



**Internationalisation at HSE St. Petersburg:  
*local, experiential and comprehensive***

**Internationalisation Strategy 2016-2020**

**Draft V**

**October 19<sup>th</sup> 2016**

**Contents**

<b>1. Director's word</b> .....	<b>2</b>
<b>2. Internationalisation: local, experiential and comprehensive</b> .....	<b>2</b>
<b>3. Internationalisation: an intellectual journey towards excellence</b> .....	<b>3</b>
<b>4. Internationalisation at HSE St. Petersburg</b> .....	<b>4</b>
<b>5. Internationalisation: Principles, priorities and enablers</b> .....	<b>4</b>
<b>6. Domains of Internationalisation: From principles and priorities to practice</b> .....	<b>6</b>
<b>6.1 International partnerships and regional focus</b> .....	<b>6</b>
<b>6.2 International student recruitment</b> .....	<b>9</b>
<b>6.3 Internationalised Programmes</b> .....	<b>11</b>
<b>6.4 Local Internationalisation: changing the curricula</b> .....	<b>12</b>
<b>6.5 Internationalised Quality Assurance and Accreditation</b> .....	<b>13</b>
<b>6.6 Student centred internationalisation</b> .....	<b>14</b>
<b>6.7 Internationalised Staff</b> .....	<b>15</b>
<b>6.8 Internationalising the Professional Services</b> .....	<b>17</b>
<b>6.9 Internationalised Research and Knowledge Transfer</b> .....	<b>18</b>
<b>6.10 Alumni as international advocates</b> .....	<b>20</b>
<b>6.11 International footprint and global reach</b> .....	<b>21</b>
<b>6.12 Internationalising stakeholders: incentives for internationalising</b> .....	<b>22</b>
<b>7. The role of the Internationalisation Strategy</b> .....	<b>23</b>
<b>8. What will success look like?</b> .....	<b>23</b>
<b>9. Conclusion: towards comprehensive internationalisation</b> .....	<b>24</b>



## 1. Director's word

*Comprehensive internationalisation lies at the heart of our campus strategy. It reflects our commitment to the process of integrating an international and intercultural dimension into our learning and teaching activities, our programmes of research, our engagement with partners, and our professional service functions. At HSE St. Petersburg we are:*

- *Developing a global community of students, staff and alumni;*
- *Delivering a comprehensively internationalised learning experience that prepares our graduates for international economic, political and social environments;*
- *Evolving an empowering environment, in which students, faculty and professional service staff act and interact as global citizens;*
- *Building sustainable long-term multi-sector alliances with national and international partners, reflecting the ideals of intercultural interaction and understanding.*

*We are a research-led university with a growing reputation in our areas of strength and an ambitious plan for the future predicated on talent development and the implementation of international best practice in learning and teaching and in service delivery. Our Internationalisation Strategy – one we believe to be unique in Russia – is developed as both an obligation and a promise to our stakeholders and places us at the forefront of higher education in our region.*

**Professor Sergei Kadochnikov,  
Director HSE University – St. Petersburg.**

## 2. Internationalisation: local, experiential and comprehensive

Whether a university should internationalise is no longer a relevant question. Internationalisation is demanded and expected by university stakeholders: students, faculty, funding bodies, corporates, government and employers.

Notwithstanding this, internationalisation is complex, multi-dimensional and dynamic. In approaching internationalisation, there is no standard template to draw on that meets the expectations of stakeholders. Each institution is unique in the challenges and opportunities that it faces and, in embracing internationalisation, it must pay heed not only to its overall strategy for development and its underlying values, but also to the resources at its disposal.

This Internationalisation Strategy therefore recognises the existing strengths of the university: the local, regional and international reputation; the excellence of faculty; the evolving student profile; the potential of alumni networks; the engagement with national and international stakeholders; the historical and geographical legacy and the mission of HSE.

Though important and representing some of the means of achieving internationalisation; student mobility, teaching in English and publishing in international journals do **not** themselves equate to internationalisation. Instead, this strategy defines internationalisation as **local, experiential** and **comprehensive**: imbued throughout the activities and interactions of all the staff and students of the university; and reflected in the curriculum we teach to, the research questions we address, and the values of global citizenship we aspire to.



### 3. Internationalisation: an intellectual journey towards excellence

Internationalisation is an intellectual challenge. It provides a framework for universities to engage proactively with the forces of globalisation while, at the same time, demanding the reassertion of national, regional and local individuality and identity as universities each interpret the world around them through the lens of their own underlying values and ambitions. In turn, the combination of these micro and macro dimensions become dynamically interdependent, with internationalisation being both a response to and a shaper of globalisation itself. This dynamic therefore frames the intellectual challenge facing the contemporary university: how to engage comprehensively with internationalisation within a forever shifting global environment.<sup>1</sup>

It is in this context that we observe and understand why the best universities in the world are all engaged in and cognisant of their own evolving approaches to internationalisation. It is precisely because of this that they attract the top students from across the globe; they recruit the leading academics; they are the first and most efficient in accessing new markets; they participate in the best international research and education projects; they receive disproportionate research and educational funding from national and international bodies; they build powerful cross-border educational programmes based on curricula that addresses global challenges; they produce graduates that are global citizens; they form alliances with public and private enterprises and impact on policy making locally and nationally; their research and education strategies prioritise and support multidisciplinary approaches to the major global challenges facing society; they appoint the best managers and professional service staff; they develop the talents of all their students and staff, including through promoting international mobility and exchange; and the students, scholars and staff that pass through these universities become their proudest and most enthusiastic global ambassadors.

HSE aspires to join this group of dynamic international universities and so recognises the need to adopt and engage with a set of values, visions and implementable strategies that can set it on the correct path. This strategy, outlining a long-term commitment to comprehensive internationalisation is one part of the journey towards excellence. In the pages which follow, the Strategy outlines a set of guiding ideas and principles within which the diverse aspects of 'international' university life can be overseen, developed and coordinated at HSE St. Petersburg. While many of the elements of internationalisation are practical and measureable, at least by proxy, this document is a reminder to all stakeholders that internationalisation is first and foremost an intellectual commitment to enhancing and enriching the teaching, learning and working environment for all students and staff, through the provision of internationally relevant research and education programmes in an environment defined by its global engagement and its undertaking to add value and to make a difference.

---

<sup>1</sup> See Knight (1994), Van der Wende (1997), Qiang (2003) for a fuller discussion.



#### 4. Internationalisation at HSE St. Petersburg

HSE is a young network university. Its main campus in Moscow was established in 1992, with St. Petersburg following five years later, in 1997. Until recently, the Moscow campus had provided the main thrust of internationalisation for the university and has helped to garner for the university a reputation as one of the most modern, dynamic and outward looking universities in post-Soviet Russia.

At the St. Petersburg campus, internationalisation is a relatively new phenomenon. The development of the Internationalisation Strategy, follows the creation in 2014 of an **Internationalisation Steering Group**, which in turn reflected the gradual opening of the education and research fields. The table below, presenting some standard internationalisation indicators, confirms that HSE St. Petersburg is indeed in the initial stages of internationalisation. From the 2013-14 baseline, with very few non-Russian speaking faculty, single figures of exchange students visiting each semester, a limited number of campus specific partnerships, a small percentage of total international students (including Russian speakers), relatively few English language modules, and no full English language programmes there is a long way to go but, as demonstrated in section 6.2, progress to date is rapid and the ambition to sustain the pace of change is in place.

#### 5. Internationalisation: Principles, priorities and enablers

There are four *principles* that shape the Internationalisation Strategy at HSE St. Petersburg and are consistent with the university's aims, objectives and underlying values:

1. **Commitment and sustainability:** Internationalisation will not be 'completed'. It can only be a sustained investment in the future based on an enduring commitment to students, alumni, faculty, professional services and our global and national partners.
2. **Respect and reciprocity:** Internationalisation is a commitment to the creation of international and national partnerships that are mutually beneficial and that understand and respect how educational, social, cultural, legal and political norms and expectations differ between countries and over time.
3. **Competencies and global citizenship:** Internationalisation is successful when it transforms the opportunities and develops the talents to enable students and staff to prosper as global citizens in a complex, inter-dependent global environment.
4. **Quality, responsibility and fairness:** Excellence can only occur when there is a comprehensive commitment to quality within and between all spheres. That commitment in turn only emerges as a consequent of the way staff and students treat each other. Seeking to adopt, adapt and integrate international best practice into the processes which underpin our staff and student experience is therefore essential.

These four principles give rise to a set of strategic *priorities* and associated *enablers* that stem from our understanding of why and how we are embracing internationalisation. In the table below, we state our 7 'macro-level' strategic priorities in the left hand column and, alongside these, in the right hand column, we detail the 'enablers' relevant to the Internationalisation Strategy.



7 Strategic Priorities	Internationalisation enablers
1. Globally competitive education programmes	<ul style="list-style-type: none"> <li>• Providing an internationalised student experience and curriculum (global awareness)</li> <li>• Establishing areas of comparative advantage</li> <li>• Competitive region specific recruitment strategy (e.g. Go-East)</li> <li>• Effective marketing and reputation building</li> <li>• HSE alumni as ambassadors and advocates</li> </ul>
2. Quality learning and teaching	<ul style="list-style-type: none"> <li>• Shifting to student-centred learning</li> <li>• Internationalised Quality Assurance strategy</li> <li>• Securing accreditation of specific programmes</li> <li>• Promoting external review and engagement</li> <li>• Ethical approaches to learning and teaching</li> <li>• International norms in student assessment</li> </ul>
3. International research excellence	<ul style="list-style-type: none"> <li>• Attracting leading scholars and students</li> <li>• Open, internationalised doctoral programmes</li> <li>• Priorities to address global challenges from multidisciplinary perspectives</li> <li>• Thought leadership in addition to dissemination and knowledge exchange</li> <li>• Contemporary approach to research ethics</li> </ul>
4. Enduring and sustainable partnerships	<ul style="list-style-type: none"> <li>• Rang of sustainable partnerships:               <ul style="list-style-type: none"> <li>○ <b>Strategic:</b> Multi-domain partnerships</li> <li>○ <b>Fundamental:</b> Area specific strategic</li> <li>○ <b>Mobility:</b> Enhancing exchange</li> <li>○ <b>Network:</b> Embedding reputation</li> <li>○ <b>Research:</b> Elaborated by research units</li> </ul> </li> <li>• Cooperating, compromising and understanding in forming partnerships</li> <li>• Principle of additionality</li> </ul>
5. Global footprint and reputation	<ul style="list-style-type: none"> <li>• Specialising in different geographic domains</li> <li>• Hosting major international (&amp; regular) events</li> <li>• A marketable campus narrative</li> <li>• Commitment to local and regional community enrichment (the 'glocal')</li> <li>• Leading edge image through brochures, leaflets, website, social media</li> </ul>
6. Talent Development	<ul style="list-style-type: none"> <li>• Professional career development for all staff</li> <li>• Education in global citizenship, soft skills and career enhancing skills</li> <li>• Embedding critical thinking and argumentation</li> </ul>
7. Comprehensive Internationalisation	<ul style="list-style-type: none"> <li>• Permeating across all domains               <ul style="list-style-type: none"> <li>○ Learning and teaching</li> <li>○ Research and scholarship</li> <li>○ Knowledge exchange and impact</li> <li>○ Innovation and enterprise</li> <li>○ Professional services</li> <li>○ Management</li> </ul> </li> </ul>



## 6. Domains of Internationalisation: From principles and priorities to practice

The seven priorities listed above require the engagement of multiple stakeholders within the university working together, in different domains, to realise the benefits of internationalisation. The role of the Internationalisation Strategy, in this context, is largely about emboldening and enhancing the work of different units within the university, to facilitate their integration in the international sphere and, in so doing, to release the additional power of the campus' core strategies in research, education, knowledge exchange, human resources and marketing.

To achieve this, our Strategy identifies **12 internationalisation domains**, covering areas ranging from programme development, to student experience, to quality assurance, to research and knowledge transfer, to the formation of partnerships and to the role of alumni. These are the strategically essential areas for taking forward the ambitious processes of internationalisation at HSE St. Petersburg. The domains fall under different stakeholder responsibility, sometimes having contradictory aims, objectives or institutional incentives and sometimes representing overlapping or overlooked areas of responsibility.

For each domain, we summarise the overarching responsibility or goal, identify the relevant stakeholder(s) and list the broad aims, objectives and mid-term success indicators. This overarching strategy does not and should not provide all the detail for all of the domains. In most cases, the domain strategies, with annual KPIs, should be produced each year by the relevant stakeholder e.g. the international office should produce an updated annual recruitment strategy, taking into account the mid-term direction set by this document. These domain specific strategies, give rise to KPIs, which form the basis of an official annually updated annex to the overall Internationalisation Strategy.

### 6.1 International partnerships and regional focus

**Summary:** HSE St. Petersburg seeks to enhance and expand its portfolio of international (and national partnerships), including with higher education institutions, public sector organisations and the corporate sector, in the fields of education and research and to identify distinct regions and countries in which those partnerships should be clustered.

**Responsibility:** ISG, International office.

**Main aim:** The development of sustainable and mutually beneficial alliances with appropriate organisations defined under **5 categories of partnership** within **4 broad regional foci**.

**Regional focus:** HSE St. Petersburg seeks to strategically exploit its existing strong activities, enhance engagement in areas of comparative advantage, interact with globally leading universities and develop deeper links and shared endeavours with new and emerging regions in which our geographical, historical and economic interest is high. Specifically, therefore we can identify the following 4 broad geographical spheres:





- ❖ *The 'near abroad' (CIS and Baltics):* As a leading Russian university HSE has a natural comparative advantage in engaging with the Russian speaking former Soviet Union countries. We will continue to develop comprehensive educational and research links as well as recruitment activities within this region.
- ❖ *Mainland Europe:* HSE has strong links across mainland Europe and Russia remains a significant partner and interest for many European countries. HSE St. Petersburg has also moved ahead of the majority of mainland European universities in developing English language undergraduate (as well as postgraduate) programmes, while Russia remains eligible, in different forms, for many European schemes, including Erasmus+ and Horizon 2020.
- ❖ *UK and US:* the UK and US are dominant among the global leading universities and among the high-fee universities and therefore represent a unique challenge in cooperation for Russian universities. There are though long-standing and enduring multi-disciplinary research and teaching interests in Russian studies, the BRICS and emerging economies. There are large flows of students *from* (normally degree seeking) and *to* (normally exchange) Russia as well as large established permanent Russian populations in both countries. Russia has also recently been identified by both governments as an understudied country. HSE St. Petersburg will continue to develop its Russian and Post-Soviet offer (including Russian language) for visiting students from these countries and will fine tune its UK Partnership Strategy to streamline and rationalise its growing number of strategic and important partners.
- ❖ *Asia and China:* HSE St. Petersburg has relatively little 'in-house' expertise in cooperation with Asian and Chinese Higher Education and so will develop a specific 'Go-East' strategy drawing on globally renowned expertise in order to accelerate efforts to establish joint research projects, joint faculty positions, joint summer schools and student and faculty exchange. The number of Chinese students seeking English language degrees in Europe has increased rapidly in the last 5 years, and Chinese-EU cooperation in education and research is developing rapidly along with it. It is important that leading Russian Universities seize on these opportunities as well as those that arise through BRICS related initiatives.

By developing partnerships across these broad regions HSE will embrace notions of global citizenship and cooperation, will exploit opportunities to develop and enhance our reputation and will equip ourselves and our stakeholders for playing a key role in the global higher education market. We have identified 5 categories of partnership.

- 1) Strategic partnerships: institutional level commitments will be focused on a small number of top global/regional universities well-matched to the current/future trajectory of the campus. These partnerships should be drawn from within the different regions (e.g. UCL and Kings in the UK; Turin in Southern Europe; BNU in China). These must be resourced to deliver measurable outcomes over time and should involve joint programmes, faculty and research across multiple university units.
- 2) Fundamental partnerships: these are partnerships that offer the chance for deep cooperation in particular fields (e.g. Lancaster in Management) and that have the



prospect of delivering diverse products within a specific disciplinary field. These partnerships should also be resourced, particular in the start-up stage.

- 3) Mobility partnerships: An internationalised curriculum also offers incoming and outgoing mobility possibilities on a wide-ranging basis; therefore, many general or specific exchange arrangements are needed. Partners should be high quality in general or in specific fields and we should plan to maximise potential benefits in all cases.
- 4) Network partnerships: where appropriate we should seek to join (subject to cost/benefit) university network partnerships. These are diverse, ranging from e.g. IMESS to e.g. the University of the Arctic.
- 5) Research group partnerships: Research specific partnerships may emerge or exist, particularly around the work of the research centres and information about these should be shared across the campus.

### **Objectives:**

- To classify and review all partnerships and maintain updated database, to disseminate across programme areas and to have as standing entry on ISG agenda
- To assess applications and proposals for partnership formation in different categories and to ensure consistency in such assessment
- To monitor partnership performance for engagement and sustainability and to regularly review the functioning of partnerships
- To review and monitor progress and needs in the different regions identified
- To grow the number of collaborative degree programmes emerging from strategic and fundamental partnerships
- To engage in European and other funding schemes e.g. Erasmus+

### **Indicators of success:**

- ✓ Strategic and fundamental university partnerships developed in each region
- ✓ Mobility university partnerships in each region
- ✓ Campus led Erasmus+ partnerships
- ✓ Double and dual degree programmes
- ✓ Activity of partnerships and associated reports
- ✓ Total amount of mobility (incoming / outgoing)
- ✓ Fee and non-fee paying students on double degree programmes
- ✓ Regional diversity of student body
- ✓ Internationalisation score in global rankings





## 6.2 International student recruitment

**Summary text:** HSE St. Petersburg seeks to increase dramatically the number of international full-time students in both Russian-taught and English-taught degree programmes and to develop a sustainable long-term student recruitment horizon.

**Responsibility: International Office**

**Main aims:**

- 1) To achieve benchmark indicators of international students to overall student body ratio set by the HSE Development Strategy and other explicit commitments (14,2% by 2018; 18% by 2020).
- 2) To gradually increase international enrolment from far-abroad countries against international enrolment from CIS countries.
- 3) To equalise enrolment under the Russian Government Scholarship ('Quota') and regular (tuition fee) admission by 2018.
- 4) To switch from a short-term (annual) to a long-term (triennial) planning horizon.
- 5) To develop and implement sustainable student recruitment tools and infrastructure.
- 6) To sustain 'Most Favourable Treatment' framework to facilitate complex admissions.

**Objectives:**

- To develop strategies for recruitment reflecting the **current programme portfolio**:
  - Domestic market: delivered in Russian; international enrolment from CIS; low International Student Recruitment (ISR) input
  - Internationalised (Russian) programmes: combined tuition in Russian and in English; aimed mostly at domestic students but also attractive for Russian-speaking international students and non-Russian speaking exchange students; international enrolment mostly from CIS; high ISR input
  - Flagship international programmes: taught in English; aimed distinctly at the international market; high ISR input
- To develop strategies, within the regional priorities, for recruitment reflecting **future programme development**:
  - Existing markets in which there is a comparative advantage
  - New markets, reflecting the emerging strengths of new programmes
- Current ISR **regional priorities**, to be regularly reviewed and assessed, include:
  1. CIS: Armenia, Kazakhstan, Kyrgyzstan, Uzbekistan
  2. Near Abroad: Estonia, Latvia, Bulgaria, Serbia, Mongolia
  3. Far-abroad: Vietnam, Thailand, Ghana, India, Tunisia, Nigeria, Indonesia, Europe and US



- To help achieve campus KPI targets, sustain of **Most Favourable Treatment framework** for international student recruitment:
  - Extend the merit-based tuition fee reduction policy to international applicants.
  
- Prioritisation of **recruitment tools**, to be evaluated for efficiency and ROI and confirmed/adjusted annually, according to the following ranking:
  1. Internet promotion and online recruiting (lead generation);
  2. Recruitment Agents;
  3. Personal References and the Word-of-Mouth;
  4. *Rosstrudnichestvo* and other non-academic institutional cooperation;
  5. Networking and international partnerships, including b2b events;
  6. Fairs and other 2b2 direct recruitment events;

### Indicators of success

Programme level – type of enrolment (quota vs tuition fee)	International students, pax.		
	2016/17	2017/18	2020
Undergraduate intake (quota)	77 (83)	77	77
Undergraduate intake (tuition fee)	21 (7)	50	198
Graduate intake (quota)	35 (30)	35	35
Graduate intake (tuition fee)	23 (10)	65	132
<b>TOTAL</b>	156 (130)	227	442
<b>TOTAL INTERNATIONAL STUDENT NUMBERS</b>	Actual 258	Forecast 485	Forecast 485



### 6.3 Internationalised Programmes

**Summary text:** HSE St. Petersburg will provide a range of degree and non-degree programmes, offered to international and domestic students, which will promote the campus globally and provide a vehicle for the component parts of internationalisation on campus. These programmes will foster a learning environment that will produce global citizens suited to the national and international labour market and whom will enrich their destination societies and become ambassadors for HSE St. Petersburg.

**Responsibility:** Centre for International Education, Centre for Educational Quality, Deans and Academic Directors of the Programmes, Centre for Career Development

**Main aim:** to offer competitive degree and non-degree programmes for domestic and international students for multifaceted professional opportunities

#### Objectives:

- To foster the development of modern, multi-disciplinary *international degree programmes* delivered (where practical) in 100% English aimed at the international marketplace
- To equip entrants through foundation programmes
- To equip graduates with the professional and personal competences to become thought leaders in the international environment
- To build sustained collaboration with international partners in the formation of double degrees and other joint educational products
- To produce programmes which are attractive to the best students both from the Russian and international markets and that bring together multiple nationalities
- To reflect the outcomes and themes of international research projects within the classroom and to embrace and lead the way in research-led teaching
- To embed elements of cross-cultural understanding and to provide for the opportunity for language acquisition
- To provide programmes that motivate students for careers in international settings, both nationally and internationally

#### Indicators of success:

- ✓ Number of Internationalised degree programmes (100% / less than 100% English)
- ✓ Number of non-nationals enrolled in Internationalised degree programmes
- ✓ Number of international visiting professors teaching within the programmes
- ✓ Number of international students enrolled in international summer schools
- ✓ Number of students on Study Abroad in Russia programmes
- ✓ Number of students enrolled in foundation programmes
- ✓ Double and dual degree programmes, operated through partnership/consortia
- ✓ Conversion of exchange students to degree students
- ✓ Results of student satisfaction surveys
- ✓ International PhD programmes



## 6.4 Local Internationalisation: changing the curricula

**Summary text:** Local Internationalisation begins with a curriculum that is international in orientation. It prepares students both professionally and socially in an international and multicultural context, and is designed for both domestic and foreign students. Learning foreign languages is crucial for the acquisition of intercultural skills and the appreciation of other cultures, but beyond languages, students need to learn about global issues and understand the diversity of values, points of view, and mental frames that exist around the world. Internationalisation is not just about mobility and joint programmes but about the experience of students and staff alike.

**Responsibility:** Office of Educational Quality, Centre for International Education, Directors of Academic Programmes

### Main aims:

1. The development of intercultural programmes and modules of study that educate global citizens for life in an interconnected world.
2. To ensure that all students benefit from internationalization, whether or not they have the opportunity to study abroad.
3. To widen students' opportunities to acquire international experience and diversity of concepts and viewpoints embedded in academic courses.

### Objectives:

- An internationalised curriculum should prepare students to view the priorities of other cultures from the perspectives of those cultures
- To encourage intercultural agility and integration and promote ethical and social responsibility
- To communicate successfully across cultures demands proficiency in languages and other skills
- To widen knowledge and competences of students and teachers via international experience and the spectrum of methods of learning and teaching including textbooks, cases, online tutorials and traditional seminars
- To develop and implement a Global Citizenship Programme for campus
- Identify a set of internationalised student competencies (knowledge, skills, attitudes)

### Indicators of success:

- ✓ A part of the course contains international or intercultural elements
- ✓ International or intercultural elements are integrated throughout the whole course
- ✓ Degree programmes which have at least 30% of courses taught in English with an international perspective
- ✓ Degree programmes with international and/or professional accreditation
- ✓ The content and methodology of the curricula match international standards of either international / professional accreditation units or independent international expertise
- ✓ Publishing of a list of internationalised student competencies
- ✓ Launch of a Global Citizenship Programme or equivalent professional skills programme



## 6.5 Internationalised Quality Assurance and Accreditation

**Summary text:** *Academic quality* refers to how and how well the higher education provider supports students to enable them to achieve their award. It covers learning, teaching and assessment, and all the different resources and processes a provider puts in place to help students progress and fulfil their potential. *Quality Assurance* is the process for checking that the academic standards and quality of higher education provision meet or exceed agreed expectations (QAA, UK)

**Responsibility:** Centre for International Education, Centre for Educational Quality

### Main aims:

1. To ensure that the quality of academic programmes, teaching, resources and facilities meet established international standards and contribute to quality learning processes.
2. To implement common standards and values within the field of education and across academic areas and professional services.

### Objectives:

- To encourage all academic staff to be responsible for the improvement of quality, both academic and services. Students are responsible for quality when they represent the university or are asked for formal/informal feedback
- To consider QA as a continuous process implementing internal quality monitoring and external peer-reviews. The requirements for QA should be clearly stated and achievable to all staff and students. The shared understanding should provide and promote consistency of procedures and standards
- To make QA a subject of regular monitoring and review to take account of changing needs within the university or international higher education area
- To not only informally or partially assess through peer observation but also be officially reviewed by international accreditations and other quality assurance tools

### Indicators of success:

- ✓ Number of international accreditations
- ✓ Number of external peer-review reports
- ✓ Implementation of an internal quality review process
- ✓ Quality Manuals and Code of Conduct based on modern academic, social and business ethics
- ✓ Results of student satisfaction surveys
- ✓ International internships for students



## 6.6 Student centred internationalisation

**Summary text:** Students' experience develops through cultural diversity, opportunities to benefit from cross-cultural groups, internationalized content of the courses, opportunities for mobility and international guest lectures and research visits.

**Responsibility:** Centre for International Education, Office of Educational Quality

### Main aims:

1. To situate students at the heart of internationalization, whether or not they have the opportunity to study abroad.
2. To ensure that HSE St. Petersburg students are supplied with the abilities to smoothly navigate and work in international environments.

### Objectives:

- Creating international student body
- Increasing students' international competences (e.g., foreign languages, regional and area studies)
- Increasing students' intercultural competence (e.g., broadmindedness; understanding and respect for other people and their cultures, values and ways of living no matter ethnicity, religion, social status or sexual orientation)
- Increasing international mobility opportunities for HSE St. Petersburg students
- Increasing number of double degree programmes and programmes in English
- Qualified professional services in Russian and English for both domestic and international students
- Student engagement in and with the Global Citizenship Programme

### Indicators of success:

- ✓ Higher amount of international students (degree/exchange/visiting)
- ✓ Higher numbers of outgoing mobility (one semester abroad or participation in an international summer/winter school as an obligatory element of a curricula)
- ✓ Erasmus+ exchange programmes (both campus and university led)
- ✓ Double and dual degree programmes
- ✓ Conversion of exchange students to degree students
- ✓ Results of student satisfaction surveys
- ✓ Online and printed resources in English: manuals and handbooks for staff and students
- ✓ International student unions and associations
- ✓ Student participation in a Global Citizenship Programme or equivalent professional skills programme





## 6.7 Internationalised Staff

**Summary text:** HSE St. Petersburg seeks to create a diverse staff base in which staff have benefited from or will benefit from international experience. In turn this will strengthen career development opportunities and enhance the internationalisation of the student experience.

**Responsibility:** HR department, personnel committee (кадровая комиссия).

**Main aim:** The ongoing development of internationally recognised professionals, capable of engaging in professional practice in a variety of contexts across the globe. The core indicators of 'internationally excellent' faculty fall into the following categories:

1. Quality teaching and active involvement with students' development;
2. Active research, approaching international state-of-the art levels in specific areas, and considered as first class in Russia;
3. Knowledge exchange within Russia and beyond, through active participation in conferences, workshops, faculty exchanges and scientific publications;
4. "Corporate Citizenship" – internalizing HSE's values and striving to achieve as a goal in itself, not being restricted to fulfilling specific numerical targets.

### Objectives:

- To develop and actively deploy recruitment strategies that attract and select high quality international researchers
- To provide new international employees with professional and personal support to help integration into the University community and adaptation to their new working environment
- To develop explicit mechanisms to harness the regional and cultural knowledge and expertise of international staff to inform and support the internationalisation process
- To provide faculty with in-house training programmes that will enable local faculty to teach diverse student groups with different learning styles, traditions, and cultural backgrounds
- To provide administrative support staff with flexible and effective training in support of internationalisation aims and intercultural awareness
- To promote teaching, training, research, and mobility opportunities for teachers, researchers, and other staff members at partner or overseas Universities
- To engage staff in the Global Citizenship Programme

### Indicators of success:

- ✓ Number of International (Russian and non-Russian) faculty members with advanced graduate degrees (MA or PhD) obtained at leading international universities, possessing wide networks of international collaborators, memberships at scientific societies, and positions on boards of international journals



- ✓ Share of courses, research seminars, projects, BA and MA theses supervised, and other forms of teaching, supported by the international faculty above
- ✓ Number of administrative support staff members speaking English at least at Upper-Intermediate level, with active skills of multicultural communication
- ✓ Number of staff members engaged in international exchanges and internships, both incoming and outgoing
- ✓ Number of staff members participating at international conferences, seminars, and workshops
- ✓ Number of staff members engaged in international research and knowledge exchange, involved in teaching overseas, and working on international commercial projects
- ✓ Staff engagement in Global Citizenship Programme or equivalent professional skills programme

DRAFT



## 6.8 Internationalising the Professional Services

**Summary text:** HSE St. Petersburg targets the provision of a strong, efficient and integrated infrastructure that working closely with academics, directorates, departments and schools can respond proactively to the needs of the University's internationalisation strategy – particularly in so far as creating a friendly and effective university atmosphere into which new staff and students can integrate seamlessly.

**Responsibility:** HR department, International office, ISG, personnel committee

**Main aim:** Creating a more favourable campus climate for international students, faculty, and staff. Encouraging and facilitating international best practice in professional services.

### Objectives:

- To improve support services for international staff, by providing effective liaison structures for resolving on- and off-campus difficulties
- To provide buddy system to integrate newcomers rapidly
- To provide training in the areas of international etiquette, business planning, partnership development, negotiating skills, international marketing, country/regional briefings
- To provide training to help professional services respond effectively to the growing expectations of students as stakeholders and partners
- To encourage orientation of professional services towards a “service department” modus operandi
- To develop training modules for staff and faculty on interacting with international students, including information on culture and tradition of the nations or regions from which HSE draws large numbers of international students. Supporting training in the area of intercultural communication and working in multicultural environments
- Award mini-grants to faculty, staff, and students for the development of innovative ideas for expanding and intensifying international student experiences on campus, as well as for engaging both international students and returned study abroad students in intercultural activities
- Actively engage with international faculty in eliciting their experience with organization of administrative and professional services at international universities and workplaces; develop an ethos encouraging continuing integration of the best practices into work of HSE support staff
- Promote professional service staff mobility

### Indicators of success:

- ✓ Excellent international staff and student satisfaction as indicated through surveys
- ✓ Creation of a transparent and fair system to investigate failures and miscommunications, which feeds back in to the evolution of process and practice
- ✓ Number of students and staff members with international experience (study abroad, mobility, student exchange, etc.) participating in professional service activity of all kinds



## 6.9 Internationalised Research and Knowledge Transfer

**Summary text:** Research and knowledge transfer is fundamental to the university mission and HSE's future reputation is closely tied with the campus competitive edge in research. We will sustain the peaks of excellence in which we are national and international leaders and invest in emerging researchers and groups who are capable of global recognition. We will continue to attract and develop an outstanding international academic community, and will remain committed to the close links we have fostered between our research activities and the classroom, where knowledge transfer begins.

**Responsibility:** Centre for Research and Academic Development

**Main aim:** The campus's future reputation depends upon our competitive edge in research. To guarantee this competitive edge we will:

1. Generate new knowledge through a broad array of scholarly, research and creative endeavors which provide a foundation for dealing with the immediate and long-range needs of global society.
2. Achieve international leadership in each discipline, strengthen interdisciplinary studies, and pioneer new fields of learning.

**Objectives:**

- To develop our international academic reputation through achieving excellence
- To increase research income by attracting funding support from international foundations, funds, and corporations
- To encourage research groups and academic departments to attract international researchers through European funding schemes, where possible
- To sustain existing partnerships and establish new partnerships with international educational and cultural institutions, e.g. Dutch institute, Norwegian University Centre, Danish Cultural Institute, Goethe-Institut
- To encourage HSE scholars to participate in international editorial boards, expert councils, professional and scholarly associations and societies
- To build partnerships with well-established international professional and scholarly associations scholarly in order to get an opportunity for hosting their events (conferences, congresses, winter/summer schools, etc.)
- To establish a prize in research excellence in collaboration with well-known international scholarly associations/ societies
- To facilitate faculty academic exchange
- To raise awareness of campus research through publicizing its results in media
- To strengthen HSE position in subject rankings through facilitating faculty members' publication activity in WoS and Scopus journals
- To build centres of excellence in interdisciplinary research fields
- To develop new formats of fee-paying internships for international graduate students who would be involved in the work of campus leading research centres and labs and related to this to grow the international community of postgraduate research students



### Indicators of success:

- ✓ The number of international centres and laboratories
- ✓ The number of research specific international partnerships and alliances
- ✓ The number of working, research oriented, faculty exchange programs
- ✓ The development of English-language MA and PhD programs
- ✓ The number of publications in WoS and Scopus journals
- ✓ The number of international PhD, postdoc students, and invited researchers
- ✓ The level of international research related funding
- ✓ The number of HSE faculty as members of editorial boards, expert councils, professional and scholarly associations and societies
- ✓ The quantity and quality of hosted events and their influence on HSE centres' strategic development
- ✓ International media coverage of research work at HSE University St. Petersburg;
- ✓ The position of HSE in subject rankings
- ✓ Prizes in research excellence
- ✓ International student research events

DRAFT



## 6.10 Alumni as international advocates

**Summary text:** The alumni of our campus are a key stakeholder group. In addition to being ambassadors for HSE, they reflect the quality of our programmes in their work places, and they can support the delivery of our mission, for example, by providing internship opportunities for future cohorts of students, both in Russia and overseas. In their interactions, they reflect HSE as a modern international university with high standards of education, a strong research ethos, a friendly and ethical environment and a university with its own traditions and culture.

**Responsibility:** Global Education and Global Citizens

**Main aim:** To maintain and develop relations with Alumni, who discuss, interact, work with each other, and move to continents all around the world, and to draw upon this alumni body for the advantage of HSE St. Petersburg.

**Objectives:**

- To develop a process of systematic and strategic engagement with national and international alumni
- To target existing and future alumni as potential providers of resources and/or internship placements for current and future students
- To work towards a programme of alumni events and services which encourage international alumni (including of exchange students) to identify with HSE St. Petersburg and to support our products and activities
- To provide for national and international networking opportunities through our alumni engagement
- To provide guidance, reassurance and confidence to potential foreign applicants considering short or longer-term visits to HSE as part of an academic programme

**Indicators of success:**

- ✓ Development of strategic alumni communication tools (e.g. newsletter, social media)
- ✓ Internship opportunities provided by alumni
- ✓ Student sponsorship or other financial resource provided by alumni
- ✓ Number of alumni ambassadors from overseas appointed
- ✓ Number of alumni contributing to Global Citizenship Programme or equivalent skills development programme





## 6.11 International footprint and global reach

**Summary text:** The recruitment of excellent international staff and students and the development of 'joint' intellectually rigorous educational programmes requires HSE to enhance and sustain its global footprint. The success of the internationalisation strategy is bound together with the development of the reputation and profile of the university.

**Responsibility:** Campus management

**Main aim:** To build on the successful growth of HSE during the last two decades and to establish a specific HSE St. Petersburg profile and flexible brand identity.

### Objectives:

- To be recognised globally as a modern, innovative and internationalised university
- To develop a unique HSE St. Petersburg brand associated with being the 'international hub' of HSE, and the leader of internationalisation
- To develop tailored approaches to marketing HSE St. Petersburg in different segments of our global market
- To support the development of business models that allow for the expansion of sustainable activities
- To provide support in establishing international corporate partnerships (i.e. partnerships to international flagship programmes)
- To engage with and support alumni as ambassadors for HSE St. Petersburg
- Increasing the profile of events with international relevance
- Exploiting the strong brands of the city and its industrial, historical and geographical strengths
- To elaborate clearly in our marketing materials, what the HSE St. Petersburg 'USP' is e.g. values, traditions, products etc.

### Indicators of success:

- ✓ Quality of partnerships (i.e. rankings and reputation of our partners)
- ✓ Profile of home universities of incoming mobility students
- ✓ Brand awareness of HSE St. Petersburg in different targeted markets
- ✓ Global reach and representation of our education and research activities
- ✓ International accreditations
- ✓ International student internships offered
- ✓ Recruitment of international staff
- ✓ Number of 'joint' educational programmes
- ✓ Implementation of 'Go-East' strategy
- ✓ Development of HSE St. Petersburg thought leadership (e.g. campus blog)



## 6.12 Internationalising stakeholders: incentives for internationalising

**Summary text:** Successful Internationalisation delivers benefits to all stakeholders (students, permanent and temporary faculty and professional service staff), but to be successful it requires the engagement of all stakeholders. This strategy identifies means from international best practice through which staff and students can be encouraged to engage with the internationalisation process.

**Responsibility:** Campus management

**Main aim:** To provide a range of incentives to promote international and global engagement among HSE staff (and students), consistent with the values, priorities and principles of the Internationalisation Strategy.

### Objectives:

- To identify international and global issues as a core part of corporate culture and of the responsibility of all faculty and staff
- To integrate assessment of internationalisation activity and international experience in to recruitment, promotion and tenure processes (e.g. including examples of how global citizenship has been integrated into courses, student supervision etc)
- To link financial support for re-development of courses to internationalisation (at home) as well as to the transfer of material into English language
- To prioritise campus support for staff mobility according to internationalisation criteria set by the ISG
- An annual, ISG initiated, call for partnership proposals and/or initiatives promoting global scholarship and partnership, linked to an international engagement fund administered through the International Office and ISG
- Introduce an annual HSE St. Petersburg award for faculty members and students who have made exceptional contributions to internationalisation and global engagement.
- To undertake internationalisation surveys and awareness initiatives among staff
- To introduce internationalisation linked KPIs into key international roles within the university e.g. International officers within schools/departments
- To provide incentives for leading successful international grant applications in research or education
- Monitor the annual performance of the different internationalisation domains

### Indicators of success:

- ✓ Introducing explicit reference to internationalisation activity into protocols for promotion, recruitment, continuation; as well as into application procedures for research and education support (e.g. mobility, conference attendance etc)
- ✓ Establish Global Engagement Fund and (bi)annual call as part of IO budget
- ✓ Introduce annual Global Engagement Award



## 7. The role of the Internationalisation Strategy

To achieve the implementation of the strategy requires:

- Publication and launch of the strategy
- The articulation of specific medium- and long-term success indicators for each domain for a non-public permanent annex
- The identification of KPIs by each domain holder on an annual basis for review and assessment through ISG
- The development of a resource model to finance the strategy
- Clearly defined goals and operating procedures, including identification of domains over which the strategy has a) direct responsibility for decision making and b) advisory responsibility
- Clear monitoring, reporting and (self-)evaluation processes
- Re-defined relations with other campus and internationalisation stakeholders
- Integration into the campus communication strategy i.e. to reflect the tools and goals of internationalisation

The ISG is charged with overseeing the implementation of the internationalisation strategy: agreeing the initial goals, establishing new goals, assessing progress and advising changes where necessary.

## 8. What will success look like?

The results of a successful strategy will be manifold, but will include: a richer cross-fertilisation of ideas, leading to improved research outputs; a student experience that is enhanced by improved international mobility and interaction with peers from around the globe as well as through a comprehensively internationalised curriculum; and financial benefits, primarily through consolidating - and in some areas growing – our international student and staff communities. The full extent of these benefits may only be achieved with initial and ongoing financial investment from the University, but will in the longer-term grow income and be financially self-sustaining and excellence enhancing.

The overall primary indicators of success will be the 7 listed below, but understanding the development of internationalisation and the obstacles to it requires a finer degree of quantification and measurement, along with the periodic use of benchmarking activities against selected Russian and international comparator institutions. An internally facing annex to this document therefore sets and records progress against a more detailed set of KPIs stemming from the success indicators listed in each domain.

<b>Primary indicators (No. or %)</b>	<b>Secondary / supporting indicators</b>
Degree seeking international students	Partnerships in each category
Fee-paying students on international and semi-international programmes	Campus led Erasmus+ partnerships
Exchange students (incoming)	Internationalisation of curriculum
Exchange students (outgoing)	Countries represented in student body



Total double/dual degree programmes	Results of staff and student surveys
Full-time International faculty	International Summer school participants
Visiting international faculty teaching within programmes	International research centres
	Research projects internationally funded
	Admissions and progression data
	Brand awareness
	Results of national and international benchmarking exercises
	Number of training and staff development events promoting internationalisation
	Number of campus protocols which have internationalisation and global engagement incorporated

## 9. Conclusion: towards comprehensive internationalisation

**Comprehensive internationalisation** is identified as a core priority for HSE St. Petersburg. By definition, comprehensive internationalisation is a strategic and coordinated process that seeks to align and integrate the international programs and initiatives, with the policies and practices that incorporate global engagement. It implies positioning the departments, faculties, schools and research units of our campus as more globally oriented and internationally connected. As the American Council on Education (2011) explains:

*“It is the obligation of colleges and universities to prepare people for a globalized world, including developing the ability to compete economically, to operate effectively in other cultures and settings, to use knowledge to improve their own lives and their communities, and to better comprehend the realities of the contemporary world so that they can better meet their responsibilities as citizens.”*

This is the subject of this Internationalisation Strategy document. In order to successfully implement the strategy outlined within, the commitment and engagement of the campus leadership, which sets the priorities and marshals the resources, is a crucial prerequisite. However, it should be clear that the implementation of the Strategy is realised through the cooperative work of the ISG, the International Office, the Educational block and all of the study offices, the department of human resources, the academic programme directors, the individual course teachers and, of course, all of the students.

Translating the leadership’s broad vision of ‘comprehensive internationalisation’ into programs, products, initiatives and outputs is therefore a major and long-term collective endeavour, but few are more important.

Chris Gerry  
October 19<sup>th</sup> 2016