

Evaluation of STINT's programme Strategic Grants for Internationalisation



FINAL REPORT

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Summary

In 2011 STINT established the programme Strategic Grants for Internationalisation with the aim to contribute to new or enhanced strategies for internationalisation at the institutional level in Swedish higher education institutions (HEI). STINT expects the programme to make long-term impact on the HEIs' international competitiveness. As of November 2017, a total of 20 projects have been granted a total of just below 38.7 MSEK. Five of these have been joint projects involving between three and seven HEIs each. The 20 projects represent a great multitude of activities within education, research and, to a less extent, external collaboration.

This evaluation aims (i) to demonstrate consequences of the SG programme for the development of strategic internationalisation in Sweden, and (ii) to provide a basis for decisions on potential adjustments of the programme. The aims were further specified in five questions which also guided the evaluation. The evaluation was carried out between June and November 2017.

The programme's impact

The evaluation concludes that the programme has made **a very significant contribution** to strategic internationalisation of the Swedish HEI sector. It has enabled strategically important projects to be carried out, reflected in continued activities of significant magnitude in the aftermath of finished projects. The projects have made impact in a range of ways, mainly by:

- **New or deepened partnerships** between Swedish HEIs and HEIs in other countries, which have led to common research projects, co-publications, exchange of staff etc.
 - **Supporting the education and research policy relations** between Sweden and a number of strategically important 'growth countries', reflected in ministerial visits and in dialogue with foreign research funders
 - **Improved practices** in Swedish HEIs within areas targeted by the respective projects
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The programme has also made impact on **network creation in the Swedish HEI sector**, both on the institutional and the individual levels. This has contributed to improved skills and strategies regarding internationalisation, and to HEIs being more ready to collaborate with each other. The future potential for rewarding HEI-led initiatives within strategic internationalisation has thereby increased.

Reflections and recommendations

The evaluators conclude that **the programme has been successful**. The overall recommendation is therefore that the programme **should not be subject to any major changes**. Besides the impact, the programme is also recognised for being open to a wide variety of project ideas, flexible and not overly demanding in terms of administration. These are all positive features. The joint projects are found to have been a valuable addition to the programme, albeit not all leading universities in Sweden are equally positive about them.

In terms of possible adjustments and additions to the programme, the evaluation makes a number of reflections and recommendations, including:

- Quite a few HEIs in the evaluation ask for better opportunities for continued funding. STINT should therefore **open up for longer project durations**, possibly by offering one-year extensions with additional funding to projects with specific needs for that
- **External collaboration** with industry and policy-makers has been somewhat marginalised in the programme. STINT should therefore reformulate the evaluation criteria to put more weight on the projects' potential benefit to external society
- Programme participants who were not part of joint projects lack opportunities to learn from other projects in the programme. STINT should consider arranging **annual dissemination seminars** open to anyone interested in strategic internationalisation
- **Newly established universities and university colleges have been weakly represented** in the programme during the last years. STINT should therefore keep track of their participation and be ready to take further action if needed. More elaborate instructions in calls, a dissemination seminar, and more attention to external collaboration should be helpful as a first step

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1 Introduction

The Swedish Foundation for International Cooperation in Research and Higher Education (STINT), founded in 1994, works to promote internationalisation in Swedish higher education institutions (HEIs). In 2011 STINT established the programme Strategic Grants for Internationalisation (henceforth *the programme* or *the SG programme*) with the aim to contribute to new or enhanced strategies for internationalisation at the institutional level. STINT expects the programme to make long-term impact on the HEIs' international competitiveness, through projects granted funding in yearly application rounds. As of November 2017, a total of 20 projects have been granted a total of just below 38.7 MSEK.

Six years into the programme, STINT commissioned this evaluation. While the foundation expressed no plans to discontinue the programme, it signalled an openness towards adjustments, for instance regarding programme design, format or the role that STINT itself plays towards the programme participants. STINT also wanted to learn more about what impact the programme has made, and what the foundation could do to increase the general quality level of applications for funding in the programme.

1.1 Assignment

This evaluation aims (i) to demonstrate consequences of the SG programme for the development of strategic internationalisation in Sweden, and (ii) to provide a basis for decisions on potential adjustments of the programme prior to a planned call in December 2017. In conjunction with these two aims, the evaluation has been guided by five questions:

1. How have the different stages of the programme (call, assessment, interview, funding decision and reporting) affected the work with strategic internationalisation at Swedish HEIs?
2. What are the respective strengths and weaknesses of the programme in its current format?

3. What needs for support to strategic internationalisation do Swedish HEIs have, and how can the needs be expected to develop in the next years to come?
4. In which aspects should the programme be developed to improve its contributions to the strategic internationalisation of Swedish HEIs?
5. How can the number of high-quality applications to the programme increase, and what can STINT do to support HEIs in the development of applications?

The mapping of the programme's consequences would primarily focus on overall impact, for instance on strategies.

1.2 Approach

The evaluation was carried out through a mix of qualitative methods. **Document studies** were applied to learn about the programme history and impact. Calls for applications were reviewed, as well as available final reports from projects that were finished at the time of the evaluation (11 of 20 projects), and other documentation about the programme and about STINT. To put the programme and the evaluation in context, a short review of key academic literature on internationalisation of (Swedish) HEIs was made.

A significant part of the empirical study is based on **interviews**. These were primarily made with representatives for Swedish HEIs. The interviews provided feedback on the programme, additional information about the impact of the projects, and knowledge about how HEIs may want to use the programme. A total of 18 representatives for 16 Swedish HEIs were interviewed. A majority of these, 15 individuals, represented granted applications. The remaining three had not been funded, either because their applications had been unsuccessful or because they had not applied at all. The latter category was contacted to learn more about the programme's ability to reach all of its target group, for instance with regard to demand for support and capacity to participate.

The Swedish HEI system is broad and varied, with large and old full-breadth universities, smaller regional colleges, specialised universities (medical, technical), and colleges of art. Naturally, in this varied landscape, HEIs differ greatly in research and education volume, disciplinary breadth, and the extent of international collaboration. Formally, one of the most important distinctions is

between HEIs with and without university status (henceforth *universities* and *university colleges*), which correlates not least with research volume.¹ The sample of interviewees was selected to be representative of this breadth, and interviewees were either representatives of HEI management (Vice-Chancellor etc.), internationalisation officials (Manager of international affairs etc.) or managers for projects funded by the programme. Interviewees are listed in Appendix C.

Interviews were also made with the programme management at STINT and with one of the programme's international advisors, who also reviews incoming applications. STINT assisted in the interview phase by naming individuals who supposedly had particularly good insights into the programme and by contacting the international advisors.

Towards the end of the assignment, the documented results and impacts, reflections and tentative conclusions and recommendations were presented and discussed at a workshop at STINT. Besides STINT, a number of HEIs participated in the workshop. Workshop participants are listed in Appendix C.

The evaluation was carried out between June and November 2017 by Tobias Fridholm, Sweco (project manager) and Olof Hallonsten, Lund University. Robin Jacobsson and Sanaz Charbaf, Sweco, assisted. The team would like to thank all interviewees and workshop participants for generously sharing their time.

1.3 Outline

The remainder of the report is structured as follows: **Chapter 2** provides a background to the study, first by painting the broad picture of internationalisation of Swedish HEIs and in the two following sections by describing the SG programme. **Chapter 3** collects and analyses the impact of the programme and its projects, while **Chapter 4** in a thematic order summarises the demands for support to strategic internationalisation as expressed by HEIs themselves. In **Chapter 5** the evaluators reflect on the empirical material and draw conclusions that form the basis for **Chapter 6**, which presents recommendations to STINT.

¹ Holmberg D and O Hallonsten (2015). Policy reform and academic drift: research mission and institutional legitimacy in the development of the Swedish higher education system 1977–2012. *European Journal of Higher Education* 5(2): 181-196.
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2 Background

This section introduces internationalisation of Swedish HEIs in a broad perspective, and gives an overview of the programme in terms of budget, strategies, applicants and funded projects.

2.1 Internationalisation of Swedish HEIs

Higher education and academic research are inherently internationally oriented, and have been at least since the birth of the modern university in the late 19th century. Global developments in the past few decades have driven internationalisation further and created a global *market* of higher education and research – bolstered by international ranking tables – and a continuously growing mobility of people and knowledge across borders.² Sweden is no exception: The number of international students at Swedish HEIs continue to grow, and international research collaboration, as measured by the number of international co-publications, also increases every year.³

The Swedish government has a clear *ambition* to support and achieve internationalisation of higher education and research, but, arguably, no clear governmental *strategy* and has traditionally left the task of strategic internationalisation to HEIs and funding agencies.⁴ An expert-led governmental investigation was launched in early 2017 with the instruction to devise a new national strategy for internationalisation of HEIs in both education and research, and it will deliver its first report in early 2018.⁵

² See Wildavsky (2010). *The Great Brain Race: How Global Universities Are Reshaping the World*, Princeton University Press; Hazelkorn (2011), *Rankings and the Reshaping of Higher Education: The Battle for World-Class Excellence*, Palgrave Macmillan; STINT Impact Analysis 1994–2015, pp 2.

³ UK-ämbetet, *Statistikdatabas om högskolan*, <http://statistik.uka.se> (5 October 2017); *Eurostat database*, <http://ec.europa.eu/eurostat/data/database> (5 October 2017).

⁴ STINT (2011), *Förutsättningar för strategisk internationalisering vid svenska universitet och högskolor - en analys ur ett lednings- och styrelseperspektiv*, STINT report R 11:01, p 10.

⁵ *Ökad internationalisering av universitet och högskolor*, Kommittédirektiv 2017:19

Funding is the perhaps most forceful policy instrument in the area of higher education and research, and so the role of STINT is potentially great: Aside from providing the monetary means, funding programmes can provide an external mandate or justification for the top management in HEIs to undertake strategic internationalisation, which otherwise might be hampered by the need for careful balancing of priorities within complex and inert HEI organisations. There are clear signs in the evaluation (see especially section 3.4) that STINT has managed to assume the key role as external *broker* of internationalisation. Nonetheless, internationalisation is a long-term process that requires sustainability and persistence in efforts and programmes, which means that there is a limit to what single funding programmes can achieve. For internationalisation to be durable and comprehensive, several actors need to be involved and remain active for a long time.⁶ Significant responsibility falls on HEI management to act on the opportunities offered by e.g. funding programs, but as this report will show, the SG programme seems to have contributed to durable and expanded activities above and beyond specific projects funded, due not least to an involvement of a range of actors at the HEIs in these activities.

Clearly, internationalisation is a broad and vague concept, and difficult to measure. Swedish research and education policymakers tend to view internationalisation as something inherently good, tightly connected to enhanced quality and excellence.⁷ Some empirical evidence supports this argument: The Swedish academic system is very unevenly internationalised, and HEIs with clear and strong international profiles are also usually identified as the top performers in higher education and research. On the other hand, some scientific fields in Sweden (most notably life science, materials science and space research) are strongly internationalised, whereas other fields still remain largely domestically oriented, and there the correlation with quality is less emphasised. Different fields have different potential for internationalisation: Most STEM subjects and large parts of the humanities and social sciences know no national borders, whereas especially law and some branches of economics and political science are naturally bound by geography. While science is international in character, a core mission of HEIs is to educate a

⁶ STINT (2017). *STINT Impact Analysis 1994–2015*, p 14.

⁷ Nybom (2009). *Kunskap-Politik-Samhälle*, Arete Förlag, p 157.

capable workforce for the future of the country. Moreover, especially in Sweden, higher education and research in HEIs is almost completely publicly funded. A natural tension therefore exists between the institutional structure of higher education and research, which is *unavoidably national*, and its content, which is *just as unavoidably international*.⁸ Key to loosening this tension, which will contribute to internationalisation in a deeper meaning (see below), is partnerships over disciplinary and institutional boundaries, where knowledge and best practices can be shared and developed. As this evaluation report shows, the SG programme has clearly contributed to such mutual learning, not least between partners in those projects that have been run by consortia.

Another dimension is added by the fact that both higher education and research are highly *individualised* – few other professions put as much emphasis on personal achievement as the academic profession, and higher education is likewise most of all about individual advancement. This means that internationalisation on the individual level and internationalisation on the level of whole HEIs or higher education systems are conceptually different, and different from a policy and planning point of view. Students and researchers move and interact internationally in spontaneous exchanges and collaborations, with results for individual career advancement. This mobility and exchange has increased over time and will, to some extent, spontaneously aggregate to system-level effects. But it is also clear that internationalisation of whole HEIs or the entire Swedish higher education and research system is a process that requires planning and coordination – and a process that is conceptually elusive. It involves a purposeful strategy built on the conviction that core activities in education and/or research at a particular HEI will gain from internationalisation, and that there is a key role to be played by the top management in achieving this. Notably, such strategic internationalisation work goes beyond mere support work on behalf of HEI management and the securing of *absorptive capacity* of the local research and education environments, which previous evaluations have identified as crucial.⁹

⁸ Edqvist, O. (2009), *Gränslös forskning*, Nya Doxa, p 17.

⁹ Henriksson and Hallonsten (2015), *Internationell forskarmobilitet. Underlag för framtida utformning av MoRE*, Ramböll Sweden; Henriksson and Hallonsten (2016),

John Hudzik has launched concept *comprehensive internationalisation*, which is an attempt to broaden the notion far beyond individual and spontaneous internationalisation and conceptualise a process (and its effects) that reach across whole research areas, HEIs, and (potentially) national higher education systems – in other words, it is supposedly *comprehensive*. The basic definition states that comprehensive internationalisation is a “commitment confirmed through action to infuse international and comparative perspectives throughout the teaching, research and service missions of higher education.”¹⁰ More specifically, comprehensive internationalisation “is an institutional imperative, not just a desirable possibility”, and it “shapes institutional ethos and values and touches the entire higher education enterprise” but must be “embraced by institutional leadership, governance, faculty, students, and all academic service and support units” so that it can impact not only “all of campus life but the institution’s external frames of reference, partnerships, and relations.” Comprehensive internationalisation is the proper answer of HEIs and national higher education systems to the “global reconfiguration of economies, systems of trade, research, and communication, and the impact of global forces on local life”.¹¹

In other words, strategic internationalisation can have an important role to play in meeting the challenges of globalisation, and making use of the opportunities it brings. Research and higher education has always had a role to play in international relations, and with greatly expanded interfaces between academia and surrounding society (catalysed by recent policymaking and conceptualisations of *innovation systems* and a *Triple Helix* of universities, industry, and government), this role is likely to become even greater. The power of science, embodied in academic research and higher education, to pave the way or open the door to deeper and greater relationship in diplomacy and trade, has been acknowledged in many studies, leading also to the coining of the term *science*

Utvärdering av STINT's Teaching Sabbatical/Excellence in Teaching, Ramböll Sweden.

¹⁰ Hudzik (2015), *Comprehensive Internationalisation – Institutional pathways to success*, Routledge, p 7.

¹¹ Hudzik (2011), *Comprehensive Internationalization: From Concept to Action*, Association of International Educators, p 6.

diplomacy.¹² But the notion is old – as historian John Krige notes, “just because it is seen as being a ‘non-political’ activity, scientific collaboration can be a particularly useful first and tentative step in a politically delicate context of alliance building”.¹³ Internationalisation of higher education and research has a value beyond the enhancement of quality and breeding of excellence that it contributes to. Similarly, going back to the results of previous evaluations of programs aimed at individual mobility, something along the lines of *excellence forecasting* is also an important aspect of internationalisation, meaning the purposeful building of alliances through mobility and exchange on smaller scale and within areas without international top class can be the door-opener to future collaborative activities where true excellence can thrive. As the remainder of this report shows – especially Chapter 3 – the funding within the SG programme has in many cases contributed to internationalisation of Swedish HEIs beyond the initial project aims, thus catalysing durable and deep international relations between Swedish HEIs and counterparts abroad. Sometimes these links have also included other parts of society and contributed to the development of international cooperation between Sweden and other countries on a general level. In the latter regard, however, the potential of the SG programme is probably greater than what it has achieved this far – the evaluators return to this issue in section 5.3.

2.2 The programme Strategic Grants for Internationalisation

The programme shall **promote strategic internationalisation in Swedish HEIs** and that way make **long-term impact** on the HEIs’ **international competitiveness**. Since the programme’s inception in 2011, STINT has through calls in December each year invited Swedish HEIs to apply for funding. To ensure that the projects contribute to strategies at the institutional level, the STINT grants must not exceed 50 percent of the project budgets – the remainder must be co-funded by the applicant – and all applications must be signed by the Vice-Chancellors. Co-funding is typically made in kind. STINT encourages innovative

¹² Mayer, Carpes, Knoblich (eds, 2014), *The Global Politics of Science and Technology*. Springer. Copeland (2016), “Science Diplomacy”, in Constantinou, Kerr, Sharp (eds), *The Sage Handbook of Diplomacy*, Sage, pp. 628-641.

¹³ Krige (2003), *The Politics of European Scientific Collaboration*, in Krige and Pestre (eds) *Companion to Science in the Twentieth Century*, Routledge, p 904.

projects with a high potential for renewal, as long as the project goals are realistic. Applications are reviewed by an international panel, which recommends STINT which projects to fund. Unlike most other STINT programmes, final funding decisions has for most of the period been made by the Board of Directors and not by the Executive Director. Since 2017 the board has however delegated funding decisions to the director, since several board members found themselves challengeable for being too close to the applicants. Funding is only available to projects that, if they have a geographic focus, reach outside the countries part of the European Union/the European Free Trade Agreement.

The programme has changed format slightly throughout its six year history. In the first two calls, projects granted 2012 and 2013, STINT granted up to 1 MSEK per project and the maximum project duration was two years. HEIs were allowed to submit two applications each. From 2014, projects were allowed to run for three years and the maximum grant level was increased to 2 MSEK. In addition, STINT opened up for consortia of HEIs to apply. These could be granted up to 5 MSEK. At the same time, STINT lowered the amount of individual applications per HEI to one, plus participation in one joint application each. In 2014, the selection procedure changed, most importantly through inviting the most promising applicants to an interview session before the funding decision was made.

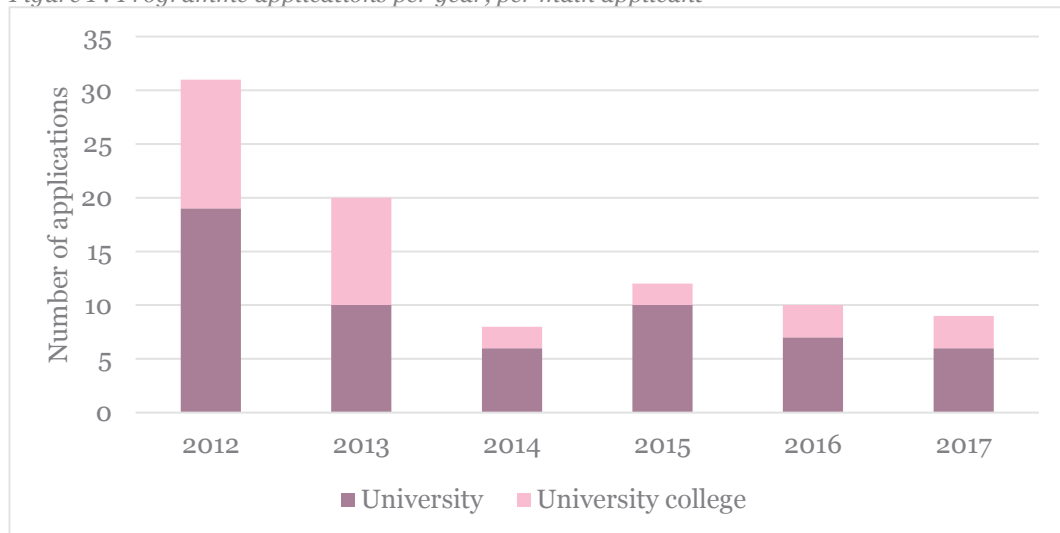
By November 2017, a total of **20 projects have been granted a total of 38.7 MSEK**, ranging from 0.7 to 5 MSEK per project. Around half of the projects were still on-going at the time of the evaluation. In 2012 and 2013 almost all projects were granted 1 MSEK each, while the amounts from 2014 and onwards have varied from 1 to 5 MSEK per project. Appendix A provides a list of the funded projects. The 20 projects have been granted to 14 different main applicants. **Five projects have been based on joint applications.**

Counting co-applicants, 19 HEIs have participated in the programme. KTH Royal Institute of Technology is the most frequent participant, taking part in five projects. Karolinska Institute, Lund University, Umeå University and Uppsala University have participated in four projects each. Among these, Karolinska Institute is notable for only participating in one joint project, while the other top participants

all reach their high numbers mainly through being part of consortia.¹⁴ All large, research intensive universities have participated in the programme. With the exception of Malmö University, no university college or recently established university¹⁵ has participated more than once.

Looking at applications, as Figure 1 shows, **the number of applications was significantly higher during the first two years** of the programme than later. The falling numbers are particularly linked to university colleges, whose interest has dropped from initially 10–12 to 2–3 applications per year. The number of applications from universities have been comparably more stable. Note however that the figure only shows main applicants; the material used in the evaluation did not include data on partners in rejected joint applications.

Figure 1 : Programme applications per year, per main applicant



The decreased interest from university colleges cannot be linked to a poor success rate – at least not initially. On the contrary, six of the ten grants in 2012 and 2013

¹⁴ In some joint projects the participants have changed since the project was granted. Due to incomplete data, this description of participants however only counts the original participants. We know for example that KTH Royal Institute of Technology has left the MIRAI project, which in fact reduces that institution’s participation to four projects.

¹⁵ Karlstad University, Linneaus University, Mid Sweden University and Örebro University were all granted university status in the 1990s or early 2000s.

were awarded to university colleges, despite 29 of the 51 applications coming from universities. Since 2014 however, universities have been main applicants in all ten grants. For the entire programme period, universities therefore have a slightly higher success rate than university colleges, 24 compared to 19 percent. Taking also co-applicants in joint projects into consideration, the dominance of universities from 2014 increases even more – of 23 co-applicants in total, 21 have been universities and a mere 2 have been university colleges.

The interviews clearly indicate engagement from the HEIs' top management in the application process increases the likelihood to get funded. That goes hand in hand with having reasonably developed goals and strategies for internationalisation, otherwise the top management would probably not be sufficiently engaged.

In large universities, the calls for applications are typically disseminated throughout the organisations, but the granted applications have often been the ones coordinated from the top. Most of the interviewed new (smaller) universities and university colleges reflect less developed strategies for internationalisation, and consequently a less engaged top management. Most smaller institutions also report bottlenecks in application writing, with very few individuals able to take a coordinating role while also being capable to represent the strategic dimension.

2.3 Previous evaluation

In an earlier evaluation from 2015, STINT concluded that the programme was successful, “appearing to have had a positive impact within the area of strategic internationalisation at the HEIs”.¹⁶ The final reports were overall very positive and the projects had overall fulfilled STINT's expectations. STINT also concluded that project activities most likely would continue after STINT's funding was used, and that most projects probably had not been realised without a grant from the foundation. STINT also observed that the programme had opened doors to HEI managers and international experts on internationalisation for the foundation itself.¹⁷

¹⁶ ”förefaller ha haft en positiv påverkan inom området strategisk internationalisering på lärosätena”

¹⁷ STINT (2015). Utvärdering av Strategic Grants 2011 – 2014. Hans Pohl.

3 Impact of the programme

The first three sections in this chapter address the first aim of the evaluation, to illuminate impact of the programme on the development of strategic internationalisation in Sweden. The fourth section focuses the first evaluation question, how the stages of the programme have affected the HEI's work with strategic internationalisation. It is evident from the interviews that joint projects and projects run by a single HEI function quite differently from each other. Above all, joint projects are more ambitious in scope and operate with longer time frames regarding impact., and the coordination and organisation of these projects is considerably more complex. The impact is therefore presented with joint projects and projects run by a single HEI (hereafter: single projects) distinguished from each other.

3.1 Activities in the aftermath of finalised projects

A key question in the interviews with applicants and co-applicants in finalised projects was whether, at the time of the evaluation, there were on-going activities as a direct consequence of the project. The interviewees were asked to choose between to a larger, to a similar, to a smaller, or to a marginal/no degree, compared to the volume of activities during the project. The interviews yield a **very positive picture**:

- In 8 out of 15 cases¹⁸, there were *expanded* activities still on-going at the time of the evaluation
- In 4 cases, there were on-going activities to a similar extent as during the project
- Only 3 project respondents report smaller or marginal/no activities

The results indicate that the programme has been successful in funding projects of key interests of the HEIs. One joint project has been finalised and receives a more

¹⁸ The evaluation reached 15 of 17 possible respondents. The two missing respondents include one co-applicant in SACF and one university college that hosted a single project.

mixed assessment than the single projects do. Some of the activities at the time of the evaluation were, however, partly ‘on hold’ due to temporary dips in the funding. A couple of interviewees also stressed that quality is more important to consider than quantity (volume) in the evaluation of the projects.

3.2 Impact from single projects

Single projects are overall depicted as being of key importance to the host institutions and leading to significant impact. The following **examples of impact from single projects** shows how the SG programme has been instrumental in promoting internationalisation activities that go beyond the projects for which funding as granted, and involve several more actors:

- Blekinge University of Technology (BTH) continued to develop its project idea (methods for integration of Chinese and Indian students in the Swedish society) in a project funded by the Swedish Innovation Agency. The two projects are claimed to have contributed significantly to 19 of the 50 first graduating project participants from India being employed in Sweden
- Chalmers University of Technology (CTH) has deepened its relations with the National University of Singapore (NUS) within ICT. The two universities have become two of each other’s primary collaborators in the field in terms co-publications¹⁹
- Karolinska Institute (KI) was able to strengthen its partnership with Mayo Clinic in the U.S. in three aspects: innovation, documentation, and contractual agreements. The project enabled KI to evaluate the partnership, showing doubled impact and quadrupled top 5% citations of co-publications with Mayo Clinic. The contractual agreement has solved issues around IP and made exchange of staff, resources and material between the two institutions easier
- Mälardalen University (MDH) reports significant impact from its project towards India. Two key outcomes are a deepened strategic partnership

¹⁹ Fjeld, Morten (2017). Collaboration Chalmers-NUS, 2012-2017. Presentation at meeting with Swedish Academic Collaboration Forum.

between MDH and Welingkar Institute of Management Development and Research (WeSchool), and MDH becoming more active and skilled in acting as a broker in the internationalisation of Swedish companies as well as of foreign-based partner companies

- KTH Royal Institute of Technology continues the joint courses and seminars with Tsinghua University in China that were developed in the project. KTH also uses the virtual platform from the project in other international collaborations, for example with University of Dar es Salaam in Tanzania in a new project, MIC, also funded by SG programme
- Stockholm Academy of Dramatic Arts (StDH), since 2014 merged with two other art colleges in Stockholm University of the Arts, reports significant impact of its project through extensive exchanges with São Paulo Escola de Teatro in Brazil. At the time of the evaluation, a significant share of StDH's staff and students have taken part in the exchange, which above all has vitalised the education at StDH through new perspectives, not least regarding how to reach out to society and evoke civic engagement
- The Swedish University for Agricultural Sciences (SLU) describes its project "Global challenges" as a large success. The activities continue, with an active core of SLU and four other universities across the world, and SLU notes a high visibility, with top universities such as Cornell and Wageningen being interested. SLU currently funds its participation with institutional base funding of around 2 MSEK.

3.3 Impact from joint projects

The **joint projects** represent two generations. In a first stage, the Swedish Excellence Seminar²⁰ (2012–2014) and the Swedish Academic Collaboration Forum (SACF) (2014–2016) were efforts to market the Swedish HEI sector abroad through events in countries of strategic importance, such as Brazil, Indonesia and South Korea. The participants concluded that these events should be replaced by

²⁰ Formally this was not a joint project and in Figure 2 it is included as a single project. However, the project owner Lund University invited other Swedish HEIs to participate in most of the activities.

more targeted efforts. The second generation of joint projects, funded 2015 and later, therefore consists of initiatives directed towards specific countries: MIRAI (Japan), TRAC (Vietnam) and the South Africa – Sweden University Forum.

An **important impact** from the joint projects concern **networks and skills** in the Swedish HEI sector. The projects have brought Swedish HEIs together on strategic internationalisation issues. It is evident that not all events have been successful in terms of relation building, and that the projects have been costly in terms of coordination procedures and time taken from the HEIs' top management. However, most interviewees describe steep learning curves in those regards, and that a widespread engagement to work together on strategic internationalisation issues has helped overcoming most obstacles. One insight was that the top managements should assume more leadership to give the activities a direction and power that researchers or international officials can hardly give.

Several interviewees conclude that management as well as international officials at Swedish HEIs generally need training in strategic internationalisation and external representation abroad. The joint projects are depicted as important vehicles in that respect, **enabling relations to develop** between staff at different HEIs and **providing arenas for discussions, creativity and spread of good practices** within the internationalisation community. The joint projects have also enabled universities (but typically not university colleges) with less developed visions and strategies for internationalisation to learn from those who are more advanced. The interviews also indicate that Swedish HEIs thanks to the joint projects more often **seek cooperation with one another** before they embark on international ventures.

Nevertheless, **some leading HEIs are sceptical to joint projects**, arguing that these are inefficient in terms of coordination and do not focus enough on activities that lead to concrete outcomes. These HEIs particularly include universities specialised in technology or medicine, while broad research universities are more positive. Recently established universities and university colleges have rarely been invited to joint projects. It is however somewhat unclear whether the criticism mainly stems from a few less successful events in SACF, or whether it also concerns MIRAI. The views of TRAC (directed towards medicine)

are positive and the South Africa – Sweden University Forum is only at a very initial stage at the time of the evaluation.

The overall picture is that participating **HEIs are positive about the (potential) impact of the joint projects**. There are also more **specific examples of impact** from joint projects:

- The SACF project has led to significantly increased research cooperation between Linköping University and several universities in Brazil
- SACF enabled Lund University and Uppsala University (and indirectly at least Karolinska Institute and the Swedish Research Council) to negotiate with FAPESP, the research funder in the Brazilian state of São Paulo, for cross-national research projects which are expected to be realised in a relatively near future
- SACF has most probably contributed to Indonesian actors investing in significant amounts of commissioned education from Lund University
- SACF is believed to have contributed to the Swedish Minister of Research and Education’s choice to visit Singapore and Indonesia
- The TRAC project is believed to have contributed to the Vietnamese Minister of Education and Training choosing to visit Sweden in 2017 where Memoranda of understanding were signed with five Swedish universities
- Collaboration in joint projects contributed to the formation of a three-year strategic project on “A sustainable society” between Lund University and Uppsala University and two universities in Chile, with support from a Chilean research funder
- One of the universities in SACF plans to invite the others to a new project that shall develop and formalise the partnerships with Brazilian universities

3.4 Impact from the programme format

This section addresses the first evaluation question on how the stages of the programme have affected the HEI’s work with strategic internationalisation. The question should be interpreted as the impact of the programme in terms of

stimulating activities related to strategic internationalisation, for instance whether unsuccessful applications still led to internal projects or other activities, or whether the programme has improved discussions and cooperation between HEIs.

It is evident that the programme as such has made a **very significant contribution to strategic internationalisation of the Swedish HEI sector**. It has enabled important projects to be carried out, and it has provided opportunities for network creation both on the institutional and individual level. This has contributed to improved skills and strategies regarding internationalisation. It is most probable that the programme has had a major impact on lifting the issue of strategic internationalisation in many Swedish HEIs.

The interviewees however found it difficult to respond to detailed questions on the impact and use of specific parts of the programme. They were generally positive to the inclusion of interviews as part of the selection process, although it was considered a challenge to secure the presence of the Vice-Chancellor for the interview, especially for HEIs located far from Stockholm. There is also anecdotal evidence of rejected applications that have led to – occasionally very successful – projects funded internally, as well as of rejects that have meant the end for the project idea. The interviewees were not able to indicate to what extent advice from STINT has contributed to further development of rejected applications.

As will be further discussed in section 5.6, several interviewees suggested changes regarding monitoring, evaluation and reporting of the projects. They believed the changes would provide better opportunities for learning in single HEIs, as well as across the Swedish HEI sector, and thereby increase the impact of the programme.

4 Swedish HEIs' demand for support to strategic internationalisation

This chapter focuses on HEI's responses to the third evaluation question: what needs for support to strategic internationalisation the Swedish HEIs have, and how the needs can be expected to develop in the next years to come. The chapter is separated into sections based on themes brought up in the interviews.

4.1 Flexible funding for strategic internationalisation

The interviews unanimously reflect the view that the programme in its current format is **open to virtually any idea** that concerns strategic internationalisation. It is also recognised for being **flexible in terms of activities the funding may be used for** and projects are reportedly **easy to administrate**. These features are **highly appreciated** by the interviewees, who find it difficult to raise money internally for exploring new and somewhat risky paths in strategic internationalisation. They commonly observe that it is possible to find external funding for more defined internationalisation purposes, such as mobility, while equivalent funding for e.g. building strategic capacity and laying foundations for new strategic partnerships is hard to find.

4.2 Joint establishments in countries of strategic importance

Quite a few of the interviewees from large HEIs, see a need to have more or less **permanent representatives for Swedish HEIs** in countries of strategic importance. Countries mentioned in the interviews include China, Vietnam and South Africa. The representative would above all enable better relation-building and knowledge on how to attract funding in the host country. These interviewees see the programme as an important vehicle in the early phases of such ventures – and perhaps later on as well, if the programme format and budget would be developed to enable long-term funding to more established activities. However, a couple of interviewees claim that STINT funding alone is currently not enough to pay for a representative in the other country. For instance, TRAC's representative in Vietnam is primarily funded through a project at the Swedish Research Council. Other countries mentioned as targets for strategic long-term efforts, although not

necessarily with a permanent representative, include Chile, Colombia, several African countries and the most stable countries in central Asia.

4.3 Additional funding for further collaboration

Quite a few interviewees ask for better opportunities for further funding. This demand is of two distinct kinds. The first category concern interviewees asking for **additional funding for concrete collaborations, typically in research**. Programme funding works for contact making, but they see a need to follow up with more significant funding for e.g. common research projects. The Swedish Ministry of Education and Research and the large research funders have this far been unwilling – or at least too slow – in meeting that need. Some interviewees ask whether STINT could strategically link up with other funders, and thereby increase the chances of getting substantial returns of the programme investments. However, several interviewees also point out that such funding should not be taken from the ordinary public R&D budgets, increasing the share of funding earmarked for very specific purposes. They would also like to avoid one-off calls for cooperation with specific countries. One interviewee also found that for his project to evolve into a deeper partnership with a foreign university and also involve foreign co-funding, contacts needed to be made with the other university's top management. Those contacts were out of reach for the collaborating professors – but perhaps not for STINT and some of its contacts.

The second category include several interviewees who argue that **continued funding from STINT in a second phase** of the project would have been a good investment. A couple find that their projects largely consisted (or consist) of a 'start-up period' with the project ending quite soon after going into a more productive phase. Others discovered fruitful opportunities for expanding the project into new domains. The current format of the programme with its demand of innovative potential however makes continued funding very difficult to attain.

4.4 Predictability and planning related to calls

Almost all interviewees ask for **predictability in calls for projects**. They appreciate knowing well in advance when a call is expected, and roughly what the call will ask for. Although STINT for six straight years has launched almost

identical calls in December, there is a fairly widespread opinion that ‘we don’t know *for sure* whether there will be a call also this year and if it will look the same as the last one’. Some of them also note that even if they have been informed in advance that a call will come, it is very difficult to disseminate that information to faculties, departments or researchers. They would appreciate a clear message from STINT as early as possible that a new call is expected, communicated in a way that enables dissemination to other parts of the institution.

4.5 New or improved opportunities for learning

Quite a few interviewees argue that **STINT has not monitored and evaluated the projects sufficiently well**, which has resulted in **missed opportunities for learning**. Some of them have lacked contact with STINT along the way and would like more of that – although one or two would prefer STINT to stay hands-off – while others are happy that STINT has paid quite a lot of attention to their project. The evaluators’ impression is that STINT has followed the joint projects quite closely but left the single projects largely on their own. A couple of interviewees would like STINT to ask for present project plans with indicators, quantified goals and other criteria that the project can be measured against, which would enable better project management and learning opportunities. A handful of interviewees further suggest that STINT to promote learning should have arranged **dissemination seminars** to which other on-going and finalised projects, and perhaps interested external parties, should have been invited.

5 Concluding reflections

This chapter contains the evaluators' reflections on the programme. It primarily focuses on evaluation questions two, four and five. These concern strengths and weaknesses of the programme, in what aspects the programme should be developed, and how the number of high-quality applications to the programme may increase. Like the previous chapter, it is thematically organised.

5.1 A successful programme

The overall reflection is that **the programme has been successful**. The evidence in this report shows that STINT has been able to fund projects of strategic importance to the HEIs and thereby made impact in a range of ways. It has also made systemic impact by stimulating network formation and learning across parts of the HEI sector. The programme is also recognised for being open to a wide variety of project ideas, flexible and not overly demanding in terms of administration – these are all positive features, not least given the breadth and conceptual opacity of strategic internationalisation. The programme format is well-known, which makes it easier for HEIs to prepare for upcoming calls. The evaluators therefore conclude that **the programme should not be subject to any major changes**.

5.2 Joint projects have been positive

At an early stage of the evaluation, questions were raised whether the joint projects had been successful. Following the empirical material in the evaluation, the response is clear: Joint projects have been a positive addition to the programme, enabling **strategically important activities** that otherwise would not have been realised. They have also led to **learning across parts of the Swedish HEI sector** and to **better contacts** between internationalisation officials, which is key to internationalisation of the Swedish HEI system as a whole, given its plurality and the varieties between HEIs in the system.

On the negative side, the joint projects have from time to time caused frustration among the participants through demanding coordination, and some of the activities have not been successful. This has made some of the most internationally

well-positioned HEIs sceptical to joint projects, which is negative since that makes it more difficult for other HEIs to learn from them. There are however good indications that frequently participating HEIs have made important insights on how to run these projects and are willing to continue to take leading roles in the consortia. Based on the interviews, the joint projects should in particular make sure to:

- Only target one country (or region)
- As early as possible try to secure funding for concrete collaboration that will continue after the STINT project has ended
- When meeting foreign HEIs, make sure to create sufficient space for meetings on concrete collaborations, besides the more general meetings on management level

Other negative aspects of joint projects relate to their sometimes limited innovative potential and their tendency to lock out others than the large universities. In that light, the evaluators would underline **the importance of continued funding to single projects**. These can easier harbour innovative ideas and any HEI²¹ is capable of hosting such a project. One option could even be to indicate in a new call that a maximum of two joint projects will be funded in that call.

The evaluators would also stress that **impact** from joint projects should be a viewed with a very **long-term perspective**. It should also not be restricted to impact on HEIs, on education and research, but also to other parts of society. Have Swedish companies benefitted from the activities? Has it strengthened Sweden's position in international policy?

There is interest among Swedish HEIs in having shared, **permanent establishments** abroad. Similar initiatives exist for example in Denmark, with the Sino-Danish Center in Beijing and seven "Innovation Centre Denmark"²² in different countries. In its current format, the programme enables initial funding for such offices. One role for STINT, could be to work more proactively in that area, for example supporting the Swedish HEI community with strategic advice on

²¹ Possibly except the smallest niche colleges in theology etc.

²² The Innovation Centres are focused on innovation, but they also support HEIs

which countries and research areas that should be in focus, and follow up with starting grants to some offices.

5.3 Exploring the role of HEIs as ‘international hubs’

The evaluators find that the interviewees have not enough brought up the potential of the projects to develop Swedish HEIs’ capacities to **bring internationalisation also to other parts of society**. For example, most of the joint projects, marketing themselves as ‘the Swedish HEI sector’, could help to **improve the relations with countries of strategic importance** in ways that benefit industry, public sector agencies and diplomacy. Some of the projects appear to pave the way for broader impact of that kind. Several projects are also able to make HEIs better able to develop their role as **‘international hubs’ in their home regions**, supporting for example internationalisation of the local industry and helping to attract Foreign Direct Investments.

These aspects concern the task of HEIs to collaborate with other parts of society. The evaluators however suspect that aspect to have been less important in decisions on which projects to fund. It has also not been communicated clearly from STINT that (impact on) external collaboration would be an important outcome. While strategic or comprehensive internationalisation can be interpreted as reaching out to broader society, it is clear that calls for applications within the programme has not – so far – emphasised the potential of strategic internationalisation to involve other actors in other sectors of society. **This dimension could be developed in coming calls**, and ambitions on behalf of HEIs to involve cooperative activities with broader society be rewarded in the selection process.

5.4 Continued funding

Quite a few interviewees observe a lack of funding for continued activities with international partners at a time when the ground is prepared. The evaluators’ reflection is that STINT should consider this point seriously; it may be crucial for the impact of the programme. A first step may be to **open up for longer project durations**, possibly by offering one-year extensions with some additional funding to projects that have developed particularly well and need more time to locate

funding elsewhere for e.g. research projects. STINT may also **require that funded HEIs** immediately when the projects are granted take action to **secure funding for continued activities** in a next step. A second step could be for **STINT to team up with other funders** to create better coherence between the SG programme and other funding programmes throughout the Swedish research funding system. An example brought up in one interview, the Swedish Research Council does in most cases not allow a researcher to have two on-going projects at the same time, which means that not even country-specific projects to follow up activities in the SG programme are permitted. One task for STINT could be to persuade the council to permit exceptions from that rule in specific cases.

5.5 STINT's role as a broker

The overall impression from the evaluation, is that **STINT enjoys a high legitimacy** in the eyes of the interviewees; the foundation appears to be regarded as efficient and capable in its field, despite its limited budget. It also occupies a strategic, central position in issues of internationalisation. In that respect, it seems natural for **STINT to act as a broker**, being very attentive to the needs of the Swedish HEI community while also monitoring what is going on elsewhere. Such efforts may lead up to strong applications to the programme. STINT may for instance:

- Follow Swedish HEIs closely and identify opportunities for them to develop their strategies for internationalisation
- Support match-making between internationally strong research environments in Sweden and equivalent environments abroad, for example by helping to arrange single meetings. These may lead up to new applications to the programme
- When a new call is made, arrange a webinar between representatives for the reviewers and potential applicants, in which the reviewers can tell the applicants how they characterise high-quality applications and respond to questions from the applicants²³

²³ This was a suggestion from one of the reviewers

²⁴(36)

5.6 Monitoring, evaluation and knowledge dissemination

As mentioned in section 4.6, quite a few interviewees argue that **STINT has not monitored and evaluated the projects sufficiently well**. Some ask for more interaction with STINT along the way, some want STINT to demand project plans that are easier to follow up, and some want STINT to arrange dissemination seminars.

The evaluators appreciate all these ideas, and would like to highlight the **opportunities for learning** related to them. One key impact of the joint projects, is that they have contributed to the formation of networks for learning across the HEI sector in Sweden.²⁴ Owners of single projects have however not had any similar opportunities; their insights have tended to stay in their local environment. Yet there are most probably other HEIs with similar interests. Judging from the interviews with internationalisation officials recently established universities and university colleges, these are often operating on their own.

In that light, a **dissemination seminar** open to anyone interested in strategic internationalisation seems like an event with some potential. Perhaps STINT could even prepare the seminar as a match-making event, similar to the AIMday concept, when participants submit their main interests or questions on beforehand, and the organiser prepare series of small group discussions based on the incoming interests.²⁵

5.7 University colleges are weakly represented

As shown in section 2.2, **since 2014 university colleges have been weakly represented** in the incoming applications. Part of the reason is that the adjusted programme format from 2014 suited universities better, opening up for larger projects and joint applications. It is possible that the new format and the way the programme was communicated made university colleges less prone to apply. However, there is no evidence that applications from universities are systematically favoured in the decision grant making.

²⁴ C.f. "Community of Practice" in Wenger, Etienne (1998). Communities of Practice. Cambridge University Press

²⁵ See www.aimday.se

Looking more deeply into the empirical material, (large) universities and (small) university colleges differ from each other in a number of ways that influence the participation of the two. These can be summarised as follows:

- University colleges typically find it more challenging than universities to devote staff resources for writing applications, and to provide co-funding. University colleges therefore tend to be more risk avert when choosing which activities to pursue, not to waste their resources
- Staff at university colleges are typically less experienced than their equivalents at universities in applying for and managing projects that fit in the programme
- The governance of university colleges is typically more friction-less than in universities, which often struggle with legitimacy for the top management to execute cross-institutional strategies
- Joint projects are unfavourable for university colleges, which have usually not been invited to be part of the consortia
- Projects at university colleges run more risk than projects at universities of being dependent on the actions of only one or two individuals. If they leave, the project's legacy may soon wither
- University colleges have a relative weakness in research, which is typically the key to partnerships with internationally recognised universities in other countries. Most joint projects are strongly oriented towards research
- University colleges have a relative strength in external collaborations, but external collaboration appears to be of less relevance to the programme in its current format, thereby disfavours the university colleges
- Finally, a speculation from the evaluators: It is possible that stricter demands of top management ownership of the projects from 2014 had a negative impact on the university colleges will to submit applications; most of the applications from 2012 and 2013 may have been projects driven by researchers and not fully integrated with overall strategic agendas

Is it a problem that university colleges are weakly represented? On the one hand, it is evident that universities have better financial and personnel resources than university colleges, and they generally represent higher quality, at least in research. They are thus more able to realise strategies that make a more profound and sustained impact, especially if these include relation-building with leading institutions in other countries. On the other hand, around 30 percent of all students in higher education in Sweden are enrolled at university colleges, and these students are often picked up by the regional labour markets. Generally, the university colleges are also better integrated in regional innovation systems and have research partnerships with local industry. This makes university colleges an important group of actors in the internationalisation of the Swedish HEI system as a whole.

The conclusion from the evaluators is therefore that **the representation of university colleges in the programme should increase**. Five steps towards increased participation of university colleges, could be to:

1. Provide better information on how to write a good application
2. Put a limit to the number of joint projects that may be funded
3. Reformulate the evaluation criteria to make more room for projects that strengthen the role of HEIs as ‘international hubs’ in their regions, and where impact is felt on external societal actors
4. Initiate annual dissemination seminars with match-making between HEIs as one of the aims, to pave the way for joint projects among university colleges
5. Improve the dialogue between STINT and the university colleges on strategic internationalisation

6 Recommendations

Based on the reflections in the previous chapter, the evaluations have formulated a number of recommendations:

Overall recommendation

- The programme is successful, largely due to its format, and should therefore not be subject to any major changes

Recommendations on programme strategies

- STINT should follow Swedish HEIs closely and identify opportunities for them to develop their strategies for internationalisation – without dropping its ambition to be a progressive, proactive actor in the system
- STINT should consider supporting match-making between internationally strong academic environments in Sweden and equivalent environments abroad, for example by helping to arrange single meetings. These may lead up to new applications to the programme
- STINT should make sure to strike a balance between the number of single and joint projects also in the future. One option could be to indicate in coming calls that a maximum of two joint projects will be funded per call
- STINT should explore the issue of having permanent establishments for the Swedish HEI sector in some countries of strategic importance, but it is not for sure that expanded activities in that area fits into the programme
- STINT should reformulate the evaluation criteria to put more weight on the projects' potential benefit to external society, along the potential benefits to the HEIs
- STINT should keep its practice of having broad calls within strategic internationalisation, rather than occasionally organising calls on more specific topics. However, STINT should consider writing more elaborate instructions to its calls, including a short list of relevant topics to spark new ideas among the applicants

- STINT should keep track of the representation of newly established universities and university colleges in the programme, and prepare further actions if their representation continues to be low. A number of recommendations are formulated with those HEIs in mind

Recommendations on programme format

- When a new call is made, STINT should consider arranging a webinar between representatives for the reviewers and potential applicants, in which the reviewers can tell the applicants how they characterise high-quality applications and respond to questions from the applicants
- STINT should open up for longer project durations, possibly by offering one-year extensions with additional funding to projects with specific needs for that
- STINT should demand project plans that makes the HEI's own steering towards its goals easier, for example ask the applicants to present milestones and (quantified) goals
- STINT should also in future applications demand plans for funding for continued activities in a next step, and make sure to follow up how the granted projects proceed with that work
- STINT should consider arranging annual dissemination seminars open to anyone interested in strategic internationalisation. One option could be to partly design the seminars as match-making events to get more focused discussions and pave the way for new joint projects

Appendix A List of funded projects

Year	Project	Main applicant	Co-applicants
2017	ASIAQ: The Artic Science IntergrAtion Quest	Stockholm University	KTH Royal Institute of Technology, Umeå University
2017	From international to global: Developing teaching, research and business in Africa with a built-in faculty and student exchange program	Stockholm School of Economics	
2017	Internationalisation of the Curriculum (IoC) – A Framework for Action	Karolinska Institutet	
2017	South Africa - Sweden University Forum	Uppsala University	University of Gothenburg, Karlstad University, Lund University, University West, Malmö University, Umeå University
2016	MIRAI - Connecting Swedish and Japanese Universities through Research, Education and Innovation	Lund University	Chalmers University of Technology, KTH Royal Institute of Technology, Linköping University, Stockholm University, Umeå University, Uppsala University
2016	Doctoral Supervisor Training – A Hub for Collaboration and Internationalisation	Karolinska Institutet	
2016	Mutual Innovation Capacity (MIC) - Challenge Driven Education for Global Impact	KTH Royal Institute of Technology	
2015	Training and Research Academic Center (TRAC) Sweden-Vietnam	Karolinska Institutet	University of Gothenburg, Linköping University, Umeå University, Uppsala University
2014	Developing an academic medical center by international collaboration	Karolinska Institutet	
2014	Swedish academic collaboration Forum	Lund University	Chalmers University of Technology, KTH Royal Institute of Technology, Linköping University, Stockholm University, Uppsala University
2013	C-Campus@Tsinghua and KTH Royal Institute of Technology	KTH Royal Institute of Technology	

2013	Internationalisation in Artistic Research and Education - IARE	Stockholm Academy of Dramatic Arts	
2013	University of Skövde-African Universities Higher Education Partnership	Skövde University	
2013	The Global Classroom - Sharing the ComDev Experience	Malmö University	
2013	Chalmers Sweden - NUS Singapore Joint Strategic Project for Education and Research in Human-Computer Interaction	Chalmers University of Technology	
2012	International students "in real life" at BTH	Blekinge University of Technology	
2012	The Global Challenges University Alliance	Swedish University of Agricultural Sciences	
2012	KMH China-Europe International Music School (CEIMS): Shaping the future for Global Music Production, Consumption and Governance	Royal College of Music	
2012	Swedish Excellence Seminars	Lund University	
2012	Global-Regional Cooperation	Mälardalen University	

Source: STINT

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Appendix C List of interviews and workshop participants

Interviewees

Name	Position / Role	Organisation
Åkesson, Eva	Vice-Chancellor	Uppsala University
Behboudi, Afrouz	Professor, Manager for an SG project	Skövde University
Engelmark, Maria	Director of International Affairs, Manager for an SG project at Blekinge University of Technology	Linköping University
Eriksson, Carina	International coordinator	Karlstad University
Fjeld, Morten	Professor, Manager for an SG project	Chalmers University of Technology
Göthenberg, Andreas	Executive Director	STINT
Hemer, Oscar	Professor, Manager for an SG project	Malmö University
Hillbur, Ylva	Pro Vice-Chancellor for International relations	Swedish University of Agricultural Sciences
Isovic, Damir	Dean of School of Innovation, Design and Engineering, Head of the HEI's council for internationalisation	Mälardalen University
Lane, Jason	Vice Provost for Academic Planning and Strategic Leadership and Senior Associate Vice Chancellor, Member of the SG programme's international review committee	State University of New York, Albany
Masucci, Maria	Deputy Vice-Chancellor for International Affairs	Karolinska Institutet

Nilsson, Lise-Lotte	Director for internationalisation and Head of the HEI's council for internationalisation	Kristianstad University
Nilsson, Per	International strategist	Umeå University
Norrthon, Simon	Head of department at Department of Acting	Stockholm University of the Arts
Persson, Elizabeth	Deputy Director of Academic Affairs and Student Support	Skövde University
Pohl, Hans	Programme Director	STINT
Sjöberg, Jörgen	Chief Development Officer	Chalmers University of Technology
Stenelo, Richard	Head of office and international director at External relations division	Lund University
Ståhl, Hanna	Director of International Operations	Jönköping University
Wiberg, Eva	Vice-Chancellor	University of Gothenburg
Wyss, Ramon	Former Deputy Vice-Chancellor for international affairs, Manager for an SG project	KTH Royal Institute of Technology

In addition to the interviewees, Professor Martin Schalling at Karolinska Institute, manager for one of the SG projects, submitted his views of the project impact via e-mail.

Workshop participants

Name	Position / Role	Organisation
Behboudi, Afrouz	Professor, Manager for an SG project	Skövde University
Göthenberg, Andreas	Executive Director	STINT
Hillbur, Ylva	Pro Vice-Chancellor for International relations	Swedish University of Agricultural Sciences
Kirsebom, Leif	Professor, Vice-Chancellor's advisor on internationalisation issues	Uppsala University
Masucci, Maria	Deputy Vice-Chancellor for International Affairs	Karolinska Institutet
Nygren, Christer	Lecturer, Advisor to the HEI management on internationalisation issues	Mälardalen University
Pohl, Hans	Programme Director	STINT
Stenelo, Richard	Head of office and international director at External relations division	Lund University
Wyss, Ramon	Former Deputy Vice-Chancellor for international affairs, Manager for an SG project	KTH Royal Institute of Technology

The evaluation team was represented by Tobias Fridholm (acting as workshop leader) Olof Hallonsten (discussant), and Sanaz Charbaf (taking notes).