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
Internationalisation in support of graduate students
Lessons learnt at Stellenbosch University

27 March 2019
Introduction

Internationalisation practitioner

≠ international educator
≠ research manager
≠ postgraduate support officer
Introduction

Mission of institution

Strategic framework for internationalisation

Faculty, departmental, division level

Impact on the individual student
Introduction – Dimensions of internationalisation

- Research
- Staff
- Curriculum
- Students
- Governance
- Engagement
Introduction – Dimensions of internationalisation

Base for PhD student; Research capacity

Supervisors

Staff

Research

Curriculum

Skills development curriculum

Students

Students

Qualified students; Teams; Facilities

Governance

Relevant policies & oversight

Engagement

Bi- and multi-lateral partnerships
Definition

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

On a continuum

PRAGMATIC
TRANSACTIONAL

VALUE-BASED
TRANSFORMATIONAL

E.g.
Study Abroad students
Partnerships

• **Transactional** measures: activities-based
• **Functional** measures: coordination, oversight
• **Transformational** measures: value-based, impact, qualitative
Values – SU example

- **Excellence**: Academic freedom to pursue knowledge that adheres to the highest standards of integrity, innovation and relevance.
- **Compassion**: Recognition of, and care for, the well-being of all our students and staff.
- **Accountability**: Accepting the highest level of responsibility for our actions.
- **Equity**: Restitution in response to our past legacy and fairness in our aspirations.
- **Respect**: Civility in our mutual and public discourse, due regard for the freedom, equality and dignity of all, and respect for the environment.
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

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

Relevance // Impact // Motivation

- 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

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

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

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

Relevance // Impact // Motivation

- 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

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

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

Event

- **Jan 2000** Introduction of *International Registration Fee (IRF)*
  - Relevance // Impact // Motivation
    - 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

- **2003** Celebrate 10 years with first Stellenbosch Family meeting
  - Celebration & **Nurturing of partners**
    - Cohort programme with Gabon National Scholarship Office
    - Postgraduate support programme
    - Moved to Language Centre
  - 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**

- **Disruption** – May 2006 – Feb 2008; changes in line managers

- **2009 Focus on developing support platform for postgraduate students**

- **Nov 2009: Confucius Institute becomes part of International Office**

**Relevance // Impact // Motivation**

- **Secondment: Interim Dean of Students**
- **Institutional support for interim situation at IO inadequate**

- **IO high level of support to non-SA postgraduate students**
- **Postgraduate support spread over institution – no institutional norms**

- **Emphasis on institutional role and broader community (schools programme)**
- **Assist with developing relations with Chinese institutions**
Timeline

Event

1 January 2010: Postgraduate & International Office (PGIO)

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

1 January 2010: Postgraduate Skills Development Programme and other interventions

Relevance // Impact // Motivation

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

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

• 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

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<tr>
<th>A</th>
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<tbody>
<tr>
<td>Coventry Univ</td>
<td>Univ de Bordeaux</td>
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<tr>
<td>Erasmus Univ Rotterdam</td>
<td>Univ de Bretagne Occidentale</td>
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<td>Ghent Univ</td>
<td>Univ Jean Monnet Saint-Étienne</td>
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<td>Univ Rouen</td>
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<td>1</td>
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<td>Karolinska Institutet</td>
<td>Univ Antwerpen</td>
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<tr>
<td>KU Leuven</td>
<td>Univ of Groningen</td>
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<td>Macquarie Univ</td>
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<tr>
<td>Makerere Univ</td>
<td>Univ of Leipzig</td>
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<tr>
<td>Radboud Univ Nijmegen</td>
<td>Utrecht Univ</td>
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<tr>
<td>Univ Fed de Ouro Preto</td>
<td>VU Amsterdam</td>
<td>6</td>
<td>7</td>
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<tr>
<td>Univ Claude Bernard Lyon 1</td>
<td>VU Brussel</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

### Joint PhD degrees awarded – agreement expired

| ENS des Mines de Saint-Etienne (ENSM-SE) | University of St Andrews | 1       |
|Friedrich Schiller University of Jena (FSU) | 1            |         |
## Current Double Master’s Agreements

| ALGANT Consortium (Université Bordeaux 1, 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 11, 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

On a continuum

JOINT PHD
Joint Admission
Joint Supervision
Compulsory time at other
Joint exam
Joint award
One certificate (both mentioned)
Two certificates cross-reference
Double Master’s (two certificates; reference)

PhD, M Hons, B
Home admits
Possible joint supervision
Possible exchange elsewhere
Home only exam
Home award
One certificate

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

Event

- December 2010: Fire in Wilcocks Building

Relevance // Impact // Motivation

- 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

<table>
<thead>
<tr>
<th>Event</th>
<th>Relevance // Impact // Motivation</th>
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</thead>
<tbody>
<tr>
<td>➢ September 2014: External Evaluation of PGIO</td>
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</table>

- **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

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.
- 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

➢ 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

Preparatory course – 3 days
  e.g: creating a successful dissertation

Week 1
  e.g. Introduction to Quantitative Research

Saturday 1 day
  e.g.: Project management

Week 2
  e.g: Disseminating my research – writing an article
The 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

- 29 May 2014: Preferential Partnership Agreement with KU Leuven

Relevance // Impact // Motivation

- 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 form all factulties
- 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

I 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**.
Timeline

Event

- **2017: Evaluation of bilateral partnerships**
  - Relevance // Impact // Motivation:
    - To assist in developing policy for strategic partnerships
    - Guidelines for partnership development

- **Oct 2017: Institutional Advice Committee for Internationalisation (IACI)**
  - Relevance // Impact // Motivation:
    - Advice and consultation
    - Meet 4 times per year
    - Report to Rectorate
    - Possible becoming formal Senate Committee

- **12 April 2018: Concept Note on Internationalisation**
  - Relevance // Impact // Motivation:
    - To develop institutional shared understanding of internationalisation
    - Basis for strategy development

- **2018: International Tuition Fee (ITF)**
  - Relevance // Impact // Motivation:
    - Not charged for PhD enrolments
    - Flow to Faculties; some have allocated this to international activities
Timeline

Event

- Three main themes for 2019

Relevance // Impact // Motivation

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

- ?????? DHET Internationalisation Policy

In progress....
Summary

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 can be utilised for income-generating activities to support staffing structures and mobility programmes.

2. Despite the importance of comprehensive internationalisation, a one-stop service within the university internal network, high-level communication and connectedness may be most appropriate.

3. Leveraging well-established bilateral networks for collaborative degree programmes and capacity building interventions.

4. Think about yourself as an internationalisation practitioner ..... also
THANK YOU

Robert Kotze

rk@sun.ac.za
<table>
<thead>
<tr>
<th></th>
<th>Non-degree</th>
<th>UG</th>
<th>PG</th>
<th>TOTAL</th>
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<td>603</td>
<td>1246</td>
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<td>71.3%</td>
<td>61.0%</td>
<td>43.63%</td>
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<td><strong>AFRICA non SADC</strong></td>
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<td>45</td>
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<td><strong>OUTSIDE AFRICA</strong></td>
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<td>90.3%</td>
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<td><strong>TOTAL NON-SA CITIZENS</strong></td>
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<tr>
<td><strong>INTERNATIONAL STUDENTS: TYPE OF ENROLMENT</strong></td>
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<td><strong>46.7%</strong></td>
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<tr>
<td><strong>% STUDENTS FROM AFRICA OUT OF ALL INTERNATIONAL</strong></td>
<td>9.7%</td>
<td>76.6%</td>
<td>84.3%</td>
<td><strong>57.5%</strong></td>
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<td><strong>% INTERNATIONAL STUDENTS OUT OF ALL Students</strong></td>
<td>73.8%</td>
<td>4.3%</td>
<td>19.1%</td>
<td><strong>13.4%</strong></td>
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## Countries of origin

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<th>TOP 15 AFRICA</th>
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<tr>
<td>NAMIBIA</td>
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Important questions to be considered

1. Is the imperative for universities in South African institutions to internationalize going against the **decolonisation** 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?