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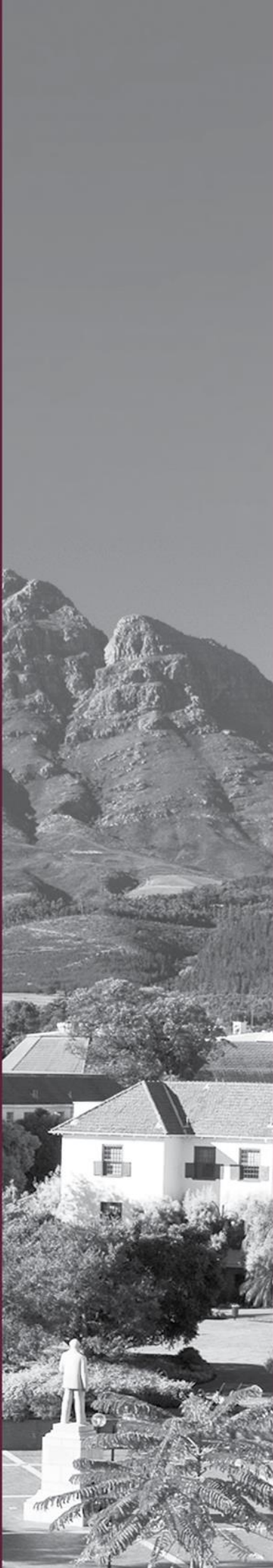
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**STELLENBOSCH
UNIVERSITY
INTERNATIONALISATION
STRATEGY**

**FORWARD
TOGETHER**

**SAAM
VORENTOE**

**MASIYE
PHAMBILI**



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PREAMBLE

At Stellenbosch University (SU), Internationalisation is embodied by a purposeful institutional commitment as guided by Vision 2040 and the Strategic Framework 2019-2024. Our intention is to integrate an international, intercultural and global dimension into all aspects of the University and navigated by SU's values – excellence, compassion, accountability, respect and equity. This commitment is embraced by the institution's leadership, organisational structures and policies, staff and students, and aims to advance research and innovation, learning and teaching in service of society. Through this, SU aspires to be an internationally recognised research-intensive institution, rooted in Africa with a global reach.

To articulate this commitment, the SU Internationalisation Strategy intends:

- (1) To consolidate SU's standing as a reliable global role-player and a preferred partner in Africa;
- (2) To provide a guiding framework for:
 - integrating an international dimension into all relevant institutional policy and revision processes;
 - bringing focus to existing wide range of internationalisation activities in the institution;
 - agile and adaptable responses to international opportunities;
 - collaboration within the broader SA Higher Education context to develop and participate in international partnerships and internationalisation opportunities;
- (3) To provide a basis for all staff to define their roles (primary or secondary) in internationalisation; and
- (4) To align the policies, functions and structures for internationalisation throughout the institution.

To realise these intentions, the SU Strategic Framework 2019-2024 is translated into a set of strategic directions for internationalisation to serve as a road map for faculties and professional and support services environments to embed an international dimension in their respective environment plans.

4 September 2019

I. CONTEXTS FOR THE INTERNATIONALISATION OF HIGHER EDUCATION (IHE)

(Based on *Concept Note on Internationalisation at Stellenbosch University* approved by IACI 12 April 2018)

Globally, clear trends in higher education include a focus on internationalisation in curricula, the development of generic skills related to global competence, global citizenship or globally-engaged individuals, international/intercultural learning outcomes and more strategic approaches to partnerships. The HE sector is, however, progressively engaging with its internationalisation endeavours beyond centering on curriculum development and international student mobility. There is greater emphasis on research and innovation, especially on how the internationalisation of this core function of a university is embedded in the institution beyond research groups. Lately, in discussions about internationalisation the theme *Internationalisation of HE for Society* is emerging – i.e. “bringing the global to the local, or the local to the global”.

Additionally, internationalisation in HE is determined by the national context of the sector, which determines the parameters for an institution to develop its internationalisation strategy in alignment with its own vision and mission. This section addresses the global, national and institutional contexts that guide SU’s internationalisation strategy development.

I.1. Global context

Globalisation, with the accompanying expansion of HE world-wide, requires HE institutions to revisit how and why they go about their core business. The challenge of globalisation on the sector rests within the forces of balancing divergent agendas, for example, the economic agenda of competition and commercialisation of higher education and that of higher education as a public good. Within this context, the focus on *internationalisation of higher education* receives continued emphasis as an enabler to support the deliverance of quality education (on all levels) and to contribute to the knowledge economy.

The report of the 4th International Association of Universities (IAU) Survey by Egron-Polak and Hudson (2014) states that internationalisation is an integral part of a continuous process of change that has grown in importance with the more general developments of globalisation that offer new opportunities but also pose new challenges. Furthermore, internationalisation is almost universally viewed as a force for good in higher education, with institutions of varying size and reputational profile all aspiring to boost their international standing and forge links abroad (Spencer-Oatey and Dauber, 2017).

Increasingly the emphasis is on global skills, values and intercultural awareness, when it comes to sought-after graduate attributes. The 4th IAU Global Survey (2014) highlighted the increased awareness, knowledge and appreciation of international issues of graduates as the highest ranked benefit of IHE, followed by improved quality of teaching and learning.

The 2018 *European Association for International Education (EAIE) Barometer: Internationalisation in Europe* (second edition) (survey of internationalisation practitioners in European higher education institutions) provided data that informs a published report titled *Signposts of Success*, by Anna-Malin Sandström and Ross Hudson (Karen Macgregor, “Measuring success in European internationalisation”, *University World News*, 27 April 2019). The identified *Signposts* provide an important international perspective that informs and confirms SU’s approach to internationalisation as expanded further below:

- Aligning the internationalisation goals with the institution’s core mission
- Thinking expansively about the scope and range of internationalisation activities to which the institution has committed itself
- Enacting an institution-wide strategy for internationalisation

- Committing to clear targets for priority activities
- Allocating resources for priority activities
- Regularly evaluating the institution's internationalisation strategy
- Embedding the management and administration of internationalisation in the institutional structure in ways that foster coordination among stakeholders
- Making internationalisation training available for staff – particularly training related to the activities prioritised within the strategy
- Assessing the quality of priority activities on a regular basis

1.2. National context

Although the first national policy on the internationalisation of higher education drafted by the Department of Higher Education and Training (DHET), the *Draft Policy Framework for the Internationalisation of Higher Education in South Africa* (published April 2017), is still being finalised, it provides relevant indicators to set the national context. It is expected that the policy will require universities to refer to the rationale and principles provided by the policy framework; to take note of national strategies and priorities; and to determine measurable indicators for internationalisation.

SU's Internationalisation Strategy thus takes due cognisance of the *Draft Policy Framework*, and fully recognises the fact that internationalisation has evolved into an important feature of the SA Higher Education sector. The *Draft Policy* aims to provide high-level principles and guidelines; to set broad parameters; and to provide a national framework for internationalisation of higher education alongside which higher education institutions can develop and align their institutional internationalisation policies and strategies.

Important notions from the *Draft Policy* include the following:

- (1) The *Draft Policy* is clear on the fact that priority should be given to South Africa's interests in the first instance, and thereafter, where possible and relevant: the interests of SADC member states; then the rest of the African continent; then the global South and emerging economies; and thereafter the world beyond.
- (2) The *Draft Policy* values the principles of mutuality and complementarity within partnerships and that internationalisation activities should demonstrate quality and create value, e.g. cultural enrichment; the development of a global citizenry and the creation of opportunities for generation of revenue for the institution.
- (3) Provision is made for not only to attract international talent to the South African job market, e.g. for foreign nationals graduating who graduate with PhDs at South African higher education institutions and graduates in scarce skills, but also to retain that talent. However, this should not be to the detriment of job opportunities for South African citizens.
- (4) Responsibility of institutions:
 - (a) It is the responsibility of institutions to develop institutional policies or strategies, to facilitate internationalisation aligned with the *Draft Policy* framework and to ensure that these reflect the institution's priorities. Institutions should set targets, develop tools to measure outcomes and maintain adequate records to provide information on internationalisation activities.
 - (b) Institutions are responsible to provide appropriate support services related to internationalisation activities. As government does not intend to provide earmarked funding for internationalisation activities, the provision of resources is an institutional responsibility.

- (5) There will be no differentiation between the subsidy for domestic and international students enrolled for full-degree purposes. Students from SADC countries should pay the same tuition fees as domestic students. However, institutions may charge the same or higher tuition fees for students from countries beyond the SADC region.
- (6) Fees in addition to the standard tuition fees paid by international students are a legitimate source of revenue, if these are set at reasonable levels following transparent processes. Although internationalisation activities may generate revenue, the *Draft Policy* is clear that commercialisation should not be the primary motivation.
- (7) In terms of international research collaboration, high priority is given to collaboration with researchers and agencies to unlock funding opportunities and collaboration with prospects for equitable and reciprocal access to facilities and capacity building. Co-authorship is highly encouraged and DHET may in future consider incentives for international and domestic collaboration.
- (8) According to the *Draft Policy*, HE institutions may neither set up branch or satellite campuses outside South Africa, nor may they conclude franchise agreements. Moreover, the policy does not provide for the delivery of NQF registered qualifications outside South Africa, although transnational short learning programmes may be delivered with approval from the host authorities.
- (9) The *Draft Policy* is positive towards collaborative qualifications at postgraduate level as they enhance quality through access to research teams and enhance the experience of students through exposure to various intellectual traditions and research facilities not available at their home institution.
- (10) Internationalisation should focus on all students and not only on those who are internationally mobile and should involve the local community. A focus on Internationalisation-at-home activities and the internationalisation of the curriculum is suggested.

1.3. Institutional context

1.3.1. Rationales for internationalisation at SU

Vision 2040 provides clear rationales for developing a strategy for internationalisation:

Stellenbosch University will be **Africa's** leading research-intensive university, **globally** recognised as excellent, inclusive and innovative, where we advance knowledge in service of society.

To realise the Vision 2040, SU aspires to:

- Have an impeccable reputation as a proud African knowledge hub that serves the continent through research, innovation and education:
 - ➔ **Policy and knowledge diplomacy rationale** to be a role-player within Higher Education in Africa, providing a strategy imperative for international knowledge diplomacy and cultivating and maintaining strong bilateral and multilateral collaborations in research, innovation, learning and teaching.
- Be a transformed and integrated academic community that celebrates critical thinking, promotes debate and is committed to democracy, human rights and social justice with an outward, international and future focus:

➔ **Academic and knowledge rationale**

- to produce graduates who are internationally competent and competitive and sought after, by adding international perspectives to, e.g., teaching programmes (collaborative degree programmes, foreign language programmes, degree programmes with a compulsory semester abroad, etc.) and internationalisation-at-home programmes (integration of international and domestic students, global education short courses, etc.);
 - to engage in research with a strong international and future focus (e.g. international research collaborations, international joint authorship in high-impact international journals); and
 - to undertake initiatives aimed at internationalisation capacity development that will enhance the transformative experience of the academic community, i.e. students and staff (faculties and professional administrative support staff [PASS] environments alike).
- Have an all-encompassing impact on the social, financial and environmental well-being of the town, region, country and continent, with a global reach;
 - ➔ **Societal and cultural rationale** to ensure intercultural learning experiences through global education programmes for international and domestic students; to engage with the town and immediate community through volunteer programmes for international visitors; and to build international research collaborations, all with societal impact.
 - Be a systemically sustainable institution in economic, social, technological and environmental terms, as a national asset that serves the diverse needs of our communities:
 - ➔ **Economic and sustainability rationale** to contribute towards institutional financial sustainability by, among others, attracting international funding for research projects in response to societal needs, and recruiting international students; and to influence, change and be changed by the world around us.

1.3.2. SU Core Strategic Themes

Developing goals and objectives for internationalisation also requires alignment with the SU Core Strategic Themes (CSTs), which provide the SU-specific context for the dimensions (mentioned in the next section) to be addressed by the internationalisation strategy.



CST1: A thriving Stellenbosch University

- 1.1 Adjust and align University funding in a broader sense
- 1.2 Recruitment and retention to attract the best people and talent
- 1.3 Maintain and enhance world-class facilities
- 1.4 Stellenbosch University that is agile, adaptive and responsive
- 1.5 Progress by 2024 towards being a leading research-intensive university
- 1.6 Advance SU's entrepreneurial culture that promotes innovation and engagement



CST2: A transformative student experience

- 2.1 Offer an intelligent and technology advanced, individualised academic experience in an inclusive ecosystem
- 2.2 Involve and engage students as co-participants and co-creators
- 2.3 Embed and integrate the Graduate Attributes (GAs) in the co-curriculum and curriculum programmes
- 2.4 Strengthen strategic enrolment management to enhance access, broaden participation, achieve inclusivity and maintain SU's reputation as university of choice

- 2.5 Create contemporary curriculum spaces to sustain growth and transformation of students



CST3: Purposeful partnerships and inclusive networks

- 3.1 Advance a focused approach to global engagement and internationalisation
- 3.2 Extend and expand our quadruple helix (government, civil society, industry and higher education partners)
- 3.3 Strengthen and expand Africa partnerships as aligned with SU vision and mission
- 3.4 Nurture partnership and relationships with identified strategic international partners
- 3.5 Increase engagement opportunities for alumni



CST4: Networked and collaborative teaching and learning

- 4.1 Optimise teaching and learning processes
- 4.2 Promote the professionalisation of academics in their teaching role through advancement of the scholarship of teaching and learning
- 4.3 Expand access via hybrid learning
- 4.4 Focus on continuous renewal of academic programmes and periodic evaluation of the relevance of programmes



CST5: Research for impact

- 5.1 Establish interdisciplinary research programmes that provide a competitive advantage for SU
- 5.2 Support research staff and invest in capacity development
- 5.3 Increased funding for research
- 5.4 Increase research impact
- 5.5 Enhance research infrastructure



CST6: Employer of choice

- 6.1 Equity, transformation and promotion of personnel
- 6.2 Implement an Employee Assistance Programme (EAP) that supports wellness of all personnel
- 6.3 Achieve efficient HR management structures, systems and processes that supports a thriving SU
- 6.4 Attract, recruit and retain a high performing personnel corps
- 6.5 Establish SU as a learning organisation that is responsive to both individual and organisational needs

2. INTERNATIONALISATION AT SU

Given these global, national and institutional contexts, we define internationalisation as:

An institutional commitment to intentionally and comprehensively 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 and impact of learning and teaching, research and innovation, in meaningful service of society.

Defining internationalisation as *comprehensive* implies that it is an *institutional imperative* influencing all facets of the University. This *comprehensive institutional imperative* can be captured by using eight dimensions, while recognising that these dimensions may be inter-related and that aspects within one dimension (may) relate to another or others (multi-layered). These eight dimensions are used as a guiding framework for the internationalisation strategy.

- (1) The **governance and organisational dimension** considers the institutional commitment and the related governance structures for internationalisation. It also looks at the human resources dedicated to international activities and the financial and facilities support provided for these activities.
- (2) The **research dimension** refers to aspects such as international collaborative research programmes; international research funding; research centres operating with international partners; the presence of international researchers (as visitors and as full time staff) and international postdoctoral fellows.
- (3) The **academic programmes dimension** includes joint degree programmes with partners in other countries, programmes and courses with an international component and the participation of students in international studies. The dimension can also reflect on activities such as virtual mobility and curriculum renewal. The latter can contribute to the profile and attractiveness of the institution as a study destination for international students.
- (4) The **engagement dimension** refers to bi-lateral and multi-lateral partners or consortia in various geographical areas. Also important is stakeholder engagement with international education organisations and with government, industry and business on international, national and local level. Engagement includes building and maintaining relationships.
- (5) The **student dimension** considers the flow of students and includes reference to the international students at the institution (degree and non-degree, all levels of study and all subject fields) and the mobility of students to include an international study experience in programmes. The student dimension also contributes to the on-campus student experience the institution aims to create for domestic and international students and is linked to the graduate attributes championed by the institution.
- (6) The **staff and postdoctoral fellows dimension** reflects on the international profile of all staff and postdoctoral fellows (e.g. the number of international staff members, the international experience and exposure of local staff), as well as international visiting staff for academic purposes. This also refers to support staff and interventions to build their competencies and understanding in this regard.
- (7) The **reputation dimension** refers to the institution's communication strategy internationally, how international alumni are kept connected and includes international marketing, branding and recruitment strategies.
- (8) The **innovation dimension** refers to the institution's commitment to encourage innovation, entrepreneurship and technology transfer activities internationally.

3. GOALS AND OBJECTIVES OF THE INTERNATIONALISATION STRATEGY OF STELLENBOSCH UNIVERSITY

Considering the above eight dimensions for comprehensive internationalisation, the rationales for internationalisation at SU and the SU CSTs, SU's Internationalisation Strategy has the following goals and objectives:

3.1. Governance and organisational dimension

Goal 1: SU mainstreams internationalisation across all activities, functions and policies

- 1.1 Strengthen the institutional governance of internationalisation
- 1.2 Integrate an international dimension into new SU policies and during the review of current policies
- 1.3 Ensure financial sustainability through a combination of growing international income-generating activities, an increase in the institutional financial commitment for internationalisation and continued international resource mobilisation
- 1.4 Align campus internationalisation structures, also within faculty and departments
- 1.5 Develop and implement an *Integrated Information System for Internationalisation* (INTERINFO)
- 1.6. Create a presence (physical and virtual) of SU in identified cities and/or regions of the world

3.2. Research dimension

Goal 2: SU is a research-intensive University in and for Africa with a global reach

- 2.1 Actively pursue international research collaboration, especially within SU's bilateral and multilateral networks
- 2.2 Grow participation in SA bilateral and trilateral science and technology agreements with partner countries, as well as within international consortia for international funding
- 2.3 Identify and fund large collaborative trans-disciplinary, cross-faculty research initiatives with excellent potential to uniquely position SU as globally leading in a particular research area
- 2.4 Increase international co-authorship of publications
- 2.5 Facilitate the development and enrichment of scholarship in Africa in the context of capacity development programmes for (prospective) PhD students, postdoctoral fellows and early career academics

3.3. Academic programmes dimension

Goal 3: SU shares and complements our knowledge offering through international collaborative learning and teaching programmes

- 3.1 Increase credit-bearing international components in selected undergraduate, honours and coursework Master's degree programmes
- 3.2 Expand international collaborative Bachelor's, Master's and Doctoral degree programmes
- 3.3 Provide internationalisation-at-home opportunities within SU's learning and teaching strategy

3.4. Engagement dimension

Goal 4: SU cultivates close relationships with our international stakeholders through functional engagement, active collaboration and mutually beneficial, complementary, reciprocal and transformational partnerships

- 4.1 Establish a strong diverse *comprehensive* partnership portfolio with a focus on
 - developing new partnerships in Africa and other strategically identified regions;
 - enhancing existing partnerships with institutions in Africa; and
 - including a core group of existing institutional partnerships beyond Africa
- 4.2 Establish *global thematic* partnerships with eminent institutions in support of the five inclusive overarching research areas aligned to the SDGs and global research agenda
- 4.3 Sustain partnerships with international education networks and organisations such as WEF, UN, UNESCO, World Bank
- 4.4 Partner with funding bodies to allow postgraduate students from Africa and other selected countries to study at SU
- 4.5 Build capacity in support structures for research group-based international collaborations facilitated by faculty and departmental partnerships
- 4.6 Grow the SU Africa platform to facilitate and expand the engagement with Higher Education in Africa, research organisations and other related governmental organisations on the continent
- 4.7 Optimally utilise SU's membership of networks and international education related organisations
- 4.8 Nurture stakeholder relations with, among others, Universities South Africa (USAf), the Department of Higher Education and Training (DHET), the Department of International Relations and Cooperation (DIRCO) and the Department of Home Affairs (DHA)
- 4.9 Undertake regular review, evaluation and updating of partnerships

3.5. Student dimension

Goal 5: SU welcomes international students, enhances in- and outbound student mobility programmes and ensures a transformative student experience for international and domestic students in order to cultivate 21st century citizens

- 5.1 Increase the cohort of non-degree, undergraduate and postgraduate international students
- 5.2 Enhance non-degree exchange programmes to ensure reciprocity with a focus on viable continental in- and outbound student mobility.
- 5.3 Integrate an international and global experience in the transformative student experience for international and domestic students
- 5.4 Maintain professional, accessible and responsive services and support environments for prospective and current international students

3.6. Staff and postdoctoral fellows dimension

Goal 6: SU creates an environment for staff and postdoctoral fellows to develop and expand their international awareness and networks and to attract high performing

international staff and researchers for short or long-term involvement in all programmes

- 6.1 Recruit international staff within national and institutional imperatives with regard to employment equity, as well as considering diversity in the international cohort
- 6.2 Increase the number of international researchers (including postdocs) visiting SU to contribute towards research and capacity development initiatives
- 6.3 Establish and enhance support structures for international staff and postdoctoral fellows in collaboration with the relevant PASS divisions
- 6.4 Cultivate the notion that staff (in primary or secondary function) are “internationalisation practitioners”
- 6.5 Establish new initiatives to increase participation in international mobility programmes

3.7. Reputation dimension

Goal 7: SU intentionally promotes the international reputation of SU through targeted international communication, marketing, and branding strategies

- 7.1 Conduct high level knowledge diplomacy engagement and liaison with the international diplomatic corps in SA as well as SA diplomatic representation internationally
- 7.2 Manage and execute programmes for visiting delegations and executive missions to ensure outcomes aligned with the internationalisation strategy
- 7.3 Participate in strategically targeted international publications to grow global awareness about SU’s brand and our international outlook
- 7.4 Build, strengthen and support international alumni hubs to broaden SU networks internationally
- 7.5 Leverage existing and new international networks to raise the profile of the University’s achievements amongst international philanthropists, university partners, international funders and ranking organisations

3.8. Innovation dimension

Goal 8: SU actively encourages innovation, entrepreneurship and technology transfer activities internationally

- 8.1 Strengthen SU’s support for SU inventors to identify, protect and commercially exploit their inventions and business concepts globally
- 8.2 Actively seek and build relationships with relevant international industry partners to support innovation and entrepreneurship
- 8.3 Promote the creation of a national policy framework to attract international entrepreneurs

4. POSTSCRIPT

The above goals and associated objectives of the SU Internationalisation Strategy support SU’s Strategic Framework for 2019-2024 and the ensuing internationalisation action plan (to be included in the respective environment plans for 2021 and onwards) and will aim at contributing towards accelerating SU’s aspirations to become Africa’s leading research-intensive institution by 2040.