self-generated income.

Timeline

Event

- September 2014: External Evaluation of PGIO

Relevance // Impact // Motivation

“For SU a cross-road has been reached: the strategic question is the future role and scope of the PGIO.”

- **Effective and efficient blending of the international and postgraduate role** of the division resulting in synergy between the two focus areas with internal structural coherence.
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Timeline

Event

- Late 2014: African Doctoral Academy becomes part of PGIO

Relevance // Impact // Motivation

- Institutional footprint
- Development of multi-disciplinary curriculum
- **Use PGIO services platform**
- **Use SU networks for presenters**

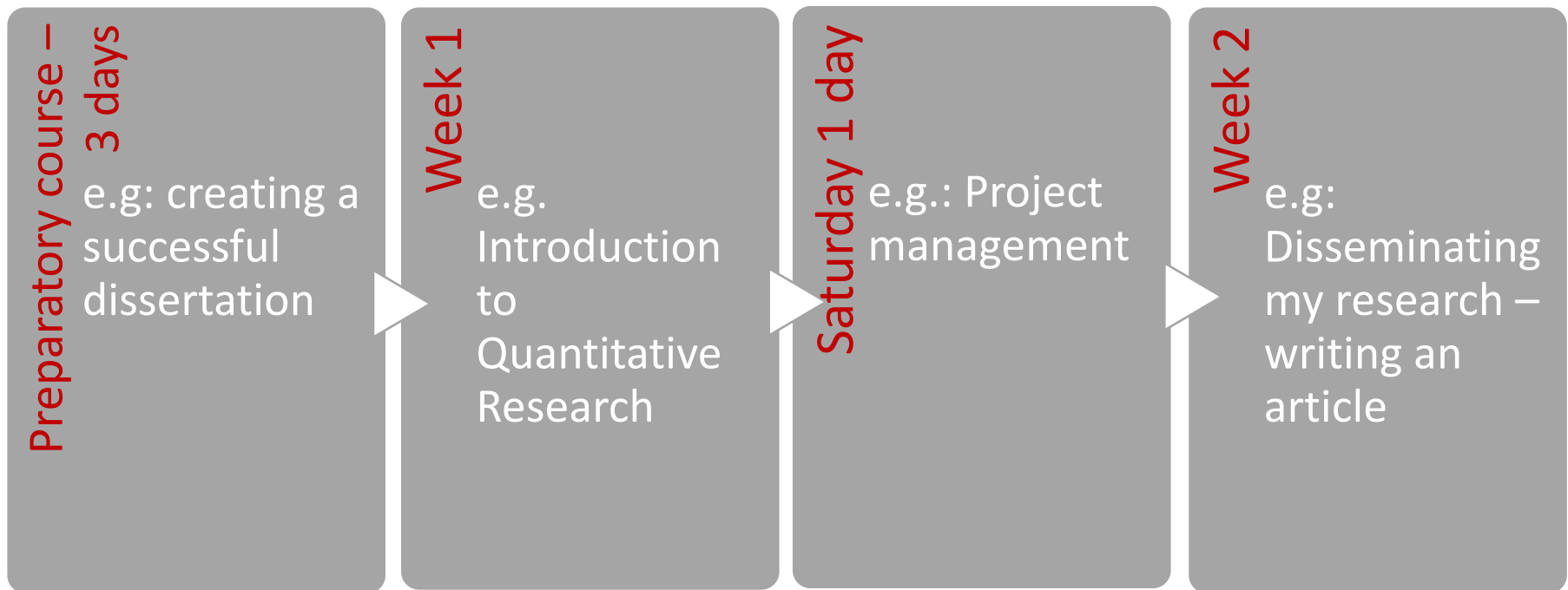


The African Doctoral Academy

- Celebrating 10 years – established in 2009 in Faculty of Social Sciences.
- Now 5 years in Stellenbosch University International
- All disciplines
- Annual Summer (January) & Winter (July) Schools in Stellenbosch
 - 20 Schools
 - 205 Workshops offered
 - 3977 participants in workshops
 - 53 Countries
- 2019 - First Spring School



Typical School at African Doctoral Academy



Generic and specialist skills training

Research
Designs and
Methods
(Beginner →
Advanced)

Proposal writing
Grant writing
Project management
Academic writing for
thesis and publication

Postgraduate
supervision

Teaching and
learning in HE

Research Ethics

Digital
technology

Timeline

Event

Relevance // Impact // Motivation

➤ 29 May 2014: Preferential Partnership Agreement with KU Leuven

- Wide ranging activities on institutional level, staff and student mobility
- Both invest additional funding
- Think Tank initiative
- Regular Steering Committee meetings

➤ 2015: First SU-KU Leuven Think Tank project

- 15 Top postgrad students from all faculties
- Theme based – closing event alternate
- Academic vs Student Development approach

➤ 2016 First intake of B Com International Business Students

- 4 year programme (languages; humanities)
- Compulsory international semester
- Internationalisation of curriculum

Timeline

Event

➤ 1 Aug 2016: Appointment of DVC
for Strategy and Internationalisation

Relevance // Impact // Motivation

- Internationalisation recognised as one of 7 strategic priorities
- Result: PG /// IO reorganisation



1 Oct 2016

**Stellenbosch University International
Postgraduate Office**

Purpose of SU International

1. To lead the development and implementation of the **strategic plan for the internationalisation of SU** and her core activities: research, learning and teaching and social impact;
2. To develop sustainable significant bilateral and **multilateral alliances, partnerships and collaboration** in support of the academic project;
3. To integrate a **global engagement dimension** into the student experience at SU, especially to institute and enrich the notion of internationalisation-at-home;
4. **To maintain and enhance the existing dedicated support services platform** to execute and promote SU's international activities on campus, in the local community, within the region, Africa and beyond; and
5. To facilitate the development of **scholarship in Africa**.



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Internasional
yeZizwe-ngezizwe
International

**CENTRE FOR
COLLABORATION
IN AFRICA**

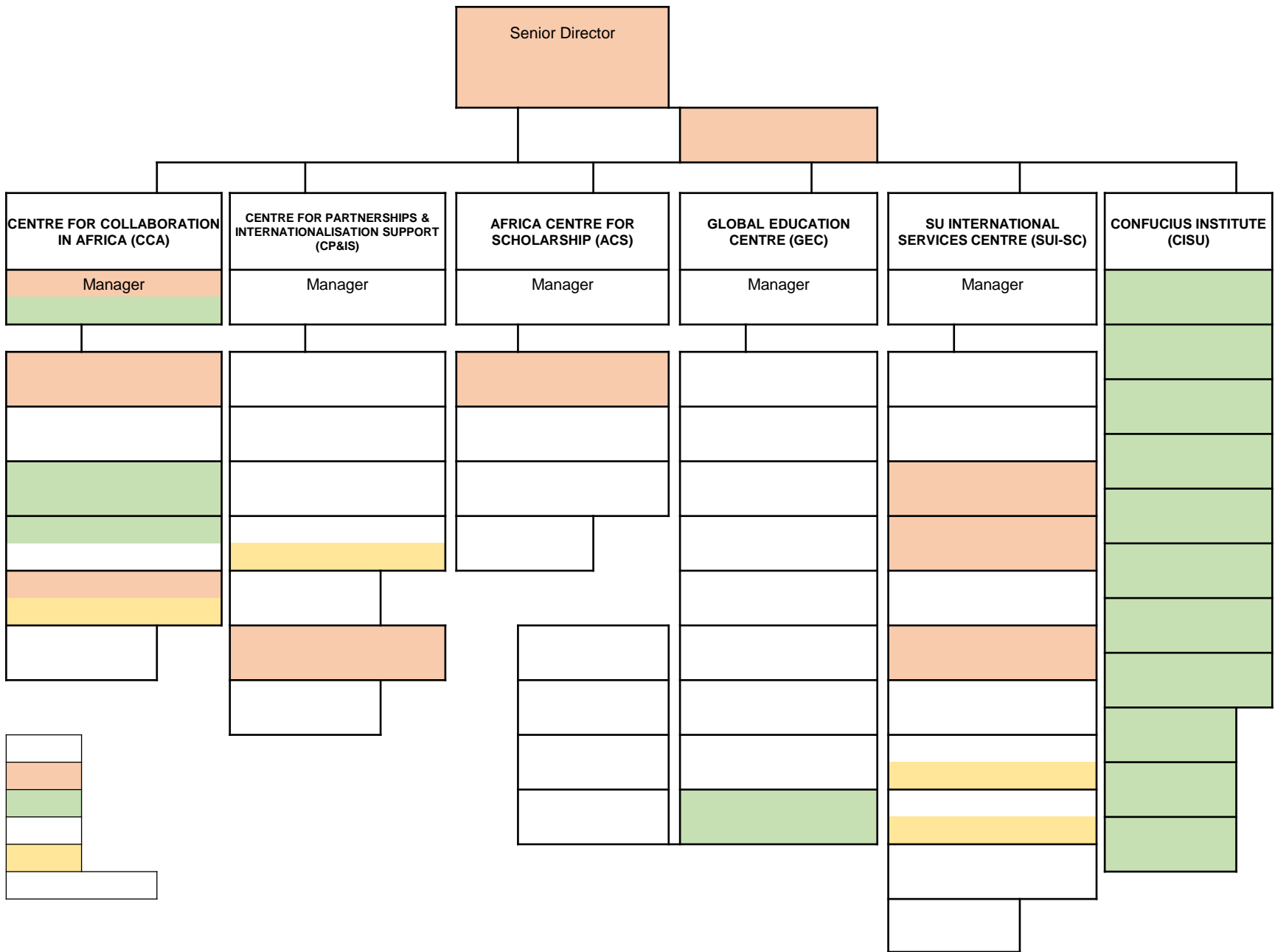
**AFRICA
CENTRE FOR
SCHOLARSHIP**

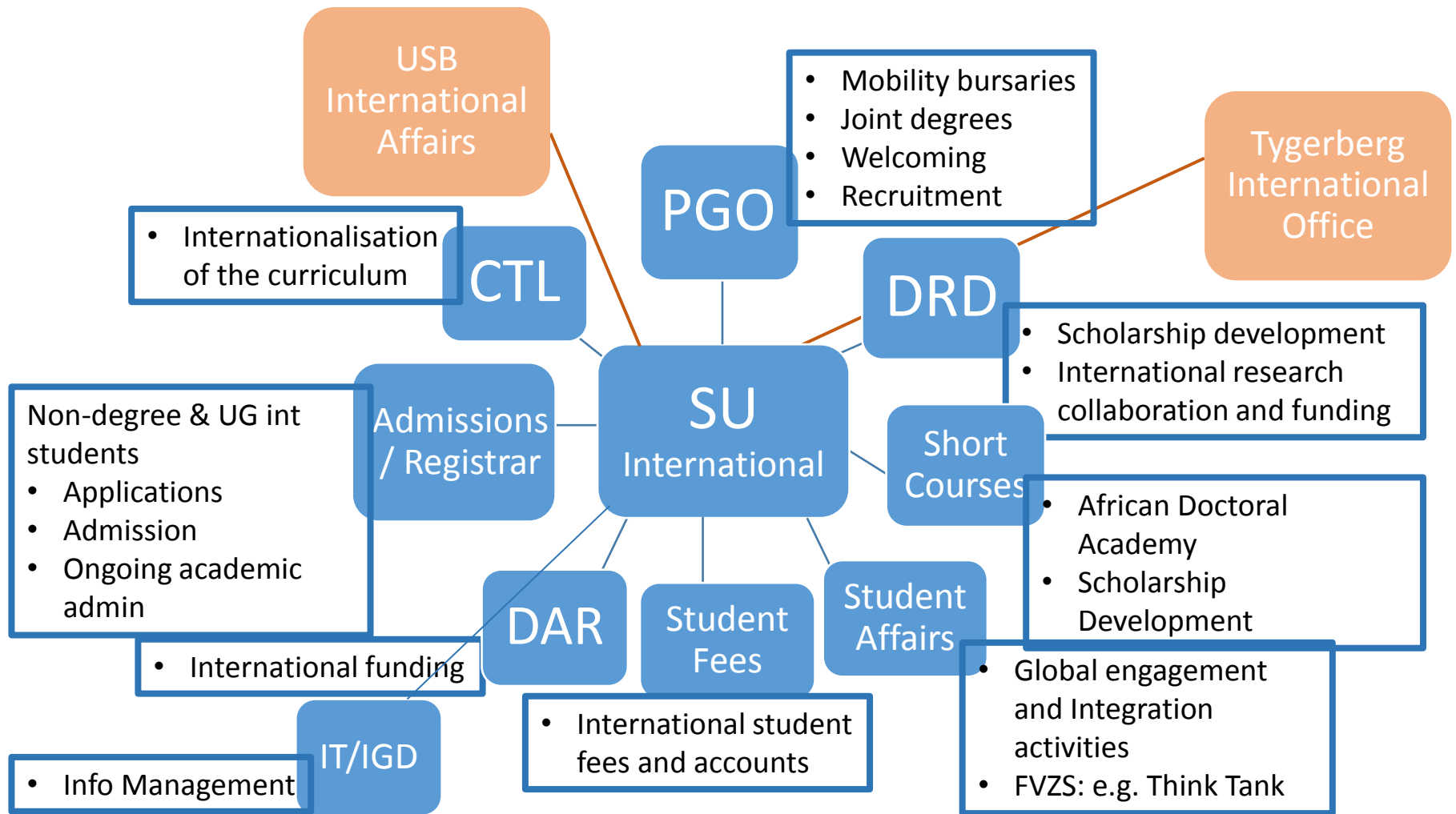
**GLOBAL
EDUCATION
CENTRE**

**CENTRE FOR PARTNER-
SHIPS & INTERNATIO-
NALISATION SUPPORT**

**CONFUCIUS
INSTITUTE**

SU INTERNATIONAL SERVICES CENTRE





Timeline

Event

Relevance // Impact // Motivation

➤ 2017: Evaluation of bilateral partnerships

- To assist in developing policy for strategic partnerships
- Guidelines for partnership development

➤ Oct 2017: Institutional Advice Committee for Internationalisation (IACI)

- Advice and consultation
- Meet 4 times per year
- Report to Rectorate
- Possible becoming formal Senate Committee

➤ 12 April 2018: Concept Note on Internationalisation

- To develop institutional shared understanding of internationalisation
- Basis for strategy development

➤ 2018: *International Tuition Fee (ITF)*

- Not charged for PhD enrolments
- Flow to Faculties; some have allocated this to international activities

Timeline

Event

Relevance // Impact // Motivation

➤ Three main themes for 2019



- Internationalisation Strategy
- Global Education Programme
- Africa @ SU – web-portal for Africa focussed and related programmes

➤ ?????? DHET Internationalisation Policy



In progress....

1. Internationalisation can be utilised for income-generating activities to support staffing structures and mobility programmes
2. Despite importance of “comprehensive internationalisation”, one stop service within university internal network, effective and efficient internal communication and connectedness may be most appropriate option
3. Leveraging well established bi- and multi-lateral networks for collaborative degree programmes and skills and capacity building interventions

Summary

1. Internationalisation is utilised for income-generating activities to support structures and mobility programmes
2. Despite importance of comprehensive international one stop service within university internal network, high level communication and connectedness may be most appropriate



ing well established bi- and tri-lateral networks for
ative degree programmes and capacity
interventions



4. Think about yourself as an internationalisation practitioner also

THANK YOU



Robert Kotze

rk@sun.ac.za

INTERNATIONAL STUDENTS

	Non-degree		UG		PG		TOTAL	
SADC	61	4.1%	603	71.3%	1246	61.0%	1910	43.63%
AFRICA non SADC	83	5.6%	45	5.3%	478	23.4%	606	13.84%
OUTSIDE AFRICA	1344	90.3%	198	23.4%	320	15.7%	1862	42.53%
TOTAL NON-SA CITIZENS	1488		846		2044		4378	
INTERNATIONAL STUDENTS: TYPE OF ENROLMENT	34.0%		19.3%		46.7%			
% STUDENTS FROM AFRICA OUT OF ALL INTERNATIONAL	9.7%		76.6%		84.3%		57.5%	
% INTERNATIONAL STUDENTS OUT OF ALL STUDENTS	73.8%		4.3%		19.1%		13.4%	

Countries of origin

TOP 15 AFRICA

NAMIBIA	673
ZIMBABWE	635
NIGERIA	178
ZAMBIA	110
LESOTHO	106
BOTSWANA	87
KENYA	86
GHANA	72
MALAWI	66
DRC	60
TANZANIA	59
SWAZILAND	58
UGANDA	51
LIBYA	46
CAMEROON	33

TOP 15 Rest of World

GERMANY	460
USA	289
UK	146
FRANCE	113
NETHERLANDS	108
BELGIUM	84
SOUTH KOREA	83
CANADA	68
SWEDEN	59
AUSTRALIA	57
SWITZERLAND	48
CHINA	45
ITALY	28
AUSTRIA	27
SINGAPORE	25



Important questions to be considered

1. Is the imperative for universities in South African institutions to internationalize going against the **decolonalisation** agenda?
2. What should the priorities be? **Africanisation** vs Internationalisation? Or: Should africanisation be a priority within the internationalisation agenda of a South African university?
3. How do we exploit the presence of non-SA student on campus and in the classroom to give an internationalisation-at-home experience to local students? Do our lecturers use the “**international classroom**” as opportunity?
4. In terms of the national imperative with regard to **access and equity**, should the recruitment of international degree-seeking students be important, especially as they also attract government subsidy? Higher tuition fees to create an additional income stream? Earmarked for international activities and initiatives?