UNIVERSITY MEDITERRANEAN

INTERNATIONALIZATION STRATEGY

2021-2026

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Contents

1. INTRODUCTION

In the period since 2006, the University Mediterranean (UM) has consolidated its position as one of the four accredited Universities (one public and three private) in Montenegro. Located in the capital, Podgorica, UM is one of the three private universities. Its founding faculty - tourism - was established in 2004 and with the establishment of other faculties, the University acquired the conditions to be accredited and became operational in 2006. Currently, it consists of six faculties specializing in economics and business, foreign languages, law, information technologies, visual arts and tourism.

University Mediterranean offers programmes at all three study cycles – bachelor (6), masters (12) and doctorate (3). All programmes are formally accredited by the national authorities. The University enrolled an average of 1,300 students in the academic years 2017-2019.

Similar to other institutions for higher education in Montenegro, the University Mediterranean is facing a fast moving external environment. This includes significant amendments to the higher education law, a new national quality assurance agency and the requirement to include 25% work/practical experience into the curriculum when the new programmes are accredited under the 3+2 educational model, a key part of the government's higher education strategy for 2016-2020. In a relatively crowded higher education space, given the country's population size, the University Mediterranean intends to increase its number of students and continue wider development, particularly in relation to its research area.

Internalization represents one of the key areas for improvement. UM aspires to greater international visibility. We prepared the Internationalization Strategy as a guidance document for achieving international openness and excellence of the UM. The strategy is focused on the following areas: international mobility, higher education and scientific research; openness of institutions towards the international environment; high quality international scientific research and development cooperation; promotion of intercultural competences.

Members of the working team of the project called Fostering Internationalization at Montenegrin HEIs through Efficient Strategic Planning (IESP) 2, financed through the Erasmus + capacity building program in higher education, participated in the development of the Internationalization Strategy. EU partner institutions in the project, the University of Ljubljana (Slovenia), the University of Cadiz (Spain) and the University of the Cote d'Azur in Nice (France), have repeatedly organized trainings in the field of strategic management and internationalization for the academic community at the UM, and provided significant contribution to the development of the Internationalization Strategy by giving constructive suggestions. In addition to the members of the working team, the wider academic community of UM was involved in the development of the Internationalization Strategy including the vice dean / coordinator for international cooperation of organizational units of

UM and representatives of the Student Parliament, giving concrete suggestions for improving this document. We are convinced that the planned strategy and its implementation represent the right development path towards excellence and a strong international reputation for the UM. However, cooperation and trust, and especially belief that, together, we are capable of succeeding, will be essential to reach the above-specified goals.

2. STARTING POINT FOR INTERNATIONALIZATION

Why orientation of UM towards internationalization?

The external environment is the most important factor. In today's age of global knowledge and technology, an interconnected network and global awareness are increasingly viewed as major and sought-after assets. With the current labor market requiring graduates to have international, foreign language and intercultural skills to be able to interact in a global setting, institutions are placing more importance on internationalization.

Globalization has major implications for the higher education sector, notably on the physical and virtual mobility of students and faculty, information and knowledge, virtual access, and sharing of policies and practices.

One of the main goals of internationalized UM is to provide the most relevant education to students, who will be the citizens, entrepreneurs, artists and scientists of tomorrow. Internationalization is not a goal itself, but a driver for change and improvement – it should help generate the skills required in the 21st century, instigate innovation and create alternatives while, ultimately, fostering job creation.

Internationalization will be a two way street. It can help students achieve their goals to obtain a quality education and pursue research. It gives students an opportunity for "real world, real time" experiential learning in areas that cannot simply be taught. Institutions, on the other hand, may gain a worldwide reputation, as well as a foothold in the international higher education community, and rise to meet the challenges associated with globalization.

The top five reasons for internationalizing UM are:

- To improve student preparedness,

- To internationalize the curriculum,

- To enhance the international profile of the institution,

- To strengthen research and knowledge production,

- To diversify its faculty and staff.

There is a general consensus that internationalization can – when it is a part of a broader strategy – offer students, faculty and institutions valuable benefits. It can spur on strategic thinking leading to innovation, offer advantages in modernizing pedagogy, encourage student and faculty collaboration and stimulate new approaches to learning assessments. With the infusion of internationalization into the culture of higher education, students and educators can gain a greater awareness of the global issues and how educational systems operate across countries, cultures and languages. Research is inherently internationalized through collaborations and partnerships amongst teams, and most scientific projects can no longer remain nationally-bound.

Internationalization brings with it many challenges to the status quo. It introduces alternative ways of thinking, it questions the education model, and it impacts governance and management. It will raise unexpected issues and likely benefits. All of these have a different impact, meaning and importance for institutions in countries of varying degrees of social or political development. Key concerns of internationalization include ways to sustain and enhance the quality of learning and ensure the credibility of credentials in a global world.

Also, an important factor for orientation towards internationalization is the fact that UM is faced with internal competition that decreases the number of students. The future growth of University is possible with the realization of the international strategy.

3. OVERVIEW OF PAST ACHIEVEMENTS OF INTERNATIONALIZATION

3.1 Internationalization

UM's international strategy is firmly rooted in its desire to be recognized in the European higher education and research area. It does, however, seek to extend its links to countries outside that area and relationships with institutions in Turkey, China, and also be featured prominently in international activities. The university now has 30 signed bilateral international agreements. The current international strategy presents one of the goals for the period 2018-2022 as "building larger partnership networks through cooperation with more universities from [the] Shanghai ranking list, but also with the universities from [the] region".

Amongst other things, international projects were dominated by education rather than research. Also mobility, both incoming and outgoing, was less than satisfactory. Only one master's programme was offered in English and many of the established co-operation agreements with other universities were lacking concrete activity. In many ways the goals set for internationalization in the following years are designed to make a significant adjustment to that position.

In some ways, this has been a challenge involving leadership and resources. The ambition of UM is to stress the importance that was placed on establishing a clear and dedicated focus for international relations and this can be seen in the development of a Vice-Rector role for international co-operation. The creation of a team of three people to manage the various practical aspects of internationalization is part of the wider human resource response to the challenge. In addition, the Vice-Deans fulfill a bridging role between the faculties and the center.

Over recent years the university has made significant efforts to advance student and staff mobility - both outgoing and incoming. There is evidence that more students are taking advantage of study opportunities outside Montenegro; but interest across faculties is variable and there remains a need to promote the benefits of such experience in a more effective way. One way to achieve greater student involvement in the concept of mobility may come from the support of the Student Parliament in developing links with organizations of the same profile abroad. UM plans to increase mobility numbers. This should include a better balance between incoming and outgoing staff and students and it should be based on realistic goals.

International cooperation is seen as "the special advantage of University Mediterranean". There is a real desire across the university to upgrade the current state. For example, the development of a dual/joint degree with an external partner in Hungary offers a model for future growth and the planned accreditation of programmes in English language would offer

significant potential for improved student recruitment. At the strategic level the university's ambition to establish American College can be regarded as a way of developing internationalization at home.

3.2 Foreign students and incoming student mobility

Over recent years the university has made significant efforts to advance student and staff mobility – both, outgoing and incoming. Table 1, Table 2, and Table 3 summarize mobility data. Data from academic years 2017/2018 – 2019/2020 lead to the conclusion that the level of outgoing activities regarding students, is not at a satisfactory level.

Table 1: Number of foreign students enrolled

Students	2017/2018	2018/2019	2019/2020	Total
1st cycle - BSc	4	5	3	12
2nd cycle - MSc	1	2	2	5
Total	5	7	5	17

Table 2: Incoming student mobility by academic year and programme

Programme	2017/2018	2018/2019	2019/2020	Total
Erasmus +	20	22	25	67
Other	3	5	5	13
Total	23	27	30	80

Table 3: Outgoing mobility of UM students at the level of one academic year and programme

Programme	2017/2018	2018/2019	2019/2020	Total
Erasmus +	14	18	20	54
Other	10	12	8	30
Total	24	30	28	74

3.3 Staff mobility

Data from academic years 2017/2018 – 2019/2020 lead to conclusion that the level of outgoing activities regarding staff mobility is not at a satisfactory level. Tables 4 and 5 show these data.

Table 4: Incoming staff mobility

Programme	2017/2018	2018/2019	2019/2020	Total
Erasmus +	5	4	8	17
Other	3	4	3	10
Total	8	8	11	27

Table 5: UM outgoing staff mobility

Programme	2017/2018	2018/2019	2019/2020	Total
Erasmus +	5	9	11	26
CEEPUS	1			1
Other	1			1
Total	7	9	11	27

3.4 Scientific and research area and involvement in European projects

By analyzing data regarding the participation in international projects, it may be concluded that the number of projects realized by faculties as well as the quality of projects and partnerships is at a satisfactory level. However, most projects actually refer to educational, not research activities (mostly Tempus, and Erasmus plus projects)

University "Mediterranean" Podgorica establishes contacts with other universities on the basis of mutually harmonized and signed agreements, which cover the following forms of cooperation: exchange of teaching staff and students, joint research projects, participation in seminars and other academic gatherings, professional development programs and other activities. The following list (Table 6) shows UM partner institutions:

Table 6: UM cooperation with educational institutions

1	University Singidunum, Belgrade, Serbia
2	IFAM Business School, Paris, France
3	University in Belgrade, Faculty of Philology, Belgrade, Serbia
4	University of Banja Luka, Banja Luka, Bosnia and Herzegovina
5	Academy of diplomacy and security, Belgrade, Serbia
6	Belgrade Banking Academy, Belgrade, Serbia
7	Universitá degli studi di Bologna, Uniadrion Executive Secretariat, Bologna, Italy
8	University „Džemal Bijedić", Mostar, Bosnia and Herzegovina
9	Institute of Economis Sciences, Belgrade, Serbia
10	University of Niš, Niš, Serbia
11	West Coast University (WCU), Panama City, Republic of Panama
12	Universitá degli studi di Bari, Bari, Italy
13	University „Goce Delčev", Štip, Macedonia
14	Univerza v Ljubljani, Ljubljana, Slovenia
15	Megatrend University, Belgrade, Serbia
16	Russian State University for the Humanities, Moscow, Russia
17	Stroganov Moscow State University of Arts and Industry, Moscow, Russia
18	M.A.I. – Moscow Aviation Institute, Moscow, Russia
19	International Independent University of Environmental and Political Science, Moscow, Russia
20	EPOKA University, Tirana, Albania
21	Trakya University, Edirne, TurkeyALUm – Adriatic Linked Universities, Casamassima, Italia
22	Istanbul Aydin University, Istanbul, Turkey
23	Siena Art Institute, Siena, Italiy
24	Center for surface and vacuum research (NICPV), Moscow, Russia
25	Federal State Research and Design Institute of Rare Metal Industry „Giredmet", Moscow, Russia
26	EMUNI University, Portorož, Slovenia
27	Diplomatic Academy of Ukraine, Kiev, Ukraine
28	Hellenic American University, Manchester, USA
29	HISPAN - Instituto Superior de Estudieos Hispanicos, Esapagna
30	C.U.A.M. – Consorzio Universitario Africa a Mediterraneo, Benevento, Italia
31	ALUm – Adriatic Linked Universities, Casamassima, Italia
32	Istanbul Aydin University, Istanbul, Turkey
33	Siena Art Institute, Siena, Italia
34	University in Galați, Romania,
35	University of West Attica, Athens, Greece
36	University in Plock, Poland
37	University Malardalen, Sweden
38	University of Debrecen, Debrecen, Hungary

From 2017 to 2020 the UM has been improving its participation in internationally funded projects, mostly education and development/structural ones. During this period, the average number of international projects was 5. The contract value was 300 thousand euros on average.

UM has participated in the following programs: Erasmus +, Tempus, Erasmus Mundus, Euroweb, Ceepus etc.

3.5 Internationalization of research

In recent years, the UM has established an incentive mechanism to foster the publications in renowned journals, especially the journals indexed in SCI/SCIE/SSCI/AHCI databases. Over the last four years these mechanisms have been constantly improved mainly by extending and improving the award rules, which has resulted in a significant number of publications per year especially having in mind the number of full-time academic staff at the UM. In parallel, in the second half of 2016 the Criteria for promotion to academic titles were adopted by the Council for Higher Education, which were somewhat changed in 2019. In both versions, the minimum criteria for the election into an academic title are defined in terms of the number of papers or the number of points achieved in the category of SCI/SCIE/SSCI/AHCI journals.

It can be noticed that some units at UM are much more active in these activities than the others, which is often a consequence of the specifics of the research areas, especially when we talk about the fields of social sciences and humanities, as well as art faculties.

The average number of published papers by UM from 2017 to 2020 averaged 30. But a very small number of professors have published in SCI/SCIE/SSCI/AHCI journals.

The most intensive research activities have been done through the research projects of which there have been very few lately. Namely, the lack of continuous research funding has been identified as one of the main obstacles and shortcomings affecting scientific performance, which has resulted in a slight decline in publications during the observation period. The next list represents the list of the significant international projects:

Programme or initiative	Beneficiary Organisation	Title of the Project
TEMPUS IV	University of Debrecen (Hungary)	Development of Business Training in Montenegro
TEMPUS IV	University of Kragujevac (Serbia)	Enhancing the quality of distance learning at Western Balkan higher education institutions (DL@WEB)

TEMPUS IV	University of Macedonia (Greece)	Support and Inclusion of students with disabilities at higher education institutions in Montenegro (SINC@HE)
TEMPUS IV	University of Maribor (Slovenia)	Enhancement of cyber security of Montenegro (ECESM)
TEMPUS IV	University of Montenegro (Montenegro)	Development of learning outcomes approach – a way to a better comparability, recognition and employability at the labour market (DEVCORE)
TEMPUS IV	University of Basilicata (Italy)	Blending academic and Entrepreneurial knowledge in technology enhanced learning (BAEKTEL)
Erasmus Mundus Action 2	Malardalen University (Sweden)	European research and educational collaboration with Western Balkan (EUROWEB)
Erasmus Mundus Action 2	Malardalen University (Sweden)	European research and educational collaboration with Western Balkan (EUROWEB+)
Erasmus Mundus Action 2	Universita Politecnica delle Marche (Italy)	Structured University mobility between the Balkans and Europe for the Adriatic-Ionian Macro-region (SUNBEAM)
MED	Reggione Piemonte (Italy)	Harmonizing open data in the Mediterranean through better access and reuse of public sector information (HOMER)
FP7	Dublin City University (Irland)	Enhanced Governed Learning (EAGLE)
Erasmus+	University Lyon 2 (France)	Establishing Modern Master-level Studies in Information Systems (MASTIS)
Erasmus + CB	University of Donja Gorica	Enhancement of study programs in Public Health Law, Health Management, Health Economics and Health Informatics in Montenegro(PH-ELIM)
Erasmus+	TECHNOLOGIKO EKPAIDEFTIKO IDRYMA	Electrical Energy Markets and Engineering Education (ELEMEND)

Erasmus+ CBHE	The University of Montenegro	Fostering Internationalization at Montenegrin HEIs through Efficient Strategic Planning (IESP). Signed in 2019.
Erasmus+ CBHE	Polytechnic University of Tirana (PUT)	Higher education-enterprise platform for fostering, modernization and sustainable growth in natural stone industry in Western Balkans (BKSTONE). Signed in 2019.
Erasmus+ CBHE	The University of Montenegro	Reforming Foreign Languages in Academia in Montenegro - ReFLAME
Erasmus+ Sport programme	Universita degli studi di Trento	Campus Coaches (CACAO) Applied for in 2019, rejected.

4. SWOT ANALYSIS OF INTERNATIONALIZATION AT THE UM

We conducted an extensive review of the external and internal environment in which the University operates. A review of the University's strengths, weaknesses, opportunities, and threats (SWOT) was conducted. While this list is not exhaustive, it does provide a useful context for the development of the planning framework.

SWOT analysis of internationalization at the UM was designed on the basis of previous SWOT analysis of UM designed for the UM Strategy 2018-2022 which involved academic staff, administration, students, business sector and scientific diaspora, an overview of current state of internationalization at the UM and benchmarking of UM with University of Ljubljana document delivered through Erasmus + IESP project.

The Key SWOT issues are identified below.

STRENGTHS	WEAKNESSES
− Very positive organizational culture (flexible, adaptable). − Readiness to respond to major change. − The Bologna Process has been implemented. − Experience in cooperation with universities from abroad. − Study programs based on international standards. − The significant growth of UM. − Institutional commitment to strengthening process of internationalization − Significant number of established bilateral links with regional and EU universities − Experience in the staff and student	− Lack of appropriate budget for internationalization. − Lack of accredited study programmes at all levels and summer schools in International languages − Deficit of research culture. − Focus on education only. − Limited resources for faculty and staff development. − Small number of courses in International languages offered for incoming students and internationalization at home − Problem of International language skills of academic staff, administrative staff and students − Limited capacities of international relations office

mobility process	− Inadequate information system for internationalization
	− Inadequate support system for international students and researchers
	− Low level of incoming and outgoing mobility of students and staff
	− Inadequate visibility of activities in regard of internationalization at the University as a whole
OPPORTUNITIES	**THREATS**
− Turkey, China are mass and open markets. − Increased chances of international collaboration and partnerships in support of university initiatives, and programs. − Strategic geographic position. − Friendly environment in Montenegro for foreigners. − Access to major national and international funds supporting internationalization	− Legal issues regarding high education. − Institutional barriers. − Lack of international staff, and faculty members. − Unstable external environment. − Unstable scholarship system for students from abroad. − Increasing competition in the region for access to EU funding, − Inappropriate distribution of national and international funding.

SWOT analysis is an important component of the international strategy formation process. Analyses of external opportunities and threats are used primarily to assess this, and we examine whether the UM can use the opportunities and minimize threats. The UM has a tendency to move from the present condition to an optimized condition. To attain the desirable development, the university has to expand mobility, scientific and international relations.

5. MISSON, VALUES AND VISION

Statements of the UM's values, the UM's mission, as well as the UM's vision, are important tools by means of which we can direct our international strategy. Since its founding the UM has implemented international standards, freedom of speech and critical thinking. We have encouraged international collaboration to maintain a high standard of education and research.

5.1 Mission

The mission of the UM is to contribute to the society by "educating professionals in the fields of social sciences, law and economics, engineering and technology, arts and others, by applying international standards of teaching and learning to enable mobility to other Universities, application and transfer of knowledge".

5.2 Values

The UM is founded on the basis of human, democratic and academic values that have emerged from the ideals of an open society, freedom of speech and critical thinking. The UM activities are to be guided by academic values, the principle of collegiality and students' influence, which guarantees quality.

In fulfilling its goals the UM is guided by the following values:

Integrity: to practise sinserity, freedom, truth and integrity in everything we do.

Excellence: to be guided by the common ideology of excellence with the purpose of improving the UM's reputation as an extraordinary institution.

Diversity: to recognise the fact that diversity and excellence go hand in hand, enhancing the teaching process, tuition fees and services as well as welcome-ability, mutual respect and interaction with others.

Responsibility: to be dedicated to the loyalty and good will of our former students and friends.

Respect: to treat each other politely, with decency and respect.

5.3 Vision

The vision of the UM is focused on the modernization of education as well as raising scientific and research standards, thus going side by side with the top higher education institutions in the quality of study programmes, teaching, research and professional

activities. The aim of the internationalization is to strengthen international exchange in teaching and research as well as to promote cooperation with universities and other partners. The internationalization will include all aspects of the University life: research, teaching and administration. The most important areas of cooperation are economics, information technologies, law, visual arts, tourism, and foreign languages. Areas of action are: teaching, research, innovation, creativity and social contribution (illustration in Figure 1).

The UM's vision in general: "By 2026 the UM will be a dynamic University of creativity, research, cooperation, innovation as well as students preparation for professional challenges".

The UM's vision of the internationalization: "The UM will be an attractive institution that will gain international scientific recognition in the European system of Higher Education by offering competitive study programmes. It will become a Centre of Excellence in the wider Euro - Mediterranean Region."
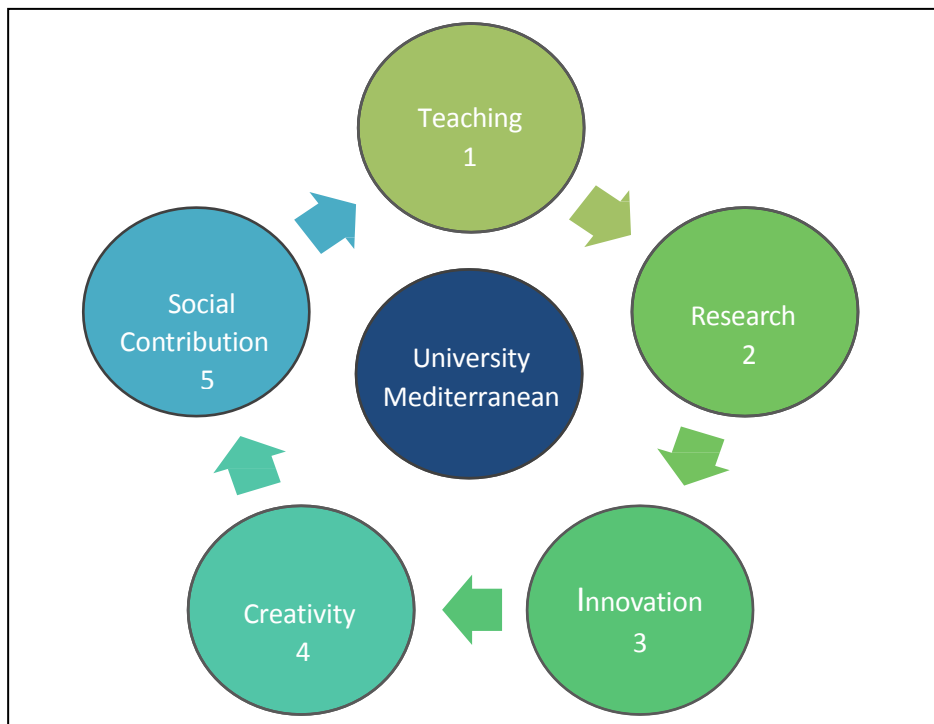

Figure 1. Directions of action

6. INTERNATIONALIZATION STRATEGY OF THE UM

The Strategy for the Internationalization of the UM is based on the four key areas, which are intended to align with the long-term goal, that is to strengthen international exchange in teaching and research as well as promote cooperation with Universities and other partners. The strategy emphasizes the key role of mobility in ensuring a high quality education as well as its role of an important driver in cooperation and exchange. Our aim is to make the UM more open thus enabling more balanced mobility or "brain circulation" within the EHEA, which would consequently make the UM more attractive to students, young researchers, teachers and other higher education staff from both European and non-European countries. Also, the UM is to intensify the internationalization of study and teaching activities, as well as of the international research cooperation and research activities.

According to its mission, values, and vision, and taking into account the previously explained reasons for the internationalization, the UM set the strategic objectives with regards to the internationalization that will be discussed below. As it was already mentioned, the international strategy is based on four key areas:

1. International mobility for students, teachers and researchers;

2. Internationalization of study and teaching activities;

3. International research cooperation and research activities on the international level, and

4. International perspective of the UM.

In order to achieve the planned objectives the UM will be focused on the interconnection between the promotion of research and the internationalization. On the one hand, the continuous cooperation and networking in research projects funded both on the European and international level should be an important factor for the promotion of the internationalization. On the other hand research should be promoted and enhanced through various IR activities (Figure 2).
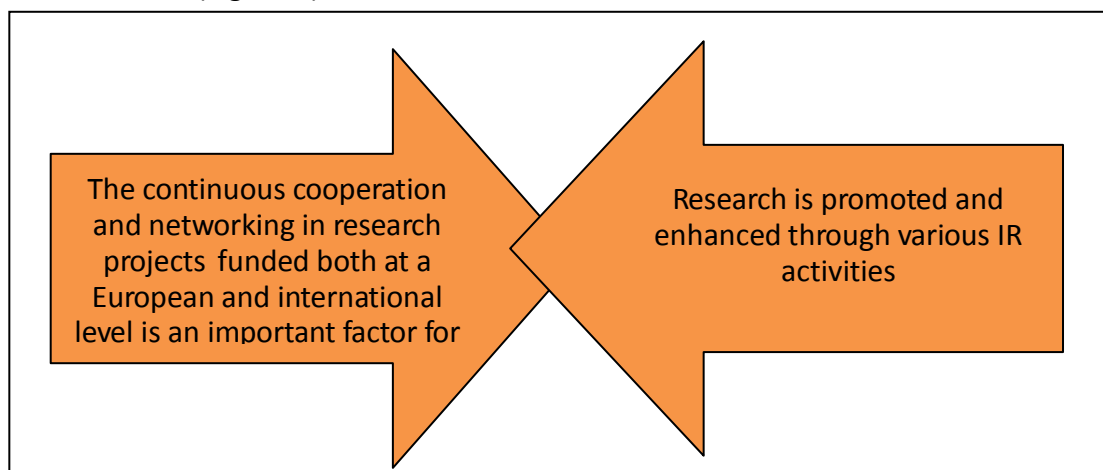

Figure 2. Interconnection between the promotion of research and the internationalization

6.1. Area 1: International mobility for students, faculty and researchers

The promotion of the international exchange of students and teachers is essential in the process of preparing students for the international labor market and communicating a cosmopolitan world view to all the University members. On the one hand, the University needs to build an open arms culture for international incoming mobility and guests of the University. On the other hand, mobility helps to enhance the significance of the UM as well as fosters the development of skills and knowledge indispensable in the contemporary working environment, such as intercultural competences, intercultural awareness, interpersonal collaboration, adaptability, flexibility, problem solving skills, etc. Implementing the planned strategic goals the UM will create a supportive environment for students and staff mobility in the next five-year period.

Objective 1.1 Increasing the number of the UM students on students exchange programmes and students internships abroad as well as strengthening support environments for the improvement of the quality of international mobility

The UM is dedicated to supporting all students and academic staff members who plan to study or teach abroad and wish to receive top-level advice in academic and non-academic matters (e.g. regarding the recognition of coursework and examinations completed abroad);

#	Activity	Indicator	Risk
1.1.1	Establishment of the Language Centre for Internationalization inside IRO.	The Language Centre for Internationalization is founded at the UM.	Limited opportunities for capacity building and engagement of the trained staff.
1.1.2	Regular promotion of outgoing mobility programmes at the UM, with a more active role of the Student Parliament.	Promotional activities are organized at least twice a year by each University unit as well as by the Rector's Office, the IRO and the Student Parliament.	Insufficient understanding of the importance of internationalization; insufficient financial resources for the realization of activities; administrative obstacles; insufficient capacities of the IRO.

1.1.3	Regular activities aimed at increasing the number of outgoing students.	To increase the number of outgoing students by at least 5 % per year, on the level of the UM.	Students' lack of motivation. Unstable health situation. Deficit of financial resources.
1.1.4	Constant IRO staff activities aimed at increasing teaching and non-teaching staff mobility	Increased mobility of teaching, and non teaching staff.	Lack of financial resources. Teachers and non-teaching staff's lack of motivation.
1.1.5	Professional English language courses for teaching and non-teaching staff are available on the upper-intermediate and advanced levels.	Professional English language courses are organized twice a year.	Lack of interest from course participants or lack of interest from course trainers. Inability to maintain interest in the courses over a longer period of time. Insufficient financial resources for the realization of activities.
1.1.6	Improvement of existing administrative procedures for incoming and outgoing students.	Adoption of amendments to the Rulebook on the International Students Mobility and the Rulebook on the International Staff Mobility.	Insufficient understanding of the need to facilitate the conditions for outgoing students mobility at certain University units. Inability to foresee in the regulations all situations that students may face before, during and after mobility, which may later be the subject of different interpretations.

Objective 1.2 Increasing the number of incoming mobility students and staff members

The UM is dedicated to providing an all-round support and advice system for international students and scholars. This comprises the existing service structures at the International

Relations Office as well as Faculties and Departments that provide attractive and interesting courses in English and promote the expansion of the existing study programmes.

The UM will select partner Universities abroad according to quality standards that, firstly, determine the level of the schools themselves (e.g. international reputation, accreditations, guaranteed recognition of coursework and examinations) and indicate the level of the International Relations Office (e.g. smooth cooperation and corresponding support for the UM outgoing students);

#	Activity	Indicator	Risk
1.2.1	Regular IRO activities aimed at increasing the mobility of incoming students.	The number of incoming student is increased by at least 4% annually at each University unit.	Lack of' motivation among students. Unstable health situation. Deficit of financial resources.
1.2.2	Regular IRO activities aimed at increasing the number of incoming teaching and non-teaching staff.	Incoming staff mobility is increased by at least 3% annually at each University unit.	Lack of interest in mobility among teaching and non-/teaching staff due to their regular obligations, lectures, lack of adequate replacement during the mobility period
1.2.3	Introduction of subjects for foreign students, and study programs in English.	At least five subjects in English at bachelor level, and 3 at master level At list 30 ECTS per study programme offered in English.	Inadequate level of the English language for teaching. Lack of financial resources.
1.2.4	Redesign and regular update of the English version of the UM website.	English version of the UM website is redesigned and regularly updated.	Lack of staff engaged to update the website regularly.
1.2.5	Promotion of incoming mobility programs of the UM	The UM's offer to international students and staff is presented at international educational fairs at least once a year.	Inadequate number of subject modules and/or study programmes in English.

#			
1.2.6	Establishment of Erasmus Student Network, in cooperation with the Student Parliament	Foundation of ESN Montenegro	Insufficient financial resources for the realization of activities; possible administrative obstacles.

6.2 Area 2: Internationalization of study and teaching activities

It is the UM's ambition to introduce new and expand existing international degree programmes (e.g. joint degrees, double degrees) is. The UM aims to provide students with such knowledge and skills through an increasingly internationalized academic offer that would include study programmes at all the three levels of studies as well as teaching activities that accompany them. The process of the studies internationalization encompasses various activities, such as the introduction of subject modules held in English, accreditation of study programmes taught in English, and the establishment of joint/double degree programmes with our partner Universities from abroad, especially in the study areas that are of particular interest to international students wishing to study at the UM.

Objective 2.1. Increasing the number of course modules in English

#	Activity	Indicator	Risk
2.1.1	Creation of modules in English out of existing courses with the aim to increase the number of international students (incoming mobility) and to create conditions for the development of "internationalization at home".	At least 30 ECTS per study programme offered in English.	Inadequate knowledge of the English language for teaching. Lack of motivation.

Objective 2.2. Initiating study programmes in English

#	Activity	Indicator	Risk
2..1.2	Accreditation of study programmes in English with the aim to increase the number of international students (incoming mobility) and to create conditions for the development of "the internationalization at home".	At least one study programme accredited in English at each study level.	Low motivation due to the lack of knowledge of English.

Objective 2.3. Increasing the number of joint study programmes with partner institutions from abroad

#	Activity	Indicator	Risk
2.3.1	Creation of new study programmes with joint or double/multiple degree diplomas, in line with demand, especially with strategic partner Universities.	At least 1 study programme with joint or double/multiple diplomas accredited through the change of existing or accreditation of new study programmes.	Low motivation due to the lack of the English language knowledge; Lack of financial resources for supporting; implementation of programs with joint or double/multiple diplomas. Possible obstacles during the accreditation process.

6.3 Area 3: International research cooperation and research

The UM aspires to become more visible to the international research community. Therefore, the University wants to draw on its reputation of an excellent research institution to increase the intensity of international research cooperation in order to further expand its leading positions in research on the international level and to guarantee the sustainability of these developments.

International research cooperation and research activities on the international level are being promoted by way of the following concrete measures:

- Supporting the establishment and expansion of international research cooperation and research projects with an international scope;
- Increasing the number of internationally renowned collaborative research projects and individual fellowships;
- Intensive advising and proactive encouragement for researchers who want to apply for research programmes and awards with an international orientation;
- Encouraging researchers to assume positions in international research organizations or to assume editorship or membership on editorial boards of top-level international journals and publications;
- Inviting international (visiting) scholars, international scholars' mentorship, promoting long-term research cooperation, amongst other things, by means of the alumni program for international guests;
- Supporting international (visiting) scholars and their families in the Welcome Center by providing tailor-made services during their stay at the UM;
- Expanding the doctoral programmes with an international orientation;
- Supporting the organization of international academic conferences at the UM;
- Encouraging young researchers from the UM to attend summer schools abroad.

Objective 3.1. Increasing capacities for research

The UM research potential depends a lot on the human resources and thus it is of high importance to strengthen our capacity to increase the number of young researchers especially at the level of PhD studies as well as to attract International researchers and scientific diasporas.

#	Activity	Indicator	Risk
3.1.1	Enhancement of the capacity of research units.	Assign at least 2 persons for researchers per Faculty.	Passivity, deficit of researches.
3.1.2	Organization of continuous training for academic staff in the field of application and coordination of projects.	Number of training courses and certificates – at least 1 per year.	Lack of motivation for research.

Objective 3.2. Increasing scientific collaboration with individuals and research institutions from abroad

The UM aims to intensify scientific collaboration striving to improve the quality of our research results and to increase creativity by exchanging ideas. We would like to enhance

the impact of research and to make it more visible, to help the research funding or to share knowledge and access to the resources.

#	Activity	Indicator	Risk
3.2.1	Intensification of cooperation with renowned higher education institutions through signing and implementation of bilateral cooperation.	The number of active bilateral agreements is increased by at least 4 % per year.	Delayed activities and difficulties in communications with partner institutions due to the global epidemiological situation. The bilateral agreements are signed but insufficiently exploited. Lack of IRO staff for dealing with bilateral agreements in a systematic manner.
3.2.2	Intensification of cooperation with renowned higher education institutions through strategic partnerships.	Mechanisms for identification of strategic partner university are developed; strategic partnerships are established with at least 1 renowned higher education research institution.	Difficulties in identifying optimal strategic partners due to the differences between the units and diversification of aspirations coming from the units within the UM. Insufficiently defined objectives of strategic partnerships. Lack of financial resources to support activities within the cooperation.
3.2.3	Regular reporting on the implementation of international agreements.	Developed mechanism for monitoring of implementation of agreements.	Lack of staff engaged in monitoring of agreement implementation. Lack of information coming from the units involved in implementation.

6.4 Area 4: Extending international perspective

The sphere of Higher Education is becoming more and more competitive both in Europe and in the rest of the world. The UM is a small University in a small country. Being the first private University that was founded in Montenegro, we are facing even bigger challenge concerning international recognition. However, due to the geographic position of Montenegro, the UM has an important role to play. To achieve success the UM plans the next activities:

Objective 4.1 Improving international visibility of the UM

#	Activity	Indicator
4.1.1	Promoting mobility and study in the priority regions.	− On-line presentations / Webinars (staff, students), (at least 6 per year). − Students impressions (video, written) (updating at least once in six months). − Video presentations (at least 6 per year). − Higher educational fairs and conferences (at least 1 per year). − Information days (once a year). − Counseling by Skype (permanent). − Welcome reception (permanent). − Questionnaire (often).
4.1.2	The representation of the UM at conferences and meetings of University Networks and Associations,	− Permanent PR: − Media relations − Internal communication − Event organization − Webpage and Social media management − Promotional materials.
4.1.3	The promotion of exchanges/mobility within the framework of ERASMUS and other exchange/mobility programmes,	
4.1.5	The revision and updating of existing promotion materials as well as production of new ones.	

7. IMPLEMENTATION OF THE INTERNATIONALIZATION STRATEGY

7.1. Reorganization for better implementation of the internationalization strategy

All activities within the Internationalization Strategy 2021 – 2026 will be implemented continually until 2026. The responsibility for the fulfillment of these activities lies with the Faculty and University management, and, where appropriate, with the IRO.

The University management will be responsible in particular for coordination of activities between the Faculties, improvement of the internationalization framework and regulations at the UM, coordination of the accreditation process for international study programmes, improvement of web-based tools devoted to the internationalization. The University management reports to the Senate and the Managing Board of the University.

The Faculty/Center management will be responsible for accomplishment of activities within a particular unit, particularly coordination of activities during the preparation of curricula and courses aimed at the internationalization and other activities that are to be conceptualized by the academic staff at each University unit.

The IRO will be responsible for the implementation of the strategy in the segments of the administration, support, promotion of international events, international project calls as well as administration and promotion of students and staff mobility. It reports directly to the Rector's Collegium and works in close cooperation with the Faculties and their international relations officers.

7.1.1. Integration – decision making

The ambition of the UM is to establish a clear and dedicated focus on the internalization, which can be seen in the development of the role of Vice-Rector for international co-operation. The creation of a team of fourteen people to manage various practical aspects of the internationalization is a part of a wider HR response to the challenge. In addition, Vice-Deans fulfill a bridging role between the Faculties and the University. Also, the Committee for Projects will be organised (Figure 3).
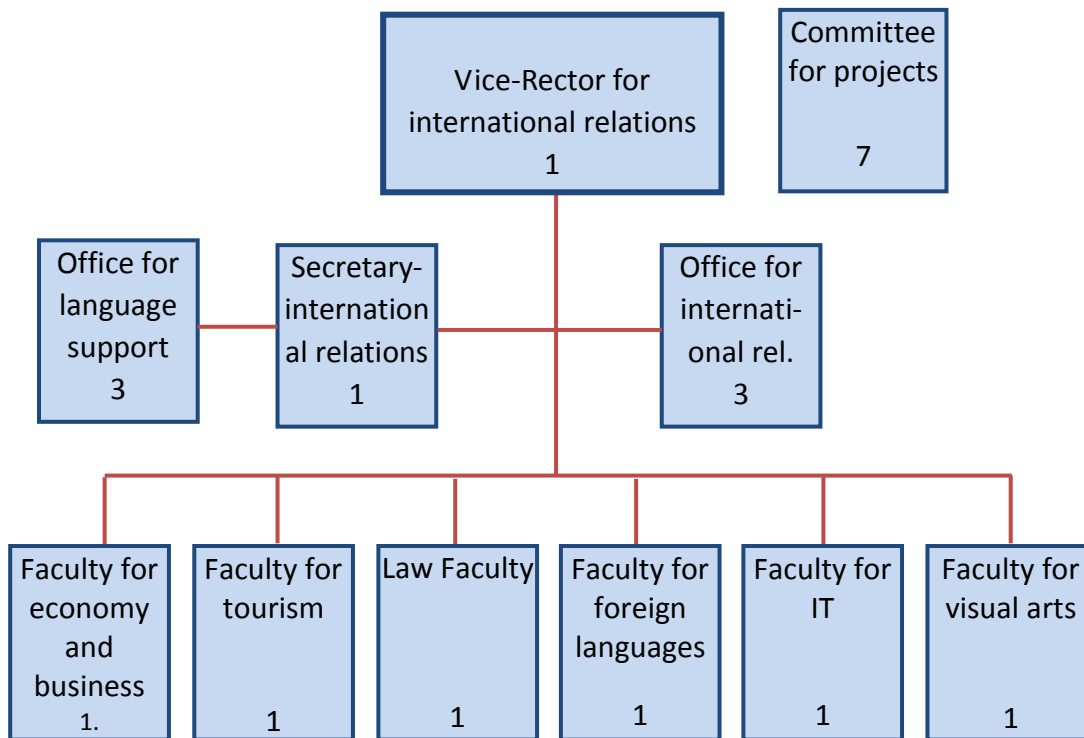
Figure 3. Integration of decision making in internationalization

The Office for Language Support to the Internationalization is established with the aim of providing intensive support to the process of the internationalization at the UM by organizing language courses for teaching and administrative staff of the University, so that they can participate more effectively in the internationalization process. Language support to the internationalization implies the organization of professional English language courses at different levels, with lecturers who are teachers of English for specific purposes at the UM. English language courses for administrative staff of the University are meant to let the staff members acquire or improve the knowledge of business English that is necessary for their written and oral communication with foreign students and partners from foreign Universities. In accordance with employees' needs, the offer could eventually include courses of other foreign languages.

7.1.2. Integration – research centers

The UM is planning to establish a decentralized model of research and development support, as shown in Picture 4. Its primary function is to help advance the UM's collaboration in science and technology both on the European and national levels.
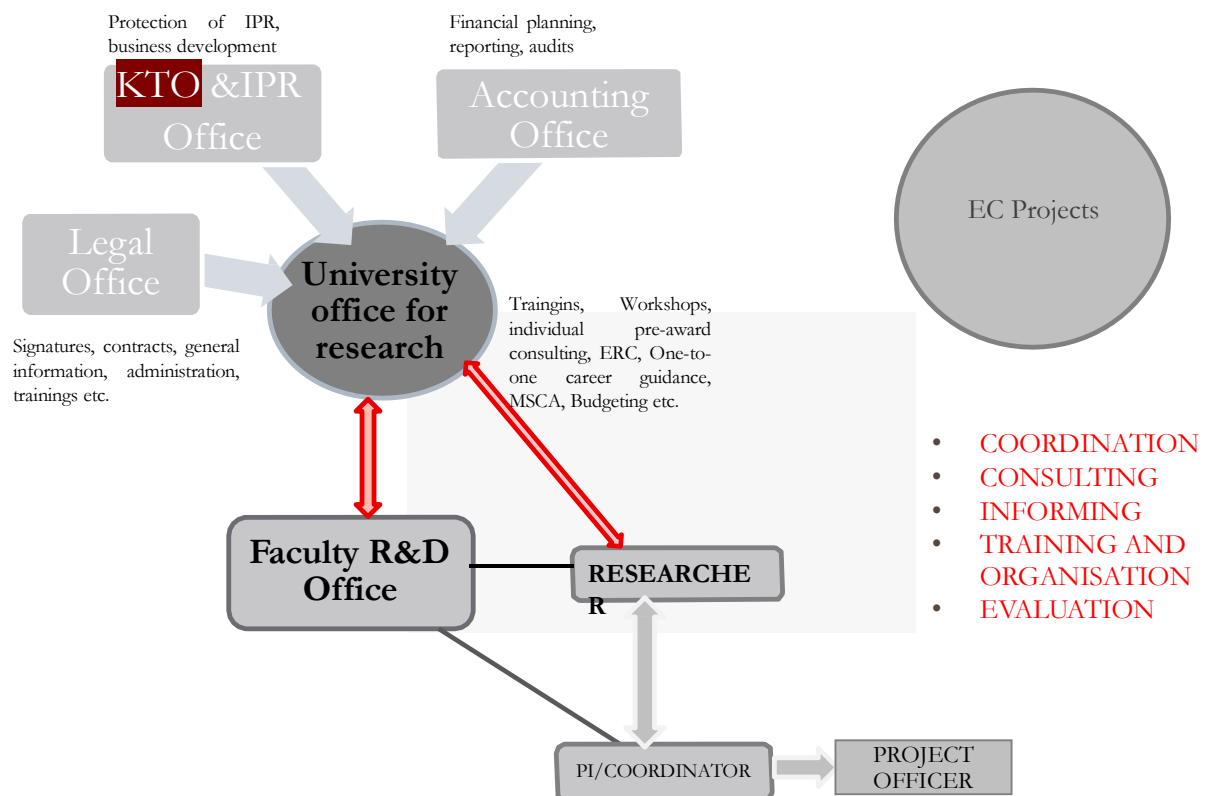
Figure 3. *Main supporting activities of the University research center*

The main responsibilities of the research center are

1. COORDINATION ACTIVITIES

- Establishment of procedures and rules with reference to the Faculty / University

- Communication with the European Commission and Montenegrin Ministries and other international organizations, networks and initiatives;

- Coordination of audit certificates.

1. CONSULTING ACTIVITIES

- Legal field (Consortium Agreement, Grant Agreement, employment contracts, etc.)

- Financial and accounting field (eligible costs, overhead, financial reporting, audits, VAT)

- Project management (applications, submissions, project management, project dissemination)

3. INFORMATION ACTIVITIES

- Collecting data on projects; mapping funding opportunities; writing guidelines; Intranet web page.

4. TRAINING AND ORGANISATION ACTIVITIES

- Seminars; Info-days; Trainings.

5. EVALUATION ACTIVITIES

Through the realization of planning activities a number of new challenges will arise. It is necessary to close the linguistic and cultural gaps that have emerged as a result of the growing group of international members of the University. This goal will be achieved by means of

- promotion of bilingualism in all areas focusing on providing essential information in English and proliferation of English as an international research language;

- promotion of English as a second lingua franca;

- providing standardized English translations of official notifications, contracts, information materials, websites, online user interfaces and of signage;

- continuous promotion of international activities.

7.2 Financing activities within the Internationalization Strategy

All activities within the UM Internationalization Strategy 2021 – 2026 will be financed from the University's own resources and international project activities. Certainly, it is of crucial importance to achieve financial support from the relevant Montenegrin ministry/ministries for the sectors of finances, science, education and culture. The implementation of some activities will depend on the availability of funds for research and innovation activities (both domestic and foreign funds). Also, a certain number of the promotion activities will be funded through the ongoing and future international projects (Erasmus programme projects, future projects for joint and/or double degree programmes, etc.).

7.3 Monitoring of implementation of the Internationalization Strategy

In order to monitor the implementation of the Internationalization Strategy, an internal monitoring system will be established. The goal of monitoring is to assess the progress of the implementation of activities in order to prevent difficulties and obstacles related to their implementation, which may affect adversely the results and sustainability.

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