

# Highlights of ISAS project outcomes

Each ISAS ends with a full report including recommendations from the panel experts, which are made available to the institution and are its sole property. IAU encourages circulating the report widely at the institution and undertakes periodic follow up to see if and how the recommendations are implemented.

## **Hokkaido University, Japan**

Hokkaido University (HU) undertook the very first ISAS exercise in January 2010, in order to take a serious look at how it managed its internationalization strategy and how to improve the university's performance in this area at the time of application for the Global-30 grant programme offered by the Ministry of Education, which it later obtained. As a sign of the satisfaction of the university with the outcomes of the project stands also the fact that five year later HU has re-applied for a second ISAS project that took place in 2016, to review the progress made in internationalisation in the last five years.

## **Mykolas Romeris University, Lithuania**

MRU is on the right track in seeing internationalization as central to its identity and progress and in taking vigorous steps to move ahead. The University is at a point in its evolution and its internationalization planning to benefit from a more targeted and strategic approach, including selecting a few priority activities, developing a specific plan for internationalization, and fostering greater internal coordination and collaboration. MRU has accumulated valuable experience and the timing is right to take some time to reflect on lessons learned and implications for future practice.

## **Moi University, Kenya**

Collective reflection on overarching institutional goals and matching strategies to those goals will be an important step in moving ahead. Given the successes to date, future strategies will need to be built on a solid understanding of what has worked in the past and why. The self-study provides many useful insights for this discussion. Additionally, MU should incorporate into its internationalization strategy a new focus on student learning, addressing the questions "What should globally educated MU graduates know and what should be their habits of mind?"

## **Universidad Científica del Peru, Peru**

The university has completed the first step in developing the internationalization policy. Moreover the introduction of the requisite to learn a second language and the participation in the Tropimundo programme are important initiatives to start a wider and more ambitious internationalization strategy, related to the local, national and regional needs. It is important to remind that internationalization is a process and a not an end in itself. It is something that must be embedded in the institutional and departmental strategies and in line with the profile and aspirations of UCP. Some internationalization dimensions are more direct and visible while others are more implicit and long term. The success of the internalization process needs leadership, patience and an inclusive process. It will be an important change for UCP that must be included in the mission and values of the university.

## **Meiji University, Japan**

Meiji University called on the ISAS service to receive advice from internationalization experts after having completed the 5-years of the Global 30 program, and to prepare for the "top university initiative" grant from the Japanese government, which started the same year, and which was later awarded to Meiji University. Etsuko Katsu, Vice President International, Meiji University summarized the significance of the ISAS service into the following points:

1. the interactive communication and the participatory process throughout the program helped us further deepen our understanding of internationalization.
2. advice we received from the experts was based not just on domestic view but also on global perspectives; this was truly meaningful.
3. this service gave us a chance to work together with various departments to consider how to collaborate internally between sections and faculties. Finally, the advices we received were specifically "tailor made" for us, making it easier to fully utilize them for our future internationalization strategy.

### **University of Botswana, Botswana**

Leapetswe Maletse, Associate Professor of Sport Psychology and Former Director of International Education and Partnership at the University of Botswana, noted that the ISAS exercise had some immediate positive effects for the University of Botswana (UB):

- It opened up a campus-wide discussion on internationalization, its meaning for UB and how it can be carried out;
- It generated interest on the concept of campus internationalization as an academic subject and an institutional process;
- It offered a rare networking opportunity within UB and with external stakeholders;
- It became an institutional self-reflective exercise with an opportunity to share ideas with external experts about how to engage about values, purposes and relevance of an institution.

### **Ho Chi Minh City University of Transport, Vietnam**

The expert panel emphasized two important underlying principles that should guide future work. The first is that internationalization is not a goal unto itself, but rather a means of enhancing the quality of teaching and learning and research as well as improving institutional health and effectiveness. The second is that internationalization should be viewed as a way of helping the university address the challenges of the socialization agenda that will require greater financial self-sufficiency.

### **University of Ghana, Ghana**

The expert panel reminded that a structured approach to internationalisation is imperative considering globalisation and the role of higher education in ensuring nations can benefit from the forces of international integration. Leading national universities such as University of Ghana are expected to play a pivotal role in ensuring countries and regions within which they are based participate meaningfully in the globalisation process through the development of human resources and the knowledge capital necessary for global competitiveness and for addressing the complex global challenges that face the world.

### **University of Cape Coast, Ghana**

The expert panel took cognizance of the Vision of the University 'to become an institution with worldwide acclaim'. It also acknowledged that UCC had established itself as Ghana's foremost institution and regional centre of excellence in pedagogy. And further noticed that the visit of the panel has provided an opportune time for the UCC to review itself and develop an internationalisation policy and agenda that will drive its vision, mission and goals toward higher quality learning, teaching, research and outreach. Nonetheless, the expert panel observed that given the existing infrastructure, reputation and level of enthusiasm across the University, UCC has what it takes to develop an institution-wide culture of internationalization. The University is also in a position to leverage resources based on its legacy and institutional philosophy, to advance its internationalization strategy. The climate is ideal to focus on initiatives which will lead to the type of transformation needed to achieve the goals the University has set itself. The University is grateful to the IAU for its support and the Expert Panel for its diligent work and insightful report.

### **American International University Bangladesh**

Vice Chancellor, Carmen Z. Lamagna and Pro Vice Chancellor, Charles C. Villanueva summarized the results of the ISAS visit as follows: AIUB's Internationalization perspectives and practices were given another roadmap and meaningful dimension as a result of the expert panel's views and recommendations. The national and global views shared by the experts have allowed making suggestions for new approaches. The analysis of documents, group and individual discussions and a site visit were the main sources of information for the overall assessment of internationalization policy and practice at AIUB. It was during these ISAS activities that the university realized that some practices and activities are not attuned to the goals and objectives of the programs of the university. The discussions and debates led to a rethinking of how internationalization could benefit the university better. The ISAS results and recommendations will continue to guide the university so that it can formulate a comprehensive and more focused plan with doable strategies to make the internationalization more beneficial for immediate and long term needs of the university.

### **Daffodil International University**

The objective of the project was to assess internationalization at Daffodil International University (DIU). DIU has been active and successful in internationalization and wished to improve its performance further. The IAU expert-panel was impressed by the effort of DIU to internationalise and advised it to consolidate these efforts by strengthening and streamlining the capacity of the Office of International Affairs. It also recommended the development and adoption of an integrated internationalisation policy.