Internationalisation in Higher Education

BENCHMARKING
ACROSS
BORDERS

Series Editor – Dr Nico Jooste

INTERNATIONALISATION

IN HIGHER EDUCATION

Benchmarking Across Borders

2010

Contents

Benchmarking Across Borders at the NMMU - A Prologue

Dr Nico Jooste

This, the fifth in the series of Colloquia hosted during our 'Family Week', is a continuation of the conversation that started in 2004. We set the scene for these debates when we indicated that: *"It was envisaged that these Colloquia should recognise the fact that the internationalisation of higher education operates in a paradigm that needs a new definition to ensure the relevance of the university of the 21st century. It needs to question whether the definition that is used widely to describe higher education internationalisation, namely that it is the process of integrating an international and intercultural dimension into the teaching, research and service functions of the institution, is comprehensive enough to address the challenges of the higher education knowledge society."*

Peter Scott is accurate in his assessment of what should be included in a definition of internationalisation today by saying that the 21st century world is complex, diverse and pluralistic and these complexities must be the starting points in considering the international dimensions of mass higher education systems. Rather than trying to conjure internationalism out of past myth it is necessary to try to define it in terms of present and future conditions.

Over time we stuck to the agenda that we set and the following matters received attention:
• What would be the characteristics of an internationalised higher education university?
• What is meant by internationalisation of the curriculum?
• How do internationalisation promote the understanding of cultural differences and what should be done to celebrate cultural diversity to enhance the educational process?
• How would internationalisation support quality assurance of all activities of higher education institutions?

It is clear from the above that answers to these questions will only be provided if the matters are systemically and scholarly approached. The internationalisation of a higher education institution is not a single event but a systematic process. The discussions and evaluation of the process should in the end result in a common understanding of internationalisation.

What became clear during the discussions at all the previous Colloquia is that higher education internationalisation need in depth debates that questions and guides. It needs to be recognised that internationalisation as a higher education practice and scholarly activity needs to move from a pioneering paradigm to a more stable institutional environment. Theories and globally accepted practices should become the fundamental drivers of internationalisation. In the pioneering phase of internationalisation individuals set the agenda. We should develop internationalisation to become institutionally driven, founded in globally accepted and theoretically-based principles. We, however, need to accept the fact that one of the fundamental characteristics of internationalisation is that it would always be in the forefront

of higher education change. We will never reach the final answer and need to 'live the question' with innovation, based on theoretical principles, as one of its main features.

The fifth Colloquium in the series was designed to enable a global debate with a particular goal: To develop a common understanding of what globally accepted practices of an internationalised higher education institution are. This Colloquium was, however, different from the previous four, it only included participants that represented the Nelson Mandela Metropolitan University's partner universities. All the universities represented six different higher education systems and at least five types of institutions. This included USA liberal arts colleges, Master's granting universities as well as Doctoral granting universities, German Fachhochschules, Universities of Applied Sciences and research intensive universities. The Colloquium was also attended by comprehensive universities from Norway, Mexico, Japan and The Netherlands. The question of benchmarking was thus debated by a global network of institutional representatives as well as a group of universities that span all types of institutions.

This was truly a benchmarking exercise across borders. It was a demonstration of institutional partners cooperating in building internationalisation in a global setting as part of a network. It was a clear illustration of how institutional partnerships based on global cooperation and trust with a clear vision to share practices to enhance the internationalisation of institutions individually and collectively, is in itself a best practice and benchmark.

The importance of such an exercise for higher education was aptly summarised by the Nelson Mandela Metropolitan University's Vice-Chancellor, Professor Derrick Swartz, in his opening remarks. He stressed the importance of benchmarking exercises by stating the following:

"Benchmarking across borders is an interesting matter for discussion. It addresses the search that all of our institutions are having as we are grappling with the consequences of globalisation that began in the eighties, and which has expressed itself, at least in higher education, under the term of internationalisation. We are searching to make meaning of a bewildering, dynamic, highly fluid and contradictory world as it unfolds before us and for which there are no rules of engagement as yet. As we have to adapt 20th century institutions, traditions, cultures and educational systems to cope with the new world and the early 21st century's challenges, I think this discussion is very much in vogue. We have to make up the rules as we go along, develop conceptual tools to help us to at least navigate the short-term and to begin to reveal practices over time that can then become sediments or foundations for the medium- and the long-term sustainability of internationalisation. Thus benchmarking across borders works at multiple levels of physical, geographical and spatial borders in a world that has shrunk. With communication now so instantaneous, our ability to disseminate information is almost instant. Our cognitive, cultural and educational systems as well as our traditions cannot cope with this rapidity of change or the volume of information and knowledge that is constantly circulating around the planet. We have to look at borders within as well as at mental borders.

The development of ICT over the past four decades has been such a fantastic revolution creating new possibilities so that even the mental borders that we have created in our minds have to be

constantly revisited and subverted by the realities facing us, and this we find in our classrooms."

The Colloquium highlighted that exercises like these were a long-term investment in institutional improvement through cooperation. The immediate benefits of such an exercise provided the participating institutions with a better understanding of internationalisation philosophies, practices, as well as an insight into the strengths and weaknesses of each other.

This Colloquium, that formed part of the bi-annual partner get together, or as commonly known amongst the NMMU partners, the 'family week', will not only enhance the cooperation at all levels amongst the partners but is expected to enhance the levels of internationalisation amongst the individual institutions.

Benchmarking plays an important role to assist the university of the 21st century to develop a series of best practices that will enhance its global competitiveness. It is an accepted principle that a modern university should be flexible and should always strive towards excellence in all its endeavours to be able to be globally competitive. De Wit and Teekens concluded the first chapter in this publication by indicating that for benchmarking to be transformational, institutional practitioners and policy makers should use such activities to rather measure impact than "how much".

The internationalisation activities that received the most attention during the debates were the following:
• Mobility – both staff and student.
• Indicators that evaluate internationalisation practices.
• Internationalisation and the institutional planning process.

Mobility: The origins of the internationalisation of higher education as a particular higher education activity stemmed from the mobility of students. This was seen as a necessary characteristic of an internationalised higher education institution and defined internationalisation in its early stages of development. It was for this reason that the establishment of the International Education Association of South Africa (IEASA) in 1996 was driven by the need to orderly manage the influx of international students to South African universities. For most of its initial years the focus was on developing mechanisms to manage international student mobility. The move away from the focus on mobility for mobility's sake was questioned during the benchmarking exercise. It was clear the benchmark to be set was to link mobility, both student and staff mobility to the curriculum. The message was clear that mobility as an activity, without a direct link to the curriculum and its learning outcomes are questioned. This is one of the areas where indicators to measure the levels of internationalisation needs to be developed. Hanneke Teekens admits in her article on indicators that this is one of the most challenging areas to develop indicators, which will provide guidance and direction.

The presentation that was developed as a paper by Kris Hemming Lou and Gabriele Weber Bosley, entitled: *Maximising the study abroad experience through the development of intercultural*

competence provides a clear way on how to move beyond mobility for the sake of mobility. The final word about this has not been written. The conceptualisation on what should be done has clearly been done, what is however still lacking amongst all the partners that participated in the benchmarking exercise is the capacity to develop and implement useful indicators to measure the outcomes of mobility activities. Institutional capacity, both at a skills and human resources level was clearly one of the challenges identified in all the self-study reports. A common feature in the reports is the low level of participation of academic staff (faculty) in international activities related to mobility. It clearly set the scene for cooperation amongst partners in this regard.

The Colloquium did not engage in a discussion on degree-seeking international students and their role in internationalisation. This is clearly an area for discussion by partners. As this represents both competition and collaboration the notion of knowledge mobility and its outcomes need to be discussed at international partner level. This is the higher education area where the developing world should set the agenda.

Indicators that evaluate internationalisation practices. The methodology on the use of indicators as presented by Hanneke Teekens from Nuffic, is a best practice. The challenge in applying these would be to institutionalise these indicators. The diversity of institutional types and its applicability to each of these requires institutional engagement with the indicators. As indicated in the paper on this topic, indicators are only relevant when they provide insight in institutional developments. Indicators should measure results and results should be comparable. The benchmarking exercise provided an opportunity for peers to engage in debates around similar internationalisation topics. The self-study reports submitted is the first step towards the development of institutional indicators. It could be envisaged that the next step would be for partners to discuss their own indicators in future. Prof Hans de Wit, however, cautioned that in the development of these indicators:

"If you do not constantly refer to your indicators, what were your benchmarks, and where are you in time and evaluate with a view to re-adapt then it becomes a piece of paper that nobody pays attention to. You have to be honest in that. Measurement is one of the most difficult things. Of course we can measure output and we can measure input, but what is much more difficult to measure is outcomes, especially learning outcomes, what we want our students to achieve, what kind of international competence we would like our students to have."

Internationalisation and the institutional planning process. The ambition of universities and their place in the global higher education landscape became a contested area in the higher education debate. This was discussed in depth by the participants and clearly summarised by Prof Hans De Wit when he commented:

"I think there are more universities in the world who have in their mission that they want to be in the top hundred or top two hundred or top five hundred of the world rankings than there are places on those ranking lists. It is mostly an unrealistic approach to planning. The same applies to everybody who says that we want to be a world-class university. The principle is that you have to

be realistic, otherwise a strategic plan becomes something that is obsolete. Everybody talks about it but nobody really does something to make it happen."

Internationalisation of higher education. The benchmarking exercise did not escape the discussion on the future of internationalisation. The reasoning behind the current positioning of internationalisation was introduced by the Nelson Mandela Metropolitan University Vice-Chancellor, with the following comments:

"Internationalisation is in its early adolescence. The notion of internationalisation as it mutates and evolves into the future demands that we seek for meaning and create concepts to give us a better understanding of how to package and better the world that is very bewildering. As the social movement is taking its course and its effect we want to give meaning to it and give labels, concepts, to describe it, and to give analytical tools to help us to understand our practices better.

My only caution is that this search for totality and giving some sense of explanation to something is an open-ended one, and we live in a world that is infinitely uncertain and constantly changing. The concepts that we will develop today and tomorrow are provisional concepts, and they mark us. They are guidelines to help us to grapple with perhaps the more contemporary issues that we are dealing with. As we craft these concepts to understand our practices of internationalisation better, whether it is the curriculum, our institutional philosophy, our administration, the knowledge that we produce, the way students interact or scholarly activity. I hope that we will take cognisance of the fact that these are porous concepts and these are concepts whose time will eventually come. They will have to be subverted by new concepts in the pauperian sense of the word. So I hope that we will be pragmatic in this regard, but always bear in mind that we live in a world that is infinitely uncertain, and that the truth claims we make about the world are highly provisional. They perhaps almost always speak to issues that we are grappling with now, but tomorrow's issues may well subvert the meaning of those concepts and force us to supersede them and replace them with other concepts.

We will have to look at new ways of understanding it as a social movement and an institutional movement, if that takes shape we will better understand our practice and develop some new traditions as we have done over the last 20/25 years. So I am calling for an acceptance of the principle of uncertainty, which as you know in quantum physics has been in vogue for some time, but I believe it helps us to understand the fact that realities and systems are never completely closed or hermetically sealed, they invariably internally contradict, and even if we reach some description of how it works it is a provisional explanation and it will be subverted eventually by new truth claims. It is about the perennial contestation between universality and particularity that as a species we are searching for globalisation and per definition, internationalisation. This has brought us closer to understanding that we are driven by the same broad transcendental, if not trans-historical, values of love and compassion, of wanting to care for our neighbours and our communities and for the wider world. That we are not only citizens in the city of Port Elizabeth, not only in South Africa and the continent of Africa, but we are also simultaneously and often in contradictory ways also citizens of the world. Our identity is global citizens and as part of being human in the

early 21ˢᵗ century, and universities par excellence are institutions that operate right there at that universal edge of looking at the world, because we constantly see ourselves as searching for truth regardless of borders. We also validate knowledge that can subvert all sorts of orthodoxies. We want to create a society of men and women that are free and critical thinkers.

Yet at the same time in each of our countries we occupy a particular context, historical, cultural, linguistic, political context, a development, industrial context and so on, and this conversation between our particularity and our universality is a constant dialectic that we will have to allow to play out in conversations about internationalisation. I hope this will be a feature of the discussions when we speak about curriculum innovation and the characteristics of an internationalised higher education university. We should grapple with the stanchions between our search for certainty, the inherent uncertain nature of our world and our search for a sense of universality with recognition about our particularism."

This call to evaluate current higher education internationalisation theories and practices from the point of departure that it is in its adolescence, explains the regular call for the re-assessment of internationalisation. The question should be asked for how long will it be in the adolescence phase. Knowledge domains don't have a specific time cycle that determines its maturity. The engagement of those in the field with the knowledge field to develop it into a mature knowledge area would be the only drivers that can determine its developmental stage. Colloquia like this where the outcomes are published will not only enhance the development but also assist in the move towards "adulthood" of the internationalisation of higher education as a discipline. It is a given that it would be a multi-disciplinary activity, practiced by specialists from a variety of academic disciplines. One of the characteristics of internationalisation of higher education is that it allows those that want to engage with it to do so, within its own disciplinary context. This has been the case for the past thirty years. In determining its future within higher education a thorough, inclusive engagement with the past conversations on internationalisation of higher education should be done to develop benchmarks and indicators that will clearly define the terrain of higher education internationalisation.

This publication provides a glimpse of what is possible through international cooperation.

Benchmarking Across Borders - An Introduction

Hanneke Teekens
Dr Hans de Wit

1. Assessment of internationalisation strategies, an overview of existing instruments and issues

Benchmarking, indicators and quality assurance, being closely related to outcomes and impact, are increasingly becoming part of the debate on internationalisation. Where internationalisation is becoming more mainstream, competitive and an integral part of the global knowledge economy, the call for quality and impact will become louder.

In 1999, the OECD published a book edited by Jane Knight and Hans de Wit entitled: *Quality and Internationalisation in Higher Education*, where an instrument and guidelines were provided for assessing internationalisation strategies based on a number of pilot reviews of institutions in different parts of the world. Two issues were considered at that time: The question of the added value that internationalisation contributes to higher education and the quality of the internationalisation strategies itself. (See also Knight, 2008: 40) Ten years later, in 2009, EAIE published an Occasional Paper edited by Hans de Wit with contributions around the theme: *Measuring the success of what we do*. In the introduction it is stated that this is becoming an increasingly urgent item on the agenda of professionals in internationalisation. The call for accountability by students, faculty, deans, the management of higher education institutions and national governments, as well as the call for quality assurance, is an important issue on the agenda of higher education, in general, and this includes the internationalisation process, programs and projects. Accreditation, ranking, certification, auditing and benchmarking have become key items on the international higher education agenda.

As stated by De Wit (2009), some important questions that are relevant in addressing the issue of assessment of internationalisation are:
- How do we measure what we do?
- What do we measure?
- What indicators do we use for assessment?
- Do we assess processes or activities?
- Do we carry out assessments with a view to improving the quality of our own process and activities or do we assess the contribution made by internationalisation to the improvement of the overall quality of higher education?
- Do we use a quantitative and/or a qualitative approach to measurement?
- Which instruments do we use, *ex post* or *ex ante* measurements, indicators, benchmarking, best practices, quality review, accreditation, certification, audits or rankings?
- Are we focussing on inputs, outputs and/or outcomes?

Several initiatives to develop tools and instruments for measuring internationalisation have been taken in different countries over the past years, following the *Internationalisation Quality Review Process* of 1999 (De Wit, 2009). All of them measure inputs and/or outputs, and not outcomes or impact. The German indicators project state that only input and output indicators are developed, as outcomes would have required large-scale, in-depth surveys of samples, which was beyond the scope of the project. The Dutch MINT tool also stays clear of outcomes. Darla Deardorff, Sawn Pysarchik and See-Sun Yun (2009), however, state that the assessment of outcomes is possible and that workable frameworks are available. Still, as mentioned before, impact is more essential and the way to go forward. According to John Hudzik and Michael Stohl (2009), outcomes are "usually most closely associated with measuring goal achievement and the missions of institutions (...) and are the really important measures."

Important in assessing the quality of internationalisation is the notion of diversity in higher education: By type of institution, by discipline, by program, by level and by the different approach the institution takes. This has to be taken into account when a list of measures or indicators is developed. As Michaël Joris (2008) states, on the one hand the material must be sufficiently relevant to design an instrument that can be used for all kind of different purposes, on the other hand it has to serve as a self-assessment instrument to make results visible and measurable, and to serve as benchmarks and allow benchmarking. He observes that the notion of context is important, as one has to be aware that one should not compare things that are different. The value of an indicator and how relevant the indicator is must be defined by the context in which one uses the indicator. It is because of those reasons that most instruments, following the example of the *Internationalisation Quality Review Process*, use the term "Guidelines" or "Outline", from where the institution or the program can select those measures, which are relevant in their context.

Peer reviews and rankings

The international ranking of higher education institutions is a widely debated example of how measurement has started to influence our profession in a way that differs from the past. One of the reasons that universities are increasingly interested in indicators is this current fascination with rankings. In the meantime a whole list of rankings has come out. Increasingly students and parents make use of rankings in making their choices for international study. Certainly in boardrooms and marketing circles rankings play an important role as well. A role that is there to stay. Rankings are based on indicators that have been set externally, namely by the organisation that organises and provides the ranking. Different rankings use different indicators and widely different methods for measurement. The indicators that are used may not coincide with the indicators your institution needs for policy development and the improvement of your own institution. If case one of the aims of your university is to climb the ladder in one specific ranking, it is of course suggested to make use of the indicators in a specific ranking in defining your institutional policy and strategy of change. But in my view that is not the way to go. Defining your profile, identifying indicators and developing methods of measurement are ways to secure an institutional parameter for internal use, or shared with peers within specific networks. It is an internal way of evaluation, not an external benchmark. To improve an institution's performance many more activities need to be

addressed, which will surface in the lists of the various rankings. Moreover the place in a ranking does not indicate institutional development. With the exception of the very top, the place of an institution in the rankings varies greatly in subsequent years, telling little about the real quality issues and more about methods of measurement and changing indicators. For the vast majority of good universities that do not belong to the 'top 200' or even to 'the top 500' in the world rankings, these rankings are of little use when it comes to the improvement of international education and policy development in internationalisation. To develop valuable benchmarks the interaction with peers is of more practical use. Various organisations provide for this service and of course this can also be organised within self-chosen peer groups, networks and consortia.

If you take a closer look at the existing instruments (De Wit, 2009), the overarching conclusion is that these lists include more or less the same categories. What they also have in common is that they are more directed to the assessment of institutional strategies than to programs. This is also the case with the publication *Internationalisation and Quality Assurance*, edited by Adinda van Gaalen, which addresses as the central question, *"how can we assure the quality of internationalisation of an institution."* (2010: iv)

As rationale they all follow the IMPI project: *"The project aims at providing HEIs with insight into their performance and means for improvement."*

From the overview of developments in internationalisation and its assessment, some issues come clearly to the forefront (De Wit, 2010):
• There appears to be a need for quality assessment of internationalisation strategies in higher education
• Around the world, in particular in the USA and Europe, several instruments have been developed over the past 15 years to assess that quality
• They use more or less the same programmatic and organisational categories for assessment
• They are focusing on input and output assessment
• They are mainly taking place at the institutional level
• They address the state of the art and/or the process for improvement
• With preference, some form of benchmarking as to create comparison and best practice is appreciated

At the same time, one can observe that:
• Institutions are reluctant to conduct ongoing assessment of internationalisation strategies, as this is a time consuming process
• In the present world of branding and ranking, an instrument without some kind of certification is not considered a high priority
• Assessment of institutional strategies denies the diversity of strategies for disciplines and programs and the different levels within them
• Increasingly, institutions and programs distinguish between a minimum requirement of internationalisation, applicable to all students and all programs, and a maximum

requirement, applicable to programs and students with a high international and intercultural focus

- Internationalisation is becoming more mainstream in the higher education agenda, as in the present global knowledge economy internationalisation is strongly linked to innovation, interdisciplinarity and interculturality; and
- Increasingly a link has to be made to learning outcomes for students

The Dutch Flemish Accreditation Organisation (NVAO) in 2010 in a pilot project among 20 Dutch and Flemish degree programs tested a "distinguished feature for internationalisation". It was based on six standards: Mission/vision/policy, learning outcomes, teaching and learning process, students, staff and services. This pilot will be extended to become a European pilot by the European Consortium for Accreditation (ECA). (NVAO, 2011)

2.   Indicators for the internationalisation of higher education

Quality assurance and indicators for benchmarking of internationalisation are relevant both at the institutional and program level. Internationalisation strategies are shaped at the program level by the different relationships these programs have to the market and society. An internationalisation strategy can be substantially different for a teacher training program than for a school of dentistry or a business school. As a result of the Bologna Process more and more internationalisation strategies may be different by level: PhD, Master's and Bachelor. Michael Joris (2009) states with reference to developing a list of measures or indicators for quality assessment of internationalisation for Flemish institutions of higher education that different institutions make different policy choices, are differently organised, are of different types and work in different contexts.

The growing importance of internationalisation in higher education on the one hand and the diversity in rationales, approaches and strategies of institutions and programs on the other hand, call for an assessment of the quality of internationalisation at the program and the institutional level and the realisation of a system of certifications so as to define the progress and status of the internationalisation at the program and institutional level.

Within the context of this chapter we speak of institutional indicators, not national or supra-national ones. We must bear in mind that the use of indicators is only relevant when these indicators provide insight into institutional developments. It is important that indicators actually measure results and that these results can be compared, preferably over longer periods of time. Indicators can refer to activities, policies, student flows, budgets, in fact to everything that a particular institution would like to name "internationalisation". Indicators can help institutions to map their international profile and vice versa. A well-defined profile makes it easier to make up the list of desired outcomes. Universities are widely different so it is not so helpful to come up with indicators that are equally relevant to every institution in the same way. Nevertheless, transparency and accountability are important aspects of the quality in international education. Quality is always measured and judged against a benchmark. To develop indicators that are equally useful for internal and external comparison provides a maximum tool for improvement.
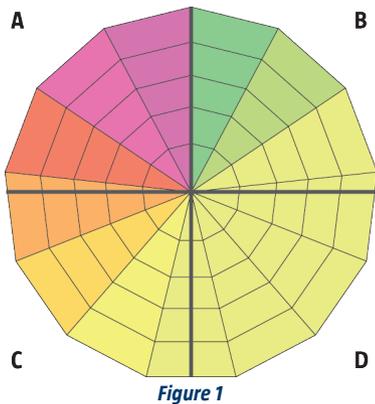
The "ideal" institution achieves what it planned to achieve, as a result of clearly defined goals and ambitions, implemented by equally clear policy and strategy and measured by indicators that are a reflection of that process.

Working together within a peer group ensures relevance and acceptance and enables the exchange of ideas. It provides for a safe environment to look at results from various angles with the acknowledgement that there is no such thing as "an ideal university". Institutional development presumes that different universities work under different conditions. This results from different locations and cultures. It is inspiring to learn from these differences and to learn that various approaches are applicable in your own institution. It may prevent institutional development becoming an inward looking process without enough awareness of the developments elsewhere. A closer look at individual faculties or schools involves more detailed and often discipline based comparison. It proves to be very helpful in setting realistic goals for cooperation and the direct application of examples of good practice. On a personal level it is helpful to look into the way programs and project are executed. It is clear that different indicators are necessary for measuring the results of the macro-, meso- and micro-levels of internationalisation. Before defining relevant indicators I argue that it is helpful to first map out the way international activity has been organised.

Defining the international profile

In mapping out institutional internationalisation it is foremost relevant to understand how the various international activities are conducted (which form they take) and what the relationship is between these various forms. This determines the profile of internationalisation. Indicators measure the main activities of the profile. Everyone recognises the contours of these profiles and often, without even having to mention the name, you know which institution is being talked about. The successful private institution with many specialised programs for students; the internationally-oriented university with specific partnerships linked to the individual research of active professors; the renowned university with an important international office where all lines come together, but that the average student hardly knows about, or the new university actively engaged in support projects in the developing world. These are some of the easily recognisable profiles, and it would not be difficult to add many more. To be clear, profile refers to the organisation of international activity, and not to the substance or quality of those activities. Aims will not be reached in short periods, it is important to measure over time to establish trends and developments. Of course, indicators are not just about quantitative aspects of the process. Qualitative indicators are just as important, but sometimes more difficult to measure. The nature of qualitative indicators make them more susceptible to subjective interpretation, but they provide a better starting point for a debate on change and innovation.

To visualise a profile Hanneke Teekens developed the **Spider Web Model** (see Figure 1). The idea of the model is to list international activities along the axes of the circle within one of the four quadrants, according to the following arrangement:

A

B

A. Focus on **individual actions** (mainly depending on personal initiative)

B. Focus on **international study programs** (depending on schools/faculties)

C. Focus on implementing **international projects** (at the home university and abroad)

D. Focus on long-term **institutional forms of cooperation** (mainly depending on support of the centre)

C

D

Figure 1

Activity in the quadrants A and C is usually conducted on the micro-level. By and large quadrant B represents the meso-level and quadrant D is clearly referring to the institution as a whole, the macro-level. In reality, of course, the lines between the quadrants blur.

Hanneke Teekens first presented this model at the Nuffic Conference in April 2006. The categorisation of international activity with the help of quadrants was not new, even at that time. In 1995, John Davies used it in his article in the EAIE Occasional Paper 8, *Policy and policy implementation in internationalization of higher education*. Davies used the quadrants to categorise policy approaches to internationalisation, flowing from central to marginal (y-axis) and from ad hoc to systematic (x-axis). At that time the main challenge was the acknowledgement of international activity as an integral part of institutional policy development and necessary for the formulation of a coherent international strategy. Davies ends his article as follows: "One would hope that internationalism would be as irreversible from a mission and belief standpoint as it appears to be becoming from a financial standpoint" (p.17). Globalisation and new emerging economies made it happen. In Europe, especially after the Sorbonne Declaration of 1999 and the subsequent Bologna Process, internationalisation became both an important supranational and institutional policy issue, completely changing the landscape of higher education.

Right from the start it was clear that the implementation of policy approaches in internationalisation not only required the categorisation of activities but also its measurement. Especially when you want to change your strategy and achieve better results, you want to know where you stand and where you would like to go. The idea of using a scale of 1-5 for the intensity of international activity on the axes of a circle was taken from the unpublished Master's thesis (2003) of Faiyaz Devjee from the University of Otago in New Zealand. It shows that the debate on how to measure international activity took place on many levels and in different parts of the world.

The international profile of an institution shows when the measure of activity is put on a scale of 1-5 on the axes of the circle in the four quadrants. In Figure 2, one can see an imaginary university that is quite active in international development support projects (quadrant C) and has a number of joint degree programs (quadrant B). There is not so much individual mobility of students and staff (quadrant A) and clearly defined central policy and action is almost lacking. The method on *how* to measure the percentages on the scale is beyond the scope of this article, but it is basically depending upon the way each institution decides to quantify its activities.
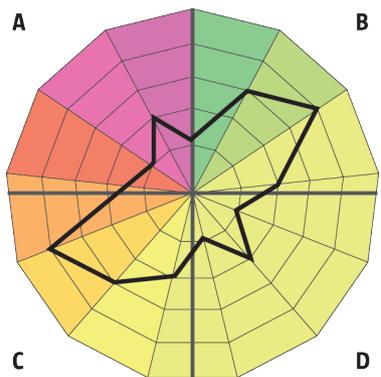
Figure 2

In Figure 3, again an imaginary university, one can see an institution that is active across a wide number of activities in various ways but on a rather modest scale. Individual professors in particular have many international contacts. They support the mobility of graduate students and research projects (quadrant A). However, the rector would like to see more joint programs than the single one they have right now (quadrant B) and expand commissioned project work in order to bring in more money (quadrant C). The rector is not of the opinion that this needs a lot more central involvement (quadrant D). The argument goes that this is best organised and financed by the chairs and schools themselves. The black line represents the current situation, the dotted line shows the situation that is aimed at in three years time.

Figure 3

In defining an institutional profile it is important to bear in mind the difference between form (how) and activity. In order to clarify this difference let us take 'mobility' (what) as an example and place the various forms of mobility (why and how) in the four quadrants:

A.   **Individual mobility:** A teacher or student, for example, who has engaged in mobility on her own initiative, who has made her own arrangements and is therefore mobile within a self-defined framework or, a student who has arranged his own internship and consulted with his tutor to fit it in with the study program

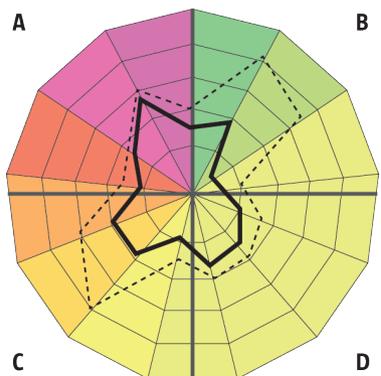B.   **Optional mobility within the framework and in line with the objectives of a specific program:** For example an Erasmus student who follows a number of modules for a semester and is awarded regular ECTS credits

C.   **Mobility through specific projects**, such as mobility within a tailor made course that is financed through a special fund

D.   **Mobility within an institutional partnership as result of a central policy strategy:** For example, compulsory student mobility in the business school, but not in the school of nursing

A few more examples. University A claims internationalisation is a priority. They have a couple of seasoned professionals who have been working on internationalisation for many years, and have successfully developed a number of personal initiatives. Their activities have even grown into a project office that has managed to attract a good amount of funding. The rest of the institution is scarcely involved in this, and the project activities make little impression on the teaching as a whole. The executive board is rightly proud of this great achievement, but has not developed a university-wide policy to involve the faculties more intensively in internationalisation. They want to change this. It will require a move from an emphasis in quadrant C to more development of activities in quadrant B.

University B is steeped in tradition. There are many international leading lights and world-renowned scientists with their own important networks and a great deal of prestige. All this creates a lot of publicity for the university and has given it a good reputation. The central management of the university has clearly indicated that internationalisation is a high priority. A consortium was formed together with a number of partners of similar international repute. A lot of joint research is conducted within the various schools and two joint master's programs have been set up in. Student mobility is not actively encouraged, but many students take the initiative to spend periods of training and research abroad. The rector realises that in spite of the high reputation of the university its position in the rankings does not reflect that. She decides to concentrate on strategic initiatives in quadrant D.

Perhaps the third example reminds you of your own institution. A large university where, some years ago, it was decided that further development of internationalisation should be decentralised. The central administration provides general support, but otherwise it is up to program directors to take the initiative. There are quite a few activities on the go. These activities are organised as projects and have to recover any costs incurred. Student mobility is encouraged, but incoming mobility is low.

It is clear that most universities will have activities in all four quadrants, but a closer look usually reveals that one or two of the quadrants are much more developed than the others. By clearly indicating the activities in each quadrant the institutional profile becomes much more clear and possible strategic objectives for change can better be identified and articulated.

Specific aspects of the four quadrants

The organisation of international activity within the aforementioned quadrants is characterised by specific aspects. Below are some noticeable differences that are characteristic of the four different ways in which internationalisation activities can be organised. **The listing is, of course, not exhaustive and presented in a somewhat anecdotal manner:**

Special actions

- Generally developed from the margins
- Are generally based on true creativity
- Are initiated by pioneers
- Often have an individual character (especially in the start-up phase)
- Are exclusive
- Are organised by a small unit (or even one person) and, not uncommon, with little or no central support
- Are (highly) visible to the outside world, but have less impact within the institution

Study programs

- Are developed in terms of content and are often cyclical
- Are generally clearly and strategically planned
- Are run and supported by a large unit (faculty or school)
- Are systematically embedded in the teaching/research offering
- Come about through teamwork, often with clear leadership
- Are usually based on a discipline
- Are embedded in a structural, substantive, administrative, legal and financial sense

Specific projects

- Generally develop from a small unit
- Are based on the initiative of pro-active individuals
- Are primarily initiated by organisers
- Are generally multi-disciplinary
- Are usually dependent on a specific network
- Are supported by a special unit/office
- Are often highly visible and solicit attention and status

Institution-wide actions/programs

- Are developed centrally
- Have the ambition to develop an overall strategy to be implemented throughout the whole institution
- Are run and supported centrally
- Are supported by the top and managed by the line
- Have long-term goals in mind
- Are structural and inclusive
- Stand in the limelight

Here follows some choices on further defining the placement of activity in one of the quadrants:

- High or low degree of institutional embedding
- Of an operational or a strategic nature
- Vulnerable or firmly anchored in the organisation
- Person-linked or process-linked
- Incidental or structural in nature
- Exclusive or inclusive
- Aims are related to prestige or profile
- Developed individually or collectively
- Budgeted or on the basis of funds made available or it is considered an investment
- Based on a personal idea or on a central strategy
- Action-oriented or plan-oriented
- Specialised or generalist
- Elective or obligatory

Aims will not be reached in short periods, it is important to measure over time to establish trends and developments. Of course, indicators are not just about quantitative aspects of the process, qualitative indicators are just as important, but sometimes more difficult to measure. The nature of qualitative indicators make them more susceptible to subjective interpretation, but they provide a better starting point for a debate on change and innovation.

Two tools for using indicators are described here:

Mapping Internationalisation (MINT)

The discourse on indicators for internationalisation is complex and has led to various approaches and instruments in different countries. In The Netherlands, Nuffic developed MINT, a tool for *Mapping Internationalisation*. The tool has been developed with representatives from various institutions. It consists of a digital self-evaluation that generates an outline of various activities. Facilities and quality assurance measures are also addressed. It offers a baseline measurement and by doing it on a regular basis offers a good tool for monitoring and benchmarking. This option is possible when institutions are willing to share the outcomes

of the evaluation. Increasingly that is the case, which forms the basis for discussion and debate on strategic choices and innovation. Exchanging data is also a valuable way to benchmark your institution with others. The most important aspect of MINT is policy development. The most important aim of the self-evaluation is to measure where you are in order to know where you want to go i.e. setting the agenda for improvement. This can be on the level of the institution as a whole, or the meso-level of schools, faculties or programs. For that reason a web tool is provided for the Central Part and one for the Program Part. *(www.nuffic.nl/mint)*

Indicators for Mapping and Profiling Internationalisation (IMPI)

Nuffic is also part of a Europe-wide initiative in creating a toolkit that institutions can use to measure their level of internationalisation. The project: *Indicators for Mapping and Profiling Internationalisation* (IMPI), started in 2008 and will end in September 2012. Both national organisations and higher education institutions from ten countries will participate. The outcomes will be tested by fifteen individual institutions, DAAD and three networks (Coimbra Group, ACUP and VHLORA). Interested higher education institutions are invited to join the second testing round in which they will have the opportunity to benchmark themselves against their peers. It is planned to do this exercise in workshops, so that real discussion can take place, which will ensure that the tool has a real impact and practical application. *(www.impi-project.eu)*

Concluding remarks

To define institutional indicators for measuring internationalisation is an important way to improve the quality of your international activities. It means the process becomes more transparent and can be benchmarked against other universities. In the long list of possible indicators it is suggested that it is best to first identify the organisation of your international activity as to establish the international profile of your university. The presented model of the four quadrants has all the limitations inherent to models, but it might prove helpful in your search for the most relevant activities in your own situation. After taking this inventory and doing baseline measurements it is helpful to make comparisons with other institutions, preferably within a peer group that will trust each other. Meetings like this will facilitate the improvement and innovation of internationalisation at large. Monitoring the outcomes and impact of your activities is an important long-term quality issue. Trends and developments will only show over time. Over the last decade we have seen a lot of activity on indicators. We now see how the debate shifts from the measurement of activity to the measurement of impact. A development from "how much" towards "to which end".

References

Davies, John. 1995. University strategies for internationalisation in different institutional and cultural setting - A conceptual framework. In Blok, Peter (Ed.), *Policy and policy implementation in internationalisation of higher education*. EAIE Occasional Paper 8. European Association for International Education, Amsterdam.

De Wit, Hans. (Ed.). 2009. *Measuring the Success of the Internationalisation of Higher Education.* EAIE Occasional Paper 22. European Association for International Education, Amsterdam.

Deardorff, Darla; Thorndike, Pysarchik, Dawn & Yun, Zee-Sun. 2009. Towards Effective International Learning Assessment: Principles, Design and Implementation. In De Wit, Hans (Ed.), *Measuring the Success of the Internationalisation of Higher Education.* EAIE Occasional Paper 22. European Association for International Education, Amsterdam.

Hudzik, John K. & Stohl, Michael. 2009. Modelling Assessment of Outcomes and Impacts from Internationalisation. In De Wit, Hans (Ed.), *Measuring the Success of the Internationalisation of Higher Education.* EAIE Occasional Paper 22. European Association for International Education, Amsterdam.

Joris, Michaël. 2008. *Hoe en waarom van de indicatorenlijst.* Unpublished document. Belgium.

Knight, Jane & de Wit, Hans (Eds.). 1999. *Quality and Internationalisation of Higher Education.* OECD, Paris.

Van Gaalen, Adinda. 2010. *Internationalisation and Quality Assurance.* EAIE Professional Development Series for International Educators. EAIE, Amsterdam.

Meanings, Rationales and Approaches to Internationalisation of Higher Education - An Introduction

Dr Hans de Wit

Over the past 25 years, the international dimension of higher education has become more central on the agenda of international organisations and national governments, institutions of higher education and their representative bodies, student organisations and accreditation agencies.

Uwe Brandenburg and Hans de Wit in a polemic essay, *The end of Internationalization*, wrote: *"Over the last two decades, the concept of the internationalization of higher education is moved from the fringe of institutional interest to the very core. In the late 1970s up to the mid-1980s, activities that can be described as internationalization were usually neither named that way nor carried high prestige and were rather isolated and unrelated. (...) In the late 1980s changes occurred: Internationalization was invented and carried on, ever increasing its importance. New components were added to its multidimensional body in the past two decades, moving from simple exchange of students to the big business of recruitment, and from activities impacting on an incredibly small elite group to a mass phenomenon."* (Brandenburg & De Wit, 2011) This process is also described as mainstreaming of internationalisation.

The international dimension and the position of higher education in the global arena are given greater emphasis in international, national and institutional documents and mission statements than ever before. Philip Altbach, Liz Reisberg and Laura Rumbley (2009: 7) in their report to the UNESCO World Conference on Higher Education note that: *"Universities have always been affected by international trends and to a certain degree operated within a broader international community of academic institutions, scholars, and research. Yet, 21st century realities have magnified the importance of the global context. The rise of English as the dominant language of scientific communication is unprecedented since Latin dominated the academy in medieval Europe. Information and communications technologies have created a universal means of instantaneous contact and simplified scientific communication. At the same time, these changes have helped to concentrate ownership of publishers, databases, and other key resources in the hands of the strongest universities and some multinational companies, located almost exclusively in the developed world."*

Internationalisation over the years has moved from a re-active to a pro-active strategic issue, from added value to mainstream, and also has seen its focus, scope and content evolve substantially. Increasing competition in higher education and the commercialisation and cross-border delivery of higher education, have challenged the value traditionally attached to cooperation: Exchanges and partnerships. At the same time, the internationalisation of the curriculum and the teaching and learning process (also referred to as "Internationalisation

at Home") has become as relevant as the traditional focus on mobility (both degree mobility and mobility as part of your home degree). Internationalisation has become an indicator for quality in higher education, and at the same time there is more debate about the quality of internationalisation itself.

It would be too easy, however, to assume that everything has changed over the past ten years with regard to the internationalisation of higher education, and that this change in Europe is primarily from a more cooperative model to a more competitive model. As Van der Wende (2001: 255) writes: "Not surprisingly most continental European countries pursue a cooperative approach to internationalisation, which in terms of international learning and experience is more compatible with the traditional values of academia." In other words, the changing landscape of internationalisation is not developing in similar ways in higher education throughout Europe and the world as a whole. There are different accents and approaches. Internationalisation strategies are filtered and contextualised by the specific internal context of the university, by the type of university, and how they are embedded nationally. Internationalisation strategies are shaped at the program level by the different relationships these programs have to the market and society. An internationalisation strategy can be substantially different for a teacher training program than for a school of dentistry or a business school. And as a result of the Bologna Process more and more internationalisation strategies may be different by level: PhD, Master 's and Bachelors.

Definitions and meanings of internationalisation in the current global knowledge economy

The changing dynamics in internationalisation of higher education reflect themselves both in the meaning of internationalisation and globalisation, its rationales and the approaches to internationalisation by the different stakeholders.

Meanings of internationalisation and globalisation

What do we mean by the internationalisation of higher education? First of all, we have to recognise, that there have always been many different terms used in connection to internationalisation of higher education. (De Wit, 2002: 109-116; Knight, 2008: 19-22) In literature and in practice of internationalisation of higher education, it is still quite common to use terms, which only addresses a small part of internationalisation and/or emphasise a specific rationale for internationalisation. Most of the terms used are either curriculum related: International studies, global studies, multicultural education, intercultural education, peace education, etc., or mobility related: Study abroad, education abroad, academic mobility, etc.

Over the past ten years one can note a whole new group of terms emerging, which were not actively present before in the debate about internationalisation of higher education. These are much more related to the cross-border delivery of education and are a consequence of the impact of globalisation of society on higher education: Borderless education, education across borders, global education, offshore education and international trade of educational services.

In 2002, Hans de Wit (2002: 14) stated that "as the international dimension of higher education gains more attention and recognition, people tend to use it in the way that best suits their purpose." This is even more the case now in view of this further proliferation of activities and terms.

"Internationalization is changing the world of higher education, and globalization is changing the world of internationalization," remarks Jane Knight (2008: 1). The debate about globalisation and internationalisation and the recent, rapid evolution of cross-border activities in higher education have strengthened the tendency to explain and define internationalisation of higher education in connection to a specific rationale or purpose. In the past, "international education" was the most frequently used term synonymous with internationalisation of education, more recently "globalisation" has come more commonly used as a term related to or even as a synonym of internationalisation. Peter Scott (2006: 14) observes that both internationalisation and globalisation are complex phenomena with many strands, and concludes that "the distinction between internationalisation and globalisation, although suggestive, cannot be regarded as categorical. They overlap, and are intertwined, in all kinds of ways." Ulrich Teichler (2004: 22-23) notes that "globalisation initially seemed to be defined as the totality of substantial changes in the context and inner life of higher education, related to growing interrelationships between different parts of the world whereby national borders are blurred or even seem to vanish." But according to him, in recent years the term 'globalisation' is substituted for internationalisation in the public debate on higher education, resulting at the same time in a shift of meanings: "the term tends to be used for any supra-regional phenomenon related to higher education (...) and/or anything on a global scale related to higher education characterised by market and competition."

Philip Altbach, Liz Reisberg and Laura Rumbley (2009: 7) state that *"Globalization, a key reality in the 21st century, has already profoundly influenced higher education. (...) We define globalization as the reality shaped by an increasingly integrated world economy, new information and communications technology, the emergence of an international knowledge network, the role of the English language, and other forces beyond the control of academic institutions (...). Internationalization is defined as the variety of policies and programs that universities and governments implement to respond to globalization."*

Ulrich Teichler (2004), Peter Scott (2005), Philip Altbach (2006), Hans de Wit (2008), Jane Knight (2008), Felix Maringa and Nick Foskett (2010) and others have written extensively about the complex relationship between globalisation and internationalisation in higher education. Frans van Vught *et al* state that *"in terms of both practice and perceptions, internationalization is closer to the well-established tradition of international cooperation and mobility and to the core values of quality and excellence, whereas globalization refers more to competition, pushing the concept of higher education as a tradable commodity and challenging the concept of higher education as a public good."* (Van Vught *et al*, 2002: 17)

Jane Knight (2008: 3) remarks that "the international dimension of higher education has been steadily increasing in importance, scope, and complexity." As new realities and challenges of

the current environment she mentions globalisation and the emergence of the knowledge economy, regionalisation, information and communication technologies, new providers, alternate funding sources, borderless issues, lifelong learning, and the growth in the numbers and diversity of actors. Therefore, her definition (Knight, ibid: 21) acknowledges both levels and the need to address the relationship and integrity between them: "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education." She (ibid: 22-24) also states that you can now basically see two components evolving in the internationalisation of higher education. One is *Internationalisation at Home* – activities that help students to develop international understanding and intercultural skills. So it is much more curriculum-oriented-preparing your students to be active in a much more globalised world. Activities under this at home dimension are: Curriculum and programs, teaching and learning processes, extra-curricular activities, liaison with local cultural/ethnic groups, and research and scholarly activities. The second movement is that of *Internationalisation Abroad*, including all forms of education across borders: Mobility of students and faculty, and mobility of projects, programs and providers. These components are not to be seen as mutually exclusive, but are intertwined in the policies and programs.

Rationales for internationalisation

When we talk about internationalisation, it is important to distinguish the question of why we are internationalising higher education from what we mean by internationalisation. Many documents, policy papers and books refer to internationalisation, but do not define the why. Many literature meanings and rationales are confused, in the sense that often a rationale for internationalisation is presented as a definition of internationalisation. Literature (De Wit, 2002: 83-102) identifies four broad categories of rationales for internationalisation: Political rationales, economic rationales, social and cultural rationales and academic rationales.

These are not mutually exclusive, may be different in importance by country and region, and can change in dominance over time. In the present time, the economic rationales are considered to be more dominant than the other three, and in connection to these, academic rationales such as strategic alliances, status and profile are also becoming more dominant. Jane Knight (2008: 25) speaks of emerging rationales at the national level such as human resource development, strategic alliances, income generation/commercial trade, nation building, and social/cultural development and mutual understanding; and at the institutional level: International branding and profile, quality enhancement/international standards, income generation, student and staff development, strategic alliances and knowledge production.

Several authors like Ulrich Teichler (2004) mention a growing emphasis on marketisation, competition and management. Bob Reinalda and Ewa Kulesza (2005: 99) note that *"since the end of the last century, a shift in higher education has taken place from the public to the private domain, parallel to an increase in international trade in education services (...) These developments enhance the significance of the education market as an international institution, but also contribute to changing the structure of that market. In doing so, an increase in worldwide competition is being revealed."* Peter Ninnes and Meeri Hellsten (2005: 1) observe

that internationalisation of higher education tends to have been too much identified in the past with positive opportunities: "Under internationalization, the world is our oyster, or perhaps, our garden, in which we sow the seeds from the fruits of our academic labours: powerful knowledges, proven (best) practices, and established systems of scholarship, administration and inquiry." They (ibid: 14) look "to trouble such unproblematized notions and to provide more critical readings and explorations of the process." They call for "review, renewal and critical insight into current practices of internationalization."

All these authors have a strong inclination to call for more attention to social cohesion and to the public role of higher education as an alternative force to the growing emphasis on competition, markets and entrepreneurialism in higher education. Uwe Brandenburg & Hans de Wit (2011: 16) state that there is a tendency to see *"internationalization as "good" and globalization as "evil". Internationalization is claimed to be the last stand for humanistic ideas against the world of pure economic benefits allegedly represented by the term globalization. Alas, this constructed antagonism between internationalization and globalization ignores the fact that activities that are more related to the concept of globalization (higher education as a tradable commodity) are increasingly executed under the flag of internationalization."*

Changing approaches

In the course of history we can identify different institutional approaches to internationalisation (De Wit, 2002: 116-118): The activity approach, which describes internationalisation in terms of categories or types of activity; the rationale approach, which defines internationalisation in terms of its purposes or intended outcomes; the competency approach, which describes internationalisation in terms of developing new skills, attitudes and knowledge in students, faculty, and staff; and the process approach, which frames internationalisation as a process that integrates an international dimension or perspective into the major functions of the institution. The first three approaches, in particular the activity approach, are most common to internationalisation. Given the growing importance of internationalisation in higher education one would have assumed that this would result into a development of a more process approach to internationalisation. This appeared true for the situation in Europe, where one could observe in the late nineties a trend towards mainstreaming internationalisation, as well as initiatives in the United States of America to promote internationalisation of the campus by organisations like the American Council on Education and by NAFSA. Also, competencies became more important factors in the discussion on internationalisation, with the increased focus on the internationalisation of the curriculum and teaching and learning process, i.e. the internationalisation at home movement. Rationale approaches, with economic and political rationales driving internationalisation at the (inter)national and the institutional level, can also be identified.

Rationales are different over time and by country/region, they are not mutually exclusive, and they lead to different approaches and policies. Currently, changes are taking place at a rapid pace in different parts of the world and rationales become more and more interconnected.

The changing landscape of international higher education as a consequence of the globalisation of our societies and economies is manifested in many ways: Increasing competition for international students and academics, growth of cross-border delivery of programs and emergence of international for profit providers in higher education, the changing position of countries like India and China in the world economy and in the higher education arena. They are all realities and their impact cannot be ignored.

In Europe but also elsewhere in national and institutional strategies and approaches to internationalisation, mobility - either as part of the home degree or for a full-degree abroad - has been dominant until the end of the century. In the United Kingdom this has been the case for full-degree incoming mobility, in other countries like Greece and Turkey for outgoing degree mobility, and in other European countries for mobility as part of the home degree: Exchanges and participation in European programs, in particular Socrates/Erasmus. In the Communiqué of the Conference of European Ministers Responsible for Higher Education, Leuven (28-29 April 2009, point 18) on the Bologna Process, there is an ongoing strong emphasis on the importance of mobility: "In 2020, at least 20% of those graduating in the European Higher Education Area should have had study or training abroad."

In the past decade, though a gradual shift, it can be observed that mobility has become - more and more - one of the instruments and elements of internationalisation. Under the impetus of the "Internationalisation at Home movement" the attention has become more focused on the internationalisation of the curriculum and the teaching and learning process: How can we prepare our students – being national or foreign – for a future career and life in an increasingly interconnected knowledge economy and society. Mobility is in that approach no longer an objective in itself but one of the ways to reach it; and international becomes more interconnected with intercultural, where crossing borders is no longer an absolute must but only a plus to get an international and intercultural experience. That experience can also be reached by an international/intercultural classroom setting, in an international company or organisation and/or an intercultural social environment (for instance an internationally/culturally diverse neighbourhood). Uwe Brandenburg & Hans de Wit (2011: 16) phrase it as follows: "Gradually, the why and what have been taken over by the how and instruments of internationalization have become the main objective: more exchange, more degree mobility, and more recruitment."

In that context the movement "Internationalisation at Home", which started in Europe around the turn of the century is relevant to address.

Internationalisation at Home (IaH)

As mentioned before, because some implicit notions are firmly shared across the field of higher education, the word "Internationalisation" is being used as if we all mean the same thing in using this term. Except for the understanding that it relates to including an international/global dimension into the functions of a university, everybody uses the term on his or her own conditions. Mobility is an important part of international activities but increasingly this holds

true for curriculum development as well. The notion of "Internationalisation at Home" does not purport to come up with a new explanation of the term, or for that matter with a new definition.[1] The addition "at home" indicates that the process is not something that takes place "far away" but that indeed takes the local, multicultural conditions as a focus and point of departure. It places institutional (educational) developments in internationalisation in a broader context by linking the international and the intercultural dimension. Moreover, IaH claims that everyone, both the mobile and non-mobile students, are entitled to an education that prepares them for a globalised living and working environment. Last but not least it raises the question of how to benefit from local diversity. Developing strategies to address these questions is an important and challenging ambition and the success of a university in reaching these goals an important benchmark of quality.[2]

The role of digital communication is crucial. The impact of the web has the potency of obliterating the unity of time and place, creating as yet unforeseen possibilities to use web-supported teaching methods. This - in theory - creates the possibility of 'worldwide classrooms' with an unprecedented input from different international and cultural elements, and thus greatly enhancing traditional programs. It is important to save and encourage the experience of real life encounters, while at the same time enhancing the curriculum with the access to a global world of contacts through the net.

Intercultural learning does not concern students only. It requires encouragement for interaction with the local community as well. One of the most difficult challenges in internationalisation is the social intercourse between students among themselves (domestic students with international students on campus) and their surroundings (international students with the local community and domestic students with local communities of different cultural backgrounds).

IaH has put diversity issues more clearly on the agenda within the context of the international tasks of a university. Global conditions will require global learning and different knowledge, skills and attitudes in people. One can only be a 'global citizen' at home. Universities need to prepare students to become a global citizen.

In this context, the initiative by the American Council on Education to bridge the current divide between internationalisation and multicultural education is important. While they are distinct, Christa Olson *et al* ACE, 2007) wrote that "one should not be subsumed into the other (...) the two areas have much they can substantively contribute to each other. Indeed, neither area is complete without consideration of what the other brings to bear in terms of understanding and living effectively with difference."

---

[1] See Beelen, Jos (Ed.). 2007. Implementing Internationalisation at Home. EAIE Professional Development Series for International Educators. EAIE, Amsterdam.

[2] See Nilsson, Bengt & Matthias Otten (Eds). 2003. Internationalisation at Home. Special Issue of the *Journal of Studies in International Education*. Volume 7, Number 1, Spring 2003.

Myths and misconceptions about internationalisation of higher education

Previously, we have already made reference to the *"constructed antagonism between internationalization and globalization"* (Brandenburg & de Wit, 2011: 16). Jane Knight (2011: 14) wrote in the same issue of *International Higher Education* an article about *Five Myths about Internationalisation*. These myths, according to her, are:

- Foreign students as internationalisation agents - *"more foreign students on campus will produce more internationalized institutional culture and curriculum"*
- International reputation as a proxy for quality - *"the more international a university is, the better its reputation"*
- International institutional agreements - *"the greater number of international agreements or network memberships a university has, the more prestigious and attractive it is"*
- International accreditation - *"the more international accreditation stars an institution has, the more internationalised it is and ergo the better it is"*
- Global branding - *"an international marketing scheme is the equivalent of an internationalisation plan"*.

Hans de Wit (2011) wrote a paper on misconceptions and challenges for higher education, in which he identified nine misconceptions, two of which are similar to two of the five by Jane Knight (myth 1 and 3). His misconceptions are:

- Internationalisation is similar to teaching in English
- Internationalisation is similar to study abroad
- Internationalisation is similar to teaching an international subject
- Internationalisation means having many international students (see myth 1 of Knight)
- Internationalisation can be done successfully with only a few international students in the classroom
- Intercultural and international competencies do not necessarily have to be assessed as such
- The more agreements, the more international (see myth 3 of Knight)
- Higher education by nature is international
- Internationalisation is an objective in itself

Both the myths by Jane Knight and the misconceptions by Hans de Wit relate to the instrumental approach to internationalisation as referred to above. For internationalisation of higher education, it is important to go back to the basics and look carefully at the what, why and how of internationalisation in the current global knowledge economy.

References

Altbach, Phillip. 2006. "Globalization and the University: Realities in an Unequal World." In Altbach, P. G & Forest, J. J .F (Eds.), *International Handbook of Higher Education*. Dordrecht, The Netherlands: Springer.

Atlbach, Philip; Reisberg, Liz & Rumbley, Laura. 2009. *Trends in Global Higher Education: Tracking an Academic Revolution*. Boston, Center for International Higher Education, Boston College.

Brandenburg, Uwe & De Wit, Hans. (2011). The End of Internationalization. In *International Higher Education*, No. 62, Winter 2011, p. 15-17. Center for International Higher Education, Boston College.

Communiqué of the Conference of European Ministers Responsible for Higher Education on the Bologna Process (28-29 April 2009), Leuven.

De Wit, Hans. 2002. *Internationalization of Higher Education in the United States of America and Europe: A Historical, Comparative, and Conceptual Analysis*. Westport, CT: Greenwood Press.

Knight, Jane. 2008. *Higher Education in Turmoil: The Changing World of Internationalization.* Rotterdam, The Netherlands: Sense Publishers.

Maringe, Felix & Foskett, Nick. 2010. *Globalization and Internationalization in Higher Education: Theoretical, Strategic and Management Perspectives.* Continuum International Publishing Group, London.

Naidoo, Rajani & Jamieson, Ian. 2005. "Knowledge in the Marketplace: The Global Commodification of Teaching and Learning in Higher Education." In Ninnes, P. & Hellsten, M. (Eds.), *Internationalizing Higher Education, Critical Explorations of Pedagogy and Policy*. Hong Kong: Comparative Education Research Centre, the University of Hong Kong/Springer.

Olson, Christa; Evans, Rhodri & Shoenberg, Robert E. 2007. *At Home in the World: Bridging the Gap*. American Council on Education (ACE), Washington.

Reinalda, Bob & Kulesza, Ewa. 2005. *The Bologna Process-Harmonizing Europe's Higher Education*. Opladen, Germany and Bloomfield Hills, MI: Barbara Budrich Publishers.

Scott, Peter. 2005. "The Global Dimension: Internationalising Higher Education." In Khem, B & De Wit, H. (Eds.), *Internationalization in Higher Education: European Responses to the Global Perspective*. Amsterdam: European Association for International Education and the European Higher Education Society (EAIR).

Teichler, Ulrich. 2004. "The Changing Debate on Internationalization of Higher Education." In *Higher Education*, No. 48, p. 5-26.

Van der Wende, Marijk C. 2001. "Internationalization Policies: About New Trends and Contrasting Paradigms." In *Higher Education Policy,* No. 14 (3), p. 249-259.

Internationalising the Curriculum

Hanneke Teekens

This chapter will focus on the curriculum and more specifically on the development of a curriculum that is suitable for delivery to students in an international/intercultural setting. Staff and students find themselves increasingly teaching and learning in settings that we define as "the international classroom". I use this term to refer to courses where the mix of international and domestic staff and students is an essential factor. It goes without saying that such an international setting places special demands on staff and students alike. In countries where English is not the native language, internationalising the curriculum is closely related to language issues. In practice it means that teachers and students use English as a second language for instruction and communication, but often not in social settings, making integration of international students even more difficult than in English speaking countries. Apart from pedagogy and education, social and emotional aspects are closely related to the discourse on using formal and informal curricula to improve interactions between home and international students. Experience and several studies suggest that simply bringing home and international students together does not necessarily result in meaningful interaction and mutually beneficial learning outcomes (Zhang & Brunton, 2007). For curricula change to really happen, we need to encourage staff and students to engage and take risks (Clifford, 2009).

With the introduction of the Bologna Process in Europe another issue has come up. How do we compare curricula across borders? When students can earn credits in their home institution for work they have done elsewhere it is essential that curricula are defined in learning outcomes instead of content. Not only the structure of degrees and courses is referred to, but also the profiles of programs. This process has become known as "tuning"; tuning educational structures in Europe by formulating program profiles. The international dimension of this process has proven to be very innovative. It stimulated contributing universities to redefine the outcome of learning in competences and has put the curriculum again in the lime light of the debate on recognition. Moreover, putting focus on learning outcomes means that the main issue concerns students and their learning environment. This provides new insights in what works best and under which circumstances (Jones, 2010). In case the teacher is also the person who convenes the program his/her role is essential. But also in a situation where the teacher 'simply' delivers a course the potential for individual teachers to internationalise their personal and professional outlooks is closely linked to the effectiveness of an internationalised curriculum. Sanderson (2008) refers to reflective practice and the notion of cosmopolitanism as a foundation for the internationalisation of the academic self. Issues of cultural diversity and a comparatative perspective in the curriculum can generate surprise and provoke new thoughts and discovery. In this respect Jui-Shan Chang (2006) proposes the notion of a "transcultural wisdom bank".

Definitions

The term "curriculum" knows many definitions. In the context of this chapter I refer to curriculum both in terms of content and delivery. Many countries have a national curriculum for primary and secondary schools. Universities have more autonomy, but not entirely. This is an important aspect in discussing how to internationalise the curriculum. In many countries there are, for instance, strict rules about language requirements or hours to be spent on specific topics. To internationalise the curriculum is not simply to accomodate the learning of international (that is mobile) students, but also to provide home (that is non-mobile) students with an international dimension in their education. To go abroad is simply not possible for all students. Nevertheless, it is necessary for all graduates to acquire specific knowledge and skills to work and live in multicultural working and living conditions. The introduction of international and intercultural elements into the curriculum may greatly influence the content and objectives of a curriculum. In some cases it may be the question of how much is still "national" in the curriculum when catering to groups with many different nationalities and "home students" who themselves represent a wide variety in backgrounds. (Teekens, 2007)

The OECD gave the following definition of an internationalised curriculum: "A curriculum with an international orientation in content and/or form, aimed at preparing students for performing (professionally/socially) in an international and multicultural context, designed for domestic and/or foreign students." Bengt Nilsson found this a little too passive and proposed the following definition instead: "A curriculum which gives international and intercultural knowledge and abilities, aimed at preparing students for performing (professionally, socially, emotionally) in an international and multicultural context." (Nilsson 2000)

In 1996, OECD and its Centre for Educational Research and Innovation (CERI) initiated a survey entitled: "Internationalisation of Higher Education". Six OECD countries (Australia, Denmark, France, Germany, Japan and The Netherlands) participated in this survey, which involved a general assessment of internationalised curricula and some in-depth case studies (van der Wende). **The survey proposed a typology of internationalised curricula:**

Type 1 Curricula with international subject matter (e.g. international relations, European law)

Type 2 Curricula in which the traditional/original subject area is broadened by an internationally comparative approach (e.g. international comparative education)

Type 3 Curricula that prepare students for international professions (e.g. international business administration)

Type 4 Curricula in foreign languages or linguistics, which explicitly address cross-cultural communication issues and provide training in intercultural skills

Type 5 Interdisciplinary programs such as area and regional studies (e.g. European, Scandinavian, Asian studies)

Type 6 Curricula leading to internationally recognised professional qualifications

Type 7 Curricula leading to joint or double degrees

Type 8 Curricula of which compulsory parts are offered at institutions abroad, taught by local academics

Type 9 Curricula in which the content is especially designed for foreign students

It is not surprising that the great majority of internationalised curricula were found in the area of economics and business studies, mainly in types 2, 3 and 6. Business is by definition an 'international' subject and the global economic transformation has proved to be the most powerful motive for internationalising the curriculum. The key factors determining the internationalisation of the curriculum were found to be related to the discipline itself and to the development of the professional field (technology, medicine, social science, etc.).

Objectives

Another way to look at an internationalised curriculum is to look at objectives:

- Cognitive objectives aimed at increasing students' international competence (e.g. foreign languages, regional and area studies, humanities and subjects such as international law and international business)
- Skills objectives aimed at the application of knowledge (e.g. to communicate across cultures, to be able to adept knowledge in a different cultural environment)
- Attitude-related objectives aimed at increasing students' intercultural competence (e.g. broadmindedness; understanding and respect for other people and their cultures, values and ways of living; understanding of the nature of racism)

An internationalised curriculum should best include these various objectives. Some skills are relatively easy to identify: Language proficiency, international business skills, knowledge of the culture and history of a specific country, etc. They are also relatively easy to measure, even if it looks as if most academic curricular models are still based on the supposition that student achievement is measured by number of classroom hours and accumulation of course credits. Ideally an internationalised curriculum must challenge both the intellectual and empathic abilities of students if we want to give our students in engineering, teacher education, business administration, nursing etc. a new "added value", making them more competent to work in multicultural environments at home. It is still true that many universities ignore the fact that many of their students, after graduation, will work in another part of the world, not as international affairs specialists but as engineers, doctors, businessmen, etc. It is also true that all our graduates will live and work in a multicultural society and that, as university graduates, (school teachers, doctors, nurses, etc.), they must be well prepared and educated for their future job (Nilsson.)

Cultural diversity and internationalisation of the curriculum

An international curriculum will be delivered in culturally diverse groups of students. Interaction and engagement in such groups are complicated. How do we organise the education process in such a way that all learn in a safe environment. It means that social interaction is also

needed outside the strict limits of the classroom. From that perspective internationalising the curriculum is an integral part of internationalising the campus (Leask). It also means that the curriculum must be equally interesting for both home and international students. Here we have to link the international and intercultural dimension. Of course language plays a major role, but not just in terms of understanding, but especially as part of social inclusion, bringing social, academic, and cultural aspects together. Increasingly we see how intercultural communication and international curriculum come together (Deardorff).

Cultural differences and communication across differences will not automatically foster understanding, but need careful coaching (Teekens, 2007). Agbaria (2011) asks what perspectives, skills and values are emphasised and concludes that global education is enclosed in multicultural education. In the end it is a matter of value-related education. Tarrant (2010) supports this notion and presents a conceptual framework that is oriented in concepts of justice, the environment and civic obligations as key issues in the predictive validity of values, beliefs and norms. It leads to a curriculum that educates all students to become global citizens.

Benchmarking international curriculums

The most challenging aspect of international curriculum development concerns the comparison of programs. This assumes that teachers work together across borders and that students will jointly take part in programs, like in Europe the Erasmus Mundus Program. It means that the curriculum is not only apt to address the needs in one institution, but can be shared and compared. This is important for matters of recognition. It means that descriptions are given according to a degree profile, containing competences and learning outcomes. The Bologna Process has been very important in switching curriculum development from content centred to output centred. It has also meant that a change of mindset was needed for academics. Those responsible for curriculum development had to organise their programs in profoundly different ways.

Not so much the input is relevant but what students have learned - from staff centred to student centred. This implies that students can arrive at the same result from various starting points. An important notion in a diverse classroom.

An important step in this process has been the development of the so called Dublin Descriptors. (www.jointquality.org). They are based on the following interrelated dimensions:
• Acquiring knowledge and understanding
• Applying knowledge and understanding
• Making informed judgements and choices
• Communicating knowledge and understanding
• Capacities to continue learning

When we take a closer look at these descriptors we see the tremendous potential for the internationalisation of the curriculum in providing the tools to create a curriculum that is useful for both domestic and international students.

A competence is defined as a quality, ability, capacity or skill that is developed by, and that belongs to, the student (Tuning: 21). This may lead to the insight that differences are not necessarily deficiencies, and thus opens up the possibility for learning from each other. It acknowledges the notion that competences represent a dynamic process and includes personal, intellectual and practical skills and ethical values. As we have seen, this last element is crucial in international education.

References

Agbaria, Ayman K. 2011. The Social Studies Education Discourse Community on Globalization: Exploring the Agenda of Preparing Citizens for the Global Age. In *Journal of Studies in International Education* Vol. 15, No. 1, p. 57-74.

Chang, Jui-Shan. 2006. A transcultural Wisdom Bank in the Classroom: Making Cultural Diversity a key Resource in Teaching and Learning. In *Journal of Studies in International Education*, Vol. 10, No. 4, p. 369-377.

Clifford, V. 2009. Editorial Using Formal and Informal Curricula to Improve Interactions between Home and International Students. In *Journal of Studies in International Education,* Vol. 13, No. 2, p.203-204.

Jones, E. 2010. *Internationalisation and the Student Voice: Higher Edcuation Perspectives*. Routledge, Oxford.

Leask, B. 2009. Using Formal and Informal Curricula to Improve Interactions between Home and International Students. In *Journal of Studies in International Education,* Vol. 13, No. 2, p. 205-221.

Mestenhauser, J.A. & Ellingboe, B.J. 1998. *Reforming the Higher Education Curriculum: Internationalizing the Campus*. American Council on Education: Oryx Press.

Sanderson, G. 2008. A Foundation for the Internationalisation of the Academic Self. In *Journal of Studies in International Education,* Vol. 12, No. 3, p. 276-307.

Teekens, H. 2007. *Internationalisation at Home: Ideas and ideals*. EAIE Occasional Paper 20. European Association for International Education, Amsterdam.

Tuning Educational Structures in Europe. *A Guide to Formulating Degree Programme Profiles.* 2010.

Van der Wende, M.C. 1996. Internationalising the Curriculum in Higher Education. In *Internationalisation of Higher Education*, OECD Documents.

Zhiheng, Zhang & Brunton, M. 2007. Differences in Living and Learning: Chinese International Students in New Zealand. In *Journal of Studies in International Education*, Vol. 11, No. 2, p. 124-140.

Indicators for the Internationalisation of Higher Education

Hanneke Teekens

Internationalisation of higher education means different things for different people, within universities and outside institutions. National policy in various countries aims at the improvement of the system, whereas governing boards are likely to look at student flows and budgets. Individuals, both staff and students, have their own agendas. They all talk about "the" internationalisation of higher education. The debate on the definition for internationalisation will not easily come to an end and illustrates the scope and complexity of the process. In the mean time, the context for the internationalisation of higher education is changing. Globalisation and increased competition impact the more traditional modes of exchanges and study abroad programs in Europe and the US. Emerging economies and regions, predominately in Asia represent rapidly developing areas of interest, foremost in China, but also in Latin America and Africa. In the debate on developing relevant indicators it is perhaps not so important to redefine what internationalisation is, but better to have a clear idea about what you want to achieve. What are your institutional purposes and drivers? (Scott, 2008). What does internationalisation mean for your institution and for you as a stakeholder in the process? Indicators for such a complicated and complex process are difficult to define. In the index of key words you often look in vain for the word, like in the comprehensive *EUA/ ACA Handbook Internationalisation of European Higher Education* (2008). However, indicators provide a wonderful tool to share experiences, to exchange good practices and ideas and improve institutional policy and strategy. For different countries the coming decade will offer widely different developments. On the one hand financial restrictions may impede mobility whereas increased web-related activity will foster new forms of cooperation and exchange. New instruments require a renewed view on the added value of international encounters.

1.1 Institutional indicators

Within the context of this chapter we speak of institutional indicators, not national or supranational ones. We must bear in mind that the use of indicators is only relevant when these indicators provide insight into institutional developments. It is important that indicators actually measure results and that these results can be compared, preferably over longer periods of time. Indicators can refer to activities, policies, student flows, budgets, in fact to everything that a particular institution would like to name "internationalisation". Indicators can help institutions to map their international profile and vice versa. A well-defined profile makes it easier to make up the list of desired outcomes. Universities are widely different so it is not so helpful to come up with indicators that are equally relevant to every institution in the same way. Nevertheless, transparency and accountability are important aspects of the quality in international education.

Quality is always measured and judged against a benchmark. To develop indicators that are equally useful for internal and external comparison provide a maximum tool for improvement.

The "ideal" institution achieves what it planned to achieve, as a result of clearly defined goals and ambitions, implemented by equally clear policy and strategy and measured by indicators that are a reflection of that process.

Working together within a peer group ensures relevance and acceptance and enables the exchange of ideas. It provides for a safe environment to look at results from various angles with the acknowledgement that there is no such thing as "an ideal university". Institutional development presumes that different universities work under different conditions. This results from different locations and cultures. It is inspiring to learn from these differences even if the various approaches are not directly applicable in your own institution. It may prevent that institutional development becomes an inward looking process without enough awareness for the developments elsewhere. A closer look at individual faculties or schools involves more detailed - and often discipline-based comparison. It proves to be very helpful in setting realistic goals for cooperation and the direct application of examples of good practice. On a personal level it is helpful to look into the way programs and projects are executed. It is clear that different indicators are necessary for measuring the results of the macro-, meso- and micro-levels of internationalisation. Before defining relevant indicators I argue that it is helpful to first map out the way international activity has been organised.

1.2 Defining the international profile

To visualise a profile I present the **Spider Web Model** (see Figure 1). The idea of the model is to list international activities along the axes of the circle within one of the four quadrants, according to the following arrangement:

A.   **Focus on individual actions** (mainly depending on personal initiative)
B.   Focus on **international study programs** (depending on schools/faculties)
C.   Focus on implementing **international projects** (at the home university and abroad)
D.   Focus on long-term **institutional forms of cooperation** (mainly depending on support of the centre)

Figure 1

Activity in the quadrants A and C is usually conducted on the micro-level. By and large quadrant B represents the meso-level and quadrant D is clearly referring to the institution as a whole, the macro-level. In reality of course the lines between the quadrants blur.

I first presented this model at the Nuffic Conference in April 2006. The categorisation of international activity with the help of quadrants was not new, even at that time. Already in 1995 John Davies used it in his article in the EAIE Occasional Paper 8, *Policy and policy implementation in internationalisation of higher education.* Prof Davies used the quadrants to categorise policy approaches to internationalisation, flowing from central to marginal (y-axis) and from ad hoc to systematic (x-axis). At that time the main challenge was the acknowledgement of international activity as an integral part of institutional policy development and necessary for the formulation of a coherent international strategy. Davies ends his article as follows: "One would hope that internationalism would be as irreversible from a mission and belief standpoint as it appears to be becoming from a financial standpoint" (p.17). Globalisation and new emerging economies made it happen. In Europe, especially after the Sorbonne Declaration of 1999 and the subsequent Bologna Process, internationalisation became both an important supranational and institutional policy issue, completely changing the landscape of higher education.

Right from the start it was clear that the implementation of policy approaches in internationalisation not only required the categorisation of activities but also its measurement. Especially when you want to change your strategy and achieve better results, you want to know where you stand and where you would like to go. The idea of using a scale of 1-5 for the intensity of international activity on the axes of a circle was taken from the unpublished Master's thesis (2003) of Faiyaz Devjee from the University of Otago in New Zealand. It shows that the debate on how to measure international activity has taken place on many levels and in different parts of the world for quite some time. As part of the MINT project Nuffic made an overview of current initiatives in various countries worldwide. (See Appendix 1)

The international profile of an institution shows when the measure of activity is put on a scale 1-5 on the axes of the circle in the four quadrants. In Figure 2, we see an imaginary university that is quite active in international development support projects (quadrant C) and has a number of joint degree programs (quadrant B). There is not so much individual mobility of students and staff (quadrant A) and clearly defined central policy and action is almost lacking. The method on how to measure the percentages on the scale is beyond the scope of this article, but it is basically depending upon the way each institution decides to quantify its activities.
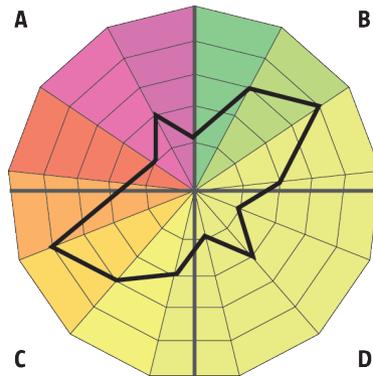
Figure 2

In Figure 3, again an imaginary university, we see an institution that is active across a wide number of activities in various ways but on a rather modest scale. Individual professors in particular have many international contacts. They support the mobility of graduate students and research projects (quadrant A). However, the rector would like to see more joint programs than the single one they have right now (quadrant B) and expand commissioned project work in order to bring in more money (quadrant C). The rector is not of the opinion that this needs a lot more central involvement (quadrant D). The argument goes that this is best organised and financed by the chairs and schools themselves. The black line represents the current situation; the dotted line shows the situation that is aimed at in three years time.

Figure 3

In defining an institutional profile it is important to bear in mind the difference between form (how) and activity. In order to clarify this difference let us take 'mobility' (what) as an example and place the various forms of mobility (why and how) in the four quadrants:

A. **Individual mobility:** A teacher or student, for example, who has engaged in mobility on her own initiative, who has made her own arrangements and is therefore mobile within a self-defined framework or, a student who has arranged his own internship and consulted with his tutor to fit it in with the study program

B. **Optional mobility within the framework and in line with the objectives of a specific program:** For example, an Erasmus student who follows a number of modules for a semester and is awarded regular ECTS credits

C. **Mobility through specific projects**, such as mobility within a tailor made course that is financed through a special fund

D. **Mobility within an institutional partnership as a result of a central policy strategy:** For example, compulsory student mobility in the business school, but not in the school of nursing

A few more examples. University A claims internationalisation is a priority. They have a couple of seasoned professionals who have been working on internationalisation for many years, and have successfully developed a number of personal initiatives. Their activities have even grown into a project office that has managed to attract a good amount of funding. The rest of the institution is scarcely involved in this, and the project activities make little impression on the teaching as a whole. The executive board is rightly proud of this great achievement, but has not developed a university-wide policy to involve the faculties more intensively in internationalisation. They want to change this. It will require a move from an emphasis in quadrant C to more development of activities in quadrant B.

University B is steeped in tradition. There are many international leading lights and world-renowned scientists with their own important networks and a great deal of prestige. All this creates a lot of publicity for the university and has given it a good reputation. The central management of the university has clearly indicated that internationalisation is a high priority. A consortium was formed together with a number of partners of similar international repute. A lot of joint research is conducted within the various schools and two joint Master's programs have been set up in. Student mobility is not actively encouraged, but many students take the initiative to spend periods of training and research abroad. The rector realises that in spite of the high reputation of the university its position in the rankings does not reflect that. She decides to concentrate on strategic initiatives in quadrant D.

Perhaps the third example reminds you of your own institution. A large university where, some years ago, it was decided that further development of internationalisation should be decentralised. The central administration provides general support, but otherwise it is up to program directors to take the initiative. There are quite a few activities on the go. These activities are organised as projects and have to recover any costs incurred. Student mobility is encouraged, but incoming mobility is low.

It is clear that most universities will have activities in all four quadrants, but a closer look usually reveals that one or two of the quadrants are much more developed than the others. By clearly indicating the activities in each quadrant the institutional profile becomes much more clear and possible strategic objectives for change can better be identified and articulated.

1.3 Specific aspects of the four quadrants

The organisation of international activity within the aforementioned quadrants is characterised by specific aspects. Below are some noticeable differences that are characteristic of the four different ways in which internationalisation activities can be organised. **The listing is, of course, not exhaustive and presented in a somewhat anecdotal manner:**

A. Special actions

- Generally developed from the margins
- Are generally based on true creativity

- Are initiated by pioneers
- Often have an individual character (especially in the start-up phase)
- Are exclusive
- Are organised by a small unit (or even one person) and, not uncommon, with little or no central support
- Are (highly) visible to the outside world, but have less impact within the institution

B. Study programs

- Are developed in terms of content and are often cyclical
- Are generally clearly and strategically planned
- Are run and supported by a large unit (faculty or school)
- Are systematically embedded in the teaching/research offering
- Come about through teamwork, often with clear leadership
- Are usually based on a discipline
- Are embedded in a structural, substantive, administrative, legal and financial sense

C. Specific projects

- Generally develop from a small unit
- Are based on the initiative of pro-active individuals
- Are primarily initiated by organisers
- Are generally multi-disciplinary
- Are usually dependent on a specific network
- Are supported by a special unit/office
- Are often highly visible and solicit attention and status

D. Institution-wide actions/programs

- Are developed centrally
- Have the ambition to develop an overall strategy to be implemented throughout the whole institution
- Are run and supported centrally
- Are supported by the top and managed by the line
- Have long-term goals in mind
- Are structural and inclusive
- Stand in the limelight

Here follow some choices on further defining the placement of activity in one of the quadrants:
- High or low degree of institutional embedding
- Of an operational or a strategic nature
- Vulnerable or firmly anchored in the organisation
- Person-linked or process-linked
- Incidental or structural in nature

- Exclusive or inclusive
- Aims are related to prestige or profile
- Developed individually or collectively
- Budgeted or on the basis of funds made available or it is considered an investment
- Based on a personal idea or on a central strategy
- Action-oriented or plan-oriented
- Specialised or generalist
- Elective or obligatory

Aims will not be reached in short periods, it is important to measure over time to establish trends and developments. Of course, indicators are not just about quantitative aspects of the process, qualitative indicators are just as important, but sometimes more difficult to measure. The nature of qualitative indicators make them more susceptible to subjective interpretation, but they provide a better starting point for a debate on change and innovation.

2. Tools for using indicators
MINT

The discourse on indicators for internationalisation is complex and has led to various approaches and instruments in different countries. In The Netherlands, Nuffic developed MINT, a tool for *Mapping Internationalisation*. The tool has been developed with representatives from various institutions. It consists of a digital self-evaluation that generates an outline of various activities. Facilities and quality assurance measures are also addressed. It offers a baseline measurement and by doing it on a regular basis offers a good tool for monitoring and benchmarking. This option is possible when institutions are willing to share the outcomes of the evaluation. Increasingly that is the case, which forms the basis for discussion and debate on strategic choices and innovation. Exchanging data is also a valuable way to benchmark your institution with others.

The most important aspect of MINT is policy development. The most important aim of the self-evaluation is to measure where you are in order to know where you want to go: Setting the agenda for improvement. This can be on the level of the institution as a whole, or the meso-level of schools, faculties or programs. For that reason a web tool is provided for the Central Part and one for the Program Part. *(www.nuffic.nl/mint)*

IMPI

Nuffic is also part of a Europe-wide initiative in creating a toolkit that institutions can use to measure their level of internationalisation. The project indicators for *Mapping and Profiling Internationalisation* (IMPI) started in 2008 and will end in September 2012. Both national organisations and higher education institutions from ten countries will participate. The outcomes will be tested by fifteen individual institutions, DAAD and three networks (Coimbra Group, ACUP and VHLORA). Interested higher education institutions are invited to join the second testing round in which they will have the opportunity to benchmark themselves against their peers. It is planned to do this exercise in workshops, so that real discussion can take place, which will secure that the tool has a real impact and practical application. *(www.impi-project.eu)*

Peer reviews and rankings

One of the reasons that universities are increasingly interested in indicators is the current fascination with rankings. In the meantime, a whole list of rankings has come out. Increasingly students and parents make use of rankings in making their choices for international study. Certainly in boardrooms and marketing circles rankings play an important role as well. A role that is there to stay. Rankings are based on indicators that have been set externally, namely by the organisation that organises and provides the ranking. Different rankings use different indicators and widely different methods for measurement. The indicators that are used may not coincide with the indicators your institution needs for policy development and the improvement of your own institution. In case one of the aims of your university is to climb the ladder in one specific ranking, it is of course suggested to make use of the indicators in a specific ranking in defining your institutional policy and strategy of change. But in my view that is not the way to go. Defining your profile, identifying indicators and developing methods for measurement are ways to secure an institutional parameter for internal use, or shared with peers within specific networks. It is an internal way of evaluation, not an external benchmark. To improve an institution's performance many more activities need to be addressed than will surface in the lists of the various rankings. Moreover, the place in a ranking does not indicate institutional development. With the exception of the very top, the place of an institution in the rankings varies greatly in subsequent years, telling little about the real quality issues and more about methods of measurement and changing indicators. For the vast majority of good universities that do not belong to the 'top 200' or even to 'the top 500' in the world rankings, these rankings are of little use when it comes to the improvement of international education and policy development in internationalisation. To develop valuable benchmarks the interaction with peers is of more practical use. Various organisations provide for this service, and of course, this can also be organised within self-chosen peer groups, networks and consortia.

3. Conclusion

To define institutional indicators for measuring internationalisation is an important way to improve the quality of your international activities. It means the process becomes more transparent and can be benchmarked against other universities. In the long list of possible indicators I suggest that it is best to first identify the organisation of your most important international activities. This will establish the international profile of your university. The presented model of the four quadrants has all the limitations inherent to models, but I hope that it proves helpful in your search for the most relevant activities in your own situation. After taking this inventory and doing baseline measurements it is helpful to make comparisons with other institutions, preferably within a peer group that will trust each other. Meetings like this will facilitate the improvement and innovation of internationalisation at large. Monitoring the outcomes and impact of your activities is an important long-term quality issue. Trends and developments will only show over time. Over the last decade we have seen a lot of activity on indicators. We now see how the debate shifts from the measurement of activity to the measurement of impact. A development from "how much" towards "to which end".

References

Eric Beerkens, Uwe Brandenburg, Nico Evers, Adinda van Gaalen, Hannah Leichsenring, Vera Zimmermann. 2010. *Indicator Projects on Internationalisation. Approaches, Methods and Findings. A report in the context of the European project "Indicators for Mapping & Profiling Internationalisation" (IMPI).*

Brandenburg, U & Federkeil, G. 2007. *How to measure internationality and internationalisation of higher education institutions: Indicators and key figures.* Working paper No. 92, CHE Centrum für Hochschulentwicklung.

Davies, John. 1995. University strategies for internationalisation in different institutional and cultural setting - A conceptual framework. In Blok, Peter (Ed.), *Policy and policy implementation in internationalisation of higher education.* EAIE Occasional Paper 8. European Association for International Education, Amsterdam.

Van Gaalen, A. 2009. *Developing a tool for measuring internationalisation: A case study.* In De Wit, H. (Ed), *Measuring success in the internationalisation of higher education*, EAIE Occasional Paper 22. European Association for International Education, Amsterdam.

Green, M. F.; Luu, D. & Burris, B. 2008. *Mapping internationalization on U.S. campuses.* American Council on Education, Washington, D.C.

Joris, Michaël. 2009. *Hoe en waarom indicatoren internationalisering* Unpublished document. Belgium.

Scott, P. 2008. The Internationalisation of Higher Education and Research: Purposes and Drivers. In *Internationalisation of European Higher Education.* EUA/ACA Handbook.

Teekens, H. 2006. Archetypen van internationalisering. Paper presented at Nuffic Jaarcongres 2006.

Appendix 1

Existing tools for measuring or evaluating internationalisation in higher education

	Tool	Organisation	Country	Purpose of tool	Level	Type of information	Type of data collection	Aimed at	Link	Authors
1	Wie Misst man internationalitat und Internationalisierung von Hochschulen	CHE	Germany	International use and possibly ranking in future	HEI	Quantitative			http://www.che.de/downloads/How_to_measure_internationality_AP_92.pdf	Uwe Brandenburg and Gero Federkeil
2	The Internationalisation of Higher Education in Sweden	Swedish National Agency for Higher Education	Sweden	Evaluation, best practices and ranking	HEI	Qualitative	Self-evaluation and vision		http://www.inter.uadm.uu.se/pdf/0527R_en.pdf	Gunnar Enequist
3	Internationalisation and Higher Education: Goals and Strategies	IDP Education	Australia	Public and information benchmarking	HEI	Quantitative with some additional closed questions	Self-evaluation		http://www.dest.gov.au/archive/highered/eippubs/eip9615/front.htm#intro	Ken Back, Dorothy Davis and Alan Olsen
4	Internationalisation in New Zealand Tertiary Education Organisations	New Zealand Ministry of Education	New Zealand	Information to government and HEI's	HEI	Quantitative and qualitative	Self-evaluation, analysis of Ministry database, consultation with stakeholders, etc.			Craig McInnis, Roger Peacock and Vince Catherwood
5	Progress and Promise	AUCC (Association of Universities and Colleges of Canada)	Canada	Public information	HEI	Quantified	Self-evaluation		http://www.aucc.ca/publications/auccpubs/research/progress_e.html	Jane Knight

Appendix 1 continues...

	Tool	Organisation	Country	Purpose of tool	Level
Existing tools for measuring or evaluating internationalisation in higher education					
6	Study to Develop Evaluation Criteria to Assess the Internationalisation of Universities	Osaka University	Japan	Undetermined	HEI
7	IQR (Internationalisation Quality Review)	ACA	International	Benchmark	HEI
8	IEP (Institutional Evaluation Program)	EUA	International	Internal use and Bench-mark	HEI
9	NIBS International Accreditation	NIBS	International	Benchmark	Business School
10	Internationalisation Survey	EFMD	International	Benchmark (anonymous)	HEI
11	Internationaliseringsmonitor	HES Amsterdam	The Netherlands	International use	HEI and program level
12	Internationalisation Survey	IAU (International Association of Universities)	International		HEI
13	Curriculum Internationalisation	New Castle University Business School	UK	Internal use	Program level
14	Vragenlijst Internationalisering	HvA Faculteit AHT	The Netherlands	Internal use	Program level
15	Onderzoek Internationalisering docenten	Hanze Hogeschool	The Netherlands	Internal use	HEI
16	Nulmeting Internationalisering	Hanze Hogeschool	The Netherlands	Internal use	Program level
17	Ranking of individual modules	Nottingham Trent University	UK	Ranking	Module
18	Zelf eveluatie kader voor instellingen	VLIR	Belgium	Internal use	HEI

Existing tools for measuring or evaluating internationalisation in higher education				
Type of information	**Type of data collection**	**Aimed at**	**Link**	**Authors**
Quantified	Desk research and interviews		http:/gcnosaka.jp/ project/projectfi-nalreport.htm	Professor Norio Furushiro
Quantitative and qualitative	Self-evaluation and peer review		http://www. aca-secretariat. be/02projects/ Quality. Review. htm	
Quantitative and qualitative	Self-evaluation and visitation	Strategic management of change	http://www.eau. be/press-comer/ press-releases/ euas-insttutional-evaluation-pro-gramme-jep/	
Quantified	Self-evaluation and visitation			
Quantitative with some additional closed questions	Self-evaluation	Internationalisation of Management of Higher Education		
Qualitative	Self-evaluation		Not available	Adinda van Gaalen and José Oegema
Quantitative and qualitative	Self-evaluation		http://www. unesco.org/iau/in-ternationalzation/ index.html	
Closed question	Self-evaluation	Internationalisation of curriculum		
Qualitative open and closed questions	Self-evaluation			
Unknown	Self-evaluation	Internationalisation staff	No survey list available	
Closed question	Self-evaluation			
Qualified	Self-evaluation	Internationalisation of curriculum		
Quantitative and qualitative	Self-evaluation and visitation			

Appendix 1 continues…

	Existing tools for measuring or evaluating internationalisation in higher education				
	Tool	**Organisation**	**Country**	**Purpose of tool**	**Level**
19	EFQM en internationalisering	EFQM	The Netherlands	Internal use/ Benchmark	HEI and program level
20	Kwaliteitsverbetering in het HO, methode internationalisering	TRIS	Belgium/ The Netherlands	Internal use	HEI
21	Inventariserende enquete op basis van archetypen	Groen Kennis Cooperatie	The Netherlands	Benchmark	HEI
22	European Benchmarking Program on University Management	ESMU	Europe	Benchmark	HEI
23	The Internationalising of Universities: A comparative case study	University of Leicester	UK and Hong Kong	Benchmark	HEI
24	Quality of Mobility Projects	National Agency Leonardo da Vinci - The Netherlands	The Netherlands	Self-evaluation	Vocational Education Institutes
25		SIU	Norway		
26		DAAD	Germany		HEI

Existing tools for measuring or evaluating internationalisation in higher education				
Type of information	**Type of data collection**	**Aimed at**	**Link**	**Authors**
Qualified	Self-evaluation		No survey list available	
Qualified	Audits			
Qualitative and quantitative	Self-evaluation through interviews	State-of-the-art/ ambitions/advice		
Qualitative	Self-evaluation			Hans de Wit
Qualitative	Desk research and in depth interviews			Wendy Woon-Yin Chan
Quantitative	Self-evaluation and desk research and data from statistical office, DAAD and other institutions			

The Increasing Relevance of Institutional Networks

Dr Hans de Wit
Dr David Stockley (La Trobe University, Australia)

Associations, consortia and networks are quite common in the academic world. In recent years, academic organisations have become increasingly international in nature as a result of the globalisation of our economies and societies. The emergence of new international academic organisations is directly related to the growing importance of the internationalisation of higher education and the impact of globalisation on higher education. International inter-organisational arrangements result from changes in the production of knowledge and in changes in the regional and global environment in which higher education institutions and the production of knowledge take place. The growth of associations, consortia and networks in higher education in the second half of the 20th century and, in particular, in the last decade, is a reflection of the globalisation of society and the response of higher education to this process. Ulrich Teichler (1996: 89) states: "We find increasing common elements between international networks of higher education institutions on the one hand and decreasing elements of national systems." Eric Beerkens (2001) mentions as inter-organisational drivers: Changes in the production of knowledge, changes in resource dependencies, and ongoing expansion in opportunities for information exchange and communication. As international drivers for crossing national boundaries he mentions demands for international linkages from traditional groups within the university, the increase in opportunities for transnational education, and the call for a more utilitarian perspective of universities. As Hans van Ginkel (1996) observes, networking has been one of the key words in higher education for the last fifteen years, and increasingly networks are of an international rather than a national character.

Common themes running through the global changes in higher education are those of global competition and cooperation. **It is becoming increasingly difficult for individual universities to compete:**
"Institutions are recognising the need to partner with one another, at home and abroad, and with corporations, non-governmental organisations, and community groups to better serve students, enhance research, and meet public needs. Such alliances help institutions undertake new activities or extend their current ones by combining resources. Cooperation can help institutions compete, enabling them to accomplish with others what they could not do alone." (Kinser & Green, 2009)

Similarly, the 2009 report *UK Universities and Europe: Competition and Internationalisation* recommends inter alia that UK universities should adopt and implement collaborative partnership models for internationalisation and that universities should establish small consortia to develop and implement internationalisation strategies.

There are external pressures to form networks: Governments encourage universities to cooperate locally and internationally on the grounds of greater efficiency (synergies) and

the benefits to be gained from institutions of different types coming together. For example, universities and technical colleges form networks to facilitate academic pathways for students; libraries share resources nationally and internationally (saving money, allowing specific libraries to specialise) and researchers share expensive technical facilities via national and international networks. Cooperation and competition by strategic partnership is for that reason stimulated by regional and national governments. A small and concrete example is the European Union/Australia Cooperation in Higher Education and VET Project, which began in 2003 with the aim of promoting understanding between the peoples of Europe and Australia and of improving the quality of their human resource development. The core requirement of this cooperation is that there must be a consortium of European and Australian higher education institutions working together. But here we focus on networks and partnerships at an institutional level.

Major bilateral and multi-lateral funding agencies such as the World Bank and the Asian Development Bank frequently demand international consortium bids for projects. Such consortia can be formed on a case-by-case basis; however, there are significant advantages in having an existing network of expertise and experience and in being able to submit project bids at short notice and with a relationship of trust and communication already established.

Though the extent of networking and the motivations may be different, cooperation between universities has always existed in some form. Traditionally, institutions of higher education establish their international linkages with a partner institution abroad via bilateral agreements, memoranda of understanding and letters of intent. These agreements have the character of arrangements for educational cooperation (student and/or faculty exchanges, joint degree programs, and curriculum development), research cooperation, international development projects, etc. Sometimes these agreements are quite concrete; sometimes they are more an expression of intent. They are made either at the level of departments, centres or schools, or at the institutional level. The recent rise of multilateral associations, consortia and networks in higher education reflects the multilateral character of the process. What is new, is globalisation and the intensity of competition for the best staff, students and resources plus the technology to aid global cooperation.

This does not exclude the role of partnerships from the perspective of social responsibility. **The final document of the UNESCO World Conference in Paris, 2009, pays a lot of attention to this role of partnerships:**
"Institutions of higher education worldwide have a social responsibility to help bridge the development gap by increasing the transfer of knowledge across borders, especially towards developing countries, and working to find common solutions to foster brain circulation and alleviate the negative impact of brain drain. [...] International university networks and partnerships are a part of this solution and help to enhance mutual understanding and a culture of peace. [...] Partnerships for research and staff and student exchanges promote international cooperation. The encouragement of more broadly based and balanced academic mobility should be integrated into mechanisms that guarantee genuine multilateral and multicultural collaboration. [...] Partnerships should nurture the creation of national knowledge capabilities in all involved

countries, thus ensuring more diversified sources of high quality research peers and knowledge production, on regional and global scales."

Different types of networks

There are different types of networks and partnerships. Guy Neave (1992) distinguishes between pro-active and reactive consortia. The fundamental purposes of the first type are to limit competition between the partners by coordination, and to seek greater external resources by "cornering" a portion of the market. The driving factor of the second type is more efficient coordination in order to be able to take advantage of proposals for linkages coming from outside. Neave links the first type to market-oriented countries such as the UK, USA and France, which seek the import of foreign students, and the second type with, for instance, the ERASMUS program. Suggesting that consortia are "a further stage in the intensification of international linkages between institutions of higher education", he describes them as the fifth point of a continuum: Mono-disciplinary bilateral linkages, exchange partnerships, network partnerships, multidisciplinary networks, and consortia. Although Neave is correct to identify pro-activity and reactivity as factors of relevance for consortia, they are not an adequate basis for a typology. His five-stage typology of inter-institutional cooperation is a simple analysis of international cooperation and exchange in education, but does not clarify the notion of consortia.

Without meaning to make a judgement on the use of terms by various international academic organisations, it might be useful to distinguish between three types of international, multilateral organisations in higher education: academic associations, academic consortia and institutional networks. Van Ginkel (1996) arrives at a similar typology for Europe: Associations, institutional networks, inter-university cooperation projects/joint European projects, and university-enterprise training partnerships (the last two are included in academic consortia in the typology here).

a.   *Academic Associations*

An academic association is an organisation of academics or administrators and/or their organisational units (departments, centres, schools, institutions), united for a common purpose, which is related to their professional development (information exchange, training, advocacy, and so on). This type of organisation is quite common and has a long history in higher education, even at the international level. This is particularly true for those associations that are based on individual membership, and are single purpose, academic and discipline based, and faculty driven.

Institutional, multipurpose, management-based and leadership-driven associations and the individual, administrative associations are a more recent phenomenon. Examples of institutional associations are the International Association of Universities (IAU) and the Programme on Institutional Management of Higher Education (IMHE). Examples of the individual, administrative type of organisations are the International Association of University Presidents (IAUP) and the European Association for International Education (EAIE). An example

of an individual-based association that became institution-based is the Association of European Universities (CRE), originally the Association of European Rectors.

b. *Academic Consortia*

An academic consortium is a group of academic units (departments, centres, schools, institutions), which is united for the single purpose of fulfilling a contract, based on bringing together a number of different areas of specialised knowledge. In principle, its lifespan is limited by the terms of the contract. Such groups can be either faculty or leadership driven, but with a strong faculty commitment in the case of consortia with an academic purpose. Examples of academic consortia are the Joint Study Programmes in the ERASMUS scheme (in the area of teaching); consortia in the Framework Programmes for Research and Development of the European Commission (research); and consortia tendering for Technical Assistance Projects (service).

The multilateral Joint Study Programmes in the ERASMUS scheme were discipline-based, faculty-driven agreements, focused on student and staff exchange and curriculum development. Their success was mainly the result of the existence of external funding from the European Commission and their strength was more in student exchange than in the other two areas. As soon as these programs were forced to integrate with the leadership-driven institutional agreements in the new SOCRATES program and the money coming from the European Commission was reduced, many of them came to an end. This was also true for research- and service-oriented consortia, which were project-based and externally funded.

Academic consortia can develop into institutional networks when the success of their joint contract becomes the basis for more structural and multipurpose cooperation between the partners. An example is the Utrecht Network, a network of institutions, which originated in a consortium for a Joint Study Program of the ERASMUS program. International academic consortia are a rather common phenomenon in higher education, in particular in research. They appear to come and go according to the needs of the different partner institutions to make use of their partners' complementary skills, experiences and facilities. As the example of the Joint Study Programmes demonstrates, external funding is a crucial factor for their success. Academic consortia are and will continue to be the most common form of international organisation in higher education, and increasingly as part of academic associations or institutional networks.

c. *Institutional Networks*

An institutional network is a group of academic units (departments, centres, schools, institutions), which is united for, in general, multiple - academic and/or administrative-purposes, is leadership driven and has an indefinite lifespan. While academic consortia are usually "single mission", institutional networks tend to have a "general framework objective", as noted by Neave (1992: 65).

Although they are less focused on objectives and goals than associations or consortia, owning

to their multipurpose character, it is this type of organisation that seems to be emerging most recently. There is a trend towards leadership-driven multilateral institutional networks, mostly within the European Union but also elsewhere and recently also examples of an international nature emerge.

The European networks resulted mainly from the success of the Joint Study Programmes. The Coimbra Group, an institutional network of the two oldest universities in each of the countries of the European Union, was the first of these networks. Later there followed the Network of Universities in the Capitals of Europe (UNICA), the Santander Group, the Utrecht Network, the Santiago de Compostela Group, the European Consortium of Innovative Universities, the European Consortium of Universities of Technology, and others. They differ from the discipline-based networks in the sense that they are leadership driven (top-down) and multipurpose. Student exchanges, staff exchanges, administrator exchanges, joint tenders and joint research cooperation are the activities that these networks most commonly undertake. Although these networks are strongly driven by European Union funding, they have extended their membership to the rest of Europe as well. Others have a more interregional scope. Examples are the ALMA Scheme, uniting the Universities of Aachen (Germany), Liege (Wallonia, Belgium), Diepenbeek (Flanders, Belgium) and Maastricht (The Netherlands); and the European Confederation of the Universities of the Upper Rhine (EUCOR). Some of these networks do not limit themselves to the academic community but are networks including Chambers of Commerce, industry or local government.

One can find institutional networks also in other regions of the world, such as the Association of East Asian Research Universities (AEARU); the Asociación de Universidades Grupo Montevideo (AUGM), a group of twelve universities in Argentina, Brazil, Paraguay and Uruguay; the Consejo Superior Universitario Centroamericano (CSUCA), a consortium of Central American universities; and the College of the Americas, an inter-American network of institutions cooperating in interdisciplinary teaching, research and continuing education.

In the USA, institutional networks or consortia are mostly regionally based American consortia, even though they are oriented to international cooperation. Examples are the Midwest Universities Consortium for International Activities Inc. (MUCIA) of ten universities in the mid-west; the Consortium for International Development (CID) of twelve western public universities; the Illinois Consortium for International Education (ICEI); and the Texas Consortium. The first two focus on tenders for development assistance contracts; the others are examples of networks for study abroad and international curriculum development. Some of these consortia seek partners abroad, such as ICEI and the Utrecht Network in Europe.

In Australia, examples are the Group of Eight (Go8) and Innovative Research Universities Australia (IRUA).

Some networks have a cross-regional character, such as the University of the Arctic, in which universities from Northern Europe and Canada work together.

Recently, new international networks have been emerging, some based on existing regional networks – such as the combination of ICEI and the Utrecht Network – others as new initiatives. Examples of the later are Universitas 21, an initiative of the University of Melbourne, the International Alliance of Research Universities (IARU), the International Network of Universities (INU) and the Academic Consortium for the 21st Century (AC21). The UNITWIN/UNESCO Chairs Program could also be called a global network program, but it is a UNESCO-initiated project of programs directed at discipline-oriented cooperation. The same can be said of the United Nations University in the area of research.

Universitas 21, established in March 1997, is an international association of comprehensive research-intensive universities. The first director of the Universitas 21 Secretariat, Chris Robinson (1998: 96), described it as *"an active, effective association, small enough to permit high levels of commitment, familiarity, collaboration and inter-operability between the member institutions, yet large enough to capture the benefits of international diversity. The underlying concept is of a small, tightly knit association of kindred institutions with immense potential to secure and improve international opportunities and positioning for its members."* In addition to the activities that are common in other networks, Universitas 21 strives for benchmarking and development of new teaching and learning technologies, modalities and delivery systems. Universitas 21 is an example of an institutional network, which crosses national and regional borders to better prepare its members for the competitive global market. Transnational/borderless education creates new incentives for global institutional networks or bilateral and multilateral alliances. Universitas 21 has a commercial arm associated with online program delivery, namely U21 Global. U21 Global is operated through Universitas 21 and Manipal Education, which is a private (for profit) education provider in India, and eBook publishing with Melbourne University Publishing and originally (and controversially) with Thomson Publishing.

The networks vary in size, perceived prestige of membership, geographic spread and date of establishment, yet the type and range of activities is remarkably similar. Santander has 34 members across 15 European countries; IARU has ten (highly prestigious) members across eight countries; INU 11 in nine countries; ECIU in ten European countries plus three non-European associate members; AC21 has 19 members in nine countries with a strong Asian membership, especially from China, and Universitas 21 has 21 (prestigious) members across 14 countries. All have been founded within the last 20 years and most within the last decade, a clear indication of how international higher education networks have become more common and more necessary in recent times. AC21 has partners in industry as part of the network's mission to develop cultural and technological exchange via partnerships with local regions and industry. The Go8 and IRUA in Australia were founded as political lobby groups to further the interests of similar and like-minded universities.

The range of missions and staff and student activities are very similar: To enhance global understanding, often via teaching and research on global themes/problems (the environment, health and ageing, global citizenship, etc.); to collaborate in research; to undertake benchmarking of various activities (research, internationalisation, libraries, etc.); student

seminars on global themes (for example, INU has annual seminars on "global citizenship" at Hiroshima University coinciding with the commemoration of the dropping of the atomic bomb on Hiroshima); joint academic programs (such as joint Master's programs where students at member universities spend one or two semesters studying for credit at partner network universities); senior staff meetings to discuss themes of common interest (for example, quality assurance, innovation and strategic planning, research management, teaching and pedagogic improvement and education policy development, including acting as a pressure group with national governments). Other activities include: Student internships, summer schools, seeking donor funds to support network activities, joint bidding for international and national projects, and generally working to strengthen the position of the individual members of each network.

In sum, these networks are dominated by universities selected for their similarity in type, ranking and strategic mission and complemented in a few cases by membership of commercial or industry partners. Research excellence is a stated criterion for membership in a significant number of the examples.

Success and failure factors

Networks and partnerships generally cover a range of activities, most commonly one or more of the following:
- Student exchange
- Academic and administrative staff exchange
- Research cooperation
- Researcher exchange
- Benchmarking
- Delivery of transnational education
- Joint bids for international projects
- Joint curriculum development
- Joint or double academic programs
- Shadowing programs
- Short course programs
- Developmental projects in a third country
- Relationships with the private sector

If institutions in the past had many bilateral arrangements and were involved in trial and error network efforts, recently one can observe a trend to rationalisation of partnerships and a focus on a small number of strategic partners and networks. These tend to focus on joint branding, recruitment, joint degrees, twinning arrangements, and benchmarking cooperation to be able to better compete.

Although institutional networks in higher education appear to have become rather popular, not many success stories can be told as yet. What are the factors that are relevant to the success or failure of such networks?

Beerkens (2001) mentions size, scope, nature of integration and intensity as critical dimensions of international inter-organisational arrangements. Van Ginkel (1996: 100) states that "unclear choices and reluctant commitment to networking will result in the loss of identity." He notes the following characteristics of successful strategic alliances, based on his experience with strategic alliances of the University of Utrecht with private multinationals in research cooperation: Congruence of missions; the will to invest through budget allocation and extra resources; appointment of liaison officers to bridge the differences in culture between the partners; strong agreement on methodology and quality standards; agreement on intellectual property rights, and taking time getting to know each other.

Working within networks is indeed not easy. The African Studies Centre at Michigan State University in 2009 published a checklist, *Best practices for international partnerships with higher education institutions in Africa,* and this provides a useful starting point for what is needed for a successful partnership – and network. **The checklist states as necessities:**
• Clarity of goals
• Consortium linkages
• Understanding each other
• Providing internal funding (not relying solely on external funding)
• Building for the long-term (5 – 10 years)
• Broad support and ownership within the partner institutions
• Joint decision making
• Written agreements
• Transparency of funding

Kinser and Green (2009: 16) list the following "success factors for partnerships" (noting that they are talking of "partnerships" and we of "networks", but there is much in common):
• Arrangement is driven by "studied self-interest" or mutual benefit
• There is faculty buy-in (use of incentives)
• Adequate and long-term resources are provided
• Arrangement is based on a sense of urgency and opportunity
• Partners are not economic competitors
• Partners are not geographic competitors
• Partners have complementary strengths
• Partners are at comparable levels of perceived quality
• Partnership enables activities that cannot be undertaken alone
• Leaders cultivate strong relationships with each other
• Purpose is clear and limited
• Goals are simple and achievable
• Internal and external community understand the partnership and why it is being sought
• There is agreement regarding communications (that is, an internal and external communication strategy is essential)
• The partnership is reviewed periodically in a structured way

Roger Prichard (1996: 5) also provides an overview of factors for successful networking, relevant for institutional networks:

1. "Long-term relationships have to be built." This implies that a lot of time and energy has to be invested in making the network objectives and goals known and accepted within and among the member institutions. This also implies that time is needed to establish and build good person-to-person relationships, at both the level of the leadership of the institutions and at the level of the academics involved in the projects.

2. "It is important to pick winners." Many projects are created on an *ad hoc* basis, by brainstorming at leadership assemblies, and are based on superficial assumptions instead of well-thought-out plans. Picking winners can be stimulated by awards and by well funded plans.

3. "Cultivate sufficient resources to enable the program of work, and any obvious spin-off programs to succeed." Successful projects need investment, both in time and money, of those involved. This is often ignored in the design of projects. Clear plans and awards can help to overcome this threat.

4. "Network projects need to have limited and realisable goals, appropriate to the level of development of the institutions." This aspect is frequently ignored in networks, resulting in failure and frustration among the members. Formulation of clear goals for the short-, mid- and long-term is essential for success.

5. "The projects must be built around people in the institutions with relevant experience and interest to make a medium- to long-term commitment." Given the fact that many projects are designed by the leadership of the institution and lack guaranteed commitment of the relevant persons in the institutions, they have a tendency to fail. Again, awards and plans are helpful instruments for making project commitment a success.

6. "In building networks, specific areas should be targeted, not the whole operation." Many institutional networks live by their institutional nature and not by the sum of objectives, goals, projects and targets.

7. "To get the network off the ground, it is important to have some project champions in key institutions who will keep the project moving forward." If there are no project champions, it will be difficult to convince others in the institution to commit themselves to projects of the network.

8. "Set up a network 'listserve' to keep as many participants in frequent contact as possible." Communication is important, but only if one has something to tell.

Prichard also provides some warnings, that are relevant to institutional networks:

a. "Don't develop a network without significant involvement of the people who will be key players in the network." Given the fact that the institutional networks are leadership driven, this is a crucial factor in the success or failure of the network.

b. "Don't take a short-term perspective." Many networks look only at the possibilities and sources available in the short-term and do not survive the fact that these opportunities will disappear.

c. "Don't try to do too many things at once." Networks try to satisfy the interests of all their members and end up with a long list of things to accomplish, without having the guarantee that the organisation can handle all these suggestions.

d. "Don't have too many players." Experience shows that networks tend to expand their membership too fast to be representative and to cover the political, regional and individual interests of their members. Too many players are a danger for any network. In addition, the selection of members is not always based on criteria related to the mission and objectives of the network.

One should add to these warnings the following (de Wit, 2004):

e. Base the mission of the network on more than a geographical or historical identity. Such an identity does not provide a sufficient basis for successful partnership in a network.

f. Emphasise the complementarity of the partners, not only the commonality. Institutional networks are based on commonality – oldest universities, research universities, regional focus – and tend to neglect complementarity, which is the basis of success for a network. Cooperation only makes sense when both similarities and differences in operational skills and areas of specialised knowledge are recognised and used.

g. Recognise potential discrepancies between the partnership of the institution in a network and the partnership needs at the decentralised level. An institutional network cannot and does not need to cover the whole institution. Accept the fact that departments, centres and schools have their own networks and that these do not always overlap with the institutional network and that for that reason there is no interest in being involved in network activities.

h. At the same time, the choice of institutional network should cover enough interest at the decentralised level to create commitment. A network that only exists in the heads of the institutional leaders will not have sufficient ground for survival.

i. The cost of the network organisation should not become the main driver for maintaining the network and place the organisation into direct competition with its members. When network organisations become too big and require overhead costs from contracts, this is a real danger.

j. Be aware of the differences in structure, funding and culture among the partners. If the network is not aware of this diversity, this will create misunderstanding of the objectives and goals of the network as a whole and of the projects planned within the network.

k. Be aware of the potential tensions between the interest of the founder and/or centre institution of a network and those of the other members. There are cases of networks in which the founding/centre institution has bilateral relations with each of the members without real links between the other members. Teather (2000) calls this the "hub-and spokes model" or "single node network".

l. Do not organise the network around external funding but around institutional funding, with external funding as an additional resource (see also Van Ginkel, 1996).

Networks by definition are more complex than bilateral partnerships because they involve more partners. Nevertheless, they are based on the same principles, albeit expanded. Networks must entail a spirit of cooperation and have in mind a common goal, which will benefit all members. Such benefit may be tangible outcomes, for example, more research funding, higher quality students or external donations, or less tangible outcomes such as prestige and branding. Whatever the goal, it must be shared and (to some degree) achievable. Moreover, the goal of the network must be congruent with the missions and ambitions of the individual members. This suggests that there must be across the membership both a common starting point and a common goal; that is, networks of universities of widely differing prestige, ranking and quality are unlikely to be successful as the goals will be different and there is no common starting point – unless the stated goal is for some universities to raise the standard of other members.

There must be a real value to creating a network and staff within individual members must be able to see that value, especially since it is often said that academics owe their first loyalty to their academic discipline, and next to their department, with the university *per se* a distant third. Personal experience by one author in a network confirmed the difficulty of securing staff awareness and ownership of network activities, and most difficult was establishing theme- and problem-based joint research agendas across the network, which fitted with individual research interests. Once a definite purpose has been identified, there is the task of identifying appropriate partners (academic and commercial). Of course, it is probable that the purpose and the partners are two processes running hand in hand from the outset.

Next comes identifying the true costs of network involvement, including the costs of not being involved ("lost opportunity costs") and the expected returns; that is, a cost– benefit analysis, which covers both concrete and intangible (hidden) costs and benefits. Difficult but necessary is the identification of likely sources of conflict, particularly when dealing with diverse national and institutional cultures within a network. What is the real agenda of each member of the network? Are there different agendas *within* member institutions and different expectations of success? This concern is heightened if there are business partners involved in the network; commercial partners are likely to have shorter timelines for seeing returns and certainly may become impatient with the lengthy and cumbersome decision-making processes within universities.

Universities are lateral structures where power may be largely symbolic rather than executive and where many individuals and departments may see no value in a central strategic direction. The personal experience of one of the authors in a commercially-oriented network of universities, a private language college, a technical college and a business partner is that the business partner was continually frustrated by the risk-averse nature of universities and by the lengthy and discursive nature of academic decision-making, while the universities were deeply cautious with respect to commercial considerations and to the business partner's desire to see short-term profit. A lack of trust was a major factor in the failure of this network. To reiterate – and it is a *cliché* – there must be institutional ownership of the network or it is doomed.

Networks require a central secretariat and communications function, which can coordinate network tasks and this requires a resource commitment by the network members. Network activities – student seminars, executive meetings, newsletters, administrative aspects of academic cooperation – cannot be simply an "add on" to existing member activities - if this is the case, little or nothing will happen. The central secretariat will need to construct an annual work plan, based on the directions and decisions of the network executive, and will be responsible for monitoring the plan and providing the infrastructure necessary for its completion. Providing resources (in cash or in kind) to a central administrative function, perhaps rotating across network members, is an essential part of individual institutional commitment to a network. If a member is not prepared to do this, then one can question their commitment to the network.

Several other issues will have to be dealt with in relation to the further development of networks and alliances in higher education, such as:

1. *Exclusiveness/elitism in partnerships*
   On the one hand the formation of networks leads to exclusiveness, in particular those who incline to stay small and look for alliances of the top institutions or disciplines. On the other hand, this can lead to elitism and exclusion of institutions and regions. This can lead in turn to the danger of a divided higher education space. This dilemma of, on the one hand, more competition and smaller alliances, and on the other the need of inclusion, is a concern that clearly needs attention but is not to be solved easily.

2. *The issue of diversity versus harmonisation*
   Related to the first issue, there appears to be broad consensus on the need to maintain a diverse space of higher education and that networking should reflect that diversity.

3. *The importance of the new technologies*
   The role of the new technologies and their use by universities is seen as most important, although it is not debated as much as the issue of languages. There appears to be a general agreement that there should be given more attention to the use of information technology in networking. However, there is also a strong feeling that virtual networking cannot replace real contact.

4. *The role of the university in the debate on ethical issues for our society*
Concern is expressed that networks will focus more on the Sciences, Business and Engineering disciplines, and on issues such as competitiveness, branding and marketing, and less on the Humanities and Social Sciences and on social development concerns universities have to play a key role in the debate on ethical questions and citizenship concerns. The global space of higher education should also examine these issues, a fundamental part of the tradition of academic institutions. (See the UNESCO World Conference 2009 final document, cited above).

5. *The role of the different stakeholders in networks*
Networking should not be exclusive as far as different stakeholders are concerned, both within the universities i.e. leadership, faculty, students; and between the universities and the outside community i.e. NGOs, the private sector, governments, the European Union. More attention should be given to the opportunities that networks of a broader diversity of stakeholders provide.

6. *Institutional versus academic/disciplinary networking*
There is a rather broad consensus that the emphasis in networking should be on academic disciplinary collaboration. Institutional networks can be useful in facilitating cooperation at the disciplinary level. However, the emphasis should be on academic collaboration, even in these networks.

7. *Branding of networks versus branding of institutions*
The discussion regarding whether networks should be institutional or disciplinary leads to the question of whether the emphasis should be on the network or on the institutions. There is broad consensus that the institutions should continue to be the key brands in the competitive market and that networks should be the added-value factor.

8. *Small versus big networks*
There appears to be agreement that smaller networks are more effective than big networks, but at the same time it is recognised that this can lead to elitism and exclusiveness (see point 1).

9. *The added value of networks to the institution*
Networks should not only be based on a feeling of partnership, of being connected, but there should be an emphasis on the added value, the complementarity, the network will bring to the institution (de Wit, 2000).

There is no uniformity of position on all of these issues - in itself a reflection of the diversity in our academic community. However, these issues could be guidelines for follow up discussions and actions. **Based on the experiences described above, one can say that institutional networks should at the minimum be conscious of the following elements:**
• Mission of the network
• Description of the purposes, objectives and goals of the network

- Geographical focus
- Size of the network
- Composition of the membership in relation to the mission and purposes
- Relation between the founder and/or centre of the network and other members
- Relation between leadership commitment and commitment within each of the institutions
- Financial resources, including membership fees, external and internal project funding
- Organisational structure
- Mechanisms for evaluation of the network and its activities

The future of networks and partnerships

Can these regional and international institutional networks become the key to the next stage of internationalisation, in which not only the mainstream activities and programs of the universities, but the whole of the institution becomes international? Can we expect that universities will finally follow the same path that banks, industry and even nation-states have followed over the past century: Move into joint ventures, merge across borders, share their human resources and create common products? According to Magrath (2000: 255) the transnational linkages of universities will move from "cottage industries" to "multinational consortia" as a consequence of globalisation, and in particular the digital and information technologies. It seems a logical, unavoidable step, but all networks are a long way from such a concept of internationalisation, and still have a strong activity orientation.

According to Robinson (1998: 92):
"...globalisation means that major universities have to be systematically and essentially international in character and function. However, it is clear that no institution, however strong or prestigious it may be, can continue to be entirely successful operating on its own. [...] Universities seeking to respond to these challenges can contemplate several different approaches to internationalisation. They can adopt strategies involving the international expansion of a single institution through the establishment of off-shore campuses. Alternatively, an existing institutional 'brand' can be franchised to agencies in other countries. Or, there is an option that already has proven itself in other multinational industries: a consortium organised as a network."

Peter Scott (1998: 129), addressing the question *What is likely to emerge?*, also sees a diverse pattern:
"Probably not, despite the evident power of the Murdochs and Gateses, global universities designed by News Corporation or Microsoft. [...] But nor are global universities to be simply extensions of existing universities, in which international activities have simply been given greater prominence. So perhaps the most likely outcome is a highly differentiated development – of a few world universities (or, more probably, of world-class elements within them); of networks of existing universities that trade in this global market place while maintaining their separate national identities [...]; of the growth of hybrid institutions that combine elements of universities with elements of other kinds of 'knowledge' organization [...]; of the emergence of 'virtual' universities organized along corporate lines [...]; and, inevitably, of a few global universities on a News Corporation or Microsoft pattern. There are and will be institutions of higher education which, deliberately or not, are oriented to

the local environment and for which the international dimension will stay incidental, individual or at most consist of a combination of unrelated activities, projects and programmes. Others will not evolve further than having a separate internationalisation strategy, without affecting the functions of the institution. Only a few global players will emerge, old institutions but also new providers of higher education, making use of the opportunities which new technologies and the global market provide. Coalitions, networks, consortia or alliances among institutions of higher education, and between them and industry, are and will be increasingly important factors in ensuring a role in this global arena.''

As Robinson and Scott note, this century will see such a differentiated development of new models of higher education. As Van Ginkel (1996: 97) states, universities that want to be global players must focus their attention on the fields in which they are excelling and therefore have "to find co-makers, other universities as well as other role players in society, in order to keep offering a broad variety of good courses and good research. It is this type of networking, the connecting of the best within reach, the linking of university services to societal change that needs our attention." Davies (1997) also observes an increasingly likely substantial importance of inter-institutional alliances as a lever in institutional change for marketing, new interdisciplinary connections and regional and international services.

This century will see international mergers and joint ventures of institutions of higher education, first at the inter-regional level, later also at the global level. At the same time, more and more faculties and schools will combine their efforts in consortia and alliances, beyond such institutional mergers and joint ventures. This will be the result of the principle that partnerships at the institutional level cannot always and completely match the needs at the decentralised level.

Even though institutional networks at present seem to be rather weak, lacking commitment at the departmental and school level and not very effective in their operations, they are more likely to be the motor for future mergers than the discipline-based networks, consortia and alliances. Only the central leadership is able to make the radical decisions needed to move away from fragmented activity-oriented cooperation to real mergers and joint ventures. It is only a question of time before such decisions are made.

Strategic partnerships in research, teaching and transfer of knowledge, between universities and of universities with business and beyond national borders, will be the future for higher education, in order to manage the challenges that globalisation will place on it. Cooperation for competition and competition for cooperation: This will be driving higher education globally in the years to come.

References

Atlbach, P., Reisberg, L. & Rumbley, L. 2009. *Trends in global higher education: Tracking an academic revolution*. Boston: Center for International Higher Education, Boston College.

Beerkens, E. 2001. *International inter-organisational arrangements in higher education: Towards a typology*. Paper presented at the 23rd EAIR Forum, September 2001, Porto.

Communiqué of the Conference of European Ministers Responsible for Higher Education on the Bologna Process (28-29 April 2009), Leuven.

Davies, J. 1997. A European agenda for change for higher education in the XXIst century: Comparative analysis of twenty institutional case studies. *Cre-Action 111:* 47-92. Papers on Higher Education. Geneva/Bucharest: CRE/UNESCO/CEPES.

de Wit, H. 2000. Networking for the European Space of Higher Education. Unpublished report of the 54th Bi-Annual Conference of the Association of European Universities (CRE) on 'Networking for the European Space of Higher Education', 26-27 October 2000. Cracow: Jagiellonian University.

de Wit, H. 2002. I*nternationalization of higher education in the United States of America and Europe: A historical, comparative, and conceptual analysis*. Westport, CT: Greenwood Press.

de Wit, H. 2004. Academic alliances and networks: A new internationalisation strategy in response to the globalisation of our societies. In Theather, D. (Ed.), *Consortia, international networking, alliances of universities*. Melbourne: University of Melbourne Press.

de Wit, H. 2005. Report on Internationalization (E21). Report for the European Benchmarking Programme on University Management, Brussels.

de Wit, H. 2007. Planificación estratégica y mecanismos de aseguramiento de la calidad para la internacionalización. In PIHE, Prácticas y tendencias para la internacionalización y la cooperación entre universidades de América Latina y Unión Europea. Alicante: Universidad de Alicante.

Frolich, N. & Veiga, A. 2005. Competition, cooperation, consequences and choices in selected European countries. In Khem, B. & De Wit, H. (Eds.), *Internationalization in higher education: European responses to the global perspective*. Amsterdam: European Association for International Education and the European Higher Education Society (EAIR).

Frolich, N. 2008. Justifications and Drivers. In Gornitzka, A. & Langfedlt, L. (Eds.), *Borderless knowledge: Understanding the "new" internationalization of research and higher education in Norway*. Higher Education Dynamics 22. Springer.

Kinser K. & Green, M.F. 2009. *The power of partnerships: A transatlantic dialogue*. Washington, D.C.: European University Association and American Council on Education.

Knight, J. 2008. *Higher education in turmoil: The changing world of internationalization*. Rotterdam: Sense Publishers.

Magrath, P.C. 2000. Globalisation and its effect on higher education beyond the nation-state. In *Higher Education in Europe 25* (2): 251-258. Bucharest: UNESCO/CEPES.

Neave, G. 1992. *Managing higher education international co-operation: Strategies and solutions*. Reference Document UNESCO. Paris: UNESCO.

Prichard, R. 1996. Networking for research and development: Necessity or new religion? In *Inter-American Journal of University Management*. Sainte-Foy, Québec: Instituto de Gestion Liderazgo Universitario.

Reinalda, B. & Kulesza, E. 2005. *The Bologna Process: Harmonizing Europe's higher education*. Opladen, Germany and Bloomfield Hills, MI: Barbara Budrich Publishers.

Robinson, C. 1998. Address at the workshop on academic consortia. Workshop Report. David C. Lam Institute for East-West Studies, Hong Kong, 19-21 November 1998.

Scott, P. 1998. Globalisation and the University. In Scott, P. (Ed.), *The Globalization of higher education.* Buckingham, SRHE and Open University Press.

Scott, P. 2005. The global dimension: Internationalising higher education. In Khem, B. & De Wit, H. (Eds.), *Internationalization in higher education: European responses to the global perspective*. Amsterdam: European Association for International Education and the European Higher Education Society (EAIR).

Teather, D.C.B. 2000. Review of the David C. Lam Institute for East-West Studies. Internal document. Hong Kong, Hong Kong Baptist University.

Teichler, U. 1996. The changing nature of higher education in Western Europe. *Higher Education Policy 9* (2). Paris: IAU/Pergamon.

Teichler, U. 2004. The Changing Debate on Internationalization of Higher Education. *Higher Education 48*: 5-26.

UK Higher Education International Unit and the UK Higher Education Europe Unit. 2009. *UK universities and Europe: Competition and internationalisation*. London.

Van der Wende, M.C. 2001. Internationalization policies: About new trends and contrasting paradigms." *Higher Education Policy 14* (3): 249-259.

Van Ginkel, H. 1996. Networking and strategic alliances, dynamic patterns of organization and co-operation. *CRE-Action 109*. Geneva: CRE.

International Student Mobility Trends: The Cases of Europe and South Africa in Comparative Global Perspective

Dr Hans de Wit

International students increasingly reach the news headlines around the world. International student mobility is at the centre of the global knowledge economy and higher education market. This in a time where more and more emphasis is placed in the media on the contribution international students make to national and local economies.

The current debates in Europe on the positive and negative dimensions of the multicultural society, and skilled immigration needs versus general immigration trends, and the economic and financial crisis have a direct link to international student mobility. In Ireland, the international education strategy 2010-2015 to make Ireland "internationally recognised and ranked as a world leader in the delivery of high quality international education" by, among others, increasing the present number of international students in the coming five years by 50%, is under pressure as a result of the budgetary crisis.[i] In the UK, the plans to introduce restrictions on immigration and higher national student fees have an impact on the number of international students from outside (immigration) and inside the EU/EFTA countries (higher fees) as well as on the potential emigration of UK students (lower fees in neighbouring countries). In Germany, when Prime Minister Merkel proclaimed the collapse of the multicultural society and a push for stricter immigration laws arose, the Minister of Economic Affairs, the business sector and the higher education sector warned instantly of the danger of a lack of skilled labour. In Switzerland, there is a high concern that recent anti-immigration referenda results will have a negative impact on skilled immigration and attractiveness of the country for international students. In The Netherlands, Sweden and Italy similar fears exist due to the rise of anti-immigrant nationalist politics. There is an increasing tension in Europe, including The Netherlands, between short-term anti-immigrant tendencies and budget cuts for research and development on the one hand, and the long-term need for skilled immigration to stay competitive in the global knowledge economy on the other hand.

At the same time, outside of Europe, the debate on student mobility is intense. We have seen, for instance, intensive coverage by the media of presumed (and later questioned for their accuracy) racist attacks on Indian students, which threatened the success story of an increased number of students from India studying in Australia and their contribution to the economy. The events were only an illustration of the fact that the success story of 6% of the global market share of international students had its downsides. Too much of the recruitment had been focused on vocational education and training, with low quality provision and little labour market needs. Stricter visa regulations for international students and more focus on top talents will result in a decline in numbers of international students in the years to come, but in the long run might create a more stable situation.

In New Zealand it generates more earnings than the export of wine; in Canada more than lumber and coal; and in the UK more than automotive or financial services. NAFSA estimates that foreign students and their dependents contributed in the academic year 2008-2009 approximately $17.6 billion and $18.78 billion in 2009-2010 to the U.S. economy. For Australia, it is the fourth export product after coal, iron and recently - as a result of its sharp increase in price - gold.

The fact that these figures are becoming so dominant in the debate about international students, is telling something about the shift from social-cultural and academic to economic rationales in international student recruitment, which is increasingly evolving into a multinational industry.

Tuition fees

The dominance of the income generation in the drive for international students has been present in the UK (early-80's) and Australia (mid-80's) when the concept of differential, cost-related tuition fees for international students was introduced. Until recently this was not a factor in continental Europe and the U.S.– with the exception of the public sector where inner- and outer-state fees (also for international students) have always existed. In Canada, however, other factors such as immigration policy and development cooperation were more dominant in their recruitment policy.

The policy of non-discrimination between international and local students in tuition fees has for a long time survived in continental Europe. Only in recent years countries like Denmark, The Netherlands, Ireland, Sweden, Malta and Slovakia have introduced full cost fees for non-EU students and Finland is considering this option as well. Five German states have introduced tuition fees, which have increased the cost of study in those parts of the country for international students. Other countries though, like Austria (where the introduction of tuition fees was revised during election time in 2008), Greece, Italy, Spain, and France have no plans to introduce higher fees for national and/or international students. The UK has increased the tuition fees for national students and by that also for EU/EFTA students drastically in 2010, and given that one third of the international students in the UK are from EU/EFTA countries, the impact might be high.

Increased global competition

While in Northern Europe tuition fees for international students are introduced and in the US and UK are increased, one can see two other trends in international student circulation. First, there is increased competition for international students to the traditional top countries: US, UK, Germany, France and Australia. That competition is coming from other industrialised countries such as Canada, New Zealand, Japan and continental Europe, but also from emerging economies such as China, Malaysia, Singapore, Taiwan, South Africa and the Middle East, which are at the same time still dominant sending countries. With the increasing capacity of their higher education, in particular at the undergraduate level and also through increased foreign presence in the sector, they compete for students from their region with the traditional recipients. In Malaysia and the Middle East, their Islamic education is also used as an attractive

alternative for the increasing anti-Islamic attitude in Europe and the US. The *Global Education Digest* of UNESCO in 2009 observes that students are increasingly staying within their region of origin. This is in particular the case for Latin America and the Caribbean (11% in 1999 compared to 23% in 2007 and in East Asia and the Pacific from 36% to 42%).

Recruitment of top talents

A second trend one can see is a shift from massive recruitment to selected recruitment of top talents, who are not only invited to study but also to stay and work. Skilled migration to fill the needs of the knowledge economy and to replace the shrinking educated labour forces in the aging societies of Northern America, Europe, Australia and Japan, accounts for this shift. At the same time, countries like China are also in need of these talents for their economies. John Douglass and Richard Edelstein of the Centre for Studies in Higher Education at Berkley in their report *Whither the Global Talent Pool* in 2009 estimate, for instance, that the US needs to double its international student enrolments from 625 000 in 2008 to 1.25 million in 2020, in a time of increased global competition. Japan – after the completion of an earlier target of 100 000 international students – has set a target of 300 000 by 2020; Malaysia set a target of 100 000 international students in the coming years; Singapore 150 000 by 2015; and Taiwan 30 000 in the coming four years. Taiwanese President, Ma Ying-Jeou justified this target by stating: "It is urgently important to make local universities and colleges internationally efficient so as to recruit more students from other countries to help Taiwan sharpen its competitive edge," and with a reference to the fact that Taiwan has the lowest birth rate in the world.

Forecasts for the EU indicate that where the number of low skilled workers will decline in 2020 from 28% (currently) now to 19%, medium skilled workers will increase from 48% to 50%, and high skilled labour will increase from 26% to 31%. [ii] At the same time in Europe in the next 12 years the age group between 16 and 29 will drop from 90 to 81 million. Restrictions in immigration and greater barriers for access to higher education for national and foreign students will make Europe less attractive for international students.

In 2010, the Russian government, according to *University World News* (Eugene Vorotnikov, 14 November 2010) has launched a US $360 million drive to attract more international scholars. For Russian universities internationalisation has become more and more synonymous with recruitment of international students and scholars, reviving the times of the Soviet Union when they were a corner stone of communist solidarity and hegemony.

Reputation and employability - new pull factors

At first sight there appears to be a contradiction between the introduction of full cost tuition fees for international students in Northern Europe and the increased global competition for them. In Sweden, universities are asking the government to delay the decision given the present economic crisis and the sharp fall in the number of non-EU degree-seeking students in Denmark after the introduction of higher tuition fees (a drop in two years of 50%). Reputation and employability though are more important pull factors than costs in the decisions by students,

their families and donors in deciding where to go, as the US and UK show. It is for that reason that the Danish Science Minister is not worried about the drop of non-EU students. In *University World News* of 24 January 2010 he stated that by maintaining free education, the risk and costs of a massive inflow of poor or mediocre international students would be high; a combination of high tuition fees and a scholarship scheme will provide better chances to recruit top talents. A similar approach can be seen in The Netherlands, although the scholarship schemes are under threat due to the economic crisis.

World rankings have increased the importance of reputation. The presence of top international students and scholars results in a higher position in these rankings and as a result the attractiveness for excellent students and scholars to be there. As a result, the divide between the top and the rest becomes wider.

Brain drain

In all this, there is a price for those who have not had a chance to study at all, even less to go abroad and escape the poor conditions in their home country; and for those countries at the end of the chain, which see their small elite group of educated children go away and never return. The global competition for talent has placed the issue of brain drain again on the agenda. Countries like Vietnam recognise this problem. In December 2009 the Vietnamese government organised dialogue sessions with Vietnamese students abroad (at present some 50 000) to motivate them to return after their studies instead of staying away. Other countries open their higher education to private foreign providers by lack of public funding. But those at the far end of the chain can only survive through development aid; bringing in academics from the developed countries to fill the gaps created by the brain drain to these countries. A strange, costly and ineffective way to complete the brain circle.

The European context

Higher education in Europe in the first decade after the Second World War was not very international. The focus was on the reconstruction of its countries after the great depression, followed by the impact of the Second World War on society and economy. As far as for an international dimension, it was primarily by the circulation of degree-seeking students from the elites in the developing countries to the colonial and imperialist powers they were linked to: The UK, France, Germany and to a lesser extent countries like Belgium and The Netherlands.

In the sixties another international dimension in higher education emerged, technical assistance (development aid). The changing relationships between the former colonial powers and the developing world required a different approach. In addition to the traditional circulation of the elites, scholarship schemes provided wider opportunities for students from developing countries to study in Europe, primarily in the countries they have had traditional cultural and linguistic ties with (Germany, France and the United Kingdom, which over all these years up until now, have continued to be the main receivers of international students after the United States of America) and/or political links (Soviet Union). At the same time, capacity and institution

building programs offered academic expertise and material support to the higher education sector in the developing countries. This trend was quite widespread, The Netherlands being a prominent example of this focus on aid.

In the 1980s, one can observe in Western Europe two different shifts. The "benevolent laisser-faire" policy [iii], and the "humanitarianism and internationalism" [iv] that characterised the previous decades did not completely disappear, but were bypassed by new policies. In continental Europe a shift took place towards a more controlled reception of degree-seeking international students and to cooperation and exchange (student and staff mobility), and in the United Kingdom a shift to active recruitment of fee paying international students.

The decision in 1979 by the British government to introduce full cost fees for foreign students (a move from aid to trade) resulted in a more competitive higher education sector in that country. In continental Europe the introduction of full cost fees and higher education as an export commodity at that time remained an anathema. On the continent, a different move took place, from aid to cooperation and exchange. Under the impetus of the European Commission, programs were designed to stimulate cooperation in Research and Development (R&D) and in education. From the early 1970s in Sweden and in Germany and later elsewhere, programs were developed to stimulate cooperation and exchange and most countries had international academic agreements and were involved in the Fulbright Program with the US.

During the 1970s, the European Commission started to stimulate R&D cooperation, and also introduced a pilot program, the "Joint Study Programmes Scheme" (1976), to stimulate academic mobility, but the impact of these programs was marginal. In the 1980s, these initiatives at the national and European level contributed to the creation of the so-called "Framework Programs for R&D" (1984) and the "European Action Scheme for the Mobility of University Students" (1987), better known as ERASMUS. Driving rationales behind these initiatives were: Europeanisation and strengthening of Europe's position in the global economy.

Although the UK, as a member of the European Union, was involved in these developments, its participation in the educational programs has been marginal. There was, and remains, a tension between the more competitive approach to recruitment of fee paying students (a focus on degree-seeking student circulation) and the subsidised programs of the European Commission, based on the principle of exchange (a focus on mobility as part of the home degree). The reputation of British higher education, its extended network of Commonwealth countries, the dominance of English as first or second language, and the financial necessity to recruit full cost students from abroad placed British higher education in a position to be a competitive player in the international student market, as well as in the cross-border delivery of education, just behind the United States of America.

By the end of the 1990's, first in The Netherlands and Scandinavia and later in Germany and France, a shift to higher education as an export commodity began to emerge. Although several countries – Ireland, Slovakia, Denmark, The Netherlands and Sweden – have introduced

full cost fees for non-EU international students in recent years, the main drive has not been income generation, as was the case in the United Kingdom.

Most countries of Europe, in particular the larger economies of Germany, France, Italy and Spain as well as Scandinavia, have zero or low tuition fees for domestic students, and with the exception of the countries mentioned above do not differentiate between EU-students and other international students. At the national and European level rationales such as increasing competitiveness of higher education in the global knowledge economy and establishment of a national/European brand and status of higher education, society and economy in the world, have been the drivers.

More recently, global competition for highly skilled manpower has become a strong pull factor in international student circulation. The greying societies of Europe compete globally for top talents who need to fill the gaps in their knowledge economies. Skilled migration, circulation of the highly skilled and the global competition for talent, are terms that are at present becoming more dominant as rationales for international competition in higher education. At the institutional level rationales such as international classrooms, intercultural and global competences, recruitment of top talent students and scholars, and institutional profile and status, are setting the scene.

In 2002-2003, there were 1.1 million foreign students enrolled in higher education in the so-called EURODATA region (comprising the 27 EU nations, the four European Free Trade Agreement members namely Switzerland, Iceland, Lichtenstein and Norway, as well Turkey). Of these, 46% are nationals from within this group of 32 countries, compared to 54% from outside. More than 60% of them study in the three main countries: United Kingdom, Germany and France. France is a different destination country than the others, as only 28% are European and 51% are African students. As far as outward mobility is concerned, only 575 000 students, or 3% were studying abroad in 2002-2003, of which 81% were in another EURODATA country, and 13% in the United States. [v]

More recent data indicates that in 2006-2007 there were 1.5 million international students in these 32 countries, a growth of 36.6 % compared to 1998-1999 of 49.9%. The percentage of international students compared to national students has increased from 4.5 % in 1998-1999 via 5.8% in 2002-2003 to 6.9% in 2006-2007. At the same time, the percentage of the students from within the 32 European countries increased to 50.9%, plus 3.6% from other European countries.

The Bologna Declaration of 1999 and the Lisbon Agenda of 2001 are the manifestations of the need to reform higher education in Europe into the direction of a more competitive player in the global knowledge economy. Although there is an increasing emphasis on economic rationales and competition, it would be too simple to state that the changing landscape of internationalisation is developing in similar ways everywhere in higher education in Europe. There are different accents and approaches. Internationalisation strategies are filtered and contextualised by the specific internal context of the university and their national embeddedness.

But it is also a fact that the recent emphasis on competition for talents, as well as the reforms undertaken by the Bologna Process, has brought continental Europe and the United Kingdom closer in their approaches than before. The Netherlands is a clear example of a mixed policy of cooperation and competition with regard to international students and immigration.

The Netherlands

As mentioned above, The Netherlands has moved from a focus on aid via a cooperation and exchange priority to a more competitive approach with respect to international students and immigration. This mixed policy with shifting emphasis is the result of external factors in combination with local changes in higher education and immigration policies.

The number of international students in Dutch higher education has increased over the past years in absolute numbers, although in percentage of overall students has stabilised at 7.4%. The increase over the past five years has been particularly in research universities, 6.3% to 9.3% (an increase of 9 000 international students) and less in the universities of applied sciences, 5.8% to 6.4% (an increase of 5 000 international students). The main country of origin in 2009-10 is Germany (42.5 % of all international students), at substantial distance followed by China (10%), Belgium (5%), Spain (3.9%) and France (3.6%). In that year, 64.4% of the international students came from other EU and EFTA countries, compared to 35.6% from the rest of the world. The Netherlands is the host country with the most German students, before the United Kingdom with 17% of outbound German student mobility. [vi]

Three quarter of the international students are enrolled in Bachelor's degree programs, although in research universities the focus is increasingly on Master and PhD programs. As far as fields of study are concerned, Economics is for the research universities the most popular study, Agriculture having the strongest presence of international students compared to Dutch students. For the universities of applied sciences as well, Economics has the strongest presence of international students, Art and Culture having a strong ratio of international versus Dutch students. Maastricht University, one of the 13 research universities in The Netherlands and on the border with Germany and Belgium, is the leading university in number of international students, followed by four universities of applied sciences (also all four close to Germany) and then Delft University of Technology. The market share of the Netherlands is 1.3% of the global market in 2007, an increase of 0.6% compared to 2000. As far as outbound mobility is concerned, 2.5% (15 000) of the Dutch students were studying abroad in 2006-07 and the trend is a gradual increase each year. [vii]

It is still unclear what the impact of the introduction of full cost fees for non-EU/EFTA students for the inflow of international students to The Netherlands will mean. Given that two thirds of the international students in The Netherlands come from EU/EFTA countries, the impact will not be as negative as was the case in Denmark. A member of Dutch Parliament recently even suggested making recruitment of international students a means to increase income for universities, a rather naive suggestion considering the current global competition for international students and the high tuition fees.

There is no concrete data on international PhD students and researchers in The Netherlands. A recent guess is that one third of the PhD students in The Netherlands are foreign, a rapid growth over the past 15 years, primarily from Western Europe and Asia. OECD data indicates that half of the foreign knowledge workers in The Netherlands come from Europe, and the other half primarily from South and East Asia, followed by North America.

Since 2007, it is possible for international students to stay in the country for a year after completion of their studies in order to find a job, and since 2009, highly qualified foreigners can apply for a residence permit for a maximum of one year to find a job or to start a business. There are also tax incentives for knowledgeable immigrants and returning expats in areas where there are a lack of Dutch candidates. Migration policies are adapted to make immigration for lower skilled immigrants more difficult and for highly skilled immigrants easier. Some studies indicate that The Netherlands is not attractive enough for international and returning Dutch researchers. Other studies though, conclude that The Netherlands is still more attractive than other European countries, such as the United Kingdom, Germany, France, Denmark and Belgium, because of the relatively good salaries, career prospects and knowledge infrastructure. It is still too early to tell what the implications will be of migration and higher education plans of the new conservative government that came into power in 2010. In combination with the economic crisis one cannot be optimistic that these plans will result in a more consistent and attractive climate for international students and skilled immigration.

International student mobility in South Africa

As mentioned before, countries such as China, Malaysia, Singapore, Taiwan and several countries in the Middle East (also still the dominant sending countries) increasingly compete for international students with the USA, U.K., Germany and France. With the increasing capacity of their higher education, in particular at the undergraduate level and also through increased foreign presence in the sector, they compete for students from their region with the traditional recipients. South Africa is one of those countries that both sends students abroad to those traditional recipient countries and receives international students from Sub-Saharan Africa. As Sehoole (2008: 163) states, only in the 1990s did South Africa and its higher education open to the rest of the world. Data shows an increase in the number of international students coming to the country, nearly half of them from SADC countries and 10% from other countries in Africa. Sehoole (ibid: 160) states that geographical proximity, political instability (the case of Zimbabwe), lack of domestic capacity (Botswana, Namibia) and language are important "push" factors. But the developmental agenda of South Africa in the region is probably the most crucial pull factor. As far as mobility of South African students, the USA, U.K., Australia and Canada are the main destination countries. [viii]

Footnotes:

[i]   Investing in Global Relations. Ireland's International Education Strategy 2010-15. Report of the High-level Group on International Education to the Tánaiste and Minister of Education, September 2010, Dublin, p. 12.

[ii] Sean McDonagh. Aspects of Future Sills. Director, Skills Initiative Unit, Department of Education and Science, Dublin, Ireland. Note for the 2009 Hague Conference of the Universities of Applied Sciences.

[iii] Barron, Britta. 1993. "The Politics of Academic Mobility in Western Europe." *Higher Education Policy* 6 (3): 50-54.

[iv] Chandler, Alice. 1989. Obligation or Opportunity: Foreign Student Policy in Six Major Receiving Countries. IIE Research Report No. 18, p. viii Institute for International Education, New York.

[v]   De Wit, H. 2008. "International Student Circulation in the Context of the Bologna Process and the Lisbon Strategy." In Hans de Wit, Pawan Agarwal, Mohsen Elmahdy Said, Molatlhegi T. Sehoole and Muhammad Sirozi (Eds.), *The Dynamics of International Student Circulation in a Global Context.* Dordrecht, Sense Publishers.

[vi] Nuffic. 2010. Mapping Mobility 2010: International Mobility in Dutch Higher Education. Nuffic. The Hague.

[vii] Nuffic, 2010.

[viii] Sehoole, M. 2008. "South Africa and the Dynamics of International Student Circulation". In Hans de Wit, Pawan Agarwal, Mohsen Elmahdy Said, Molatlhegi T. Sehoole and Muhammad Sirozi (Eds.), *The Dynamics of International Student Circulation in a Global Context.* Dordrecht, Sense Publishers.

Maximising the Study Abroad Experience through the Development of Intercultural Competence

Prof Kris Hemming Lou
Prof Gabriele Weber Bosley

"How shall I talk of the sea to the frog, if it has never left his pond?
How shall I talk of the frost to the bird of the summerland, if it has never left the land of its birth?
How shall I talk of life with the sage, if he is prisoner of his doctrine?"

- Chung Tsu, 4th Century B.C.-

The imperative of challenging our students with the new and different is the cornerstone of internationalising higher education. Indeed, exposing students to the new and different is the cornerstone of education at any level. Today this exposure takes many forms and employs diverse methods and media. It involves moving many thousands of students many thousands of miles, or sometimes just one educator across town. It combines traditional methods with new technologies and expands in quality as well as quantity. Its most basic and visible form – the mobility of students across borders – is also the costliest. It takes the commitment of many thousands of professionals and many millions in local currencies expended by states, universities, families and the students themselves. That the benefits outweigh these commitments has been relatively uncontroversial. In part, this is because most of the professionals in international education have experienced these benefits first hand. Moreover, increasing numbers of teaching faculty have themselves studied abroad or originate from abroad and are living and working in a host culture. They have all internalised the value and have recognised the necessity to transmit the lessons it brings. Undoubtedly, the overwhelming majority of study abroad veterans would agree that the experience was well worth the cost, was of a fundamental value that transcended previous educational experiences, and was one of the most worthwhile things they have ever done.

Research into student self-reporting regarding the impact of study abroad on subsequent academic performance further substantiates the prevailing sentiment. For example, students who studied abroad "engaged more in reflective observation and abstract conceptualisation as measured by corresponding NSSE factors of reflective learning, integrative learning, and diversity experiences" (Gonyea, 2008: 21). The same study also found that study abroad produces the positive outcomes of students' self-reported gains in personal and social development (p.21). Another study (Hadis, 2005) found very positive effects of the study abroad experience on university students:

"Students are more worldly than before, are more interested in international affairs, read newspapers more often than before going abroad, increase their fluency in other languages, acquire a more solid knowledge about their host countries' societies and cultural manifestations,

and also show definite signs of personal development: They are more independent, more outgoing, more friendly toward people from other countries, more self-assured and uninhibited about travelling to countries where English is not the first language." (p.16).

Despite such widespread agreement on the value of exposing our students to the new and different through the vehicle of study abroad, we face a serious disconnect within and among institutions of higher education, as well as a dysfunction between these institutions and the constituencies they serve and those they rely on. It seems the only phenomenon outstripping the mandate to internationalise, is the institutional rhetoric of educating our students to be global leaders and interculturally competent change agents of the future. In effect, the message is what it has always been: The experience of studying abroad is transforming. It expands your horizons and your perspective. Study abroad and you equip yourself with the tools to be a global citizen. This general statement has found its expression in a variety of forms and in many venues throughout the decades of "institutionalised study abroad." Much like an inflated currency circulating the world on its reputation, however, the learning outcomes of study abroad continue to mislead with respect to the development of intercultural competence. Specifically, the rhetoric of developing global citizens through study abroad implies a certain intellectual development and/or skill development relevant to engaging difference in an effective and appropriate fashion. In reading the conclusions of the studies noted above and those of many other studies, one easily slips into the false assumption that these positive outcomes are synonymous with intercultural development. The general belief has been that the experience alone translates into this type of learning. Thus the focus has been simply to ensure that the cultural immersion (the experiencing of the host culture) is multi-dimensional, interactive, and "genuine" and that the corollary to these efforts - to limit contact with the home culture and home culture peers – is also fostered. In the end, success has been reduced to the numbers game of "more bodies abroad equal more intercultural learning."

We demonstrate here, however, how the theory underlying intercultural development informs us that the complexity of the challenge goes far beyond mere exposure to the "other." From this theoretical perspective the implicit (and sometimes explicit) claim that studying abroad will develop our students' intercultural competence is unwarranted. We also review recent empirical research demonstrating that without intervention in the students' sojourn, the expectation of intercultural development is unjustified. We conclude with a brief consideration of one specific, academic course designed to accompany students in their study abroad that succeeds in developing the intercultural competence of the participating US and non-US study abroad students.

For an operational definition of intercultural competence we adopt Janet Bennett's "a set of cognitive, affective, and behavioural skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts" (Bennett, 2008: 97). By this definition, intercultural competence is an interactive skill that involves cognitive frame shifting and behavioural code shifting. These are no small matters as they relate to a host of abilities and characteristics in the three broad dimensions above, not the least of which is a pronounced understanding of one's identity and the home culture that has shaped that identity.

Understanding identity, how social constructions impact one's values, beliefs and behaviours, is the fulcrum for developing intercultural competence. Accordingly, the complexity of the task suggests that a developmental approach to facilitating intercultural learning is crucial.

We turn, therefore, to the Developmental Model of Intercultural Sensitivity (DMIS) (Bennett, 1993), which finds its own theoretical roots in radical constructivism. The DMIS informs our efforts in two fundamental ways. First, this developmental framework allows us to engage the cognitive, affective and behavioural dimensions of intercultural learning in a holistic manner that emphasises the experiential learning process. Second, the DMIS, with its stages of development from denial through adaptation, from ethnocentrism into ethnorelativism (or as Hammer's updating suggests, from a mono-cultural mindset to a multi-cultural mindset), allows us to focus on a progression of different learning challenges for different students at varying stages of intercultural development. This developmental model is appropriate for intercultural learning because the subject matter is fundamentally different than other learning objectives abroad such as, for example, language acquisition. The developmental approach to facilitating intercultural growth that is grounded in a theory of intercultural sensitivity best equips us for the challenge of maximising the cultural immersion opportunity of study abroad for intercultural learning.

Further, this approach also supplies us with an assessment tool, the Intercultural Development Inventory (IDI),[1] which enables us to first engage the question of whether our students are developing their intercultural competence on their own by virtue of the experience alone. Second, having developed and implemented an intervention into the study abroad experience in the form of an academic course, we can use the tool to measure the learning outcomes in a pre- and post-assessment format. Third, because the entire approach is grounded in a developmental theory, and because the assessment tool is based on the same theory, we can utilise the IDI as a teaching tool. It allows us to locate our students on the developmental continuum and thereby identify the principle learning challenges each individual student faces. We will return to these course details in the closing section.

The theoretical case for intervening in study abroad to promote intercultural learning

"A person can be a witness to a tremendous parade of episodes and yet, if he fails to keep making something of them..., he gains little in the way of experience from having been around them when they happened. It is not what happens around him that makes a man experienced; it is the successive construing and reconstruing of what happens, as it happens, that enriches the experience of his life" (Kelly, 1963: 73).

---

[1] The IDI is a 50-item online inventory with selected demographics that can be completed in about 15 to 20 minutes. In addition to demographic questions, one can add open-ended "contexting" questions for the respondents to complete. These open-ended questions help further capture the experiences around cultural differences of the respondent.

The key factor in Kelly's insight is the process of assigning meaning to an event or experience. This process is at once both a function of what the individual brings to bear and the degree to which the individual's interlocutors contribute to the meaning-making. What is clearly necessary in both instances is the need to pause to consider the meaning, to reflect on what was experienced, to discuss with oneself and others what happened. Absent this intentional act, any assigned meaning will remain at best superficial and limited to unexamined frames of reference, which may or may not be appropriate. In the intercultural context, the deliberate construing and re-construing of experience is best informed by the multiple lenses of the individual's home culture, of the host culture, and if possible those lenses of other non-host/non-home culture individuals. In other words, the exposure to the events must be accompanied by exposure to a diversity of meaning-making perspectives to illuminate hidden meaning. One might envision as a metaphor the eye examination in which the patient is offered a series of lenses in an effort to discover which provides the greatest clarity. Without the effort of examination, one moves unknowingly through the experience with fuzzy and/or distorted vision.

Kelly's arguments within his theory of personality dovetail well with another seminal work of the 60s, *The Social Construction of Reality* by Berger and Luckman. Here we find a constructivist approach to an understanding of reality and man's interaction within it that emphasises the interrelationship of the natural environment and the social/cultural environment, the latter of which is of primary importance.

"The process of becoming man takes place in an interrelationship with an environment....this environment is both a natural and a human one" (Berger & Luckman, p. 48).

The authors assert further that man, in contrast to other higher mammals in the animal kingdom, has no species-specific environment. "The reality of everyday life further presents itself to me as an intersubjective world, a world that I share with others". (Berger & Luckman, p.23) In effect, man's relationship with his environment is characterised by "world-openness." It is important here, however, to clarify that this world-openness refers only to the fact that the developing human interrelates both with a natural environment and a specific cultural and social order, which "directs his organismic development in a socially determined manner." For our purposes, as international educators interested in developing the intercultural competence of our students, this original "world-openness" becomes our biggest hurdle. "One may say that the biologically intrinsic world-openness of human existence is always, and indeed must be, transformed by social order into a relative world-closedness (p. 51). It is an ethnological commonplace that the ways of becoming and being human are as numerous as man's cultures. Humanness is socio-culturally variable" (p.49). The intercultural challenge is clear. Reality, as apprehended by the human who has developed within a set social order with prevailing and dominant frameworks for values, beliefs, attitudes and behaviours, must somehow develop the capability to alternate among alternative cultural frameworks to function effectively and appropriately with cultural others. The smooth functioning within one's home (or original) culture is explained in the following manner:

"My interaction with others in everyday life is, therefore, constantly affected by our common participation in the available social stock of knowledge. The social stock of knowledge includes knowledge of my situation and its limits. … Participation in the social stock of knowledge thus permits the "location" of individuals in society and the "handling" of them in the appropriate manner. … Since everyday life is dominated by the pragmatic motive, recipe knowledge, that is, knowledge limited to the pragmatic competence in routine performances, occupies a prominent place in the social stock of knowledge". (Berger & Luckman, p.41-42)

We must understand that this lack of *recipe knowledge* of the workings of human relationships on the part of our students abroad is perhaps the most salient and disorientating challenge they face. This theoretical grounding opens avenues for facilitating our students' developmental journey beyond merely exposing them to this disorientation, and often frustrating difference. Chief among these potential avenues of instruction is a focus on the impact the social construction of reality has on one's identity, more specifically on one's values, beliefs, attitudes, and behaviours. Here we refer to Berger and Luckman's notion of reification.[2] The fundamental process is that the dialectic between man, the producer, and his products are lost to consciousness. One is simply not aware of this limitation within the confines of a single cultural framework. The proverbs: 'The frog in the well knows nothing of the ocean' and 'We see what's behind our eyes', capture the essence of our task. Put simply, if the student is not exposed to the new and different, the chances of grasping this dialectic and how it impacts her thoughts, feelings, choices, behaviours, etc. are indeed slim. If we immerse our student in another culture she is likely to feel this dialectic quite sharply, but we cannot expect her, on her own (especially if we think in terms of a mere semester or even year), to take advantage of the immersion opportunity to develop her orientation to this difference in such a way that she can effectively and appropriately frame shift on a cognitive level and code shift on the behavioural level.

Reification, therefore, has the effect that: "Human meanings are no longer understood as world-producing but as being, in their turn, products of the 'nature of things'" (Berger & Luckman, p. 89). This is the "aha" moment for our students that give rise to their proclamations of having been transformed by study abroad. They feel this insight, but can't articulate it. They sense that they are authors of the world, that they can participate in the construction of reality, but don't fully understand how or why, nor recognise what to do about it. When they return home they struggle with the paradox (without thinking in these theoretical terms) that they are capable of producing a reality, which in turn denies them. A simple example of the average study abroad student might be instructive. Before studying abroad our students typically don't reflect on the effective and appropriate way in which one greets the other within the US context: A handshake and a look into the eyes accompanied by a "nice to meet you." There is, of course, no reflection on how that act is a reifying act: One is constrained to act in very specific ways (just like one needs to wear a warm coat in freezing weather); it is the nature

---

[2] In the German *Verdinglichung* one understands the concept as "the making of something into a thing." In this case, the phenomenon of an idea or behaviour as taking on the function of a "thing in the environment", which acts upon us in the same fashion as other things in the environment, for example weather, which impact our behaviour.

of things. At the same time the act serves to entrench the behaviour itself on a broad cultural level for all others to observe and internalise as the effective and appropriate way to greet. Then our students study abroad, in France for example, where they encounter the *faire la bise*, which triggers disorientation and discomfort. By the end of the sojourn our average student has found a comfort zone with the practice and has even come to appreciate its effectiveness and appropriateness. Upon return home, some become critical of the "dry, sterile US greeting," while others are pleased to return to "normal." Both feel they have experienced something significant, both sense something transformational about the experience, neither, however, will have developed their intercultural competence as such.

Standing on the theoretical foundations of Berger and Luckman and other (radical) constructivists[3], and recognising the depth of this intercultural paradox, Bennett succinctly states the challenge in opening his theoretical framework for a developmental model of intercultural sensitivity (DMIS): "Intercultural Sensitivity is not natural... Education and training in intercultural communication is an approach to changing our "natural" behaviour" (Bennett, 1993: 1).

Bennett leans heavily on the radical constructivist position that the means by which our experiential worlds are constructed can in fact be explored, that an awareness of this "operation" can help us to do things differently.

Intercultural experience does not occur automatically from being in the vicinity of cross-cultural events. People must be prepared to make something of the events – ideally, to attribute to them meaning typical in the other culture. Further, people can become aware of their own world views, and in so doing they may attain the capability to reconstrue the world in culturally different ways; that is, in ways that are "better" for intercultural communication. This is the essence of frame-of-reference shifting, or perspective-taking (empathy) (Bennett, 2001: 3).

Additionally, Bennett's developmental model mirrors Perry's model of intellectual development (1970), which posits a progression from dualistic thinking (for Bennett the ethnocentric stage of denial and defence) through multiplicity and contextual relativism to finally committed relativism (for Bennett the ethnorelative stage of adaptation and integration). Notably, reaching the advanced stages of committed relativism for Perry and adaptation for Bennett requires an ability to not only recognise the validity of other perspectives and be open to alternatives, but to also act based on reasoning that draws on multiple points of view. Importantly, both argue that the path along their developmental continua is not paved by experience alone. Education and training must accompany the experiences that fuel the learning.

In this context we turn further to Kolb's Experiential Learning Theory (ELT) wherein learning is "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience" (Kolb, 1984: 41). The key element for our purposes is that ELT gives subjective experience a central role

---

[3] Heinz Von Foerster, Humberto Maturana, Fransisco Varela, Ernst Von Glasersfeld, Gregory Bateson.

in learning, unlike other learning theories that emphasise cognition and intentional learning behaviours. Accordingly, Kolb and Kolb (2005: 194) identify six propositions, which accompany ELT, that echo the theoretical principles addressed:

1. *Learning is best viewed as a process, rather than as a set of outcomes*.

2. *All learning is relearning*. The focus on process and relearning taps into Kelly's insight regarding the necessity of construing and re-construing events to extract learning from experience.

3. *Learning requires the resolution of conflicts between different ways of seeing and adapting to the world*.

4. *Learning is a holistic process of adaptation to the world*. The focus on adaptation to the world and the recognition of its holistic nature recalls Berger and Luckman's assertions first that "humanness is socio-culturally variable" and second that *becoming* takes place in an interrelationship with an environment that is both natural and culturally constructed.

5. *Learning results from synergetic transactions between the person and the environment*. The focus on synergetic transactions between the person and the environment is both recognition of the need to interact with the environment (natural and cultural) and an indirect reference to the phenomenon of reification in that it recognises the impact of the environment back on the social agent.

6. *Learning is the process of creating knowledge.* With this last principle we see a shift of focus away from the teacher imparting knowledge onto the learner and instead the empowerment of the learner to manage the learning process with respect to one's own subjectivity vis-à-vis unique learning environments.

We find ourselves much better equipped now with a theoretical basis for intervening to develop intercultural competence. Moreover, we see the direct relevance of an approach that is developmental and utilises Kolb's ELT, in particular his four-stage cycle (1984), which posits that learning starts with (a.) concrete experiences, which form the basis for (b.) reflective observations, which are absorbed and refined into (c.) abstract concepts, and which are then (d.) actively tested in the learner's environment in order to transform the experience into new knowledge. Lastly, we add to this approach the notion of "deep learning":

"Deep learning is represented by a personal commitment to understand the material which is reflected in using various strategies such as reading widely, combining a variety of resources, discussing ideas with others, reflecting on how individual pieces of information relate to larger constructs or patterns, and applying knowledge in real world situations. Also characteristic of deep learning is integrating and synthesizing information with prior learning in ways that become part of one's thinking and approaching new phenomena and efforts to see things from different perspectives" (Nelson Laird, Shoup & Kuh, 2005: 4).

## From theory to research: Empirical data on intercultural learning abroad

Research on intercultural learning abroad has been heavily focused on US students in varying cultural immersion contexts. One of the more influential studies on this topic was the Georgetown Consortium Study (Vande Berg *et al,* 2009). This project examined the effect of studying abroad on the development of intercultural competence (IC) of 1159 US students in different types of study abroad programs. Importantly, none of the students received any type of explicit intercultural curriculum or intervention designed to facilitate intercultural learning. In essence, the central question of the study was to determine whether the long held axiom of international education – the experience of studying abroad stimulates intercultural learning – actually holds up when administering a pre- and post-test, which measures one's intercultural development. The study utilised the IDI for this purpose and the researchers were able to assess various program components for differences in results that might be related to these factors. For many, the surprising result was that the average gain in intercultural development for the entire group of 1159 students was a mere 1.28 points on a 90 point scale.

A gain of one to two points would not be interpreted as signalling a development in orientation that is fundamentally different than when one began the program. Gains in the range of eight points, however, require more significant changes in one's cognitive understanding and behavioural practice. For example, a student who enters a study abroad program with an ethnocentric, defensive orientation to the cultural "other", and who only develops this orientation one to two points, will not likely have resolved the fundamental issues related to the defensive orientation. On the other hand, if this same student were to register a gain of eight points, the likelihood of the student having developed her IC to the next stage of minimisation, which requires resolution of fundamental defensive, polarising issues, is very high, if not certain. In short, gains in the range of eight points signal either significant development within a scale or development from one fundamental scale to the next, while gains limited to one to two points accomplish neither. Lastly, and perhaps most sobering, is the fact that our students can be expected to achieve gains in their IC of one to two points simply by attending, for example, a course on intercultural communication on the home campus. (Bosley & Lou, 2011: 4-5)

With research uncovering the troublesome result of little to no intercultural learning when US students abroad are left to their own devices, we ask whether the same is true of the international students visiting our campuses for semester-length exchanges. From the Fall semester of 2004 to the Spring semester of 2008, Willamette University administered pre- and post-IDI assessments of its international exchange and degree-seeking students. The total number of students surveyed was 168, of which 128 (76%) were European. The remaining students (24%) were visiting from 21 countries representing all other continents. The sample included both undergraduate (106) and graduate students (62).

A randomly selected sample of 30 international, undergraduate students, from the 168 who took the initial pre-assessment, was administered a post-IDI at the end of their one-semester stay. The students were selected from five different semesters between Fall 2005 and Fall 2007. The individual-specific, pre- and post-assessments revealed that the group averaged a decline

in IC of -1.91. From this small sample it appears that our visiting international students, like our outbound students abroad, are not developing IC by virtue of studying abroad alone. A second pre - and post-sample of 21 international students (undergraduate and graduate) who had studied with us for one year (two semesters), revealed an average gain in IC of just 0.76.
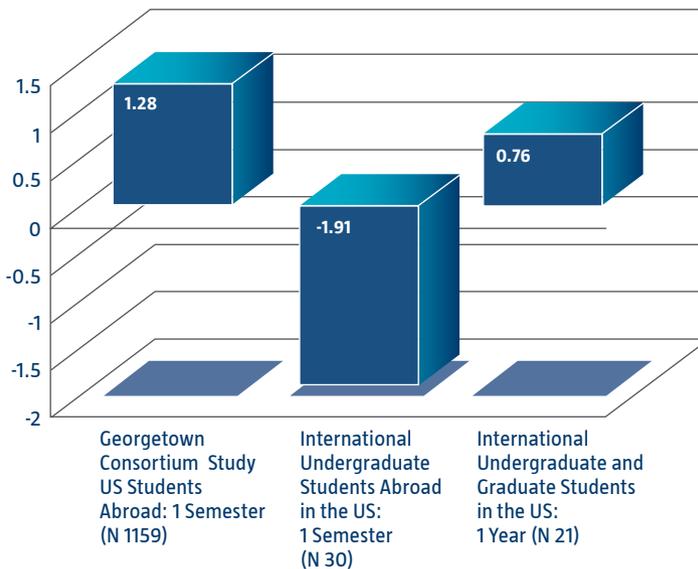
Figure 1 *IDI Results for US and International Students Abroad Without Intervention*

In summary, these results indicate a lack of intercultural development in study abroad without intervention that affects US and non-US students alike. In the final section we present one intercultural learning model to examine the question whether intervening in the student's study abroad experience can maximise the intercultural learning potential of cultural immersion.

The Intentional, Targeted Intervention Model (ITI)

It should not surprise then that we long ago came to the conclusion that it was necessary to intervene in the student's cultural immersion experience if the goal was to advance the student's IC. Moreover, we recognised that the lack of IC development in study abroad pertained to both our outbound and inbound students. Thus, the challenge was to design and implement a means of intervention that would address the need for both groups. Earlier versions we had implemented (roughly from 1995-2003) were undertaken without the benefit of empirical assessment tools and without the advantages of current computer technology that connects students, professors, and staff in virtual platforms with synchronous and asynchronous applications. Accordingly, our efforts were group-based, i.e. one class equalled one group of students at a single study site. This understandably resulted in student work that was focused almost exclusively on culture-specific issues. These earlier iterations also focused only on outbound US students.

The development of software platforms such as *Blackboard* along with our initial research results using the IDI with outbound and inbound students, gave us the ability and the rationale to restructure the course beginning in the Fall of 2004. Two crucial changes were enabled at this point. First, we could now create a learning community of students and instructor(s) who were individually situated in different cultural contexts around the world. The second vital feature was the inclusion of international students who were experiencing their own study abroad on our campuses.

These two features allow a course design that focuses much more effectively on culture-general issues. By necessity, the students in the course must advance their analysis from the specific cultural phenomena they encounter in their host country to culture-general or meta-level analysis of similar phenomena in varying cultural contexts.

Advancing discussion of intercultural concepts with peers in other cultures as opposed to discussion with peers in the same host culture avoids the common pitfall of soothing one another's discomforts with judgmental references. It forces each student to focus on the essence of each situation because they cannot fall back on supposed common understandings. This feature enables the students and instructor to examine how similar cultural processes are at work in different settings with dissimilar outcomes. In the process, the students begin to develop intercultural skills by raising the level of discussion from mere description to cross-cultural comparative analysis. (Lou & Bosley, 2008: 280)

The general course design is a blend of ethnographic and interculturalist-constructivist methods. It focuses on a progression of critical analysis moving from the examination of the *self* (one's own identity, values and behaviours) to the *other* and then to the *synthesis* of the two. The course spans the period before departure, the period in country, and the return phase of the study abroad experience. The degree to which each of these phases can be incorporated in a comprehensive whole, the greater the impact will be. Each phase is critical to a holistic and rich intercultural learning experience. Further, the course is reverse engineered in that we started with the objective of developing our students' intercultural competence. With this definition and the DMIS as the developmental model, we established a progression of learning goals that could be applied to individual students depending on their stage of intercultural development as indicated by the IDI. Moreover, recognising that the strength of study abroad lies in experiential learning and that its potential has remained largely untapped, we turned to Kolb's Experiential Learning Theory (ELT) to inform the types of interactive learning assignments we either developed ourselves or adopted and adapted to the study abroad context. Additionally, in response to current research on "Deep Learning" regarding the effectiveness of peer-to-peer, learner-centered models, we designed the course to rely heavily on creating a community of learners who function simultaneously as teachers and learners.[4]

---

[4] For in depth discussions of course structure and components see Lou & Bosley (2008) *Dynamics of Cultural* Contexts: *Meta-level Intervention in the Study Abroad Experience* and Bosley & Lou (2011) *Beyond Mobility: A Research Based Inquiry into Developing Intercultural Competence in International Students Studying Abroad in the U.S.*

Figure 2 presents the IDI results for the students who participated in the ITI intercultural semester-long course delivered by either Bellarmine University or Willamette University between Fall 2004 and Spring 2011. The average IDI gain for the entire group (US and international students N 144) was 8.08, indicating a significant difference between those who receive no intercultural intervention (GC Study) and those who do. We note as well, although the number is still small (29), that international students fair even better than their US counterparts in the course. This difference might be attributable to the fact that the international students are physically present on the campus where the instructor resides and therefore they have the advantage of additional face-to-face facilitation and mid-term group meetings. On the other hand, they must complete their work in this writing intensive course in English, which for some is a significant burden.
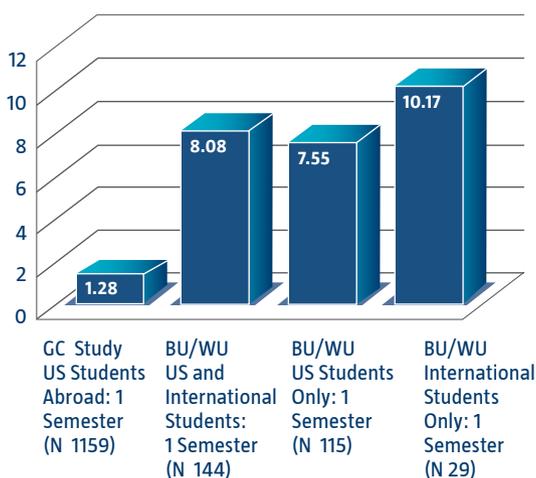
Figure 2 *IDI Results for US and International Students Abroad With ITI Model Intervention*

Conclusion

The study abroad experience is the cornerstone of internationalising higher education. The multifaceted potential of this endeavour serves our students and the communities that receive them well. The enrichment on the faces and in the behaviour of returning sojourners are palpable, and for some outcomes, empirically verifiable. We commit a disservice, however, when we falsely attribute to the experience an increase in intercultural competence. On a theoretical level it is evident that a mere semester abroad, or even a year, without any explicit, intentional effort to develop intercultural understanding and skills, results in little or no intercultural development. The complexity of the challenge requires much more than simple exposure to difference and "learning by osmosis."

The internationalisation of higher education is rich with the rhetoric of developing globally competent leaders. It is rather poor, however, when it comes to defining what such a person looks like. If one of the most important characteristics of the globally competent leader is to

possess a set of cognitive, affective, and behavioural skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts, then we must reconsider why and how we send our students abroad.

The theory underlying intercultural competence obligates us to design methods of instruction, or facilitation that will foster student learning in this challenging area. We have seen that well designed studies, which utilise valid and reliable instruments to measure a person's orientation to cultural difference, confirm the theoretical prediction that intercultural learning does not result from the experience alone. We have demonstrated how one specific example of an academic course-based intervention can successfully propel the student to actively engage with others, with 'the Other', in knowledge creating processes related to the cognitive, affective, and behavioural dimensions of intercultural competence. This form of intervention is successful in achieving the intercultural learning outcomes.

There is no doubt that study abroad is a powerful vehicle to deliver our students to the desired learning outcome. Our students, however, need to learn to drive. They need to learn to read a map and navigate many possible routes and destinations by expanding their field of vision beyond seeing what is "behind their eyes."

References

Bateson, G. 1972. *Steps to an Ecology of Mind*. New York: Balantine.

Bateson, G. 1979. *Mind and Nature: A Necessary Unity*. New York: Dutton.

Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In Moodian, M.A. (Ed.), *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*. Thousand Oaks: Sage.

Bennett, M. 1993. Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity. In Paige, R.M. (Ed.), *Education for the Intercultural Experience*. Yarmouth: Intercultural Press.

Bennett, M. 2001. Radical Constructivism: The Assumptive Base of Intercultural Communication, Statements of (Radical) Constructivism and Implications for Intercultural Communication. In Bennett, M. & Hammer, M. (Eds.), *The Intellectual Development Inventory Manual.* Portland: ICI.

Bosley, G.W. & Lou, K.H. 2011. Beyond Mobility: A Research Based Inquiry into Developing Intercultural Competence in International Students Studying Abroad in the U.S. In Raabe, *Handbook: Internationalisation of European Higher Education*.

Gonyea, R. 2008. *The Impact of Study Abroad on Senior Year Engagement*. Paper presented at the Annual Meeting of the Association for the Study of Higher Education, 6-8 November, 2008, Jacksonville, FL.

Hadis, B. F. 2005. Gauging the impact of study abroad: how to overcome the limitations of a single-cell design. *Assessment and Evaluation in Higher Education*, 30(1): 3-19.

Kolb, A.Y. & Kolb, D.A. 2005. Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academic of Management Learning and Education*, 4(2): 193- 212.

Kolb, D.A. 1984. *Experiential learning: Experience as the source of learning and development.* New Jersey: Prentice-Hall.

Lou, K.H. & Bosley, G.W. 2008. Dynamics of Cultural Contexts: Meta-level Intervention in the Study Abroad Experience. In Savicki, V. (Ed.), *Developing Intercultural Competence and Transformation.* Sterling, VA. Stylus.

Maturana, H. & Varela, F. 1992. *The Tree of Knowledge: The Biological Roots of Human Understanding* (revised edition). Boston & London: Shambhala Press.

Nelson Laird, T.F., Shoup, R. & Kuh, G.D. 2006. *Measuring deep approaches to learning using the National Survey of Student Engagement.* Paper presented at the annual meeting of the Association for Institutional Research.

Perry, W.G. 1970. *Forms of Intellectual and Ethical Development in the College Years.* New York: Rinehart & Winston.

Segal, L. 1986. *The Dream of Reality: Heinz Von Foerster's Constructivism.* New York & London: W.W.Norton.

Von Glasersfeld, E. 1984. *An Introduction to Radical Constructivism.* In Watzlawick, Paul (Ed.), *The Invented Reality.* New York: W.W.Norton.

PARTNER INSTITUTIONS SELF-EVALUATION

Dr Nico Jooste

All Nelson Mandela Metropolitan University partners were requested to complete a self-study report on the way internationalisation is practised at their institution. This resulted in a wealth of information that was provided before the Colloquium. All institutions agreed that the reports submitted could be published with the papers published as a result of the main areas of discussion during the Colloquium. The following was provided to all institutions as a guide to the self-study reports:

"As we look ahead to the next opportunity to share time together during the 2010 Family Week, we hope you are looking forward to continuing the ever important discussions around Internationalisation. The 2010 Colloquium will focus on Benchmarking Across Borders. This theme will give us, as partners, the unique opportunity to engage in conversations concerning internationalisation from many different country perspectives. We believe it presents the opportunity to produce groundbreaking ways to address internationalisation.

As part of this Colloquium, we are requesting that each partner institution engage in a self-study of internationalisation on their respective campuses. This information will remain private, unless the partners agree to release it. Attached you will find a brief rubric by which to follow in conducting the required self-study. The rubric is intended to provide a format by which to address, in narrative form, internationalisation on each campus. At the end of the rubric will be a list of requested supplemental components needed to be included with the self-study responses.

Remain mindful that NMMU currently is partnered with institutions representing 15 countries on four (4) continents. With such diversity comes diversity in terminology, concepts and systems. We request that you conduct your institutional self-study utilising the terms, concepts and systems common in your institution."

Each institution used the following outline as the base for the submission of the self-studies. This represents the critical areas that influence internationalisation. It was clearly stated that the self-study should be a reflection of the institutional type that reflects the culture of internationalisation. The document provided to each institution as a guide to the self- study required the following:

Benchmarking Across Borders: An Institutional Self-Study for discussion and use during Colloquium 2010

Introduction
• In your own words, define Internationalisation.

Governance
• What is the current structure for your institution's internationalisation efforts?

- Do your efforts use a centralised or decentralised model? Describe in detail how that works.
- Does your accreditation board encourage internationalisation? How does your institution's accreditation board's directive interact with the directives of potential international students and their home country's accreditation standards?

Policy
- Does the group which oversees internationalisation for your campus have a policy specifically addressing internationalisation?
- Does your internationalisation office have a strategic plan? When was it written and how is it monitored?
- How does your institution address internationalisation in key documents such as mission, vision and strategic plans? How do these institutional key documents compare to the individualised internationalisation documents?
- Provide specific admissions requirements for international students. Include study abroad, exchange and full-degree undergraduate and graduate candidates.

Partnerships
- How do you manage your agreements with your international partners?
- What criteria do you use to select new partners? How often and in what ways are these partnerships evaluated?
- In what ways do you utilize these partnerships in your research activities?
- How do you maximise the use and value of international partnerships?

Academic Curriculum
- What curricular options at your institution are found to have an international focus? What degree programs have the option to achieve any type of "international" emphasis?
- What international experiences are available to your students that simultaneously offer course credit? How many students participate in these experiences annually?
- Describe your institution's entrance language requirements for both graduate and undergraduate students.
- Provide details on foreign language requirements as needed for degree completion.

Funding
- Is there funding budgeted annually for matters of internationalisation?
- Address each source for the above mentioned funding.
- Do you charge differentiated fees for international students? Discuss how such fees are determined and structured.

Faculty /Academic Staff
- What internationalisation efforts as a percentage of their normal functions are faculty academic staff involved with on your campus?
- What impact, if any, do internationalisation efforts like leading study abroad trips, teaching abroad, attending conferences abroad or internationalising their courses have on faculty academic staff issues like appointments, tenure and promotions?

Student Services
- What is the philosophy of your institution when it comes to the services offered to international students?
- How does your institution align the services offered to international students with the institutional student affairs offices?
- How do you ensure ethical practice, service excellence, and proper orientation while providing for the special needs of internationals?

Internationalisation at Home
- How does your institution work to bring the benefits of international students and local students with international experience to those on the campus who have not and will not have the opportunity to travel abroad?
- How do you link international students with the external campus environment of your local civil society?
- What steps do you take to ensure the above mentioned activities occur with all international students (study abroad, exchange, full-degree graduate and undergraduate)?

Requested Supplements
- A physical depiction of your institution's organisational structure.
- A physical depiction of the organisational structure of any institutional entity involved in internationalisation efforts.
- A current list of all international partners.
- Any policies and/or key institutional documents, which address internationalisation.
- If open, a percentage of overall institutional budget or real term amount reflecting how much is spent annually on internationalisation efforts.
- If currently using differentiated fees for international students (long-term, study abroad or exchange), provide a breakdown on the differentiated fee structure and who falls into each category.

APPENDIX

SELF- EVALUATION

Buskerud University College, Kongsberg, Norway

Introduction

In your own words, define Internationalisation.
Internationalisation for us is preparing our students to become global citizens.

Governance

What is the current structure for your institution's internationalisation efforts?
Buskerud University College (BUC) has a model based on decentralisation of all first-line services. We are located on three different campuses and therefore the daily contact with students goes through the campus administration personnel as well as the administration tasks (admission, registration, exam registration, etc.) of international students. The campus coordinators also handle Norwegian students.

Do your efforts use a centralised or decentralised model? Describe in detail how that works.
The institutional head of international programs, who deals with agreements and strategic questions, forms part of the institutional administration staff, directly connected to the General Manager. The head of international programs also deals with supervising outgoing students and marketing the institution to partners abroad, although this should be the responsibility of the academics and faculties.

Does your accreditation board encourage internationalisation? How does your institution's accreditation board's directives interact with the directives of potential international students and their home country's accreditation standards?
BUC does not have its own accreditation board, as we rely on the public Norwegian Agency for Quality Assurance in Education.

Policy

Does the group, which oversees internationalisation for your campus, have a policy specifically addressing internationalisation?
The group that oversees internationalisation is practically the leader group, which consists of a Rector, two Vice-Rectors, General Manager and five Faculty Deans. They have a strategic overall plan for the institution, which also includes internationalisation. The different faculties have their own strategic plan, which, again, includes internationalisation on a more hands-on level.

Does your internationalisation office have a strategic plan? When was it last written and how is it monitored?

The strategic plan of the head of international programs follows the overall institutional plan of the leader group and strategic plans for the different faculties.

How does your institution address internationalisation in key documents such as mission, vision and strategic plans? How do these institutional key documents compare to the individualised internationalisation documents?

Internationalisation is addressed in the strategic plan, addressing the following themes:

- Competition
- Research funding and projects
- Research and publishing
- Democracy/human rights
- Student and staff exchange
- Formal cooperation

Internationalisation is not addressed in the official vision/mission. Difficult to say concretely how they compare to the individualised internationalisation documents, as the strategies and challenges are described in more detail on a hands-on level and are different from faculty to faculty. However, the overall strategies are common to all BUC faculties.

Provide specific admissions requirements for internationals. Include study abroad, exchange and full-degree undergraduate and graduate candidates.

Requirements:

- **Exchange students:** Completed at least 60 ECTS or equivalent within the specified area of subjects that is chosen. Documentation of English skills
- **Undergraduate full-degree students:** Documentation of completed upper secondary school or equivalent. Documentation of Norwegian skills (Bergen-Test)
- **Graduate full-degree students:** Documentation of completed Bachelor degree or equivalent (180 ECTS or equivalent) within a specific area (business/social sciences/engineering health sciences/teacher education). Documentation of Norwegian skills (Bergen-Test) or English skills (TOEFL/IELTS), dependent on the teaching language
- BUC does not accept free-movers as part of its exchange programs. It is only applicable to exchange students from partner institutions

Partnerships

How do you manage your agreements with your international partners?

Managed by head of international programs. It is sometimes initiated by her/him and sometimes by faculties-centralised administration by head of international programs.

What criteria do you use to select new partners? How often and in what ways are these partnerships evaluated?

Comparability – how their study programs compare with ours

- Destination – interesting for our students, and is the subject area or the country already covered by other agreements
- Interesting research activities related to our institution. Already established faculty contacts
- Network organisations. Members of already established networks are preferred
- Evaluated once a year – mostly by international coordinator, but also in cooperation with faculty deans

In what ways do you utilize these partnerships in your research activities?
In different ways, but it depends on already established contacts among academic staff – or contacts initiated between faculty members by head of international programs.

How do you maximise the use and value of international partnerships?
We try to make sure that the partnership can be used for both student exchange and faculty/ staff exchange and research or project cooperation. Faculties are involved in developing new partnerships and agreements to maximise the value.

Academic Curriculum

What curricular options at your institution are found to have an international focus? What degree programs have the option to achieve any type of "international" emphasis?
There is international focus in the curricula and international research connections in all degree programs. **Especially within:**
- Bachelor in Political Science and Multiculturalism
- Master in Human Rights and Multiculturalism
- Bachelor in Visual Communication/Graphic Design
- Bachelor in Tourism and Entrepreneurship
- Master in Systems Engineering
- Master in Visual Sciences
- Master of Science in Business/Management

(In terms of more research collaborations, more exchange opportunities, and curricula more "internationalised").

What international experiences are available to your students that simultaneously offer course credit? How many students participate in these experiences annually?
- Exchange or study abroad semester(s) – increasing number of students (2010: About 75 students)
- Intensive projects in cooperation with other institutions abroad
- Courses taught in English for both international and Norwegian students (BA and MA level)

Describe your institution's entrance language requirements for both graduate and undergraduate students.
Exchange undergraduate students: Documentation of English skills (B1 or equivalent, according to the European standards).

Graduate full-degree students: IELTS or TOEFL score:
- TOEFL minimum score 550 (paper-based) / 213 (computer-based) / 80 (iBT).
- IELTS minimum band 6.0 academic test.

Provide details on foreign language requirements as needed for degree completion.
No answer provided.

Funding

Is there funding budgeted annually for matters of internationalisation?
No answer provided.

Address each source for the above mentioned funding.
Central budget for covering travel costs – international coordinator. Decided by the General Manager in cooperation with the Director of Academic Affairs. "Local budget" for covering faculty members' travel costs – decided by the faculty deans.

Do you charge differential fees for international students? Discuss how such fees are determined and structured.
No fees for international students. BUC is a public institution. Only one of the Master programs charge fees, and the fees are the same as for Norwegian students. Determined by the Faculty of Optometry.

Faculty /Academic Staff

What internationalisation efforts are faculty/academic staff involved with on your campus?
No answer provided.

What impact, if any, do internationalisation efforts like leading study abroad trips, teaching abroad, attending conferences abroad or internationalising their courses have on faculty/ academic staff issues like appointments, tenure and promotions?
No answer provided.

Student Services

What is the philosophy of your institution when it comes to the services offered to international students?
No answer provided.

How does your institution align the services offered to international students with the institutional student affairs offices?
No answer provided.

How do you ensure ethical practice, service excellence, and proper orientation while providing for the special needs of internationals?

International students are offered the same services, at the same level, as Norwegian students when it comes to daily student services. They take part in the same buddy week by semester start, but they are also offered additional activities throughout the semester, organised by buddies and by local campus coordinators. The activities are organised with the purpose to get to know Norwegian culture and daily life better, and to get cultural experiences related to Norwegian culture.

Internationalisation at Home

How does your institution work to bring the benefits of international students and local students with international experience to those on the campus who have not and will not have the opportunity to travel abroad?

Recently started to work on a strategy for Internationalisation at Home. Norwegian students study together with international students, they can choose among a range of courses taught in English, with international students. The buddy weeks are organised both for national/ international students.

How do you link internationals with the external campus environment of your local civil society?

The local campus coordinators link the international students with the local society; free-time activities, eventual work possibilities, etc. An information pamphlet with all the different possibilities is available upon arrival, but much work is done by the local coordinators, upon request from students.

What steps do you take to ensure the above mentioned activities occur with all internationals (study abroad, exchange, full-degree graduate and undergraduate)?

Daily, local coordinators are in contact with students. We are a small institution and also faculty members/lecturers are involved in activities with international students. We practice an open-door policy, which makes it easy for students to get in touch with both academic and administrative staff.

We also have a student satisfaction survey mid-term, every semester, to ensure that the information given and the activities offered are reaching all the students who are interested.

Evangelische Fachhochschule Darmstadt, Darmstadt, Germany

Introduction

In your own words, define Internationalisation.
Internationalisation is in my opinion the process of bringing in the "think global"-dimension into the university's curriculum, teaching, administration and student life. Developing an international profile and defining its place in the world-wide competition of higher education institutions is important in order to not be left out or even behind. The process consists of external and internal adaptations to the new and important dimension. Internationalisation also needs to be available to those who cannot experience it for themselves abroad.

Governance

What is the current structure for your institution's internationalisation efforts?
Internationalisation is important for our institution. In April 2010, our institution has been institutionally recognised for the next ten years, which is the maximum an institution can achieve. In the final report of the evaluating committee the internationalisation of the EFHD has been one aspect that was emphasised, 47 partners in 20 countries plus, a high number of so-called teacher exchanges (part of the European ERASMUS program).

Three different departments/groups deal with the process of internationalisation: The International Office, the International Committee and the Head of International Relations.

The assignments of the International Office are numerous. It contains the documentation of the student/staff/teacher mobility, the actual student advice with regard to study and placement opportunities at our partner institutions or self-organised and general funding, scholarship possibilities and the care of incoming students and teachers concerning accommodation, studies, program and daily life. Furthermore the International Office organises language tutors. As a small HEI with approximately 1500 students we do not have our own language centre. Language courses are offered and funded with the funding of the ERASMUS program for the preparation of future exchange students. In the next semester for example, courses in Swedish, Spanish, Portuguese, Turkish and Norwegian will be offered. The feedback of this special offer is very good and students value the opportunity to attend a language course at the EFHD instead of attending expensive courses from local language institutes. In addition, we organise German language courses for those whose first language is not German and who need it (free of charge). The supervision of the Learning Agreements also lies with the International Office. Incoming students bring a Learning Agreement and it has to be made sure that the desired courses with the respective amount of credits coincide with our course details. It is then sent back to the sending institution and needs to be approved by them in order to guarantee the recognition at the home institution.

The International Committee is responsible for the EFHD's internationalisation strategy. The International Committee consists of five permanent members plus three students: The Head

of International Relations (chairwoman), the Head of International Office, and representatives of each department. The committee deals with all matters concerning internationalisation and international affairs. It furthermore defines the guidelines for the institution's international work and evaluates on a regular basis the existing cooperations with our foreign partners and decides about applications of new ones. New possible partners are looked at in these sessions, which take place twice a semester. In order to ensure the recognition of credits that have been obtained abroad it is crucial to look at an institution's profile and course offering. If the International Committee supports a connection the application is forwarded to the President of the Evangelische Fachhochschule Darmstadt who signs all bilateral agreements.

The Head of International Relations is Ms Prof Dr Dagmar Hosemann, who is a professor in the Department of Social Work at the same time. She is the person who reports to the President about the developments in the International Office and concerning the international work. She is the responsible contact person for our National Agency (DAAD) regarding all ERASMUS budget matters. Furthermore she manages the contracts we have with partner institutions and also maintains contact with involved teachers at our partner institutions and at the home institution.

The programs and responsibilities these three areas look at are:
1. The ERASMUS student/teacher/staff mobility (studies and placement)
2. The Leonardo da Vinci Program (for Graduates of the course Social Work and Nursing who would like to gain valuable experience abroad with the help of a placement in one of the European countries)
3. Eastern collaborations (Eastern Europe, Russia, Turkey)
4. America (North and South) and Africa

Our accreditation board encourages and supports internationalisation. This fact has been confirmed by the already mentioned report on the occasion of our ten-year accreditation. The model the EFHD uses is centralised and decentralised as well. It is mostly centralised but there are often matters that are delegated to the appropriate departments.

Do your efforts use a centralised or decentralised model? Describe in detail how that works.
No answer provided.

Does your accreditation board encourage internationalisation? How does your institution's accreditation board's directives interact with the directives of potential international students and their home country's accreditation standards?
No answer provided.

Policy

Does the group, which oversees internationalisation for your campus, have a policy specifically addressing internationalisation?

The EFHD has an internationalisation strategy or policy. It does not exist in a written form yet but is to be expected within the next year. A development committee has started its work and will also look at these issues with the objective to define the institution's future structures and its development. **The strategy, which is followed by the institution and supported and initiated by the International Committee is the following:**

- Maintain good contact with all partners
- Extension of the network towards those countries that are in demand of students
- Extension of the partnership network with regard to promising research collaborations
- Stabilisation of the partnerships especially with Eastern Europe and Russia. The EFHD is convinced that for a peaceful and promising coexistence it is necessary to invest with regard to the social field. More collaboration with other Commonwealth Independent States are planned. Starting point for the extension of the network is the Intercultural Laboratory, a project run by the EFHD and its Russian partner in Kostroma
- To network the EFHD's partners with one another or to bring in a new partner into an existing project
- Extension of partnerships with institutions in America (North and South) and Africa
- To transform existing superficial connections into institutionalised partnerships

These objectives and guidelines are revised and monitored every semester by the International Committee.

Our policy says that no student at the EFHD pays tuition fees therefore the students do not either. They pay once for the semester train ticket, which is about 120 Euro and which serves as a free ticket for public transport in the whole Federal State of Hesse. All students at the University of Applied Sciences are treated equally.

What we expect from our incoming students are good basic German language skills. If they need further language training we organise lessons for them as mentioned earlier on. The EFHD will not offer more than two courses in English next term although the aim is to increase this number in order to allow more students to be part of our institution.

Does your internationalisation office have a strategic plan? When was it last written and how is it monitored?

No answer provided.

How does your institution address internationalisation in key documents such as mission, vision and strategic plans? How do these institutional key documents compare to the individualised internationalisation documents?

No answer provided.

Provide specific admissions requirements for internationals. Include study abroad, exchange and full-degree undergraduate and graduate candidates.
No answer provided

Partnerships

How do you manage your agreements with your international partners?
Currently, the EFHD has 48 partners around the world. Most partners are European ERASMUS partnerships. It is important to maintain contact with them and we often also use teacher and staff exchanges to strengthen the bond between the partners. We try to send students to each partner on a regular basis. The requirement is of course that students have the required language skills. Our students know that they are not only exchange students, but also representatives of the Evangelische Fachhochschule in Darmstadt. As already mentioned we select partners according to the students' demand and the potential partner's profile and course offering/ curriculum. Some of our partnerships were initiated by committed students who wanted future students to benefit from the connection as well. A new postgraduate course (Masters) in Budapest/Hungary involves three of the EFHD's lecturers in their curriculum. Other lecturers plan to combine their research semester with doing research abroad at a partner institution.

What criteria do you use to select new partners? How often and in what ways are these partnerships evaluated?
No answer provided.

In what ways do you utilize these partnerships in your research activities?
No answer provided.

How do you maximise the use and value of international partnerships?
No answer provided.

Academic Curriculum

What curricular options at your institution are found to have an international focus? What degree programs have the option to achieve any type of "international" emphasis?
The B.A. course "Inclusive Education" involves a mandatory semester abroad. Students are prepared with the help of lectures concerning intercultural communication. After coming back there is also an evaluation, which looks at the individual and professional outcomes of the stay abroad. This course has a strong international emphasis. Students of other courses such as Social Work and Nursing are strongly recommended to spend some time abroad, either for studies or for a placement. The number of those students increases year by year. Another possibility for students who do not spend time abroad for whatever reason is to take modules with an intercultural focus concerning the field of Social Work and learn something about how certain work is done abroad.

Every credit a student obtains abroad is officially recognised by the Head of International Relations. Due to the pre-signed Learning Agreement lecturers here know what course the student takes abroad and approve it beforehand. As a result all students are ensured that they will not lose time study wise because of their time abroad. Thirty-one students will participate in the ERASMUS program in the academic year 2010/11. Seventeen organised their time abroad themselves or went to one of our Swiss partners. Switzerland is not an official ERASMUS participant country yet and incoming and outgoing students finances themselves.

Graduates of the EFHD do not have to prove foreign language skills. Each student is encouraged to think outside of the box and spend some time abroad. After coming back their language skills have improved of course, but that is not what the main goal of the experience abroad is. The students do a placement while attending two or three courses at a foreign university. They have a specific task for their practical training and come back with numerous new skills.

What international experiences are available to your students that simultaneously offer course credit? How many students participate in these experiences annually?
No answer provided.

Describe your institution's entrance language requirements for both graduate and undergraduate students.
No answer provided.

Provide details on foreign language requirements as needed for degree completion.
No answer provided.

Funding

Is there funding budgeted annually for matters of internationalisation?
The Head of International Relations receives a certain amount each academic year from the institution's budget. This money is spent on international matters such as dinner with guests, guest and host presents, trips to the surrounding areas, etc.

Address each source for the above mentioned funding.
No answer provided.

Do you charge differential fees for international students? Discuss how such fees are determined and structured.
No answer provided.

Faculty /Academic Staff

What internationalisation efforts are faculty/academic staff involved with on your campus?
As reported earlier the EFHD is very small so if the HEI has exchange students, almost every part of the administration gets in touch with him/her: The clerk for the rent and public transport

ticket, the department secretary, the IT-services in order to get access to the computer services on-campus, the receptionist who also serves as post office on-campus, the housing office, etc. It is a very small percentage of their normal functions that has to do with internationalisation or international guests. Administration staff can also participate in a staff exchange and visit one of our partner institutions for a week and get another view on his or her workplace as a result.

What impact, if any, do internationalisation efforts like leading study abroad trips, teaching abroad, attending conferences abroad or internationalising their courses have on faculty/ academic staff issues like appointments, tenure and promotions?
No answer provided.

Student Services

What is the philosophy of your institution when it comes to the services offered to international students?
At the EFHD all students are treated equally. International Students receive the same student services as the German ones, plus the attention of the International Office who helps with accommodation, getting around town, getting to know the institution and who helps whenever a problem comes up. The Head of International Office and the Head of International Relations are both experts with regard to intercultural communication and sensibility who stayed abroad themselves for a longer time and know about the needs and feelings of international students.

How does your institution align the services offered to international students with the institutional student affairs offices?
No answer provided.

How do you ensure ethical practice, service excellence, and proper orientation while providing for the special needs of internationals?
No answer provided.

Internationalisation at Home

How does your institution work to bring the benefits of international students and local students with international experience to those on the campus who have not and will not have the opportunity to travel abroad?
There have been two International Weeks at the EFHD. Lecturers from the EFHD's partners came to Darmstadt and taught German students about special topics. Students had the chance to learn something about the guest's home institution on the one hand and about the work and practice environment of the studied field on the other. In April each year there is an international evening when former exchange students tell future exchange students about their experiences abroad and give hints and advise concerning accommodation, etc.

Some teachers do field excursions with their student group. Last year a group travelled to New York City. This year, one group went to Finland, we had a group of guests from Russia, as well

as Hungary who spend two weeks in Darmstadt and surroundings. This gives students who might not have the financial background to spend two months or longer abroad so that they can experience what it means to learn, work and apply skills abroad.

How do you link internationals with the external campus environment of your local civil society?
No answer provided.

What steps do you take to ensure the above mentioned activities occur with all internationals (study abroad, exchange, full-degree graduate and undergraduate)?
No answer provided.

Johannes Gutenberg University, Mainz, Germany

Introduction

In your own words, define Internationalisation.
Internationalisation in a university context means that:
- The university cooperates with international partner institutions in research and teaching
- The university admits international students (exchange students and full-degree students)
- The university creates opportunities for its own students to gain international expertise (study abroad programs, design of curricula at home institution, double-degree programs)
- The university has a strategy for the implementation of its internationalisation concept

Governance

What is the current structure for your institution's internationalisation efforts?
JGU has a decentralised approach to internationalisation. Academic decisions concerning internationalisation are taken by the departments. This also includes the choice of international partner institutions, the selection of research projects, etc. A support structure has been set up at the central level (the International Office (IO)). The IO's role is to support the departments in administrative matters, i.e. program administration, financial support, student services, etc. (matters that can be better dealt with on the central level). The IO also supports the work of the President who, together with the Departmental Boards, the University Board and the University Senate, is responsible for the strategic planning.

Do your efforts use a centralised or decentralised model? Describe in detail how that works.
In principle, our model is a decentralised one.

Does your accreditation board encourage internationalisation? How does your institution's accreditation board's directives interact with the directives of potential international students and their home country's accreditation standards?
JGU uses the so-called system accreditation described below (instead of program accreditation). "System accreditation" is a new approach developed for German universities to conduct the mandatory accreditation of all their study programs. A pilot project at Johannes Gutenberg University in Mainz is playing an important role in paving the way for this alternative to prevailing program accreditation.

JGU has its own Centre for Quality Assurance and Development, which certifies courses. Currently, all existing Bachelor and Master Courses at JGU are under review. The review includes the suitability of all study courses at JGU to create opportunities for JGU students to gain international expertise (i.e. to participate in study abroad programs).

Program vs. System Accreditation
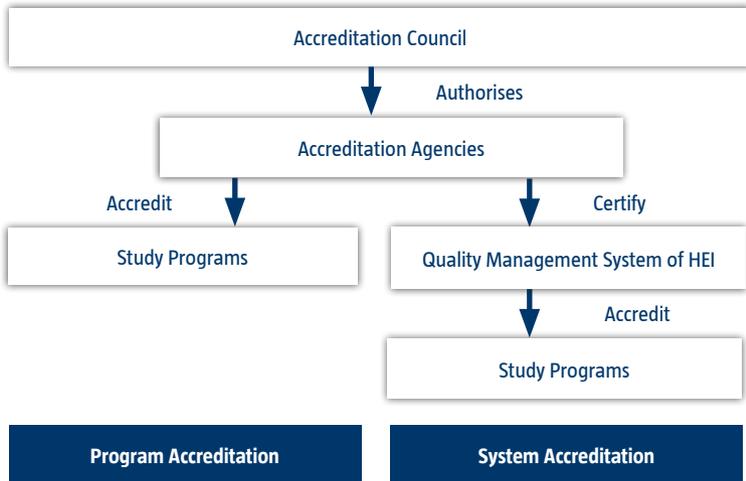
```
┌─────────────────────────────────────────────────────────────┐
│                   Accreditation Council                      │
└─────────────────────────────────────────────────────────────┘
                            │ Authorises
                            ▼
        ┌───────────────────────────────────────┐
        │         Accreditation Agencies         │
        └───────────────────────────────────────┘
        Accredit │                    │ Certify
                 ▼                    ▼
    ┌──────────────────┐   ┌──────────────────────────────┐
    │  Study Programs  │   │ Quality Management System of HEI │
    └──────────────────┘   └──────────────────────────────┘
                                      │ Accredit
                                      ▼
                           ┌──────────────────────────────┐
                           │       Study Programs          │
                           └──────────────────────────────┘

    ┌──────────────────────┐   ┌──────────────────────────────┐
    │ Program Accreditation │   │     System Accreditation     │
    └──────────────────────┘   └──────────────────────────────┘
```

Policy

Does the group, which oversees internationalisation for your campus, have a policy specifically addressing internationalisation?
In 2003, JGU formulated an overall strategy paper covering all areas where the University is engaged. One chapter of this paper deals with internationalisation specifically. Since 2003, the internationalisation strategy has been further developed and substantiated by working groups.

Does your internationalisation office have a strategic plan? When was it last written and how is it monitored?
The IO executes the University's internationalisation policy. **In summary, this policy can be described as follows:**
Europeanisation and globalisation are changing the political and economic environment. That is why Johannes Gutenberg University, Mainz views internationalisation as an interdisciplinary requirement for research, teaching, continuing education and administration. For example, the University is further expanding its program of smoothly functioning international partnerships, improving international joint ventures in the research, teaching and continuing education departments, and increasing student mobility.

During the last two years intensive discussions have taken place concerning the advancement of the University's internationalisation policy. The IO has been involved and suggested a differentiated model for outbound student mobility in order to create opportunities for a high number of students to gain international expertise.

University Strategy - Internationalisation

Excellence in International Cooperation
- Schools of excellence
- Cooperation with academic peers in their respective fields

Advanced Models for International Cooperation
- Double diplomas/joint degrees
- Joint Doctorates (cotutelles)
- Joint undergraduate/graduate schools

Internationalisation for ALL
- Structured mobility (mobility windows, recognition, etc.)
- Internationalisation at Home (curriculum design)

Monitoring and quality control are frequently undertaken a.) internally by the University's Centre for Quality Control and Development and b.) externally by management consultants, the European Commission and the DAAD (audits for EU and DAAD funding programs). JGU has also been involved in the German Rector's Conference Audit: "Internationalisation of Higher Education Institutions" *(http://www.hrk.de/eng/projekte_und_initiativen/2410.php).*

The IO contributes to the President's yearly report. Some of the attachments to this paper (partner institutions, international students, and outbound students) are drawn from the 2008 President's report.

How does your institution address internationalisation in key documents such as mission, vision and strategic plans? How do these institutional key documents compare to the individualised internationalisation documents?
JGU has a mission paper ("Leitbild") as well as a strategy paper ("Strategiekonzept"). These documents only exist in German. On the following web page: *http://www.uni-mainz.de/eng/ 7837.php* some documents in English related to the mission and strategy can be downloaded.

Provide specific admissions requirements for internationals. Include study abroad, exchange and full-degree undergraduate and graduate candidates.
The procedure is described on the following web page: *http://www.uni-mainz.de/eng/12041. php.* In general, international students need to proof that they have a sufficient academic background (the equivalent of the German "Abitur") and sufficient knowledge of German (DSH-2-exam or equivalent). For exchange students the language requirements are less strict.

Partnerships

How do you manage your agreements with your international partners?
The IO helps to prepare new agreements (advisory service for the departments), checks draft

agreements before they are signed and submits them to the President. In order to execute the activities of an agreement, JGU nominates both an academic coordinator (a professor) as well as an administrative coordinator. At JGU, the administrative coordination, as well as the financial responsibility is, in cases where the whole university is concerned, taken over by the IO.

What criteria do you use to select new partners? How often and in what ways are these partnerships evaluated?
In general, international cooperation partners are selected by the departments and partnerships are often initiated by just two professors, one from Mainz and one from a university outside Germany (bottom-up principle). Very rarely a top-down approach is applied. The IO checks every two to three years whether partnerships are active. Inactive partnerships are put on probation or closed.

In what ways do you utilize these partnerships in your research activities?
If the international partnerships include research activities, this is mentioned in the text of the agreement, usually in a general form. In order to agree on specific projects, additional documents need to be signed. In many cases, funding of research projects comes from outside the University, e.g. from the German Research Foundation, the Humboldt Foundation or the European Commission.

How do you maximise the use and value of international partnerships?
Efficient partnerships that offer comprehensive exchange opportunities and generate substantial exchanges are an advantage. This limits the number of negotiations and agreements. It is also useful that key persons in both partner institutions know each other well, trust each other and meet frequently in order to coordinate all ongoing activities (personal commitment is essential).

Academic Curriculum

What curricular options at your institution are found to have an international focus? What degree programs have the option to achieve any type of "international" emphasis?
JGU offers a large number of courses with "international experience" as a curricular option. All students of JGU are encouraged to spend up to one year abroad and study at a partner institution (this is part of our policy). We have, however, noticed that in order to mobilise a greater number of students, it is necessary to offer courses where international mobility is a structural part of the curriculum. **Examples at JGU are:**
- **On the Doctoral level:** Jointly supervised Doctorates ("cotutelles") together with partner institutions. Cotutelles are possible in all Doctoral programs. For each individual student an agreement has to be signed
- Numerous **double-degree programs** have been set up together with French, Italian, Polish and Canadian partner institutions
- **In the ERASMUS program**, where JGU sends out 600 – 700 students each year, the recognition of the courses taken at the partner institution is obligatory (using ECTS)

- For those students who are interested in **internships** abroad JGU has set up an "EU Servicepoint", which assists students to find placements in European companies **http://www.eu-servicepoint.de/ and awards grants.** Other local groups like AIESEC and IAESTE offer internships in and outside Europe

What international experiences are available to your students that simultaneously offer course credit? How many students participate in these experiences annually?
Each year we send around 1.000 students to different international destinations. Sixty to seventy percent of these students earn credits that are counted towards their degree at JGU.

Describe your institution's entrance language requirements for both graduate and undergraduate students.
For non-native students: DSH-2-exam or equivalent, for exchange students the language requirements are less strict.

Provide details on foreign language requirements as needed for degree completion.
This would be an almost impossible task as the foreign language requirements depend on the study course taken by the student. As a general rule, one could say that most JGU students know one of two foreign languages reasonably well. English is the most wide-spread foreign language in Germany, French and Spanish follow. JGU with its Language Centre provides language courses for both students from Mainz going abroad and for incoming students.

Funding

Is there funding budgeted annually for matters of internationalisation?
Yes.

Address each source for the above mentioned funding.
• JGU – own funds (Mainz)
• State of Rhineland-Palatinate (Mainz)
• Federal Ministry of Education and Research (Berlin)
• German Academic Exchange Service (Bonn)
• European Commission (Brussels)
• German Research Foundation (Bonn)
• Foundations (e.g. Humboldt Foundation, Bonn)

This is a selection of the most important sponsors. It is important to note that in Germany most of the funds, directly used for international mobility and exchanges, come from outside the universities.

Do you charge differential fees for international students? Discuss how such fees are determined and structured.
JGU does not charge tuition fees.

Faculty /Academic Staff

What internationalisation efforts are faculty/academic staff involved with on your campus?
Maybe 10-20 % on the average? But this is only a guess.

What impact, if any, do internationalisation efforts like leading study abroad trips, teaching abroad, attending conferences abroad or internationalising their courses have on faculty/ academic staff issues like appointments, tenure and promotions?
In Germany, in most scientific fields, international networking is a "must" for a successful academic career. JGU therefore encourages especially young academics to teach and research abroad for some time by using the existing exchange schemes.

Student Services

What is the philosophy of your institution when it comes to the services offered to international students?
JGU has signed the national Code of Conduct concerning studies of international students at German universities (best practice). Detailed information (in German) is available on the following website: ***http://www.gate-germany.de/09518.***

Moreover, the University Law of Rhineland Palatinate and the JGU mission and strategy papers set additional standards for our international student policy. For more information please refer to the download section of **http://www.uni-mainz.de/universitaet/1102.php.** JGU organises a series of welcome and information sessions for all new students at the beginning of each semester. **During our so-called "InfoDays" we assist all incoming exchange students in matters concerning:**
• Their enrolment
• Their registration with the Aliens Department
• The rental agreement for student housing
• Their health insurance
• The placement test for the language courses
• Their internet and e-mail accounts

The IO of JGU has set up an internet platform for incoming exchange students, which is called JoGuGate: http://distributed-campus.org/jogugate/portal//eventSubmit_doSwitchlang/true. JoGuGATE helps prepare international students for a stay at JGU. **It offers a multimedia online portal including the following components:**
• JoGuGATE-Timeline
• JoGuGATE-Content
• Related Information
• JoGuGATE-German
• JoGuGATE-Management

For further details please refer to:
http://distributed-campus.org/jogugate/portal/media-type/html/user/anon/page/default. psml/js_pane/P-1035a64991b-10007

How does your institution align the services offered to international students with the institutional student affairs offices?
About 4 200 international students from over 130 countries are enrolled at JGU. International students constitute approximately 12 % of the total student enrolment.

The Student Affairs Office (SAO) and the International Office (IO) have jointly set up a "Student Service Centre", which offers services to all JGU students. The staff of the Student Service Centre comes from the SAO and the IO. Apart from the jointly used Student Service Centre the SAO and the IO run their own offices where additional, more specific services are provided.

The SAO and the IO use the same student database.

How do you ensure ethical practice, service excellence, and proper orientation while providing for the special needs of internationals?
JGU has signed the national Code of Conduct concerning studies of international students at German universities (best practice). Detailed information (in German) is available on the following website: ***http://www.gate-germany.de/09518.***

In addition, as a member of the European ERASMUS family we also respect the European Union rules concerning ethical practice and special needs of internationals.

Internationalisation at Home

How does your institution work to bring the benefits of international students and local students with international experience to those on the campus who have not and will not have the opportunity to travel abroad?
At JGU, there is a number of ongoing "tandem projects" where one German and one international student join forces in order to assist each other in language learning (German and a foreign language). We also have an active intercultural training group, which is run by German and international students. Moreover, international student associations organise international events on-campus.

How do you link internationals with the external campus environment of your local civil society?
In matters concerning international relations JGU and the city of Mainz work closely together. The city of Mainz has sister city agreements with Dijon, Haifa, Valencia and Zagreb. JGU has established university partnerships with universities in these cities. As a consequence, exchange students from the above mentioned cities are also engaged in communal activities while they are in Mainz.

As Mainz is also the seat of a number of cultural institutes (e.g. Maison de Bourgogne) and consulates these institutions also serve as a meeting point for international students and local citizens.

A number of international students are also active in or cooperate with local schools (language assistants), sports clubs or companies (internships).

Last but not least, Mainz won the national competition for the title "City of Science 2011". During 2011, science events will take place in Mainz. They will be jointly organised by the JGU and local companies, research institutes, etc. These events will also serve as a platform for linking the University and international students with the local community.

What steps do you take to ensure the above mentioned activities occur with all internationals (study abroad, exchange, full-degree graduate and undergraduate)?
This is basically a matter of information and networking. The IO provides the information (in personal talks, information sessions, via the Internet). The networking is done by the students themselves, usually with the help of established student associations, the student union ("Studierendenwerk" and their program "Tutors of Mainz") and local initiatives (e.g. sister cities). As quite a number of our exchange students come from sister cities like Valencia or Dijon, they can profit from a wide range of activities organised by people active in sister cities events.

Nürtingen-Geislingen University, Nürtingen, Germany

Introduction

In your own words, define Internationalisation.
Internationalisation means developing a global mindset and referring to universities it means student exchange, faculty exchange, research collaboration and enriching the curriculum with international/global content.

Governance

What is the current structure for your institution's internationalisation efforts?
First tier: Director of International Affairs (reports directly to the Rector).

Second tier: Coordinators of International Affairs (reports to the Director of International Affairs), they are all professors and represent their faculties/schools/degree programs, they are responsible for internationalisation of the curriculum, they make sure that the students get their classes taken abroad articulated (with Learning Agreements), they work on translating the grades, together with the Director of International Affairs they represent our university to our partners.

Third tier: International Office (reports to the Director of International Affairs), they are advisors for incoming and outgoing students, they make sure our students get their classes at our partner universities, they promote study abroad, they take care of all incoming students.

Do your efforts use a centralised or decentralised model? Describe in detail how that works.
A mixture: Centralised since there is ONE Director of International Affairs and ONE International Office; decentralised since the Coordinators of International Affairs are responsible for their own degree programs.

Does your accreditation board encourage internationalisation? How does your institution's accreditation board's directives interact with the directives of potential international students and their home country's accreditation standards?
We do not have an accreditation board as such, only accreditation agencies, which evaluate and accredit our degree programs at our universities every three to five years. However, we have a Vice-President for Academic Affairs who is responsible for teaching quality and supports internationalisation very much. Collaboration with our partner universities: All issues are solved on an individual basis.

Policy

Does the group which oversees internationalisation for your campus, have a policy specifically addressing internationalisation?
Yes.

Does your internationalisation office have a strategic plan? When was it last written and how is it monitored?

We have objectives and strategies and action plans. It was written many years ago and is being adapted when necessary, e.g. just recently. It is monitored by the Rector and the Director of International Affairs.

How does your institution address internationalisation in key documents such as mission, vision and strategic plans? How do these institutional key documents compare to the individualised internationalisation documents?

Internationalisation is part of our University's mission statement. However, the importance of internationalisation must be emphasised. The Rector and the Director of International Affairs already agreed to change that as soon as the mission statement is updated.

Provide specific admissions requirements for internationals. Include study abroad, exchange and full-degree undergraduate and graduate candidates.

Degree-seeking students: The requirements depend on the degree program. They include language requirements (English or German or both), German university entry qualification. If there are more applicants than slots (which is the normal case), the GPA plus an interview or test is used to decide upon admission.

Study Abroad students: See degree-seeking students. This is a very rare case so we do not have specific rules.

Exchange students from partner universities: Language requirements (English or German or both depending on the classes the students want to take) plus recommendation from the partner university.

Partnerships

How do you manage your agreements with your international partners?

The Director of International Affairs together with the Coordinators of International Affairs manage them. Management includes signing and renewing agreements, monitoring the outcome, maintaining the relationships by visits and e-mail communication.

What criteria do you use to select new partners? How often and in what ways are these partnerships evaluated?

Eligibility for student exchange (academic level), variety of courses offered in English, tuition fees, attractiveness of the region/country (safety, health situation, living costs, leisure activities for the students). When monitoring the relationship reliability of the partner is paramount. Evaluation takes place as soon as our outgoing students have problems or issues. All students provide detailed feedback. When visiting or communicating we discuss all issues and try to solve them.

In what ways do you utilize these partnerships in your research activities?
Not as much as we want. We have joint theses and joint research projects in lectures. We are involved in a joint project "Africa Research" with your university and with California State University, Fullerton.

How do you maximise the use and value of international partnerships?
By high commitment of people involved in Internationalisation at our University.

Academic Curriculum

What curricular options at your institution are found to have an international focus? What degree programs have the option to achieve any type of "international" emphasis?
Graduate programs: MBA International Management, MSc International Finance, M. Eng. International Master of Landscape Architecture.

Undergraduate programs: BSc International Financial Management, BSc International Business Administration, BSc Business Administration with an elective "International Business and Management" in the last year, furthermore: Classes with an international focus like e.g. International Economics, Managing Global Personal, International Management in several undergraduate programs.

What international experiences are available to your students that simultaneously offer course credit? How many students participate in these experiences annually?
• Exchange programs one or two semesters
• Intensive programs for two or three weeks
• International internships
• Final thesis abroad

Describe your institution's entrance language requirements for both graduate and undergraduate students.
Undergraduate: We do not have a specific language requirement. But due to the fact that the German entry qualification for a university includes having had at least one foreign language for at least three years, all students have at least one foreign language. This foreign language is in most cases English.

Graduate: See undergraduate. Thus the majority of graduate students knows English as a foreign language. Three graduate programs specifically require English language skills (TOEFL or IELTS or other tests): MBA International Management, MSc International Finance, M. Eng. International Master of Landscape Architecture.

Provide details on foreign language requirements as needed for degree completion.
In most programs English is required, either as a class, which must be passed or a test like TOEFL, IELTS, etc. must be passed before advancing to the next semester (e.g. in BSc International Finance).

Funding

Is there funding budgeted annually for matters of internationalisation?
Yes.

Address each source for the above mentioned funding.
University Budget plus funding from institutions like EU, DAAD and Baden-Württemberg Stiftung.

Do you charge differential fees for international students? Discuss how such fees are determined and structured.
No, we do not.

Faculty /Academic Staff

What internationalisation efforts are faculty/academic staff involved with on your campus?
Approximately 5%.

What impact, if any, do internationalisation efforts like leading study abroad trips, teaching abroad, attending conferences abroad or internationalising their courses have on faculty/ academic staff issues like appointments, tenure and promotions?
Our policy is to hire professors and staff who speak English and who have a global mindset. Depending on the position, the importance of this requirement is higher or lower. For tenure and promotions this does not have an impact (at the moment).

Student Services

What is the philosophy of your institution when it comes to the services offered to international students?
We want to integrate the incoming students and want to enrich our campus life with people from many cultures and countries. We want to welcome our incoming students with a welcome week and a welcome package. We pick them up from the airport, help them with accommodation, organise field trips, have a reception for them with our Rector and give them scholarships (depending on the partner university).

How does your institution align the services offered to international students with the institutional student affairs offices?
It is separated: Services offered to incoming students are managed by our International Office.

How do you ensure ethical practice, service excellence, and proper orientation while providing for the special needs of internationals?
We have seminars for our staff, we have a buddy system, and the buddies are trained in special seminars on topics like culture shock (just to mention an example).

Internationalisation at Home

How does your institution work to bring the benefits of international students and local students with international experience to those on the campus who have not and will not have the opportunity to travel abroad?
The buddy system helps (local students who volunteer to help incoming international students). They are together in classes and profit from each other. All-in-all German students like to be in touch with international students.

How do you link internationals with the external campus environment of your local civil society?
The International Office staff helps with that. This Summer e.g. we had a "Sommerfest" (summer party) together with the city of Nuertingen. The international students had stands to show something of their countries.

What steps do you take to ensure the above mentioned activities occur with all internationals (study abroad, exchange, full-degree graduate and undergraduate)?
We carry out excursions and field trips together with this group of students. Furthermore, they often live together in the dorms.

Osaka Gakuin University, Osaka, Japan

Introduction

In your own words, define Internationalisation.
By our definition, internationalisation is the ongoing process of exposure/sharing/exchanging/ understanding and learning, of new ideas/perspectives/ways of thinking, to/from other countries/cultures/people.

Governance

What is the current structure for your institution's internationalisation efforts?
There really is no exact structure except what the International Centre decides.

Do your efforts use a centralised or decentralised model? Describe in detail how that works.
Centralised at the International Centre.

Does your accreditation board encourage internationalisation? How does your institution's accreditation board's directives interact with the directives of potential international students and their home country's accreditation standards?
Yes, very much. We don't have the "middle management" bridge to carry them out. The executive board/President gives the directive, but the people in higher management of the University do not know what to do. The term "internationalisation" is foreign to them.

Policy

Does the group, which oversees internationalisation for your campus, have a policy specifically addressing internationalisation?
The International Office has a general mission statement and policy.

Does your internationalisation office have a strategic plan? When was it last written and how is it monitored?
Yes, but very general. April 2006. It is not really monitored, but referred to from time-to-time.

How does your institution address internationalisation in key documents such as mission, vision and strategic plans? How do these institutional key documents compare to the individualised internationalisation documents?
The key documents are very general for graduates to have "global vision." The concept is rather abstract/vague and can be easily linked to the International Centre's mission statement. But because it is very general, there is no real "meat."

Here is a copy of our vision/mission statement. It is very basic and simple:
The Vision Statement (Dream): After an international experience on one of the International Centre's study abroad/exchange programs, OGU students will understand their potential role/

responsibility as a world citizen and a "cultural bridge" who can make a difference in the world, and who openly respects, accepts, and embraces diverse people of all colour, culture, and ethnic backgrounds.

The Mission Statement for the International (Kokusai) Centre: (Two parts - Outbound and the Inbound)
A. Kokusai Centre is committed to making a positive difference in the lives of OGU students through the development of quality, "life-changing" international education and experience programs that the majority of the present OGU student body will be able to participate in and afford.

B. Kokusai Centre is committed to offering international students an unforgettable, "life-changing" experience in Japan that they will take back and share with others throughout the world. Our program will not only help them understand Japan and the Japanese people, but more importantly, their own self-identity.

Provide specific admissions requirements for internationals. Include study abroad, exchange and full-degree undergraduate and graduate candidates.
GPA 2.5 or higher, attendance 80%, references and interview.

Partnerships

How do you manage your agreements with your international partners?
We try to maximise and create a "win-win" situation.

What criteria do you use to select new partners? How often and in what ways are these partnerships evaluated?
If they really want to have us as a new partner in Japan and are willing to work with us to make it work. Trust, the key component is "Do I trust the director/head manager/faculty person who is in charge of the international office of that university?" By student movement, student evaluations course/credits that students' return with.

In what ways do you utilize these partnerships in your research activities?
Presently, very minimal, because most of our professors do not speak English well enough to conduct joint research projects.

How do you maximise the use and value of international partnerships?
PR, goodwill, recruitment for the University and International Centre, developing new types of programs, working on joint study abroad programs.

Academic Curriculum

What curricular options at your institution are found to have an international focus? What degree programs have the option to achieve any type of "international" emphasis?

International Centre offered courses and short-term programs for credit. International Studies, Global Studies (economics/management).

What international experiences are available to your students that simultaneously offer course credit? How many students participate in these experiences annually?
Study abroad (long-/short-term), exchange, Cambridge Summer Program, 60-70 students.

Describe your institution's entrance language requirements for both graduate and undergraduate students.
Undergraduate: English test but very minimal.
Graduate level: Interview test in Japanese.

Provide details on foreign language requirements as needed for degree completion.
One year in some departments, none in others.

Funding

Is there funding budgeted annually for matters of internationalisation?
Not really.

Address each source for the above mentioned funding.
University budget.

Do you charge differential fees for international students? Discuss how such fees are determined and structured.
No. They are not.

Faculty /Academic Staff

What internationalisation efforts are faculty/academic staff involved with on your campus?
Global studies program, having internationals in classes and seminars.

What impact, if any, do internationalisation efforts like leading study abroad trips, teaching abroad, attending conferences abroad or internationalising their courses have on faculty/ academic staff issues like appointments, tenure and promotions?
Not very much.

Student Services

What is the philosophy of your institution when it comes to the services offered to international students?
To offer the best personal service, where all of our International Centre staff know all about our international students and who they are.

How does your institution align the services offered to international students with the institutional student affairs offices?
All part of one office.

How do you ensure ethical practice, service excellence, and proper orientation while providing for the special needs of internationals?
The International Centre decides everything related to internationals. Hire good staff.

Internationalisation at Home

How does your institution work to bring the benefits of international students and local students with international experience to those on the campus who have not and will not have the opportunity to travel abroad?
I-Chat Room (English-only speaking zone), returning study abroad/exchange students do presentations to home students, host families, live-in roommates, many activities/events between internationals and home students, ISST (International Student Support Team) 50 volunteer Japanese students who help/work with internationals.

How do you link internationals with the external campus environment of your local civil society?
Kishibe-sai Festival, community invited. Not much done to link community.

What steps do you take to ensure the above mentioned activities occur with all internationals (study abroad, exchange, full-degree graduate and undergraduate)?
Create a "frenzy," one-on-one contact and commitment, e-mail/handout notices.

Universidad de las Americas, Puebla, Mexico

Introduction

In your own words, define Internationalisation.
"A multitask and multisource process by which people can acquire and experience an out of the scope situation by a period of time through the exposure of several means (people, places, situations, etc.) and at the end being able to retain and to learn a new approach."

Governance

What is the current structure for your institution's internationalisation efforts?

```
                        RECTORíA
                           |
         Jefatura de la    |
         Oficina del Rector|
                           |
   ┌────────┬────────┬────────┬────────┬────────┬────────┬────────┬────────┐
Vicerrectoría Vicerrectoría Vicerrectoría Vicerrectoría Tecnologías de Mercadotecnia Planeación y Seguridad Auditoria
Académica   Administrativa de Extensión y de Asuntos  la Información             Evaluación
(VAC)        (VAD)       Desarrollo   Estudiantiles
                         Institucional  (VAE)
                            (VED)
```

The Universidad de las Américas, Puebla (UDLAP) has a long and proud history as an internationally focused university. This strategy set out how we propose to build on that strong international tradition and reputation to ensure that we are best positioned to contribute and thrive in the years ahead.

Given the ever-increasing pace of change globally, we need to be able to act quickly and be flexible. We need to give a sharp international focus to our considerable and broad-ranging strengths in research, learning and knowledge exchange-identifying and making the most of emerging international opportunities; communicating effectively internally and externally about the range of our international activity; and continuously improving the way in which we go about the range of our international work.

The Vice-President´s Office for Extension and Institutional Development has the task to increase the presence of UDLAP in the international scene and to increase the institutional impact and participation in strategic alliances and partnerships.

Currently, after four years of being placed in different areas, finally the International Office has come to a pivotal area in which a clear objective and strategic planning are being considered in order to develop the Internationalisation Strategic Plan.

Vice-President for Extension and Institutional Development
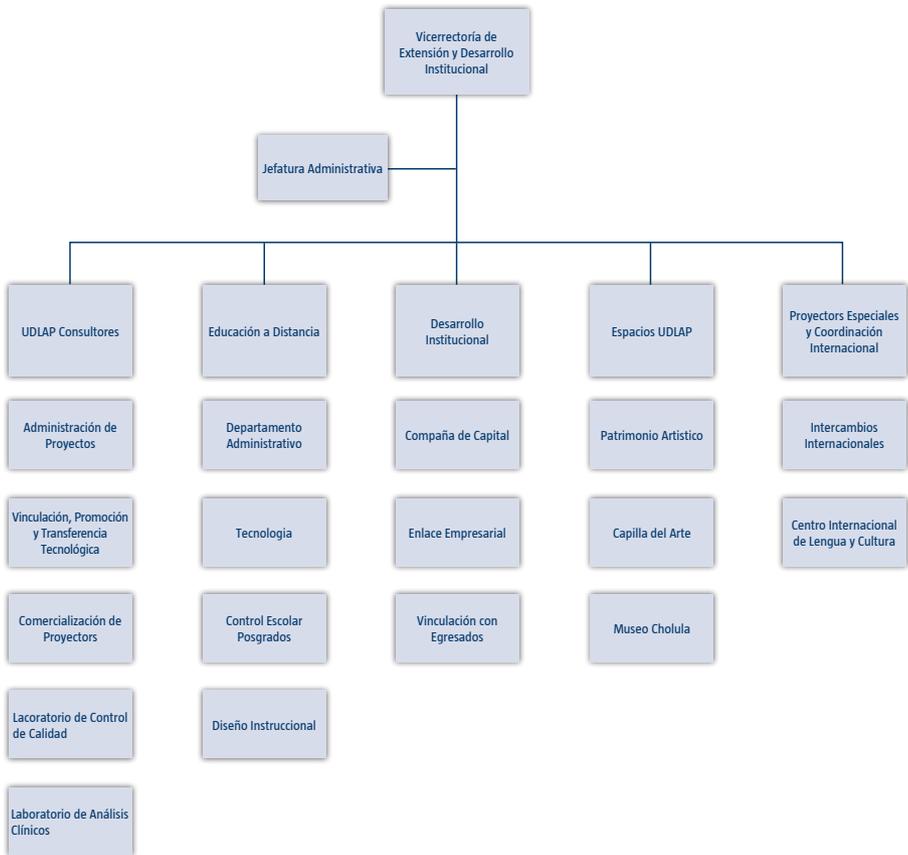
Do your efforts use a centralised or decentralised model? Describe in detail how that works.
Definitively is a mix model. As it may be seen, the pyramidal structure establishes the communication pathway in order to let the flow channels be perfectively identified. Although the institutional strategy is very clear and all the academic and administrative units have been reinforced and adapted to fulfil the institutional strategic goals, the final and most important decisions are taken at the top management level.

The daily aspects and decisions are being left to the "first row" contact area or front line areas. Most of the Directors and Department Heads are assessed by a result-based policy and consequently most of the programs and activities are being implemented and designed considering this new aspect.

Does your accreditation board encourage internationalisation? How does your institution's accreditation board's directives interact with the directives of potential international students and their home country's accreditation standards?

Yes, the Ministry of Education in Mexico (SEP) foresees and fosters the international education for all the academic levels. English is taught as a mandatory second language in all private and public schools. Basically this process is done within the International Relations Office; we are responsible for this interaction and also for updating the Registrar's Office, Academic Departments and Schools about any specific requests or needs from our partner institutions or interested internationals students in coming to UDLAP.

Policy

Does the group, which oversees internationalisation for your campus, have a policy specifically addressing internationalisation?
Currently there is none, there used to be one, but since last year we began the review process in order to adapt it and to consider the new university structure.

Does your internationalisation office have a strategic plan? When was it last written and how is it monitored?
Yes, there is one and it was established two years ago, however, due to the constant administrative changes of the office it has been very hard to follow the plan since the organic structure has changed and some activities have been cancelled and others have been added that were not consider in the original plan.

The Internal Audit Unit is responsible for monitoring all University indicators that were established in the strategic plans. Usually of the international office, the students' quota for budget reasons and the number of programs available and different characteristics are looked at to measure the plan.

How does your institution address internationalisation in key documents such as mission, vision and strategic plans? How do these institutional key documents compare to the individualised internationalisation documents?
In the University Identity there is an aim for a multicultural student and internationally recognised faculty and international accreditation for all academic programs.

Also the mission acknowledges the importance and overall globalisation consequences, and the aim for UDLAP students to be able to be aware of the social responsibility that the globalised world implies.

The vision establishes the goal to be recognised as a world-leader in academic, scientific, cultural and public policy programs that respond to the globalisation challenges.

In the strategic plans one of the chapters considers the international certification for the administrative procedures also to diversify the institutional partnerships locally and around the world.

The internationalisation document is based on the above general guidelines, however, the International Office Strategic Plan is more detailed about the who and how of the procedures.

University mission: ***http://www.udlap.mx/oficinadelrector/mision.aspx.***

Provide specific admissions requirements for internationals. Include study abroad, exchange and full-degree undergraduate and graduate candidates.
1. Signed Application for Admission form
2. Copy of valid passport
3. Copy of birth certificate
4. Official academic transcript from your home university with stamp and program coordinator's signature (transcript must be translated into Spanish or English)
5. UDLAP's medical form approved and signed by a healthcare provider: ***http://www.udlap.mx/internacional/students/pdf/UDLAHealthForm.pdf***
6. One passport size photo

Additionally, only for graduate students:
Copy of Bachelor's degree with your home university stamp and program coordinator's signature.

Submitting my documentation; Application deadline; Admission to the bilateral exchange program is conditioned by the successful reception of the completed application documents before the application deadline. **Please return your completed application and documentation and one set of photocopies to:**
Coordinación de Intercambio Académico
Universidad de las Américas Puebla
Departamento de Cooperación y Educación Internacional
Ex hacienda Sta. Catarina Mártir s/n
Cholula, Puebla, C.P. 72820
México
Phone: +52 (222) 229 3160
Fax: +52 (222) 229 3069
www.udlap.mx/internacional

The deadline dates for submission of applications are:
Fall Semester (August-December): April 1st
Spring Semester (January-May): October 1st

Tuition:
The tuition fees must be paid in your home university prior to leaving for Mexico.

Housing:
Please verify with your home university if the agreement includes housing. If housing is included, our office will reserve your housing based on your preference mentioned in the application form.

If housing is not included in the agreement and you wish to stay in dormitories, a housing deposit must be made. For specific information regarding payment methods and deadlines please contact *dai.finanzas@udlap.mx* (Nereida Zárate). Please note that housing reservations are not subject to cancellation and housing deposits are non-refundable.

On-campus information:
Residential colleges (dorms): *http://www.udlap.mx/vidaestudiantil/colegios/Default.aspx.*

Off-campus information:
Apartments for Rent:
There are several private apartment complexes located within walking distance. For a listing of available apartments, upon arrival check M.A.R.I message board, located in the Student Union.

Partnerships

How do you manage your agreements with your international partners?
The International Affairs Office is responsible for managing all international partnerships of all kinds. All Academic Departments must get the approval for "International Partnership" form from the International Office before submitting the request to the Academic Council.

What criteria do you use to select new partners? How often and in what ways are these partnerships evaluated?
Currently, only strategic partnerships are being sought after and all new partnerships must have an academic department supporting a project or research endeavour. Every two years there is a review process for partnerships and those which are found without any relevant activity will be concluded.

In what ways do you utilize these partnerships in your research activities?
In many, especially in the Sciences and Engineering Schools. Most of the partnerships that include these schools were created on the basis of a research or joint collaboration project. Many faculty members keep their colleague liaisons very active and in order to get access to funding or accreditation purposes most of the informal partnerships should be formalised through an agreement.

How do you maximise the use and value of international partnerships?
No answer provided.

Academic Curriculum

What curricular options at your institution are found to have an international focus? What degree programs have the option to achieve any type of "international" emphasis?
All programs in the Business, Engineering and Social Sciences Schools have as a graduation requirement, the approval of an internship abroad experience of at least six months.

The following programs have a dual degree option for the students:
- BA International Relations
- BA International Business
- BS Actuarial Sciences
- MA Business Administration
- MA International Business and Marketing

What international experiences are available to your students that simultaneously offer course credit? How many students participate in these experiences annually?
Currently, we offer 240 exchange opportunities abroad in 34 countries, 25 faculty-led programs during the Summer and 15 language-oriented programs for Summer and semester international internships through five different agencies and 25 opportunities with direct enterprises contacts.

All of the above mentioned opportunities are credit bearing. Approximately around 700 students are being sent annually.

Describe your institution's entrance language requirements for both graduate and undergraduate students.
For full-time degree-seeking students besides Spanish, students must have a 450 TOEFL minimum to be accepted.

For part-time (exchange, study abroad, etc.) students a 520 TOEFL is required and must take our Spanish placement exam online in order to be allowed to take courses in Spanish, otherwise they will only be entitled to take English courses.

Provide details on foreign language requirements as needed for degree completion.
Besides English, students from all academic schools must have completed another language (four semesters). The Business and Social Sciences School require two extra languages besides English.

Funding

Is there funding budgeted annually for matters of internationalisation?
Only the regular budget for administrative activities, since we are a Private Institution most of the resources will come from fees and the central budget office.

Address each source for the above mentioned funding.
- Fees
- General University Budget

Do you charge differential fees for international students? Discuss how such fees are determined and structured.
No, there is no difference for the fees charged to international students, nor if they are full- or

part-time. The basic unit at UDLAP is the "UDLAP UNIT (UU)". 1 UU = .58 hours of instruction and during this semester it has a cost of 1 930 MXP = (153.00 USD). A regular class is six units, which means that it is offered during 3.5 hours per week usually Monday and Wednesdays or Tuesdays and Thursdays. In this case, a six unit class would cost: 6*1 930 = 11 580 MXP (920 USD). Typically a full-time student has a load of five or six classes, which will add up to a total of approximately 69 480 MXP (5 514 USD) per semester, tuition only.

Faculty /Academic Staff

What internationalisation efforts are faculty/academic staff involved with on your campus?
We could say around 25% of their time and mainly when they are involved in an academic or research project, otherwise they will only participate in advising the potential international students when they are inquiring about course content and program specifics.

What impact, if any, do internationalisation efforts like leading study abroad trips, teaching abroad, attending conferences abroad or internationalising their courses have on faculty/ academic staff issues like appointments, tenure and promotions?
None, except if they publish something in an international recognised journal.

Student Services

What is the philosophy of your institution when it comes to the services offered to international students?
Since UDLAP was created as an international university, there are specific areas and people in charge of providing services to this type of student, also since being a bilingual school and with a constant presence of international students, the entire community is used to patience, support and quality for the international visitors.

How does your institution align the services offered to international students with the institutional student affairs offices?
For most of the services the students should observe and follow the "diomestic2" rules and regulations, however, at the beginning of every semester all these services and rules are presented at the International Office for a better understanding.

How do you ensure ethical practice, service excellence, and proper orientation while providing for the special needs of internationals?
No answer provided.

Internationalisation at Home

How does your institution work to bring the benefits of international students and local students with international experience to those on the campus who have not and will not have the opportunity to travel abroad?
Through different administrative and academic activities, international students are always

present in the UDLAP community. There is no such thing as the "international dorms" so all international students are placed with Mexican roommates, there is also, every semester, an international fair and all students are invited to put up a stand about their culture and country.

There is also the international seminar in which international students are invited to participate. When there is an international visitor we offer the "international lecture series" and depending on the area of expertise, the guest usually presents for about 30 minutes about a specific topic besides promoting the university or institution they are coming from.

How do you link internationals with the external campus environment of your local civil society?
We offer several internships and community service projects especially for international students through which they have the opportunity to immerse themselves in the local culture and provide a support or relief service to the local community.

What steps do you take to ensure the above mentioned activities occur with all internationals (study abroad, exchange, full-degree graduate and undergraduate)?
After every acceptance letter is sent, the Internship and Community Service Office establishes contact with the students inviting them to participate, this Unit also supervises the students during the projects and all projects are credit bearing and have a cost. So students either pass or fail or lose their money if they do not want to continue with the commitment.

University of Mississippi, Oxford, USA

Introduction

In your own words, define Internationalisation.
A comprehensive effort to bring together students, faculty, and communities at home and abroad to help them better understand each other and themselves.

Governance

What is the current structure for your institution's internationalisation efforts?
At the University of Mississippi (UM), internationalisation is mainly focused outward on making connections with international institutions and building exchanges and collaborations. **We currently have various administrative offices related to internationalisation including:**
- Office of International Programs for degree-seeking international students
- Study Abroad Office for non-degree seeking international students and outgoing domestic students
- International Outreach for recruiting high school and college students to specialised short-term programs
- Intensive English Programs for students who want to learn English in a credit-bearing program
- Associate Provost for International Affairs works with administration and various branches listed above to coordinate services and special projects

While these offices and departments are in place to serve the needs of students, staff, and administrators interested in international experiences, there is no academic or administrative focus on "internationalisation" on-campus.

Do your efforts use a centralised or decentralised model? Describe in detail how that works.
We have a decentralised international model where degree-seeking students are handled by the Office of International Programs. Non-degree seeking and high school students are handled by International Outreach.

Does your accreditation board encourage internationalisation? How does your institution's accreditation board's directives interact with the directives of potential international students and their home country's accreditation standards?
Though there is no specific focus on internationalisation in the Southern Association of Colleges and Schools accreditation standards, many member institutions have focused their Quality Enhancement Programs (required for re-accreditation) toward internationalisation goals.

Policy

Does the group, which oversees internationalisation for your campus, have a policy specifically addressing internationalisation?
There is no group on our campus.

Does your internationalisation office have a strategic plan? When was it last written and how is it monitored?
We have no central internationalisation office.

How does your institution address internationalisation in key documents such as mission, vision and strategic plans? How do these institutional key documents compare to the individualized internationalisation documents?
There is no focus on internationalisation in our key documents.

Provide specific admissions requirements for internationals. Include study abroad, exchange and full-degree undergraduate and graduate candidates.
Intensive English Program — No specific requirements.

Study Abroad (Direct Enrol) — TOEFL of 550 (PB), confirmation of academic good standing at home institution.

Exchange — confirmation of academic good standing at home institution, nomination from partner institution.

Undergraduate degree-seeking —TOEFL of 550 (PB), minimum high school GPA of 3.2 with no entrance exams OR minimum high school GPA of 2.0 or higher with at least an 18 on the ACT or 860 on the SAT.

Graduate degree-seeking — TOEFL of 550 (PB), Bachelor's degree from accredited university, other requirements based on department to which student applies.

Partnerships

How do you manage your agreements with your international partners?
Exchange partnerships are managed by the Study Abroad Office (SAO). Potential partnerships must be supported by a faculty member and the dean of their department on-campus in order to be proposed to the Study Abroad Advisory Committee. The agreement is negotiated between the SAO and the international partner. Each agreement contains a term of review on the signed document. We review the relationship with the partner as stated in the agreement.

What criteria do you use to select new partners? How often and in what ways are these partnerships evaluated?
When initiating a partnership we consider academic needs and compatibility, as well as student/

department interest at UM, the ability to maintain activity between universities, safety and office compatibility.

Term of review stated in the agreement determine when we re-evaluate a partner. However, if issues arise, we may review the partnership sooner. Student complaints and safety concerns require immediate review and consultation with a partner. This review is typically done through e-mails and phone calls to confirm details and outline actions to take and any changes that need to be made to continue partnership. If no problems arise, the general review usually involves evaluation of exchange relationship to see if it is active and growing, as well as a review of student evaluations.

In what ways do you utilize these partnerships in your research activities?
We have various professors who have participated in conferences or teaching at partner institutions. We are working on a plan to better promote this option through a web presence and small information sessions. The web will list institutions we are partnered with, as well as their general profile and academic/research strengths.

At our campus' yearly graduate fair we promote research opportunities with partners at a booth. We also plan to increase this awareness through the web site and small information sessions.

How do you maximise the use and value of international partnerships?
We sponsor shared programs with various partners so that students and faculty from all universities can benefit from institutional relationships. We also travel to international meetings to help generate ideas and sponsor booths with partners to promote partnerships and recruit together. We also provide funding for research and visits to campuses, as well as faculty teaching exchanges.

Academic Curriculum

What curricular options at your institution are found to have an international focus? What degree programs have the option to achieve any type of "international" emphasis?
Our Department of Modern Languages and Croft Institute for International Studies both require an international focus of students earning degrees in the programs. Our School of Education, Department of Public Policy, and Sally McDonnell-Barksdale Honours College all emphasise international experiences for their students either by providing scholarships, creating programs with international partners, or offering practice teaching abroad.

What international experiences are available to your students that simultaneously offer course credit? How many students participate in these experiences annually?
The Study Abroad Office offers summer, winter, semester and academic year programs for UM students to study in other parts of the world. These students all receive UM-credit for the classes they take abroad and nearly 600 students go abroad each year.

Our Intensive English Program offers credit for a Community Connections class that offers students the opportunity to share their culture with local school children as well as learn from the students that they meet in the schools.

Describe your institution's entrance language requirements for both graduate and undergraduate students.
Full admission is granted with a TOEFL of IB 79-80; CB 213; PB 50 or an IELTS score of 6. Conditional admission is granted with a TOEFL of IB 69-70; CB 193-210; PB 523-547 or an IELTS score of 5.5 to 6. Students with these scores will enrol in one special English course during their first semester of enrolment. Students with a TOEFL of IB 68; CB 190 or PB 520 or below or an IELTS score of below 5.5 will be required to enter the Intensive English Program and can enrol in mainstream courses only after they have achieved the required TOEFL scores.

Students coming to UM through International Outreach (non-degree seeking) are not required to provide TOEFL or IELTS scores in order to be admitted to UM.

Provide details on foreign language requirements as needed for degree completion.
Students seeking a degree in any department in the College of Liberal Arts must complete six hours of a particular language above the 100 level. Other schools and departments allow languages to be counted as a student's electives, but do not require any language study.

Funding

Is there funding budgeted annually for matters of internationalisation?
The University budget provides funding for the Office of International Programs and Associate Provost for International Affairs. This budget is set at the beginning of the fiscal year. The Intensive English Program, Study Abroad Office, and International Outreach are self-funded departments that fall under the budget of the Office of Outreach. This budget is more flexible based on earnings throughout the year.

Address each source for the above mentioned funding.
The University budget is made up of student fees, tuition, and state appropriations. The Office of Outreach budget is made up of student fees and tuition.

Do you charge differential fees for international students? Discuss how such fees are determined and structured.
Tuition for international students is the same as that of any other student not from the state of Mississippi. Mississippi students pay a flat tuition rate. International students and other non-Mississippians pay tuition plus non-resident fees. International students are also required to pay a small international student fee ($100), health insurance ($500 per term), and the cost of a health centre visit ($90). The Intensive English Program had its own tuition and fee structure, which is slightly less than a degree-seeking student would pay.

Faculty /Academic Staff

What internationalisation efforts are faculty/academic staff involved with on your campus?
Faculty who teach study abroad courses are paid by the Study Abroad Office and carry this course planning and academic load outside of their general role in their department. Some advisers or faculty are designated as the Study Abroad/ international "go-to" person for their departments or schools, but these are generally volunteer and do not reflect part of their specific job duties.

What impact, if any, do internationalisation efforts like leading study abroad trips, teaching abroad, attending conferences abroad or internationalising their courses have on faculty/ academic staff issues like appointments, tenure and promotions?
The impact of internationalisation efforts varies by department. Some departments do not allow faculty to participate in international experiences until tenure has been achieved, while others encourage faculty to participate in international experiences in order to better their chances of promotion and to improve the department's standing.

Student Services

What is the philosophy of your institution when it comes to the services offered to international students?
The Office of International Programs provides some acculturation programs for students, but does so with very little funding. Students organise and promote themselves through various international groups on-campus, as well as events like India Night and WorldFest. In general, students must seek out help from the Office for any specialised problems or help.

International Outreach has a defined hospitality program that runs throughout the school year and provides both social activities and Global Ambassadors to help students adjust to life on campus. SAO also plans trips for students to Memphis and other cities in the United States so that students get to experience the United States beyond campus. A key part of the hospitality program is shuttle transport from the airport upon arrival and welcome week activities. Study abroad advisers are also available to help students with cultural adjustment, questions about academics, or just to listen.

How does your institution align the services offered to international students with the institutional student affairs offices?
OIP is a branch of campus student affairs. Student affairs on-campus is generally domestic-student focused. International Outreach provides its own student services and is not connected with the campus student affairs office.

How do you ensure ethical practice, service excellence, and proper orientation while providing for the special needs of internationals?
Right now the international student population at UM is very small, as is the staff population assigned to work with them. This allows offices working with this population to more easily

make changes when a problem arises and allows for constant meetings, evaluations and tweaking of services.

Internationalisation at Home

How does your institution work to bring the benefits of international students and local students with international experience to those on the campus who have not and will not have the opportunity to travel abroad?
Through students exchanges we get international students in our mainstream classrooms and that gives students and faculty who might never go abroad the chance to interact with someone from another culture. We get the same benefit through faculty exchanges that bring international faculty to teach on our campus.

During regular campus terms we sponsor programs that bring students from various partner institutions to the UM campus to participate in courses at UM designed for an international student body. Beyond that we participate in international events on-campus that allow for an exchange of culture.

How do you link internationals with the external campus environment of your local civil society?
Through our Community Connections course and other community service projects we try to share the culture of our international students with children, families and community members throughout Mississippi.

What steps do you take to ensure the above mentioned activities occur with all internationals (study abroad, exchange, full-degree graduate and undergraduate)?
International Outreach and the Office of International Programs do a lot of shared programs so that all students get to participate in our campus and community programs. The Community Connections class, though designated as an IEP course, is open to all international students.

University of North Carolina at Wilmington (UNCW), Wilmington, North Carolina, USA

Introduction

In your own words, define Internationalisation.
For better or for worse, we use the term "globalisation" at UNCW. Although you have asked for a definition in our own words, our university-wide definitions, goals, objectives and strategies are much more thorough than anything I could invent right now. A central element to building global citizenship on-campus is to have it permeate every aspect of the campus culture, including students, faculty, staff, administrators, curricula, extra-curricular programming, etc.

UNCW's webpage has a succinct definition of global citizenship. Although the target audience for these statements is students, they apply to every member of our campus.

From our website:
In today's collaborative, global, innovation age, an international education is an integral part of the pathway to global citizenship. To that end, UNCW is committed to developing global citizens who:
- *Demonstrate knowledge of complexity and interconnectedness of environmental, socio-cultural, and geopolitical issues*
- *Communicate effectively within and among diverse cultural groups. (This includes verbal and non-verbal modes of communication)*
- *Respect cultural differences and embrace common humanity**

To facilitate reaching the strategic goal of developing and graduating global citizens, UNCW offers study abroad programs for undergraduate and graduate students, nurtures international professional development on the part of the faculty, promotes a global curriculum, hosts international students studying at UNCW, and supports on campus extra-curricular international programming.

Each member of the University community benefits from taking advantage of UNCW's global programming. Our website also elaborates on the benefits of a global perspective for students, faculty and staff: ***http://www.uncw.edu/intprogs/UNCW-OfficeofInternationalProgramsWhyG oGlobal.html.***

Governance

What is the current structure for your institution's internationalisation efforts?
Office of International Programs (OIP) is headed by the Assistant Provost of International Programs, who reports to the Vice-Provost, who, in turn, reports to the Provost. Within the Office of International Programs there are three basic areas: Education Abroad, International Student and Scholar Services, and English as a Second Language.

The International Programs Advisory Committee (IPAC), comprising faculty, staff, and students, also plays a critical role in advising, influencing, and endorsing policies, procedures and strategic plans.

IPAC responsibilities include:
- Review all Faculty International Travel Grant Applications and make recommendations to the AP for International Programs (done by a subcommittee of three)
- Review proposals for faculty-led study abroad programs and make recommendations to the Office of International Programs
- Participate in strategic planning with regard to attaining progress measures defined in the university strategic goal to "create an educational environment that prepares our students to be global citizen."
- Review and advise the Office of International Programs regarding the establishment of international memoranda of understanding and partnerships
- Advise the Office of International Programs on community outreach efforts and fundraising
- Promote internationalisation of the curriculum and the efforts of the college and of the schools
- Review and advise OIP on recruiting strategies of international students and scholars
- Serve as an informal liaison between OIP and the various university constituencies
- Review and recommend policies to the Provost, Faculty Senate or other university offices related to internationalisation

Do your efforts use a centralised or decentralised model? Describe in detail how that works.
UNCW's model is both centralised and decentralised. OIP, a unit in the Division of Academic Affairs, is the central clearinghouse for all international initiatives. Academic units across campus, however, work in conjunction with OIP to establish programs and exchanges that best suit their needs for student, faculty and staff development. There are some "outliers" who do not keep OIP in the loop but we are making steady progress toward coordinating and communicating more effectively with all involved. We have made considerable progress in assuring units that OIP can facilitate, rather than hinder, their international efforts.

Does your accreditation board encourage internationalisation? How does your institution's accreditation board's directives interact with the directives of potential international students and their home country's accreditation standards?
Our accreditation organisation, the Southern Association of Schools and Colleges (SACS), does not have explicit directives with regard to internationalisation.

Policy

Does the group, which oversees internationalisation for your campus, have a policy specifically addressing internationalisation?
OIP uses the mission statements, strategic goals, core values and progress measures cited below, as well as the website material cited above as policy.

Does your internationalisation office have a strategic plan? When was it last written and how is it monitored?

Yes. 2004. Members of the upper administration are familiar with the plan and monitor campus-wide progress.

How does your institution address internationalisation in key documents such as mission, vision and strategic plans? How do these institutional key documents compare to the individualised internationalisation documents?

UNCW's mission statement reads as follows:

"The University of North Carolina Wilmington, the state's coastal university, is dedicated to learning through the integration of teaching and mentoring with research and service. Our powerful academic experience stimulates creative inquiry, critical thinking, thoughtful expression and responsible citizenship in an array of high-quality programs at the baccalaureate and master's levels, and in our doctoral programs in marine biology and educational leadership. Substantial research activity, combined with our hallmark teaching excellence and moderate size, advances distinctive student involvement in faculty scholarship. We are committed to diversity and inclusion, affordable access, global perspectives, and enriching the quality of life through scholarly community engagement in such areas as health, education, the economy, the environment, marine and coastal issues, and the arts."

The mission statement is supported by institutional strategic goals. **Goal IV directly relates to internationalisation:**

GOAL IV: Create an educational environment that prepares our students to be global citizens.

Objective 1: Ensure students have access to travel, study abroad and classroom opportunities that foster their ability to participate in a global community.

Objective 2: Foster an international-friendly environment in Wilmington and the surrounding area.

Objective 3: Provide opportunities for faculty to develop international teaching and research interests.

Objective 4: Recruit faculty and students from areas of the world consistent with the University's programmatic priorities.

The University's "Core Values" statement includes the following:

"Cultural, racial, ethnic and global diversity are fundamental to the mission of the University and are essential elements of an atmosphere of openness and free inquiry upon which teaching and learning rests. UNCW is committed to expanding the diversity of its faculty, staff and student body and to increasing access for historically underrepresented groups. We promote a diverse learning culture for the success and enrichment of each member of the campus community. Consistent with this value, the University actively promotes internationalisation of the curriculum and student body."

Finally, two progress measures, which were created on the basis of the above-mentioned OIP Strategic Plan, relate specifically to strategic Goal # 4:

By Fall 2010, increase the international student population to 3% of the total student population. Increase the study abroad participation rate to 20% of undergraduates completing UNCW degrees by 2010, and to 25% by 2015.

To create an educational environment that prepares UNCW students to be global citizens, it is crucial to enrich the composition of the student body through international representation, and to increase students' opportunities for educational experiences abroad.

Provide specific admissions requirements for internationals. Include study abroad, exchange and full-degree undergraduate and graduate candidates.
Please see: http://www.uncw.edu/admissions/admissionsInternational.html.

Partnerships

How do you manage your agreements with your international partners?
No answer provided.

What criteria do you use to select new partners? How often and in what ways are these partnerships evaluated?
Please see *http://www.uncw.edu/intprogs/documents/GuidelinesForEstablishingMOUs.pdf.*

In what ways do you utilize these partnerships in your research activities?
The faculty are essential in making partnerships more than just arrangements for student exchange. The template for our memoranda of understanding includes a statement about collaborative research but, in reality, we need to work more on nurturing this exchange. I would welcome advice on this topic. One obstacle is that many of those professors who have an international research agenda have usually made contacts with colleagues abroad that are not necessarily from our partner schools. While we could establish a partnership with them, it is often not wise to enter into a partnership based on the research of one individual.

How do you maximise the use and value of international partnerships?
We try to be strategic when choosing partners. One faculty member's interest in a particular school or country does not suffice for establishing a memorandum of understanding. We try to align partnerships with university- and/or department-wide strategic planning. This is quite challenging and I would welcome pointers on how to achieve this more effectively.

Academic Curriculum

What curricular options at your institution are found to have an international focus? What degree programs have the option to achieve any type of "international" emphasis?
International curricular options divided into two basic categories: programmatic and individual classes.

Programmatic: UNCW's new General Education Requirement includes category "Living in a Global Society." All students must take at least one three-credit hour "global" class. Classes that fall into this category will be approved by the University Curriculum Committee.

The new International Studies major offered through the College of Arts and Sciences requires a gateway introductory course, a methods course, three required "core" courses (including a two course sequence in world geography and one course in global history), at least three earned hours through a study abroad experience, foreign language proficiency through at least 202 level (preferably in the language used for the study abroad placement), and a capstone research seminar. In addition, each major must complete 15 credit hours in a "concentration area." Students may select either (a.) one of three thematic concentration options (Arts and Literature, Social Issues, and the Environment) or (b.) one of four area studies concentration options (Asia, Europe, Latin America and the Middle East).

UNCW's Cameron School of Business (CSB) has a program called the Trans Atlantic Business School Alliance (TABSA), which is an alliance of US and European schools offering dual-degree programs for undergraduate business students. After completing two intensive years at UNCW and the Cameron School of Business, students study at one of the partner institutions in Europe for two years. Each student completes an internship in the United States and Europe and works toward foreign language fluency while living in a different culture.

CSB also has an international business option designed for students seeking career opportunities in internationally focused organisations or pursuing an extended or permanent work experience abroad. In addition to the core prerequisites required by the Cameron School of Business, students must complete 21 hours of business courses, demonstrate (by examination) proficiency in a language other than their native language and study abroad.

UNCW's Watson School of Education (WSE) has designed an International Studies Concentration minor for Elementary Education students. In addition to their normal load of education classes, students much choose a geographic region on which to focus.

WSE may also complete about 1/3 of their teaching internship abroad. WSE currently has three sites in which students can participate: Belize, South Africa and Kuwait.

WSE's Doctoral program in Educational Leadership and Administration prepares superintendents and other educational leaders to be informed, proactive and reflective change agents to improve public schools for the benefit of all students, particularly in south-eastern North Carolina. This

program requires three internships—one district based, one business and one international.

The School of Nursing does not have any programs that require an international experience, but they do offer several immersions experiences for their students, including "People and Health Care in El Salvador" and "Clinical and Cultural Immersion in Peru."

Individual classes: UNCW offers more than 350 individual classes with global content. These courses cover the entire disciplinary spectrum of the curriculum, including the arts, humanities, social sciences, natural sciences, business, education and nursing. These classes are open to all enrolled students who meet pre-requisites.

What international experiences are available to your students that simultaneously offer course credit? How many students participate in these experiences annually?
UNCW offers more than 500 credit-bearing programs in more than 50 countries. These include semester and year-long programs arranged with partners or third-party program providers as well as short-term, faculty-led programs. During academic year 2009-10, UNCW sent about 680 students abroad. (About 50 were non-UNCW students who participated in consortial programs that we administer).

Describe your institution's entrance language requirements for both graduate and undergraduate students.
All incoming first-year students must have had at least two units of a foreign language in high school. No foreign language requirement for graduate school.

Provide details on foreign language requirements as needed for degree completion.
The Faculty Senate recently approved a new foreign language requirement for all students.

It reads as follows: "Students are required to demonstrate proficiency through the 201 (Intermediate I) level (or 102 in a language not previously studied). Students with no background in the language selected may thus be required to take six hours from this component. Most students continuing in the language studied in high school will likely take 0-3 hours from this component. Students with sufficient background may elect to fulfil this requirement by examination."

Funding

Is there funding budgeted annually for matters of internationalisation?
Yes, annual funding is allocated for international teaching, research and service initiatives. These range from curricular development to presenting a paper at an international conference to conducting site visits for potential and current partners. Salary for short-term faculty programs abroad comes primarily from tuition.

Address each source for the above mentioned funding.
Most of the funding for these initiatives comes from the Division of Academic Affairs and, more specifically, the Office of the Provost. The Provost allocates funds to different units on-campus,

such as the Office of International Programs, Enrolment Management, etc. Additionally, some funding comes from outside sources through federal grants. A smaller portion, such as international athletic recruitment, comes from other divisions, such as Student Affairs.

Do you charge differential fees for international students? Discuss how such fees are determined and structured.
Degree-seeking or study abroad international students pay UNCW out-of-state tuition and fees. Exchange students pay tuition and fees of their home institutions.

Faculty /Academic Staff

What internationalisation efforts are faculty/academic staff involved with on your campus?
There is no set percentage. This depends on faculty interest and area of expertise and varies widely from one individual to the next.

What impact, if any, do internationalisation efforts like leading study abroad trips, teaching abroad, attending conferences abroad or internationalising their courses have on faculty/academic staff issues like appointments, tenure and promotions?
This depends on the academic unit. Some departments take this into consideration when considering re-appointment, tenure, and/or promotion. In general, these contributions are viewed positively. There are, however, no university-wide criteria for internationalisation efforts on the part of faculty and staff. The Office of International Programs would very much like to include a category for internationalisation in these processes but, it is not likely that this will happen in the near future.

Student Services

What is the philosophy of your institution when it comes to the services offered to international students?
Study abroad, exchange, and degree-seeking international students receive all of the same services offered to domestic students. One possible area of preferential treatment for domestic students is requests for on-campus housing. Nevertheless, if international students submit housing preferences by the deadline, we can usually accommodate.

How does your institution align the services offered to international students with the institutional student affairs offices?
Any enrolled student, domestic or international, is entitled to the full menu of programs, services, activities, etc. offered through Student Affairs, as listed on this url: ***http://www.uncw.edu/stuaff/ps.htm.***

How do you ensure ethical practice, service excellence, and proper orientation while providing for the special needs of internationals?
We abide by NAFSA's Principles for International Student and Scholar Services. We also ask international students to provide feedback on Orientation and their entire stay at our institution

through an online survey. We tweak our programs/services depending on feedback and are always looking at ways to meet the evolving needs of our international student population.

Internationalisation at Home

How does your institution work to bring the benefits of international students and local students with international experience to those on the campus who have not and will not have the opportunity to travel abroad?
We urge those on campus who haven't/won't travel abroad to join the International Student Organization, live in International House, become a Conversation Partner/Student Mentor with an international student, and serve as an International Student Orientation volunteer. Professors often invite international students to visit their classrooms to speak about their country, culture and viewpoints. We coordinate Intercultural Week every February in which international students raise awareness about their culture by speaking on panels, cooking ethnic cuisine, dressing in traditional attire, etc.

How do you link internationals with the external campus environment of your local civil society?
We offer international students the Host Family Program, which matches students with families in the community, a course called INT 292 Seminar for International Students in which students examine challenges and issues facing the region in the Arts, Business, Education, Government and Social Services sectors, and arrange events where international students engage with community groups such as the Sister Cities Association of Wilmington and the Coastal Carolina Chapter of the United Nations Association.

What steps do you take to ensure the above mentioned activities occur with all internationals (study abroad, exchange, full-degree graduate and undergraduate)?
We offer the above mentioned programs to all international students and urge them to join us. It is ultimately up to the students, however, if they decide to attend. Many students avail themselves of the hundreds of other activities offered by the division of Student Affairs (residence life programming, student organisations, service-learning opportunities, etc.).

University of Osnabrück, Osnabrück, Germany

Introduction

In your own words, define Internationalisation.
Internationalisation is the international alignment of organisations in today's world with growing globalisation and international competition. With respect to higher education institutions this means that there are strategies and tools for example to implement internationality in research and teaching, to foster international cooperation, exchange and mobility and to build up international networks.

Governance

What is the current structure for your institution's internationalisation efforts?
On the administration level the Vice-President for Studies and Teaching is (besides the president of course) the main person responsible for international issues. She works together closely with the International Office and the Language Centre.

On the faculty level there are persons that are assigned to be the internationalisation representative for the faculty. They also work together with the named offices in a close dialogue and link faculties and administration in questions regarding internationalisation.

Do your efforts use a centralised or decentralised model? Describe in detail how that works.
Centralised, see above.

Does your accreditation board encourage internationalisation? How does your institution's accreditation board's directives interact with the directives of potential international students and their home country's accreditation standards?
No answer provided.

Policy

Does the group, which oversees internationalisation for your campus, have a policy specifically addressing internationalisation?
An Internationalisation Strategy exists as well as a paper defining nine core goals of which one is internationalisation.

Does your internationalisation office have a strategic plan? When was it last written and how is it monitored?
We act according to the University's Internationalisation Strategy that was written in 2006. The goals of the IO are defined within the team annually and are discussed and reflected at the end of the year within team meetings.

How does your institution address internationalisation in key documents such as mission, vision

and strategic plans? How do these institutional key documents compare to the individualised internationalisation documents?
No mission and vision statements.

Provide specific admissions requirements for internationals. Include study abroad, exchange and full-degree undergraduate and graduate candidates.
Exchange: Nomination by home university, no German language skills, but are beneficial (B1-level).

Full-time undergraduate: University entrance qualification, German language skills, sometimes other foreign language skills (depending on the subject, mostly English).

Full-time graduate: University entrance qualification, average grade, German language skills, sometimes other foreign language skills (depending on the subject, mostly English).

Partnerships

How do you manage your agreements with your international partners? What criteria do you use to select new partners? How often and in what ways are these partnerships evaluated?
Similarities in study programs, strategic fit, reputation of partner, demand of students, capacities and sustainability.

In what ways do you utilize these partnerships in your research activities?
Staff exchange/staff visits to bring together faculty members that might share common interests or research areas. The personal contacts often are the "door-opener" for joint projects, etc.

How do you maximise the use and value of international partnerships?
We try to find other ways of cooperation besides student mobility (e.g. joint projects such as the summer school program).

Academic Curriculum

What curricular options at your institution are found to have an international focus? What degree programs have the option to achieve any type of "international" emphasis?
There are programs with an international emphasis: European Studies, Cognitive Science (interdisciplinary) English, English and American Studies, Roman Studies, Economics, Democratic Governance and Civil Society, International Migration and Intercultural Relations, Literature and Culture in Europe, Language in Europe, Law. Some of them are taught in English and some require students to have a study or internship period abroad.

What international experiences are available to your students that simultaneously offer course credit? How many students participate in these experiences annually?
Exchange programs (study or internships overseas and within ERASMUS): Credits depending on learning agreements.

Describe your institution's entrance language requirements for both graduate and undergraduate students.
German at B2/C1 – level, depending on study program; English or other languages (mostly at B1 level).

Provide details on foreign language requirements as needed for degree completion.
Different from study program to study program (see question above).

Funding

Is there funding budgeted annually for matters of internationalisation?
There are budgets for all the offices dealing with internationalisation, e.g. IO, Language Center, etc.

Address each source for the above mentioned funding.
University budgets and funds of the Ministry of Science and Culture of Lower Saxony.

Do you charge differential fees for international students? Discuss how such fees are determined and structured.
No, fees are the same for international students and Germans (500€ tuition, 170€ social fees, 75€ administration fees). Exchange students do not have to pay tuition and administration fees. They only need to pay the "social fees" per semester, which includes free public transportation and reduced costs for meals in the mensa.

Faculty /Academic Staff

What internationalisation efforts are faculty/academic staff involved with on your campus?
No answer provided.

What impact, if any, do internationalisation efforts like leading study abroad trips, teaching abroad, attending conferences abroad or internationalising their courses have on faculty/ academic staff issues like appointments, tenure and promotions?
Is a part of tenure and appointment procedures.

Student Services

What is the philosophy of your institution when it comes to the services offered to international students?
We try to treat international students in the same way as local students. But of course international students have other needs in specific situations. Personal advice and assistance is always available, but the motto is "helping others to help themselves".

How does your institution align the services offered to international students with the institutional student affairs offices?

Both offices are in one building (Student Service Centre). One person works for both offices and links applications, admissions and enrolment with advice on general matters such as housing, language courses and cultural events.

How do you ensure ethical practice, service excellence, and proper orientation while providing for the special needs of internationals?
We are a signatory of the National Code of Conduct on Foreign Students at German Universities.

Internationalisation at Home

How does your institution work to bring the benefits of international students and local students with international experience to those on the campus who have not and will not have the opportunity to travel abroad?
With different activities and projects on campus such as the intercultural mentoring program (*http://www.imos.uni-osnabrueck.de/index.html),* conversation groups *(http://www.join-os. de/index.php?id=30&L=6*), international weeks, international summer schools that local students can attend as well.

How do you link internationals with the external campus environment of your local civil society?
No programs except for international PhD students (Guest Family Program that aims to promote contact between international Doctoral students and the local population).

What steps do you take to ensure the above mentioned activities occur with all internationals (study abroad, exchange, full-degree graduate and undergraduate)?
All services and offers are published on the website, in the University magazine and via e-mail lists.

Vrije University, Amsterdam, The Netherlands

Introduction

In your own words, define Internationalisation.

Developments at the Faculty of Economics and Business (FEB) are strongly guided by internationalisation. In tomorrow´s world we feel there is hardly a future for universities that fulfil a local role, however, good they may do this. FEB therefore tries to be internationally recognisable. One of the ways of doing this is increasing the inflow of international students, in our Master´s programs, as well as in the International Business Administration program. Having a reasonable number of international students in one's programs also works the other way: It shows that the University is of good repute. Also, our own Bachelor's programs should prepare students for further study at internationally renowned institutes. Although guarantees cannot be given, it should be clear that there should be a good chance of being admitted elsewhere. In order to facilitate this, FEB has started the international EQUIS accreditation track. The quality of our programs, it is hoped, will become more visible that way.

There is also another aspect to internationalisation. It makes for better education for students in the sense that it helps them to be educated as responsible global citizens. For this it is necessary that they develop a cultural awareness through working together with students from other countries. Cultural understanding, it is strongly felt, will make them also more mature students, and more professional, not qualities to be taken lightly as we try to prepare them for tomorrow's business world. Finally, in the field of research, establishing an international network is of paramount importance, although this requires a more long-term approach.

Governance

What is the current structure for your institution's internationalisation efforts?

The most important structure for our institution's internationalisation efforts is a decentralised International Office as part of the Educational Office of the Faculty. It falls under the responsibility of the Director of the Educational Office. It currently has five employees (4.3 fte) who each have designated responsibilities for BSc IBA (1 fte), all Master's programs (1.5 fte) and exchange (1.8 fte). In addition, there are three student assistants employed on a temporary basis (0.8 fte in total). The duties of the coordinators of the Master's and IBA programs are primarily recruitment and selection of international students and, once these have arrived, providing assistance in all matters international. The two international officers responsible for the exchange programs have slightly different tasks: Their duties lie primarily in promoting internationalisation at the faculty through encouraging home students to spend a semester abroad and bringing students who remain at home into contact with incoming exchange students. To this end, they establish and maintain a large network of foreign partner universities. Once students have arrived, they also take care of all details, such as enrolment in courses, introductions, housing, visa and informing partner universities of results achieved. What applies to students equally applies to staff even though the latter also have their own avenues through which they achieve this.

The International Office is to a large extent responsible for working out faculty international policy and plays an important part in devising this.

Although internationalisation at FEB is largely decentralised, VU University also has centralised international facilities. One is VU's International Office, functioning largely as a back-office for faculties, taking care of housing and visa details, negotiating contracts with housing corporations, providing support when foreign diplomas have to be evaluated, collecting and updating files for further handling by the faculties. It largely depends on the efforts of the faculty how much service they provide.

Internationalisation is encouraged by the National Accreditation Board: The Dutch-Flemish Accreditation Organization. For a start, they demand that all programs are internationally comparable, or at least meet internationally accepted standards of teaching and research. This is for instance measured by the use of internationally recognised standard textbooks in English. It also demands that researchers and lecturers maintain an international network and that the composition of staff shows a good degree of international experience, e.g. by having completed a PhD abroad, lecturing abroad or having a non-Dutch nationality and training. An accreditation by the National Accreditation Board is a government pre-requisite for all Dutch universities. This usually compares well to the accreditation systems our partner universities use. However, we find that an accreditation by the Dutch-Flemish Accreditation Organization, however good this may be, is not always recognised outside Europe, which is not surprising really. Although European countries are familiar with the quality of Dutch education, this is a different matter for the United States or China. For this reason FEB now aims for an accreditation by EQUIS, an international accreditation body. In order to obtain such an accreditation, internationalisation obviously is a sine qua non, helping to promote FEB's programs outside Europe.

Do your efforts use a centralised or decentralised model? Describe in detail how that works.
No answer provided.

Does your accreditation board encourage internationalisation? How does your institution's accreditation board's directives interact with the directives of potential international students and their home country's accreditation standards?
No answer provided.

Policy

Does the group, which oversees internationalisation for your campus, have a policy specifically addressing internationalisation?
Apart from the faculty international office and the centralised university international back-office, there is a central policy making service at university level, incorporated in what is called the department for Strategic Educational Policy Development. This department aims at promoting internationalisation at University level, by for instance setting up indicators for internationalisation (such as each student should at least have 12 credits of international courses), devising systems for loans or scholarships, by providing funds for faculties to improve

internationalisation or by studying the international ranking positions of the University. In short, they try to promote international visibility and quality of VU as a whole. It does not, and cannot, concern itself with internationalisation at faculty level, as this requires too detailed an approach. The field of internationalisation for business schools is of an entirely different nature than for science or psychology for instance. Also, not all faculties attach equal weight to internationalisation. Business schools cannot do without it when they wish to offer quality programs, but for obvious reasons the Faculty of Law takes a completely different view.

The Department for Strategic Educational Policy Development also writes the University's strategic plans, the most recent one in early 2010, and the previous one in 2004. It monitors these by periodically asking faculties to report whether indicators have been reached or, in case they have provided funds, how these were spent. Since FEB has traditionally attached great weight to internationalisation, the faculty is usually far ahead of these policy makers. At faculty level strategic plans for internationalisation are incorporated in the overall strategy of the faculty, in which also vision and mission are expressed. Twice a year updates of this are sent to the Executive Board of the University, to which the faculty is accountable. Each Spring and Autumn the Faculty Board meets with the Executive Board to discuss results.

Strategic plans are translated into individual key documents by FEB's International Office. FEB uses a rather pragmatic approach in this: Key documents are immediately translated into texts for use by staff and students, that is to say, in a form suitable for publication on websites, in brochures and other PR and information material. This is then checked by the various relevant committees such as program management committees or boards and then published. All key documents, both at university and faculty level, aspire to the same goals: They stress the need for internationalisation, for an increase in numbers of international students, and the need for an international environment as this is more attractive for international and home students and makes for better quality programs.

Does your internationalisation office have a strategic plan? When was it last written and how is it monitored?
No answer provided.

How does your institution address internationalisation in key documents such as mission, vision and strategic plans? How do these institutional key documents compare to the individualised internationalisation documents?
No answer provided.

Provide specific admissions requirements for internationals. Include study abroad, exchange and full-degree undergraduate and graduate candidates.
IBA - In order to be selected for the IBA program, candidates must have a diploma for secondary education equivalent to Dutch pre-University education with appropriate examination profile. In addition to this, candidates are required to take an English language test (e.g. academic TOEFL score of 575 (90 ibt), IELTS score of 6.5, Cambridge Advanced English score A, B or C, or

higher/equivalent), and to send in a letter of motivation, two qualified references, and evidence of international experience.

Master's programs - All incoming students are selected on the basis of their academic background, the level of their previous education and obtained qualification. International students, coming from a much more varied background often unknown to the school, should also send in two recommendations as well as their motivation. They are further required to take an English proficiency test.

Exchange - All incoming students from partner universities are accepted. Selection has already been made when an exchange contract was drawn up. Third-year courses or lower are generally all open for enrolment but enrolment in Master's courses is checked as students should have sufficient prior knowledge. As far as outgoing students are concerned, these should at least be third-year students with sufficient study progress. Choice of foreign universities is usually made on basis of their examination profile or expected Master's program. Some universities offer good finance courses but hardly management, others specialise in marketing, etc. For destinations especially popular amongst students, such as Australia, USA or South Africa, or when there are more students than places, selection takes place on basis of motivation, study progress and intended study plan.

Partnerships

How do you manage your agreements with your international partners?
New partners are accepted when they meet the criteria set by FEB. New partners should be accredited universities or business schools operating in the field of economics and/or business. They should be internationally recognised as being of good standing and quality. Finally, there should be a sufficient number of English-taught courses available. In case there is no accreditation, or an accreditation unknown to us, more information is required to establish whether the teaching quality is good enough. Information is obtained from The Netherlands Institute for International Cooperation, from studying course descriptions (and especially the literature studied) and from information from the academic staff, who usually know other researchers working there (or can find out via fellow-researcher working nearby).

Both existing and new partners are evaluated yearly when exchanging the results students obtained, and, of course, when troubleshooting. A more formal evaluation occurs a year before the contract expires. In that case not only formal criteria play a role, but also practical ones, such as popularity amongst students, balance between incoming and outgoing students, etc.

FEB tries to utilise existing partnerships in its research activities, but more often than not it is the other way round: Existing research contacts may yield partnerships. Still, exchange and research activities are more separated than we would wish. Internationalisation tends to become a specialised area of professional international officers, especially where education (and therefore students) is concerned. They have the experience, know their way around and, most importantly, know how to avoid pitfalls. Although research and education are closely

intertwined in day-to-day teaching at home, they tend to get separated when researchers go abroad. They typically wish for a sabbatical without teaching obligations. Furthermore, researchers traditionally work in an international environment and visit international conferences and thus tend to utilise other, more specific, networks not necessarily connected to teaching. Wherever possible, however, staff is employed to maximise the use and value of international partnerships. Frequently, international conferences are held at partner institutions. Staff then also check up on our contacts there, visit the international office or discuss possibilities for internationalisation. Increasingly FEB uses students from partners that have studied at VU to promote their experience abroad, as these are the best ambassadors.

What criteria do you use to select new partners? How often and in what ways are these partnerships evaluated?
No answer provided.

How do you maximise the use and value of international partnerships?
No answer provided.

Academic Curriculum

What curricular options at your institution are found to have an international focus? What degree programs have the option to achieve any type of "international" emphasis?
International focus or emphasis in FEB's curriculums is achieved in various ways. In general, all programs are aimed at the global economy. That is, they prepare students to function in an international business setting through scientific education. This is especially true for all Master programs and the International Business Administration Bachelor, as they are English-taught programs specifically positioned for the international market as well as the Dutch. Literature used is international business literature and the many case studies that are an integral part of many of the programs focus on organisations that operate in a global economy/multinational environment. Furthermore, all programs make extensive use of English literature and many courses for Dutch programs are also English-taught, especially in the final, third-year of the BSc programs. This is partly to prepare students for the English-taught Master's programs, but more importantly to cater for foreign exchange students. Thus, in a substantial number of third-year courses an international classroom is created, in which Dutch and international students study together.

Most international experiences available to our students simultaneously offer course credit. Courses completed abroad are usually approved by the examination board prior to the exchange period and credits are transferred upon successful completion of the course. But there are also study trips abroad, which may yield course credit, or international internships. In all cases, however, credits are only awarded after approval by the examination board. It is estimated that about 30% of the students participate in this each year.

For students at home the participation in international experiences shows higher percentages. Their international experience would be attending courses taught by visiting staff or attending

courses in which also international students participate, thus experiencing an international classroom. The BSc curriculums are designed in such a way that students have to attend at least two of these courses in order to graduate. This requirement is also laid down in the Academic Examination Regulations. Finally, students can enrol for a summer school, which is often attractive because it is short-term and suitable for students who do not wish to interfere with curriculums taught at the home university.

What international experiences are available to your students that simultaneously offer course credit? How many students participate in these experiences annually?
No answer provided.

Describe your institution's entrance language requirements for both graduate and undergraduate students.
FEB sets strict language requirements for incoming international students. Once these are satisfied, students are admitted and need not fulfil further foreign language requirements for degree completion. Language requirements for degree-seeking students, i.e. for the BSc International Business Administration and the MSc programs, tend to be stricter than for exchange students.

Exchange
For exchange students, there are language requirements but these are not strictly defined. When an exchange contract is drawn up, it stipulates that students sent in from universities abroad are sufficiently fluent in English to attend courses. It is then the responsibility of the university that they send only those who are actually fluent enough. This "gentleman's agreement" works with hardly a flaw. In case we have students whose English is below par, this will be dealt with in the annual evaluation.

IBA
Academic TOEFL score of 575 (90 ibt), IELTS score of 6.5, Cambridge Advanced English score A, B or C, or higher/equivalent.

Master's	IELTS					TOEFL with a TWE score of 4.5		
	General Score	Minimum Score Speaking	Minimum Score Listening	Minimum Score Reading	Minimum Score Writing	PBT	CBT	IBT
Finance	6.5	6.0	6.0	6.5	6.5	580	237	92-93
Marketing	7	7.0	7.0	7.0	7.0	600	250	100
Business Administration	6.5				6.0	580	237	92-93
Economics	6.5				6.0	580	237	92-93
Econometrics and Operations Research	6.5	6.0	6.0	6.5	6.5	580	237	92-93
Spatial, Transport and Environmental Economics	6.5				6.0	580	237	92-93
Accounting and Control	6.5	6.0	6.0	6.5	6.5	580	237	92-93

Master's programs

The following are exempt from taking language requirement tests:

1. Anyone who has passed all the distinct components of an English test (IELTS/TOEFL) no longer than one year before commencement of the program
2. Anyone who has met the requirements of the VU English Language Proficiency Test (TOEFL ITP)
3. Anyone who has completed a previous program of at least three years in the English language in an English-speaking country included on the relevant list issued by the International Office
4. Anyone who holds a Cambridge Certificate of Proficiency in English (CPE) or Cambridge Certificate of Advanced English (CAE), either certificate having a score of A, B or C
5. Anyone who holds a Bachelor's degree for which this Master's degree program has been designated as an official follow-up Master's

Provide details on foreign language requirements as needed for degree completion.
No answer provided.

Funding

Is there funding budgeted annually for matters of internationalisation?
No answer provided.

Address each source for the above mentioned funding.

FEB annually budgets an amount of EUR 475 405 for all matters of internationalisation. The larger part of this is reserved for staff costs; the remainder is used for typical internationalisation activities such as PR and information, recruitment, and contributions towards students. A precise breakdown of these figures can be found in the table below, all amounts are in EUR. The amounts mentioned are exclusive of student scholarships awarded by the University, although the faculty contributes to these indirectly.

Contributions to international internships	4.000	
Contributions towards study trips students	8.500	
Free movers	5.000	
Exchange: Faculty student scholarships / contribution towards housing costs, etc.	28.000	
BSc IBA +Master's programs: Faculty student scholarships / costs	26.750	
Student mobility: Office costs / travel and accommodation expenses / PR / fairs, etc.	59.655	
Recruitment BSc IBA	52.500	
Recruitment Master's programs	30.000	
Sub total		214.405
Staff costs	261.000	
Grand total		475.405

Do you charge differential fees for international students? Discuss how such fees are determined and structured.

	Bachelor's programs	Master's programs
Dutch nationality	€1,672 [ZAR 15,954; USD 2,113]	€1,672 [ZAR 15,954; USD 2,113]
EEA nationality [1]	€1,672 [ZAR 15,954; USD 2,113]	€1,672 [ZAR 15,954; USD 2,113]
Non-EEA nationality	€9,000 [ZAR 85,876; USD 11,375]	€12,000 [ZAR 116,207 ; USD 15,377]

For international students, differential fees are charged according to the specification below: The standard tuition fee of €1 672 also applies to students who do not hold the nationality of an EEA country if they are in receipt of a Dutch study grant or are the spouse or registered partner of someone holding EEA nationality and legally residing in the Netherlands.

The standard tuition fee of €1 672 is set by the government; universities have no means of deviating from this. This not only has to do with the fact that universities are partly funded with

---

[1] FEEA stands for European Economic Area. It comprises 31 countries, most of whom (but not all) are members of the European Union.

public money, although this is one of the main reasons. But even private universities that offer government accredited degrees have to adhere to this. The only exception would be for private universities that offer degrees not recognised by the government; these can ask virtually any amount they please.

It is only for non-EEA nationals that each university can determine tuition fees itself. The fees are calculated on a full-cost basis, including a research component, but of course the fees that neighbouring universities ask are taken into account, as are tuition fees asked by major competitors abroad. Thus, at Dutch universities, the annual tuition fee for Business and Economics tends to be centred around EUR 10 000.

Faculty /Academic Staff

What internationalisation efforts are faculty/academic staff involved with on your campus?
The internationalisation effort of faculty staff expressed as a percentage of their normal functions is difficult to determine, but a rough estimate would be 20%. If one adds research seminars abroad, and publications in international journals, the percentage would increase to about 80%. For teaching, this takes the form of teaching international students, of taking language courses in English, of evaluating admission files, maintaining contacts with foreign universities, of supervising study trips and visits abroad, etc. In case of truly international programs such as the IBA program, effort is put into structuring and incorporating international elements into courses. As the IBA program exists solely on the basis of this, this takes quite an amount of time and energy. When there are specific target groups, i.e. many students from the same university or country, staff members are designated to address these. Thus we have an assistant professor in charge of contacts with the University of Indonesia, whose Economics students tend to take a Master's in Development Economics at FEB. The same holds for contacts with the MBA program at Notre Dame, USA.

Internationalisation efforts like attending conferences abroad or internationalising courses clearly play a role in on faculty issues like appointments, tenure and promotions. In application procedures language criteria and international experience increasingly play a role in determining appointment of staff. As VU is a research university, generally staff is only appointed when they have a PhD and proven research record. In Economics and Business, this is almost always exclusively international. Furthermore, for some business areas such as finance or marketing, there is stiff competition for vacancies from abroad. As the best is appointed, this may well be a non-Dutch speaking person. Sometimes, this has undesirable consequences for teaching and internal task division. An example of this would be Dutch professors complaining that they are relegated to undergraduate programs because they can speak only Dutch, whereas newly appointed staff does not and can therefore only teach in the English-taught graduate programs. As far as promotions go, apart from internationalising courses all staff is required to take an English language test and, failing this, a course in English. Finally, instances of leading study abroad trips or teaching abroad are not part of promotion criteria as such, but are welcomed and facilitated. Usually, however, a departmental head appoints one or two staff members who are best suited for this to carry out these tasks, in which case they obviously

become individual promotion criteria for these lecturers.

What impact, if any, do internationalisation efforts like leading study abroad trips, teaching abroad, attending conferences abroad or internationalising their courses have on faculty/ academic staff issues like appointments, tenure and promotions?
No answer provided.

Student Services

What is the philosophy of your institution when it comes to the services offered to international students?
FEB's philosophy when it comes to the services offered to international students is that we like to treat them as we would like to be treated if we were studying abroad ourselves. International students are important, perhaps even more important than Dutch students as the faculty takes on responsibility when inviting a student whose home country may literally be at the other end of the world. Thus, we feel that international students should feel welcome, and at home, and be assured of assistance or help in case matters are unclear or need solving. This is achieved by establishing short, informal communication lines, with international officers that are easy to reach and have frequent office hours. Moreover, there is a good university back-up system assisting the international officers, which can provide expert service in case an emergency should occur, such as services offered by student psychologists.

Services are well described for students and agreed on by all employed by the faculty. International officers are chief executives of these services and are recruited as such. Since they are co-responsible for our institute's international policy, they have had a hand in establishing these services and consequently feel responsible for carrying them out as best they can. Essential for them to fulfil this role is absence of formal barriers and bureaucracy and having easy access to faculty management to solve problems.

Ethical practice, service excellence, and proper orientation while providing for the special needs of internationals is for a large part ensured by stressing importance of internationalisation amongst staff, by designating resources (time and money) to them, by rewarding initiatives and by management contacting staff immediately when matters go wrong. It is essential that close contact is kept with international students to pick up signals that may be negative. It is equally essential that international officers and educational management display proactive behaviour in these matters. In short, excellent service and ethical practice can, we feel, only be reached if the corporate culture is such that this is supported by all. Still, one always needs formal rules to ensure this culture is kept. Therefore FEB has an official evaluation procedure for courses, for international students, and, if matters should be unsatisfactory, an official complaints procedure for academic matters, but also for applications, registration, housing, etc. Fortunately, we hardly need these.

How does your institution align the services offered to international students with the institutional student affairs offices?
No answer provided.

How do you ensure ethical practice, service excellence, and proper orientation while providing for the special needs of internationals?
No answer provided

Internationalisation at Home

How does your institution work to bring the benefits of international students and local students with international experience to those on the campus who have not and will not have the opportunity to travel abroad?
FEB tries to integrate the benefits of international students and local students with international experience to home students who do not or will not have the opportunity to travel abroad by mixing them as often as possible. Thus, FEB on purpose has no separate groups for international students, and certainly no separate "exchange classes". When more than one work group is to be organised, care is taken that students are divided heterogeneously. Furthermore, FEB attaches great importance to group work and practical assignments. In each program, and almost each course, assignments have to be carried out in small groups of three or four students, in which students are mixed if possible. Each program, both Bachelor and Master, make use of small-scale teaching forms, which rely heavily on interaction between students and lecturer and students themselves. In this way an attempt is made at creating an international classroom.

More or less the same principle applies when linking international students with the external campus environment of the Amsterdam civil society. The aim is to have these students integrated as quickly as possible by housing them amongst local students. Obviously, this is not enough. One would like to avoid throwing them into the deep end of the pool and hope they can swim. Therefore, all students receive a thorough introduction from the faculty, which aims not only at academic integration but also includes living and working in Amsterdam and the Netherlands. Furthermore, there is the University's international student association, VUniverse, which is aimed exclusively at international students and helps settle them in. Finally, the faculty's own student association Aureus plays an important role in socialising international students in Amsterdam by regularly organising events, which are either exclusively international (in the beginning of the year) or mixed (from October/November onwards).

To ensure that these activities occur with all international students, events such as introductions are kept small- and personal. Thus, each international officer who recruited the students is responsible for the introductions. They are not recruited by anonymous university staff or, once they arrive, handed over to a separate introduction committee for whom they are a number. Students arriving have in all cases already had frequent contact with the international officer who also welcomes them. There is no real difference in type of international student as far as these measures are concerned; all are treated equal in this respect.

LIST OF PARTNER PARTICIPANTS

Buskerud University College: Kongsberg, Norway
Representative: Heidi Tovsrud Knutsen, Head of International Programmes.

Carl Von Ossietzky University: Oldenburg, Germany
Representative: Jenka Schmidt, Head of International Student Office.

College of Saint Benedict / St. John's University: Minnesota, USA
Representative: Joseph Rogers, Director of Education Abroad.

Eberhard Karls University: Tübingen, Germany
Representative: Martina Gebhard, Exchange Coordinator.

Evangelische Fachhochschule Darmstadt: Darmstadt, Germany
Representative: Leonie Hammerla, Head of the International Office.

Johannes Gutenberg University: Mainz, Germany
Representatives: Rainer Henkel von Klass, Director of the International Office and Annegret Werner, Head of Section "Outbound Students" in the International Office.

Nürtingen-Geislingen University: Nürtingen, Germany
Representatives: Dr Iris Ramme, Director International Affairs, Professor of Marketing and Marketing Research; Dr Werner Ziegler, Rector HfWU Nürtingen-Geislingen, Professor of Management; and Axel Markert, Director of International Relations (retired), University of Tübingen and Consultant, HfWU Nürtingen-Geislingen.

Osaka Gakuin University: Osaka, Japan
Representative: Mike Matsuno, Director of the International Centre.

Reutlingen University: Reutlingen, Germany
Representative: Prof Dr Baldur Veit, Director of the International Office.

St. Cloud State University: St. Cloud, Minnesota, USA
Representatives: Shahzad Ahmad, Director of Multicultural Student Services and Dr Kurt R. Helgeson, Associate Dean, College of Science and Engineering.

Universidad de las Americas Puebla: Puebla, Mexico
Representative: Prof Jacobo Prieto Lerma, Head of International Cooperation and Education.

University of Osnabrück: Osnabrück, Germany
Representative: Manja Bartlog, Head of the International Office.

University of Mississippi: Oxford, Mississippi, USA
Representative: Dr Tim Angle, Assistant Provost for Outreach and Summer School.

University of North Carolina at Wilmington: Wilmington, North Carolina, USA
Representatives: Kara Pike, Assistant Director of Education Abroad and Dr Shelly Myers, Assistant Dean of Academic Advising.

Vrije University: Amsterdam, The Netherlands
Representatives: Dr Peter Sneep, MSc, and Vice-Dean and Director of Education of the Faculty of Economics and Business Administration and Dr Rob de Crom, Head of the Education Office of Economics and Business Administration.

South African University Participants

University of Cape Town: Cape Town, South Africa
Representative: Dr Loveness Kaunda, Director of Internationalisation.

University of the Witwatersrand, Johannesburg, South Africa
Representative: Dr Derek Swemmer, Registrar of Wits and founding member of IEASA.

Other Participants

African Network for Internationalisation of Education (ANIE): Moi University, Kenya
Representative: James Jowi, Coordinator ANIE.

Bellarmine University: Louisville, Kentucky, USA
Representative: Prof Gabriele Weber Bosley, Director: International Programmes.

ITS: South Africa
Representative: Christo Christowitz, Director.

Moi University: Kenya
Representative: Prof Bob Whishitemi, Deputy Vice-Chancellor International Affairs.

Willamette University: Salem, Oregon, USA
Representative: Prof Kris Hemming Lou, Director: International Education.

FACILITATORS

Dr Hans de Wit

Hans de Wit is Director of The Hague Forum for Judicial Expertise of The Hague Academic Coalition, and Director Education and Training of the T.M.C. Asser Institute for Private and Public International Law in The Hague. He is also a private consultant, through De Wit International Higher Education Consultancy. In the period 1986 – 2005 Hans was the Director of the Office of Foreign Relations and subsequently Vice-President for International Affairs and Senior Advisor International at the Universiteit van Amsterdam, The Netherlands. He holds a PhD from the Universiteit van Amsterdam, and is the Editor of the *Journal of Studies in International Education.*

He is a New Century Scholar of the Fulbright Program in the 2005 – 2006 program: 'Higher Education in the 21st century'. He has published articles and books on international education and is actively involved in assessment and consultancy in international education for organisations such as ESMU, the Salzburg Seminar, the European Commission, the European Universities Association (EUA) and IMHE/OECD. He has vast experience with quality reviews in higher education. Hans was one of the founding members and is a past president, of the European Association for International Education (EAIE). Currently he is, among other positions, Vice-Chair of the Board of Trustees of World Education Services (New York), and Miembro del Consejo Asesor de la Agencia Nacional de Evaluación de la Calidad y Acreditación (ANECA) in Spain.

Hanneke Teekens

Hanneke Teekens is a member of the board of directors of Nuffic (The Netherlands Organization for International Cooperation in Higher Education). Nuffic is an independent, non-profit organization based in The Hague. Nuffic supports internationalisation in higher education, research and professional education in The Netherlands and abroad, and helps to improve access to higher education worldwide. Within Nuffic, Hanneke is responsible for the directorate Communication, overseeing all aspects of communications, including The Netherlands education support offices (Neso's) in ten countries.

Before joining Nuffic, she worked at the Hogeschool and University of Amsterdam and the University of Twente. She held positions as a teacher and researcher, manager and consultant, and worked in many parts of the world. Previously she was Director of the Socrates National Agency, responsible for the Erasmus Program. Currently she is Director: National Structure for Erasmus Mundus in the Netherlands. Hanneke has published on various aspects of international education. Her latest contributions have focused in particular on 'Internationalisation at Home'.

Currently, she is the chair of the board of the Association for Studies in International Education (ASIE), a group of organizations whose mission it is to encourage international education and research and who publishes the J*ournal of Studies in International Education*. She studied education and history and did her postgraduate studies at the University of Leyden. She was also an exchange student to the USA.

This, the fifth volume in the Nelson Mandela Metropolitan University's Office for International Education's Colloquium Series, is a continuation of a conversation that started in 2004. When we, as higher education practitioners, started a discussion on internationalisation in which we indicated that: "[i]t was envisaged that these Colloquia should recognise the fact that the internationalisation of higher education operates in a paradigm that needs a new definition to ensure the relevance of the university of the 21st century. It needs to question whether the definition that is used widely to describe higher education internationalisation, namely that it is the process of integrating an international and intercultural dimension into the teaching, research and service functions of the institution, is comprehensive enough to address the challenges of the higher education knowledge society."

This publication is a comprehensive reflection of the discussions and outcomes of the fifth Colloquium, entitled: *Benchmarking Across Borders.* It contributes greatly to the debate on what globally accepted practices of an internationalised higher education institution should be.