

Going International HRK Conference on Internationalisation Strategies

Projekt Südosteuropa
Beiträge zur Hochschulpolitik 10/2010

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Editor: Rudolf Smolarczyk

Layout: Gunhild Kaschlun, Rudolf
Smolarczyk

Proofreading: Guy Moore

Ahrstr. 39, D-53175 Bonn
Tel.: +49/(0)228/887-0
Fax: +49/(0)228/887-110
www.hrk.de

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Introduction

Internationalisation, international degree programmes, management of international higher education cooperation are only a few of numerous catchphrases commonly used to discuss current developments in higher education. We know about the big issues behind this: European Higher Education Area, European Research Area, triangle of research, teaching and innovation, and the global competition for the “most capable minds”.

When reading papers and listening to official addresses, we can find all these key words very often used as a kind of slogan. They sound simple; everybody agrees that internationalisation and everything linked to it is an important task of a present-day university and that there are important reasons to take this task serious. At the same time, the realities behind these catchphrases are very complex. In the universities' daily work they require enormous efforts to create distinctive profiles, strategic planning, organisational changes, discussions and decisions on the allocation of the limited human and financial resources. Fortunately, there is not only one strategy for an institution on how to find a suitable place in the global web of academic cooperation. There seems to be plenty of space to establish one's own profile.

Dear reader, the publication you hold in your hands contains some flashlights on the complex reality of internationalising higher education. Maybe it does not contain recipes or patterns, but you will find there some important thoughts and very good examples showing how not to get lost in a world of strategic planning, management demands, budgetary cuts, etc. I do hope that all the presentations and contributions at the “Going International. HRK Conference on Internationalisation Strategies” in December 2009 will be helpful for all those who interested in this field of activities.

On behalf of the German Rectors' Conference I would like to express my sincere gratitude to the speakers and participants for their contributions to making the conference a success. This also includes the cooperation of the speakers in preparing their contributions for this printed version after the conference.

Firstly, I would like to turn the attention to the keynote by Professor Ulrich Teichler, who very impressively presents the many forms of internationalisation in higher education. He embeds the multifarious implications of internationalisation at institutional level in the words we use to talk about internationalisation and the instruments we use to measure internationalisation.

Mr Thomas Schröder describes the political background of the German national strategy for international scientific cooperation from the point of view of the Federal Ministry of Education and Research. Ms Angelika Viets' welcome speech contains similar aspects regarding the Internationalisation Strategy of the Federal Government drawn up by the German Federal Foreign Office.

Our distinguished international guests from France, the Netherlands and the United States give us very different views on the paths which individual higher education institutions may follow when implementing internationalisation strategies. Professor Christine Musselin presents the perspective of the *grande école* Sciences Po concentrating on student and staff mobility. Professor Hans Stoof enables us to have a look at the strategic efforts taken by Utrecht University on how to develop a prestigious profile and international visibility as a research university. Associate Professor Elisabeth Beaulieu reports on the *Global Module* as a tool to practice internationalisation at home, at the Champlain College in Burlington, Vermont. The *Global Module* was honoured with the Andrew Heiskell Award for Innovation in International Education from the Institute of International Education in 2009.

The closing plenary session includes two presentations on overarching issues. Professor Jürgen Bode explains marketing as a core element of internationalisation using the Australian approach as a proven and successful strategy. The other contribution deals with the core element of international cooperation, the language or the languages we use to act internationally. Professor Siegfried Gehrmann presents the perspectives and contradictions of the European language policy.

Between the introductory and the closing plenary meetings the participants were involved in three parallel workshops dedicated to internationalisation in the areas of "Study and teaching", "Research" and

"Management and service". The workshop presentations contain an enormous amount of information as well as different aspects on each of the relevant issues. Three HRK colleagues present workshop conclusions in the first part of the closing plenary session. Their reports and the following discussion offer an executive summary and a guideline for using the workshop presentations printed in this publication.

And there was our leading player, who chaired the conference's plenary meetings. The HRK thanks Mr Jan-Martin Wiarda, one of Germany's most prominent journalists on higher education issues, for his very competent, level-headed, interested and pronounced conference steering.

Please allow me one internal remark on introducing the conference contents and conclusions. The initial concepts of the conference aimed at an exchange of experience between experts from Western European countries and higher education representatives from the Western Balkan region. We expected to have approximately 40 participants with about 20 from each of the two regions. After announcing the conference, we were really surprised by the high number of applications we received from German higher education institutions. The great interest in the conference shows its high topicality. Even after having exhausted all possibilities at the arranged conference facilities, we were still not able to invite all applicants willing to join this event. We would like to apologise to all who were unable to take part. We hope this publication will provide some compensation.

The HRK thanks the Federal Foreign Office for the generous financial support provided for the conference and this report within the framework of the Stability Pact for South Eastern Europe.

Rudolf Smolarczyk

Welcome

Dr. Thomas Kathöfer

Ladies and Gentlemen,

It is my great pleasure to welcome you all to our conference on internationalisation strategies. I would like to extend a special welcome to our distinguished guests from France (Professor Musselin), the Netherlands (Professor Stoof) and the United States of America (Professor Beaulieu). A very warm welcome also to our international guests from South Eastern European Countries: Albania, Croatia, Serbia and Macedonia. I am very pleased that you are able to join us for this event – your contributions will bring a range of important and valuable perspectives to the conference proceedings.

The theme or slogan of the event is “Going International”.

Internationalisation of universities has become a strategic task, directly linked with the institution’s mission, vision and profile. It needs to be professionally managed at all levels, including the university leadership. It must become a core element of all university business and needs to be reflected in our daily actions and routines. The university of the future is an international university. A sustainable and forward-looking university will define itself via its internationality.

Recognising the need for an all-encompassing vision of internationalisation, the general assembly of the German Rectors’ Conference adopted an international strategy last year. Our strategy is grounded on the conviction that the successful and sustainable development of a higher education institution will depend more and more on the ability of the entire university to design and implement a broad strategy for internationalising, incorporating all the conceivable elements of its work and business – from studies, teaching and research to services and administration.

What is important today is the internationality of each and every university as a whole. Successful, effective and sustainable internationalisation will depend, first and foremost, on a self-concept of the university as a global institution.

Based on the conviction that internationalisation needs to be a top priority for the university leadership, the German Rectors' Conference has recently established an internationalisation audit as a service to its members. The audit is a voluntary and systemic analysis of the internationalisation process of an individual institution, which is carried out in close collaboration with a team of international experts. It provides the university leadership with information on the effectiveness of its internationalisation measures and formulates recommendations for a possible enhancement of these measures. This service has so far been taken up very well by our member institutions and we look forward to further developing it.

Obviously, in a diverse European higher education area there is not THE one model of internationalisation ready to be emulated, but rather a multitude of approaches and institutional profiles. This is actually the fact that brought us today together: The specific goal of the conference is to discuss – within this truly international forum – different aspects of internationalisation strategies based on good-practices done by the Sciences Po, University Utrecht as well as the Champlain College.

At the same time this event aims at promoting cooperation between higher education institutions in Germany and our international guests, especially from South Eastern European countries. Let me be clear here: I am not talking about the rather outdated one-way-street of cooperation. I am convinced that strategic collaboration with partners of a similar mission and profile can lead to mutually beneficial results. We share, after all, the same vision, namely to conduct research committed to the values of a civil society and to educate our young people as global citizens, enabling them to shape our future world actively, confidently and responsibly.

Within the framework of its international activities the German Rectors' Conference has been actively supporting higher education reform processes in South Eastern Europe since 1999. Together with our member institutions and European partners, we have realised many projects in different fields ranging from research via teaching and studies to institutional reform in the past 10 years.

All HRK activities in South Eastern Europe would not have been possible and will not be possible in the future without the financial support of German government, provided in the framework of the Stability Pact for South Eastern Europe. This conference is also part of this series. Let me therefore take this opportunity to sincerely thank the Federal Foreign Office for the continued financial assistance.

Finally, let me also thank all those who actively contribute to the conference and thereby provide the substantial framework for discussion. I wish you every success for your proceedings.

Thank you.

What the Federal Foreign Office contributes to the internationalisation process of universities Welcome speech

Angelika Viets

Ladies and Gentlemen,

I.

It was with pleasure that I accepted the invitation to address a few words of welcome to the guests of this conference. “Going International” is the title of today’s gathering. And of course, whenever the word international is mentioned, the Foreign Offices come into play at least it used to be that way until quite recently. But one might ask not without some justification what diplomats have to do with universities.

“In the first decade of the 21st century, world class universities are regarded by politics as the equivalents of battleships in the first decade of the 20th century, indicators of national power and prestige.” – The credit for this intriguing comparison goes to Professor Sir Peter Scott, Vice-Chancellor of Kingston University in London, who wrote about purposes and drivers of the internationalisation of higher education and research. Even if in the 21st century we, of course, do not think in categories of national power and prestige any more, there seems to be a lot of truth in this image. When we substitute “battleship” by the still maritime but less martial word “flagship”, we are right in the middle of our daily political rhetoric for ploughing the seas of global competition and securing national influence on globalisation processes.

However, universities unlike battleships are mainly places of encounter and cooperation – and, as a matter of fact, of the occasional student protest against Bologna reforms. As universities have historically been and are now again focal points of academic migration and international cooperation, the FFO takes a strong interest in them. Even though in Germany universities in the first place fall in the competence of the federal states, they play a major role in our foreign policy. With the trend going to soft power and cultural diplomacy, there seems to be a growing

awareness of the benefits of global cooperation. Supporting the internationalisation strategy of academic institutions so that they can participate in these high-level networks of science and research is a priority task of our Department for Cultural Relations, Education and Communication. So let me explain why this is so and how we go about it.

II.

First, **why** do we want to contribute?

The rationales are manifold – political, economic, cultural, academic – and we are all too familiar with them: In our post Cold War era we are facing a series of cross-border, trans-regional challenges: terrorism, climate change and energy security, migration and the protection of human rights, none of which can be tackled by any one country alone. We must achieve global understanding in order to jointly seek answers to global questions.

Academic exchange not only enables both sides to increase their knowledge but also fosters greater understanding between societies and cultures. Supporting a global network of academic cooperation is also a sure way of gaining partners all over the world.

Exchange of knowledge, experience and ideas has always been and continues to be the prerequisite for increasing know-how and driving innovation. Cross-border knowledge transfer is a guarantee of growth and jobs and is especially important for an export-driven economy like Germany. But this works also vice versa and is of mutual benefit.

Student mobility within Europe which is one of the goals of the Bologna process helps accelerate European integration. Student mobility worldwide enhances the influence of those countries receiving and educating students from other parts of the world.

These are some of the reasons why the German government in February 2008 adopted a Strategy for the Internationalisation of Science and Research aimed at promoting Germany as a location for science and business and linking German academics and scientists with their international colleagues. The lead ministries are the Federal Ministry for Education and Research, the Federal Ministry for Economic Cooperation and Development and the Federal Foreign Office.

III.

When implementing this strategy,

- We set thematic and regional priorities. In Asian growth states (China, India), e. g., our promotion concentrates on technology and innovation cooperation, while in Africa the focus is more on knowledge transfer in areas such as medicine, law, economics, etc..
- We support student movement as well as bilateral cooperation or networks. We always pursue a partnership-based approach. There is a trend that projects are getting more and more complex, alliances often take on a more trans-regional character.
- Finally, as our financial resources are limited, we invite our partners, where possible, to contribute to our joint cooperation. This also includes business which benefits from qualified staff and scientific-technological innovation.

Let me now give you some specific examples of **how** we are implementing this goal in **2009** with considerable extra funding provided by our parliament.

About one third of our budget for cultural relations is spent on international academic cooperation. Together with our NGO partners such as the German Academic Exchange Service (DAAD) and Alexander von Humboldt-Foundation (AvH) we set operational goals to contribute to the internationalisation of universities and science.

To name just a few of them:

We want to invest in the best:

- To encourage academic mobility, we have increased the number and attractiveness of our scholarships.
- We have initiated new scholarship programmes, e. g. for students in crisis and conflict regions.

We want to invest in best cooperation:

- Universities are looking for global partners. There are outstanding bilateral university projects such as the German University in Cairo or in Kazakhstan and Vietnam. In the near future our “flagship” German Turkish University will get started in Istanbul. We give all the political support necessary.
- We want to supplement these initiatives with a new programme of “centres of excellence” for research and teaching. Below the level of

bilateral universities we want to upgrade already well-functioning German-foreign scientific cooperation projects. These centres of excellence will be set up in selected countries, subject to a tendering procedure by DAAD. Five of these centres have been established this year. They are located in Latin America, Eastern Europe and South-East Asia.

We want to invest in new instruments:

- We are in the process of establishing totally new institutions, so-called “German Houses of Science and Innovation”. In selected locations around the world we will ensure that Germany is adequately promoted as a base for science. These houses are designed to bring together German scientific institutions under one roof. They will be open to all such bodies, including the German Research Foundation (DFG), the Max Planck Society and the DAAD, as well as the research departments of German companies and external sites of German universities, providing a venue for information events, scientific seminars and further-training courses. They will thus serve as a showcase for Germany, support the creation of networks between science, business and young academics and offer all kinds of service functions in this field. For the initial pilot phase five locations were chosen (Tokyo, New Delhi, Moscow, Sao Paulo, New York).

I would like to seize the occasion and express our appreciation to the German Rectors’ Conference which has contributed to the concept and has taken a lead function in establishing the house in Tokyo. Our thanks go as well to the universities present here today for having already taken such a strong interest in contributing to these new centres of cooperation as we had hoped they would.

We want to strengthen networks:

- We see an increasing need to take greater care of foreign alumni through global networking. A close network of well-maintained contacts makes international cooperation much easier.

And we also want to strengthen the German language:

- To ensure that these measures are efficient and sustainable, they will be flanked by intensive networking and the promotion of the German language. This is maybe not an obvious interest of universities but we think it is fruitful for cultural diversity and mutual understanding.

Finally, as a very practical and concrete example, I will shortly mention our activities in **South Eastern Europe**: Within the framework of the “Stability Pact”, the Foreign Office has financed the DAAD programme “Academic Reconstruction of South East Europe” since 1999.

The purpose of this programme was to improve academic teaching in the region quickly and in a sustainable way. Currently, a stronger emphasis is given to the support and improvement of regional cooperation between universities in the countries of South Eastern Europe, as well as their relations with German partner institutions. Moreover, scholarship schemes and equipment support are components of the programme. To put that into some figures: In 2008, 26 project partnerships between universities from the region and from Germany, and more than 1,300 individuals were supported. Further 81 students and graduates received a DAAD scholarship and could enrol in study programmes at universities in the region.

We believe our efforts are relevant and beneficial not only for academic reconstruction in nearby South Eastern Europe, but also for mobility, exchange and integration in Europe.

As a last remark, I would like to remind that in 10 years from now we will see a lack of about 1 million academics which will seriously affect Germany’s economy. We can close this gap only if two conditions are fulfilled:

First, we have to offer our students the best education and training possible. Second, we also need highly trained and motivated women and men, including students, from abroad. Over the last decade, we have seen substantial progress in that the number of foreign students in Germany has nearly doubled to about 240,000.

This is certainly a success that German universities can claim. They attract and receive foreign students, they take care of them, and they integrate them academically as well as socially. Government institutions, including the Foreign Office, can only contribute by offering a favourable framework and environment for fulfilling this tremendous task – but this, as has just been reaffirmed in the Coalition Treaty of the new Federal government, they will continue to do with priority.

So let us enjoy two days of interesting strategy debates!

Keynotes

The many forms of internationalisation

Professor Dr. Ulrich Teichler

Ladies and Gentlemen,

As you can see on the agenda, my presentation is sandwiched between two friends from respective ministries: Ms Viets from the Federal Foreign Office and Mr Schröder from the Federal Ministry of Education and Research. I am very pleased to hear what they have to say, because I know that both are very interested in questions of internationalisation. They were possibly free to choose the title for their presentation. My presentation was proposed by the organisers, but I am by no means unhappy about the challenge it poses.

The title indicates that we are often far too preoccupied with just a few issues, with the singular dimensions and options of internationalisation. There are good reasons to believe that we often take an all too narrow view of many aspects. We often choose just a single indicator to steer our activities, such as the percentage of foreign students. Single indicators might be popular and widely accepted, such as the world's best known indicator, Gross Domestic Product (GDP), although it only measures a limited aspect of the wealth of nations.

But just one or a few indicators often restrict our scope. A glance at one of the most widely known rankings of "world class universities", namely the Times Higher Education Supplement, shows us that two internationalisation indicators are included: the proportion of foreign students and the proportion of foreign staff. These two indicators are clearly only of limited value when they suggest that the appeal for foreigners is a sign of quality, while the international experience of our own students and our own staff is not that relevant for academic quality; they only mirror a widespread view held in the United Kingdom. Namely, that the internationalisation of higher education for an advanced country means importing people and exporting knowledge.

The Centre for Higher Education Development (CHE), the key producer of ranking studies in Germany, presents a somewhat larger range of inter-

nationalisation indicators, including questions of management. However, the prime emphasis is on mobility and on number of agreements concluded with other institutions. Agreements might indicate the level of activity, but I personally experienced at meeting of the German Rectors' Conference how most rectors and presidents do not consider the number of agreements that have been signed with partners as a good approximation of the quantity of international activities.

We have an enormous number of possible internationalisation measures and activities. Dr. Kathöfer already mentioned the new audit project of the German Rectors' Conference, which precisely addresses the idea of a wide range of dimensions. Therefore, this presentation actually aims *to map the variety of terms, purposes, functions and modes of internationalisation*.

A meaningful choice of umbrella terms

The most popular terms employed in the thematic area of this meeting are *globalisation* and *internationalisation*. Of course, we also mention *Europeanisation*, we also know that the *universal dimension* of knowledge and the *cosmopolitan* attitudes of many scholars come into play, but *internationalisation* and *globalisation* are certainly the terms most frequently addressed nowadays.

However, this does not mean that these terms always have the same meaning:

- *Internationalisation* can be understood to mean increasing cross-border activities, while borders continue to persist, and *globalisation* to mean increasing cross-border activities and so overcoming the relevance of borders.
- We also note, however, that the term *internationalisation* is linked to physical mobility, academic cooperation and collaboration, academic knowledge transfer and international education, while *globalisation* is often used to underscore global competition and market-steering, transnational education and commercial knowledge transfer.
- Finally, *Europeanisation* is often regarded as the regional notion of *internationalisation* and/or of *globalisation*, whereby the connotations might differ. The regional element was, for example, highlighted when a Dutch minister of education described *Europeanisation* as "internationalisation with a bicycle".

Key internationalisation activities

Universities aiming to enhance their international role might engage in the following activities:

- *Physical mobility* (students and academic staff),
- *Recognition* of prior periods of study in the context of student mobility,
- Various modes of *knowledge transfer* (collaborative research, publications, conferences, virtual transfer, transnational education),
- *Internationality* of teaching, learning and research, and the results they produce (e.g. knowledge and competences),
- *International focuses and attitudes* (e.g. "international understanding").

Certainly, most attention is currently paid to physical mobility and to the students and academic staff, whereby recognition is closely associated with this main theme.

But the term *internationalisation* is sometimes used in an even wider sense. Within this framework, some experts and players discuss whether national higher education systems differ or whether they are the same around the world. And some even see practically every type of activity in higher education policy as being relevant to internationalisation, because almost every type of activity might enhance the fitness for worldwide competition. In this respect we note an inflationary use of the term *internationalisation*; indeed, we may even assume that a university willing to paint its toilets green instead of white would nowadays claim that this had been done to contribute to internationalisation.

Functions of internationalisation

International knowledge transfer, cooperation and mobility are customary in the field of *research*, and student mobility is viewed as the most prominent international feature in the field of *teaching and learning*. Recent years have also seen academic mobility for the purpose of teaching gain momentum. If we agree that universities have a third function, a *service function*, and hence a direct impact on society, we have to ask ourselves what the international dimension of service could mean in this context.

Internationalisation is not only a trend in the core function of higher education. The *infrastructure*, *support structure* and *organisational structure* are also areas where international aspects play an ever increasing

role. Agreements between universities and the activities of the international offices are traditional elements of this kind. Currently universities are increasingly involved in developing international strategies. Experts point out that this might be useful for a variety of international activities, but that this undertaking is based on the belief that the university as a whole is a key player in practically every respect. By contrast, it could be argued that international activities are measures that flourish best when they are in the hands of individual scientists and researchers, and even individual students.

The policy motives

As Ms Viets has already pointed out, certain key objectives are often mentioned when we talk about a basic policy rationale: *education, culture, economics, plus politics and policies*. In reality, however, the various activities cannot be separated like this. Of course, the Federal Foreign Office has to tell the Parliamentary Finance Committee that it wants financial support to address the political and economic aims of internationalisation. And the university has to argue in the Senate that the key rationale behind the internationalisation of higher education is academic. Of course, it can be hoped that the admirers of the Oktoberfest and Mercedes like the academic features of Germany's higher education and that the successful foreign students graduating from a German university will be admirers of Germany's policies and technologies.

The close linkage between the various kinds of rationale – in this case academic and cultural – is also where I explain the Erasmus programme “success story” by arguing that former Erasmus students “no longer trust a single professor anymore”.

The various political motives are also reflected in *funding policies regarding student mobility*. In some countries, foreign mobile students have to pay higher tuition fees than home country students (or have to pay tuition fees while home country students do not have to pay them); in other countries, foreign mobile students are treated on the same basis as home country students. In some countries, foreign mobile students have hardly any chance of being awarded a grant or scholarship, while in others there are ample opportunities in this respect. These are interesting variations: in some countries, internationalisation seems to call for nationally preferential funding policies, while other countries opt for cosmopolitan funding policies.

Knowledge transfer policies and actions

As already pointed out, physical mobility is most widely discussed and most often taken as an indicator of internationalisation. In reality, however, *knowledge transfer* through other means (books, new media) is the most frequent and most central form of internationalisation. The internationalisation of knowledge is a manifold theme of higher education policy:

- *Cross-border knowledge* is one of the key issues. On the one hand, the growing volume of openly accessible cross-border knowledge, and, on the other hand, the remaining barriers, such as language barriers, patents and other forms of confidential knowledge, publication costs, etc.
- *The scope views and policies* of the relevant players are foremost in this context: Do they have a national, a European, an international or a global perspective?
- The *international diversity or international homogeneity* of national higher education systems is often viewed as a key issue for higher education. For example, the Bologna Process builds on the belief that the quantitative-structural convergence of national higher education systems is crucial to the Europeanisation of higher education.
- Finally, it is also possible to ask *how the role of national higher education policies changes in the course of internationalising or globalising* higher education. Are we moving more towards denationalisation, deregulation, or more towards tougher national policies to find national advantages through internationalisation and globalisation?

Apparently, players and experts cannot agree that closer links across borders require national higher education systems to become ever more similar. It could be argued that studying abroad is valuable in terms of being able to learn from the contrasts and that these creative contrasts would fade away, if the systems were to become even more similar. Also, increasing internationalisation does not necessarily lead to global, cosmopolitan or European perspectives. We can observe that internationalisation policies often have a nationalistic undercurrent. How can we best sell knowledge across borders? Or what can we gain otherwise?

Various expectations and concerns regarding student mobility

Student mobility is generally praised as one of the foremost and most valuable elements of internationalisation. A closer look, however, reveals that the range of motives and activities is so great that a common core seems to be missing.

- First, we have the *financial discourse*: Does a country or a single higher education institution gain or lose as a consequence of growing student mobility. Ironically, the more higher education “goes global”, the less mobile students are accepted as global citizens: Special tuition fees for foreign students are on the rise.
- Second, there is a *knowledge discourse*: What positives do we expect to learn or gain from collaborating in research?
- Third, we can observe a *quality discourse*: In spite of all the praise for mobility, we note widespread concerns to the effect that an increasing intake of foreign students and doctoral candidates risks endangering the quality of teaching and learning for the home students, unless strict countermeasures are taken.
- Fourth, the *migration discourse*: To what extent is the increase in foreign student numbers part of a migratory process, i.e. driven by people endeavouring to move to another country to live and work long term? And how are activities aimed at supporting or discouraging student mobility elements of a wider migration policy?
- Fifth, there is a *global setting discourse*: To what extent are our internationalisation policies viewed as serving our national policies of putting our higher education “on the international map” as a system equipped with specific strengths and specific profiles?
- This leads us, sixth, to the *cooperation or competition discourse*: Do we consider the global setting in higher education to be driven by rivalry or by a willingness to cooperate, and if so, how?
- Seventh, there is a discourse on whether international activities should be understood as *separate elements* or whether institutions are on the way towards *mainstreaming internationalisation*. The latter approach suggests that universities increasingly believe that any internationalisation measure shape the institution as a whole and reflect its activities in general. At the end of such a process, any segment of the internationalisation policy might become superfluous, with the possible exception of language training.

International exchange on equal or on unequal terms?

Statistics on student and staff mobility or the mere existence of a single international office at a university seems to suggest that mobility, whatever direction it takes, has much in common. A closer look, however, reveals that there is a clear distinction between *horizontal* and *vertical cooperation and exchange*. *Vertical* means that one partner or one starting point for mobility is on a lower academic level, while the other partner or the direction of mobility is on a higher academic level. If students and scholars move from a lower towards a higher academic level, they want and are expected to adapt to the institution or country providing the higher academic level so they can gain as much as possible from this experience at the host institution.

Horizontal mobility means that the home and host institutions do not differ substantially from each other in terms of academic quality. This is the underlying rationale, for example, of the Erasmus programme, which became so popular in Europe. Students cannot expect to gain from being exposed to a higher educational level, but can by being confronted by another solution on equal terms. They learn that more options are possible than those they had experienced at home: *learning from contrast* is the rule of the game. This implies a criticism of professors in all countries: if they were able to teach a vast array of solutions, students would not need to go abroad to learn that there are options other than those prevailing at home.

The Bologna Process is expected to serve both, *intra-European mobility*, more or less be to viewed as horizontal mobility, and the *inbound mobility of students from other parts of the world* moving to Europe for the purpose of study, as a rule attracted by the superior quality of higher education in Europe. Some observers, however, claim that the Bologna Process cannot easily serve both purposes. If efforts are made to enhance the value of intra-European mobility, students from other parts of the world are the “forgotten half”, and if efforts are made to serve students from other parts of the world, intra-European mobility is not really on the agenda.

We note that countries differ from each other as far as the importance they attribute to internationalising higher education is concerned. Based on a study of different forms of international activities by the academic profession, I suggested the following typology of countries:

- First, there is *internationalisation by import*: a widespread notion in some countries according to which internationalisation is not a key issue in their own knowledge system; knowledge is exported and learning is imported. This attitude is widespread in the United States and the United Kingdom.
- Second, there are some countries with a *two-arena setting* regarding internationalisation: students and academics are free to be strongly nationally oriented or strongly internationally oriented; this seems to hold true for countries such as France, Germany and Japan.
- Third, a notion of *life-or-death internationalisation* seems to prevail in some small economically advanced countries: you are nobody, if you are not internationally mobile and visible.
- Finally, higher education in some countries seems to be characterised by *would-be-internationals*. They want to be international players, but are not accepted by their international peers on equal terms.

This also largely explains why some countries' internationalisation policies strive for reciprocal student mobility or not. Some countries, for example, the United Kingdom, seem to be interested primarily in the "import" of foreign mobile students. Others strive for reciprocity, and others, again, take it for granted that large numbers of outbound mobile students cannot be counterbalanced by having more or less the same number of inbound mobile students.

Degree mobility versus temporary mobility

Most students moving from countries and institutions of a lower academic level to countries and institutions with a higher level aim to study abroad in a whole degree programme up to the award of a final degree. By contrast, students who wish to be horizontally mobile can choose between

- *degree mobility*, i.e. studying in another country for a whole degree programme, or
- *temporary mobility* (occasionally called *credit mobility*), i.e. mobility for a period within a degree programme.

The Erasmus programme is the largest programme for promoting temporary student mobility – as a rule for one or two semesters. Temporary mobility is less costly and might be more or less as valuable for the learner. When the Erasmus programme was launched, the hope was expressed that eventually 10% of the European students could be sup-

ported; if 2.5% of the European students were abroad at a certain moment in time within the scope of temporary mobility activities and if it could be assumed that study periods last four years on average, eventually 10% would have acquired some international study experience during the overall course of their study.

Temporary study abroad also facilitates the transition of internationally experienced students into the world of work, because employers know the home country qualifications better than the foreign qualifications. Obviously, the distinction between *temporary mobility* and *degree mobility* is very important. National statistics on student mobility, however, do not make such a distinction as a rule. In some countries, both types of mobility are recorded in the same way without any differentiation. In some countries, temporarily mobile students are not registered at all in the official statistics. Finally, UNESCO, OECD and EUROSTAT recommend that only those foreign or mobile students are included in the statistics who spend at least one year abroad. If this suggestion is followed at national level, only half the Erasmus students will be counted as foreign or mobile students.

The distinction between foreign and mobile students

In the current debates about student mobility, various terms are used: foreign students and study abroad, international students, and mobile students – possibly inbound mobile versus outbound mobile. These terms are sometimes employed as synonyms, and even if a distinction is made, the definitions are not necessarily consistent.

Traditionally, the individual countries recorded the number of *foreign students*. Today, international organisations – UNESCO, OECD and EUROSTAT – cooperate closely in this respect and record the number of foreign students and calculate the number of students from each country *studying abroad* with the help of the foreign student statistics. If all countries record the country of citizenship/nationality of each student, it is possible to calculate the number of students studying abroad from each country as well. In most countries and in the international collection of national data, no statistics were available at all on mobile students, and if players and experts wanted to know the amount of student mobility, they just cited the number of foreign students or the number of students studying abroad.

The more mobility and migration grows, however, the less citizenship is an approximate measure of mobility. If we want to be informed about foreign students and study abroad, on the one hand, and about student mobility, on the other, we have to distinguish between four types of students:

- *foreign mobile students*, i.e. foreign students who went to the host country of study for the purpose of studying,
- *foreign non-mobile students*, i.e. foreign students who had already lived and learned in the host country prior to enrolling in higher education,
- *home country mobile students*, i.e. students who had lived abroad prior to study and went to their home country for the purpose of study, and finally
- *home country non-mobile students*, i.e. the majority of students who were in their home country prior to study and eventually study in their home country.

Unfortunately, very few countries make such distinctions in their statistics, as the so-called EURODATA study shows, produced a few years ago by the Academic Cooperation Association (ACA), the European umbrella organisation of national student exchange agencies. However, if such distinctions are made, the statistics show striking differences between the number of foreign students and the number of mobile students. Figure 1 demonstrates this for Switzerland, the United Kingdom, Austria, Germany and Spain.

Figure 1: Various proportions of foreign/mobile students 2003

| | CH | UK | A | D | E |
|------------------------------------|-------------|-------------|-------------|-------------|------------|
| a. Foreign mobile students | 14.1 | 13.0 | 10.6 | 8.5 | 1.7 |
| b. Home country mobile students | 2.0 | 0.6 | 1.3 | 1.5 | 0.1 |
| All mobile students (a, b) | 16.1 | 13.6 | 11.9 | 10.0 | 1.8 |
| c. Foreign non-mobile students | 5.4 | 4.6 | 2.7 | 3.4 | 1.0 |
| All foreign students (a, c) | 19.5 | 17.6 | 13.3 | 11.9 | 2.7 |

Source: Kelo, Teichler, Wächter: EURODATA, 2006.

For example, 3.4% of the foreign students in Germany in 2003 were foreign non-mobile students (so-called *Bildungsinländer*), i.e. persons with a citizenship other than German who completed their secondary education in Germany. 8.5% were foreign mobile students (so-called *Bildungsausländer*), i.e. foreigners who came to Germany for the purpose of study after completing their secondary education abroad. If this distinction is not made, foreign students account for a 11.9% share. Figure 1 also shows that home country mobile students, i.e. students with German citizenship who had been abroad when they completed secondary education, account for a 1.5% share; these might be “returners”, i.e. Germans living abroad prior to studying and returning to Germany for the purpose of studying, but also students who were citizens of other countries and lived there while in secondary education and who became German citizens thereafter. If these were included in the definition of mobile students, the proportion of mobile students in Germany in 2003 would amount to 10%.

Lack of statistics

Given the lively public debates about student mobility, it is striking to note how deficient the available international statistics are in this respect. The compilers of international statistics, i.e. UNESCO, OECD and EUROSTAT, are aware of these weaknesses and encourage the national agencies responsible for statistical data collection in the field of education to improve the statistics on mobility. Five problems are most deplorable.

- As already pointed out, most countries only provide information on *foreign students* and *study abroad*, while only a few countries provide – in addition to or instead of – data on mobility, i.e. those who cross borders for the purpose of study.
- As pointed out, no distinction is made as a rule between degree mobility and temporary (credit) mobility.
- In many instances, temporarily mobile students are not included at all in the host institution’s or host country’s statistics; in some cases, home institutions and home countries even temporarily count mobile students as home students, i.e. in the same way as non-mobile students. For example, if German students go to the Netherlands within the scope of the Erasmus programme, they will neither be counted in Germany nor in the Netherlands as students; by contrast, if Dutch

students go to Germany within the scope of Erasmus, they are counted in both countries, in the Netherlands and in Germany, as a students, thus altogether as two students.

- Moreover, many statistics on foreign students or on mobile students are incomplete with respect to tertiary non-higher education students (ISCED 5b = International Standard Classification of Education designed by UNESCO) and with respect to doctoral candidates (ISCED 6).
- In the context of the Bologna Process, it is also deplorable that the international statistics do not distinguish between Bachelor's and Master's students.
- While the available statistics show at most how many students are currently mobile, political programmes such as the Erasmus programme or the Bologna Process are primarily interested in getting to know how many students have studied abroad (once or several times temporarily, or over the whole study period). This can be only established if students at the time of graduation or graduates are surveyed and if, in addition, respective information is available on home country students graduating abroad. Some surveys of the former kind are available in Germany and Italy. And the latter information is also available in Norway, when mobile Norwegians return to Norway, through a national register of highly qualified persons.

Activities are underway to improve the statistics. But decades might be needed for a new system to be implemented completely.

Free movers versus organised study abroad

The most common mode of student mobility is what might be called the mobility of *free movers*. Students decide for themselves where they want to go, they approach the possible host institution on their own, and the host institution admits the students without contacting the prior institution.

In some instances, the mobility of free movers is considered to be the antonym of *programme mobility*, i.e. mobility supported by communication between the prior institution and the institution the student goes to, and/or supported by promotion schemes. In other cases, the term free movers was used for students going abroad within the scope of a programme, who *themselves choose the host institution* even though the home institution might not have been in contact with the host institution.

Altogether, we note a trend towards more frequent *organised study abroad*. There is a widespread notion that more students might be encouraged, that more disadvantaged students might be included and that study abroad might proceed more smoothly and that students might study more successfully abroad, if the previous institution as well as the host institution take responsibility for the specific organisational needs of the mobile students, for example in terms of funding, advice, visa and residence formalities, accommodation, administrative support and possibly by arranging contacts and extra-curricular activities. But this might also be viewed as "spoon feeding", i.e. too much care and as preventing individuals from coping with unfamiliar conditions.

I listened to a conversation between German and U.S. international officers. The German asked, "When a student goes from the United States to Germany, who buys the tickets?" The American answered, "Our university does, of course." She then asked the German, "Who buys the ticket in Germany?" And the answer was, "The student, of course." When the German then asked, "Why the university, of course?", the answer was, "We do, of course, to make sure that the students get the cheapest and safest travel." When the American asked in response, "Why do you say the students, of course?", the German responded, "Because we don't want to use public money to spoon-feed the students' ability and thereby to reduce their chance of learning how to buy a ticket."

Content of learning abroad and recognition

Enormous efforts have been made over the years to ensure that study abroad is eventually recognised when the students are later mobile. For example, international conventions have been initiated by the Council of Europe since the 1950s on the *recognition of prior secondary education* for students wishing to begin their studies abroad, for the *recognition of periods of study* for students wishing to be mobile during their course of study, and *recognition of degrees* for students wishing to be internationally mobile after graduation. The most recent convention of that kind, the Lisbon Convention of 1997, was initiated by the Council of Europe and UNESCO in cooperation with the European Union.

The recognition of degrees is not that much of a problem, if it implies the *opportunity to apply* for a job or for graduate study; recognition is less likely, if it implies a *right to transfer* to graduate education or even to take up employment.

In the case of temporary student mobility, we often see collaboration between partner institutions to deal with the curricular integration of the study period abroad. The home institution might regard study abroad as a mandatory component of the study programme at home. Home and host institutions might agree about the courses which mobile students should take; for example, Erasmus students should ideally choose their individual study programme abroad in advance, whereby representatives of the home and the host institutions agree in advance on a contractual basis that this individual programme abroad is feasible and will be recognised upon their return.

Recognition of temporary study might be achieved most easily, if the courses taken abroad are very similar to those taken at home by the non-mobile students. But such efforts to ensure recognition might limit the value of study abroad in *learning from contrasts*, therefore, a willingness for recognition also implies a willingness to recognise *contrasting learning abroad* with learning at home *as equivalent*. Moreover, students might temporarily intend to study abroad something unrelated to the home curriculum, e.g. a foreign language or various elements of add-on study; therefore, limited recognition is not necessarily to the detriment of the students.

It is not fully clear what is meant by *recognition*. In response to the manifold meanings of recognition, the International Centre for Higher Education Research of the University of Kassel (INCHER-Kassel) included three different definitions in questionnaires sent to Erasmus students in major evaluation studies of the Erasmus programme:

- *recognition of courses taken*, i.e. what percentage of credits granted abroad are recognised upon return,
- *recognition of the typical workload of the period abroad*, this differs from the former, because students might have taken fewer courses abroad than usually expected at home, and
- *non-prolongation*, because study periods abroad might have been formally recognised, but had not been accepted as offsetting a corresponding number of courses at home.

We have to add here that the willingness to recognise courses taken abroad which contrast with those usually taken at home as equivalent may vary substantially from one field of study to the next. The knowledge acquired abroad can paradigmatically vary in its relationship to the

knowledge to be acquired at home. We might name four types of disciplines in this respect:

- *Universal disciplines*: There is a worldwide search for new knowledge; the degree programmes might vary according to the quality level, but differences in profile and specialisations are coincidental (e.g. physics).
- *Partly universal disciplines*: Disciplines with a universal core, but with specialisations which consider special circumstances (e.g. engineering).
- Disciplines with major common elements across countries, but where *international field knowledge* is highly important (e.g. geology, business studies).
- Disciplines in which *international learning is of paradigmatic relevance* (e.g. regional studies, philological fields, comparative studies, international relations).

Most mobility programmes are organised and most of the international policies of higher education institutions are phrased as if internationalisation were the same for every discipline. But there are dramatic differences for the various disciplines, which have an effect on participation in mobility, curriculum development and recognition of study abroad.

Opportunities and problems of student mobility in the Bologna and Lisbon Processes

In the Bologna Declaration signed in 1999 by the ministers responsible for higher education of 29 European countries, greater student mobility was declared to be the single most important objective of the envisaged reform, notably the introduction of a multi-cycle system of degree programmes and degrees (firstly two main cycle system Bachelor-Master, and later expanded to the three-cycle system Bachelor-Master-Doctorate). This addressed two different objectives. Firstly, to facilitate intra-European mobility and, secondly, to make higher education in Europe more attractive for students from other parts of the world and so increase inbound mobility to Europe from those regions.

We note that various efforts have been made within the scope of the Bologna Process to facilitate student mobility: efforts to increase the use of credits, the increase in issuing Diploma Supplements, collaboration in matters of quality assurance, recommendations to facilitate the portability of national grants and scholarships, recommendations to establish

more joint degree programmes and an emphasis on the social dimension of the Bologna Process were meant to be helpful in this respect.

It is not certain, however, whether the Bologna Process has actually contributed to increasing intra-European student mobility. And some elements of this uncertainty are related to the many different forms of internationalisation. The following sceptical remarks have to be made:

- Analyses done *prior* to the Bologna Declaration on intra-student mobility specified various barriers, among them financial problems, a lack of organisational support and curricular coordination, accommodation, reluctance to cope with a foreign environment. As different structures of study programmes and degrees were hardly named as major barriers, it is not appropriate to assume that a change in this respect would be a major driving force for student mobility.
- Some observers argue that the introduction of Bachelor's programmes at universities in Europe has, among others, led to *over regulated* and *overcrowded curricula* as a consequence of the introduction of credit systems as well as of doubts regarding the appropriateness of a Bachelor's degree as a suitable exit level.
- Views vary on whether the structural convergence policy of the Bologna Process has led to *curricular convergence*, or whether curricular diversity has persisted amidst structural convergence. If there is a trend towards curricular convergence, it might have implications for the recognition of study abroad and thus for facilitating student mobility. However, as already pointed out, these possible implications could be ambivalent. Greater similarity might ease recognition, but it might also reduce the value of studying in other countries where they could *learn from experiencing contrasts*.
- As already mentioned, the *statistical evidence* on mobility trends is limited due to weaknesses of the data currently available.
- The longer the interest is in measuring the impact of the Bologna Process on student mobility, the more the *need arises to agree on a definition of mobility*. Should only study for at least a semester abroad or internships of at least similar length be included, or should summer schools, language courses for a short period or similar encounters also be included? (S. also previous explanations on *Lack of statistics*.)

According to recent surveys, more than 15% of graduates from insti-

tutions of higher education in Germany had studied or done internships of at least one semester abroad, and, in addition, about the same proportion had completed at least shorter study-related activities abroad during their studies (summer schools, language courses etc.).

- Finally, even if the change of study abroad since the Bologna Declaration was clearly defined and validly measured, the question had to be raised as to *whether this change was due to the Bologna Process or to other factors*.

Recent years have seen an increase in foreign students from other parts of the world in Europe. And the high increase in Master's programmes indicates that the Bologna Process has played a role in this respect. We still have to examine, however, whether this increase in foreign students in Europe is higher than the overall increase in studies abroad by students from other parts of the world. We have to know whether this increase is merely a *push effect* of more outbound mobile students from these countries or partly a *pull effect* of the growing appeal of higher education in European countries.

Within the context of the Lisbon Process, Europe is viewed as an economic entity engaged in a "rat race" with other regions of the world to become the "most competitive economy". Some observers have argued that even beggars can be highly competitive and that using the term *competitive* in this context is just a circumscription of wishing to be the world's richest economy. Initially, the Lisbon Declaration signed in 2000 by the heads of governments of the member states of the European Union, advocated an increase in research expenditures. Over the years, however, recommendations were made and actions taken for a broad range of higher education matters as well.

Most experts agree that statements made in the Lisbon Process seem to see the world of higher education engaged in worldwide competition for the highest quality and the highest technological utility of higher education. A race to become "world-class universities" is obviously viewed as a matter of procedure – a race which is viewed as being bound to lead to a steeper stratification of the national higher education systems. As a consequence, "zones of mutual trust" – the number of institutions which could be accepted to exchange students and recognise study achievements abroad – are bound to become smaller. I heard from an interna-

tional officer that she was instructed to prepare cooperation agreements only with institutions higher up a ranking list of “world-class universities”; she was surprised at my answer: If every university refuses to enter into a partnership below its place on a ranking list, there would be no university partnerships at all. By contrast, promoting student mobility, as intended in the Bologna Process, would be bound to favour a hierarchy that is as flat as possible of higher education institutions so as to make student mobility feasible across a broad range of higher education institutions.

The decreasing role of student mobility

There are many reasons to believe that student mobility will not continue to be as much in the limelight of discussion on internationalisation in the future as it has been over more than two decades. There are also many reasons why we can predict a decreasing role for student mobility in such a debate, even though most experts are convinced that the absolute number of mobile students is likely to increase in the near future.

- Primarily, as already pointed out above, the European countries are likely to *move towards a certain degree of convergence of their curricula*. Efforts in the Bologna Process since about 2005 to establish so-called *Qualifications Frameworks* point in this direction. They were obviously put forward in response to experiences during the first few years of the Bologna Process in which structural reforms of study programmes and degrees as such created less change than had been hoped for. Though the Qualifications Frameworks are very loose mechanisms for curricular coordination, they indicate a change of direction towards curricular convergence. And if this succeeds, the most successful impact of student mobility within Europe, i.e. *learning from contrasts*, will gradually lose its basis.
- Second, a survey of Erasmus students from the academic year 2000/2001, done five years later by the International Centre for Higher Education Research of the University of Kassel (INCHER-Kassel), already shows a *declining professional value for temporary study abroad*. Mobile student careers and international job assignments seem to differ less from those of non-mobile students of about a decade earlier. The authors interpret this as a consequence of the declining exceptionality of study abroad; i.e. non-mobile students are increasingly exposed to international experience anyway and thus dif-

fer less than in the past from mobile students as far as international awareness and understanding are concerned.

- Third, and this is related to the second point, higher education institutions are nowadays more active than in the past in preparing their students for a world that is becoming ever more international. *Internationalisation at home* is the most popular slogan for curricular efforts aimed at enhancing international learning in higher education by other means than those linked to physical mobility.
- Fourth, we could go a step further and argue that student mobility is a relatively primitive mode of internationalisation. The success story of temporary mobility in Europe in the last two decades and more was to offer students a way of acquiring international learning primarily in terms of *experiential learning*. If internationalisation were addressed in a targeted manner by institutions of higher education, *international learning could become a core element of the normal courses*. This would not only save costs, but also ensure that it becomes part of the “mainstream” curriculum.
- Fifth, we note growing activities of knowledge transfer from economically and academically advanced countries to other countries. The term *transnational education* is used to include the establishment of branch campuses abroad, to franchise study programmes, to organise distance learning abroad and to validate degrees awarded by other institutions of higher education. Many of these models highlight a gap between the mature supporting university and the immature local delivering institutions. But there are also examples of less unbalanced relationships, for example the so-called *foreign-based* study programmes; German institutions of higher education prefer such a model, such as the German-Turkish University in Istanbul, for example, where wisdom is not sold from above, but some kind of more open cooperation and dialogue is sought.

Academic staff mobility and cooperation

This presentation primarily addressed issues of mobility and cooperation with respect to students. A short glance, however, at academic staff mobility and cooperation is necessary to avoid the impression that internationalisation is mainly put forward through teaching and learning in higher education. And such a short glance again makes us aware of the manifold paths towards internationalisation.

- *Attending international conferences* abroad has become so much a normal part of academic life these days that it is hardly cited anymore as a means of internationalisation.
- *Short visits abroad* might play a more important role. When the Finnish government introduced indicators to reward the internationalisation of universities, academics' stay abroad of a least two weeks were taken as a measure, thereby excluding travel abroad just for attending conferences. Such visits might be made to prepare forms of research collaboration, might be part of existing research cooperation, but might also serve other purposes.
- Many academics *qualify for their academic career through extended stays abroad*. For example, the Marie-Curie programme of the European Union provides the opportunity for young researchers to spend one or two years abroad at a research unit of another European country. The German Academic Exchange Service (DAAD) supports doctoral work abroad both for German and foreign doctoral candidates. Altogether, periods of postdoctoral research abroad have gained momentum in recent years.
- *Long stays abroad for research purposes* have a long tradition. Many universities in the world provide sabbaticals for their senior staff, and this is often taken as an opportunity to go abroad for a while.
- The frequency of *cooperation in the field of research and knowledge transfer across borders* can be illustrated by the publication patterns of academics. According to a survey done in 2007 by the International Centre for Higher Education Research of the University of Kassel, 56% of the university professors in Germany had published in a foreign language within the past three years, 19% had published together with foreign colleagues and 45% had published abroad.
- Teaching abroad or otherwise in the international context has not reached the same level of popularity as research activities in the international context. However, the Erasmus programme had some success in the direction of stimulating teaching activities in other European countries mostly for periods of one or two weeks. According to the above named survey, 25% of the university professors in Germany have taught abroad within the past three years and 37% have taught in a foreign language.

- Finally, academics might *work at foreign universities for longer periods or all of their professional life*. According to the above named survey, 6% of the university professors in Germany have foreign citizenship, and 8% were not Germans at the time of birth as well as at the time of the award of their first degree. In some countries, for example, in Switzerland and the United Kingdom, the respective figures are much higher.

Many experts believe that mobility and cooperation among academics could increase further in the future.

Conclusions

International activities within higher education have increased in numbers and modalities over the years. And this trend is likely to continue. Most of the debates on internationalising higher education are of a pragmatic nature. What are the activities? What are the remaining barriers? What measures need to be taken to facilitate the international activities and to make them more productive?

However, it would be worthwhile to put more energy into examining the underlying concepts. We pointed out, for example, that many activities in the name of internationalisation and globalisation turn out to be measures for re-nationalisation amidst internationalisation and globalisation. And it would be worthwhile reconsidering current trends and possible changes of direction. We argued, for example, that physical mobility might have been the key mode for a certain period, where physical moving was made easy but internationalising higher education was still in its infancy.

Finally, we might challenge the major ways of channelling internationalisation. Valuable as many European and national programmes might be for enhancing internationalisation, they could also be seen as measures to set clear priority modes of internationalisation. There are so many successful means of internationalisation that means of support might have to be found which really aim to serve a diversity of activities.

Thank you very much for your attention.

National policy as important driver of institutional internationalisation strategies

Thomas Schröder

Ladies and Gentlemen,

Let me start my presentation on the German national policy to the globalisation in the field of Research and Development (R&D) with the simple fact:

The process of globalisation offers ...
... opportunities, but challenges as well.

1. Globalisation process

Globalisation can be defined as growing interconnectedness reflected in expanded flows of information, technology, capital, goods, services, and people throughout the world. It is seen as an overarching *mega-trend* which will shape the world during the next decades. It will sustain world economic growth, raise world living standards, and substantially deepen global interdependence. At the same time, it will generate enormous economic, demographic, environmental, cultural, security and consequently political convulsions. As such, the development and future of globalisation is not fixed, and although the overall benefits are expected to be positive, the net benefits of globalisation will not necessarily be global.

The role of science, technology and innovation (and knowledge creation more generally) is emphasised in addressing critical issues such as health, environment, energy and security at the global scale. It is generally expected – and already reflected in many countries' policies – that the greatest benefits will accrue to those countries that can access, adopt and exploit new technologies.

The process of globalisation is a process which manifests itself in many ways. The following introductory figures will highlight some of the main issues of globalisation in relation to R&D. They will deal with the economy in general, investment in R&D and research.

1.1 Economy

In economic terms, Germany is still one of the main winners of globalisation. It is ranked first in the export of goods (Fig. 1). Nevertheless, it has to be noted that it is predicted that China will replace Germany as “export champion” in 2008. Decisive for this success of China is the export of electronic goods, an area in which China has already been the No. 1 exporter worldwide in 2006. This is followed by textiles and clothes, the second-largest exported good of China.

As regards services, Germany ranks third behind the US and United Kingdom.

Figure 1



According to a recent UNCTAD survey from 2005, four of the top five most attractive business countries ranked by the percentage of responses from experts and transnational companies combined, are in the developing world (Fig. 2). China is considered the most attractive location by around 85% of TNCs and experts. India's high ranking, albeit with more than 30% fewer responses than China's, is even more remarkable, given that FDI flows to the country have been modest until recently.

Germany only made it to the lower half of the top ten rankings (12 and 13% of responses).

Figure 2



1.2 Foreign direct investment

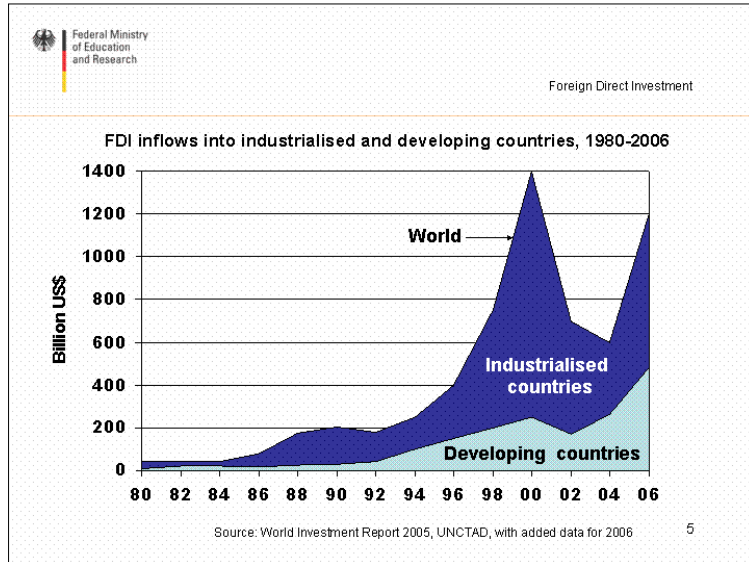
Another important criterion for globalisation is the development of foreign direct investment (FDI) (Fig. 3).

The term *globalisation* came to use in the middle of the 1980s, with an investment of around 200 billion US\$, which was directed to a great extent from an industrialised country to an industrialised country. At the beginning of the 1990s, developing countries appeared on the stage.

And from the middle of the 1990s on appeared a great wave of FDI. In Germany, this wave culminated in 2000 with the takeover of Mannesmann through Vodafone and then declined after the crash on the international stock markets.

In 2006, the proportion of FDI invested in developing countries reached 40% of the total worldwide FDI; Asia accounts for the biggest part of this (2/3), followed by Latin America (20%) and Africa with only 8%.

Figure 3



1.3. Research & Development (R&D)

The Figure 4 shows *three different categories of global players in R&D*.

First the top runners in terms of the share which a country spends for R&D: Only a few countries spend over 3% of the GDP on R&D (Japan, Sweden).

Most industrialised countries spend between 2 and 3% (Germany, USA).

Then we have the uprising newcomers like China and India with large growth rates not only in economy but also in R&D. Nobody doubts that these countries will catch up sooner or later and join the traditional innovation driver countries.

When it comes to the individual countries' share in global R&D spending, the USA are the leader, followed by Japan and China.

In earlier surveys, the big majority of potential investors favoured Europe as the main location for R&D (Fig. 5).

According to a 2007 survey of Ernst and Young, 44% of the questioned international decision-makers selected Europe as first choice. However, other regions, especially Asia, have caught up.

Figure 4

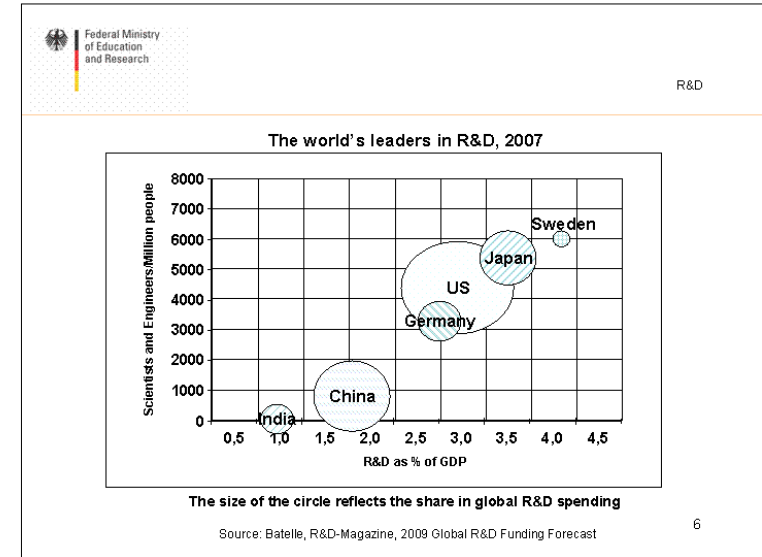
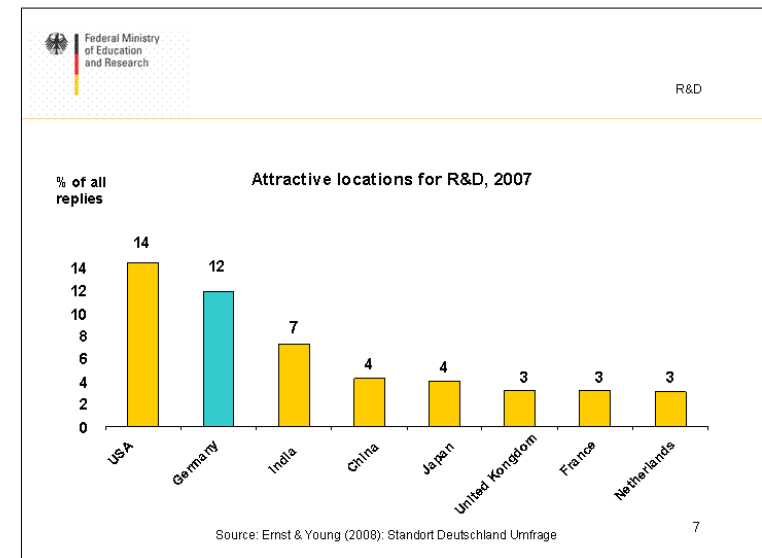


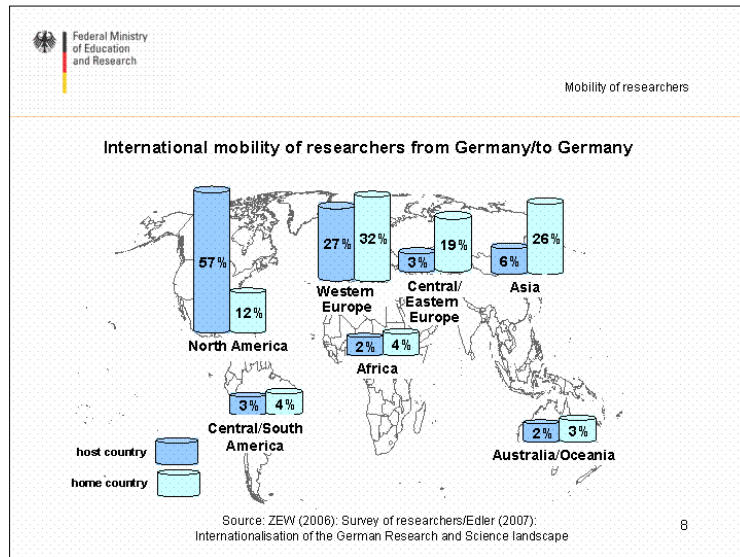
Figure 5



1.4 Mobility of Researchers

A study on the internationalisation of the German research and science landscape of 2007 shows the outward mobility of German researchers and the inward mobility of foreign researchers to Germany (Fig. 6). More than half of all German researchers go to North America (57%). Around 27% stay in Western Europe. Only 6% go to Asian countries. On the contrary, most foreign researchers coming to Germany come from Western Europe (32%), Asia (26%) and Eastern Europe (19%). Only 12% of researchers from North America choose to come to Germany.

Figure 6



Besides others, these figures and statistics were the frame at that moment as the discussion in the Federal Ministry of Education and Research started on the question: How should the German government react to globalisation and the current and future challenges in Research and Development?

As an answer on this question the Ministry developed and is going to implement several strategies:

- International dimension of the High-Tech Strategy (August 2006) and
- Strategy of the Federal Government for the Internationalization of Science and Research (February 2008)

I am going to present the second strategy more in detail.

2. Strategy of the Federal Government for the Internationalisation of Science and Research

2.1 Concept development and decision-making process

Internationalization Strategy

The Internationalization Strategy

- Presentation of the draft paper on 19 September 2007
- Consultation process with Federal Ministries and science organizations
- Cabinet decision on the **Strategy of the Federal Government for the Internationalization of Science and Research (Internationalization Strategy)** on 20 February 2008
- Presentation of the interim report to the cabinet on 15 July 2009

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2.2 Main priorities

Internationalization Strategy

| Four main priorities | | | |
|---|--|---|--|
| 1. Strengthening research cooperation with global leaders | 2. International exploitation of innovation potentials | 3. Intensifying the cooperation with developing countries in education, research and development on a long-term basis | 4. Assuming international responsibility and mastering global challenges |
| Generic measures | | | |
| Presence abroad | International monitoring | Promoting Germany as location for higher education, research and innovation | |
| Plans for the future | | | |
| Strategy for Europe | Strategies for particular countries | Implementation, evaluation and updating | |

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2.3 Priority 1: Strengthening research cooperation with global leaders

Federal Ministry of Education and Research
Internationalization Strategy

**Priority 1:
Strengthening
research
cooperation
with global
leaders**

- Internationalizing the training of young researchers
- Supporting the mobility of researchers
- Enhancing the possibilities for international research collaborations
- Continuing to strengthen internationally oriented research infrastructures
- Increasing the presence of German universities and research institutions abroad
- Making optimum use of synergies with EU measures and instruments (FP7, etc)

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Federal Ministry of Education and Research
Internationalization Strategy

**Priority 1:
Strengthening
research
cooperation
with global
leaders**

Specific measures:

- Alexander von Humboldt professorship
 - Established in 2008 to attract top researchers from throughout the world on a permanent basis to conduct academic work in Germany
 - 8 of 16 award winners are Germans
 - Up to 5 Mio Euros for the first five years

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Federal Ministry of Education and Research
Internationalization Strategy

**Priority 1:
Strengthening
research
cooperation
with global
leaders**

Specific measures:

- German Academic International Network (GAIN)
 - Initiative of German research organisations, e.g. Alexander von Humboldt Foundation (AvH), German Academic Exchange Service (DAAD), German Science Foundation (DFG)
 - Organisation of career fairs in North America, where companies, universities, research establishments and funding institutions are showcasing career opportunities in Germany
 - The presentation of German universities is being coordinated by the German Rectors' Conference (HRK)

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Federal Ministry of Education and Research
Internationalization Strategy

**Priority 1:
Strengthening
research
cooperation
with global
leaders**

Specific measures:

- German organisations adopt distinct internationalization strategies and action plans in accordance with the federal strategy, e.g. Alexander von Humboldt Foundation, Fraunhofer Society, Max Planck Society, Helmholtz Association, German Rectors' Conference
- German universities develop their own internationalization strategies with support from the German Rectors' Conference

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2.4 Priority 2: International exploitation of innovation potentials

Federal Ministry of Education and Research

Internationalization Strategy

**Priority 2:
International exploitation of innovation potentials**

- Strategic international orientation of innovation funding programmes
 - Competence networks and cluster
 - Innovative SMEs
 - Cooperation of industry and science and commercial exploitation of knowledge
- Improving the general conditions for R&D investments (e.g. protection of intellectual property)
- Making optimum use of synergies with EU measures and instruments (e.g. the Competitiveness and Innovation Framework Programme (CIP), European Technology Platforms)

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Federal Ministry of Education and Research

Internationalization Strategy

**Priority 2:
International exploitation of innovation potentials**

Specific measures:

- Excellence cluster competition
- Competence network Germany
- EUROSTARS
- ERA-Nets CORNET and ERA-SME
- International cooperation of SME in the field of R&D

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2.5 Priority 3: Intensifying the cooperation with developing countries in education, research and development on a long-term basis

Federal Ministry of Education and Research

Internationalization Strategy

**Priority 3:
Intensifying the cooperation with developing countries in education, research and development on a long-term basis**

- Enhancing the coordination of the instruments of development cooperation and scientific and technological cooperation
- Modern initial and continuing training for executive and specialized staff as a basis for a sustainable economic, social and political development of the partner countries
- Establishing an International Education and Research Dialogue
- Supporting research in the humanities and social sciences
- Developing further European and multilateral instruments

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Federal Ministry of Education and Research

Internationalization Strategy

**Priority 3:
Intensifying the cooperation with developing countries in education, research and development on a long-term basis**

Specific measures:

- Cooperation Agreement between the ministries of education (BMBF) and research and economic cooperation and development (BMZ)
- Strategy for cooperation with developing countries, focus on Sub Sahara-Africa
- Twinning institutes and regional competence centers
- Enhanced cooperation with UN institutions

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2.6 Priority 4: Assuming international responsibility and mastering global challenges

Federal Ministry of Education and Research
Internationalization Strategy

**Priority 4:
Assuming international responsibility and mastering global challenges**

- Interdepartmental overall approach in meeting the global challenges (climate change, poverty reduction, resource efficiency, security and health)
- Long-term international research dialogue (G8 and emerging economies)
- Scientific analysis of the causes and manifestations of the globalization process (funding initiative 'Freedom for research in the humanities')
- Heiligendamm Process: G8 Dialogue with Brazil, China, India, Mexico, South Africa

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Federal Ministry of Education and Research
Internationalization Strategy

**Priority 4:
Assuming international responsibility and mastering global challenges**

Specific measures:

- Enhanced engagement in multilateral organizations
- Placement of German initiatives in G8 and OECD context (e.g. OECD governance project)
- SFIC: Strategic Forum for International Cooperation
- Joint Programming

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2.7 Generic measures

Federal Ministry of Education and Research
Internationalization Strategy

Generic measures

- Presence abroad
 - Coordination of the activities of German research centres, funding and intermediary organizations, universities and industrial research efforts abroad
 - Establishment of 'German science centres'
- International monitoring
 - Analysis of international trends, political strategies and measures in R&D
 - Collection of R&D data for international benchmarking
 - Science counsellors at German embassies
- Promoting Germany as location for higher education, research and innovation

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2.8 Plans for the future

Federal Ministry of Education and Research
Internationalization Strategy

Plans for the future

- Elaboration of a strategy for Europe
 - European Research Area
 - European Research Council
 - New combinations of European and national funding instruments
 - Improvement of the competitiveness of German science
- Elaboration of strategies for particular countries in cooperation with stakeholders from the Federal Government, the *Länder*, science and industry to coordinate measures and instruments (starting with China and Brazil)
- Evaluation and updating of the strategy (every 3 to 5 years)

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Thank you for your attention.

Plenary session: Internationalisation strategies

French perspective on internationalisation

Professor Dr. Christine Musselin

Vielen Dank für die Einladung! Thank you very much for the invitation to participate in this conference. Being international I try to speak English and German. But today I will go on in English. Regarding my introduction by Mr Wiarda I am here, in fact, with two hats. I am here as a member of Sciences Po, which is a French higher education institution. And I would like to speak a little bit about Sciences Po and its quite proactive, original, and successful international policy. But I also have another hat. Following the impressive example of Ulrich Teichler, I am also a sociologist working on higher education systems and trying to compare French, German and American higher education systems. So I will speak a little bit about that in my final point, because, as I will say, one of the weaknesses of the Sciences Po international policy is probably the internationalisation of faculty staff. And I think that from the studies I led, I can say a few words about why is it more difficult to internationalise faculty staff rather than students. So that will be my plan for the presentation.

1. Brief presentation of Sciences Po

First I would like to give you some information about Sciences Po because I do not know whether you know this institution or not. In fact it is quite a specific institution which had been created by the end of the 19th century. And as many higher education institutions in France, it was created outside the university system. Therefore, one of the characteristics of Sciences Po is that it has the missions of a university but in terms of status it is a *grand établissement*, i.e. the status of Sciences Po is not run by the university acts. These are specific to Sciences Po even if they have been agreed by the State and if Sciences Po is publicly funded. Other *grands établissements* in France are, for instance, the CNAM (Conservatoire National des Arts et Métiers), or the Museum d'Histoire Naturelle. In the sense of a university, it delivers Bachelor's and Master's degrees like French universities, and we have a doctoral school. As a

higher education institution in the field of social sciences we have a PhD in law, economics, sociology, political science, and history. And we have a strong research policy with six research centres, some of them being affiliated to the Centre national de la recherche scientifique (CNRS) which is the case for my own centre, the Centre for Organization Sociology. Having these missions of a university, Sciences Po has at the same time the autonomy of a French *grand établissement*. Sciences Po is even more specific as it is a private non-profit higher education institution. This includes the fact that we can select our students, which is not the case at French universities, as you probably know. We have about 9,000 students. We have total pedagogical autonomy in the sense that the Master's and the Bachelor's we deliver are not accredited by the French ministry. We can decide about the content of these programmes. But, by contrast, our PhD programmes offer national degrees and we have to be accredited by the ministry. The budget comes from the ministry. From this point of view it is a public budget, but it is run with a private accounting principle. That is why I presented Sciences Po as a non-profit private organisation.

Another characteristic of our institution is that we do not have lot of permanent professors – only 200. This number includes university professors having a position at Sciences Po and the CNRS researchers at Sciences Po. This means that the permanent staff at Sciences Po is quite limited in scope and it means that there are a lot of other people teaching a class or seminar at Sciences Po who come from other French higher education institutions or are practitioners coming to Sciences Po to teach in a specific programme, especially in Master's programmes, which are more job oriented. This was a brief presentation of this institution.

2. The original and successful international policy of Sciences Po

Now I would like to tell you in a few words about the original and successful international policy of Sciences Po. As I am not responsible for this policy, I am of course all the more allowed to say that! But it is original if you look at the situation of most other French higher education institutions. From my point of view, maybe because I benefit from this policy, I also find it quite successful, except on one point which I will develop in the third section of my talk.

What can I say about this Sciences Po international policy?

First, there is a Sciences Po International Office and this office is led by its director Francis Verillaud. In this office, he is a member of the Sciences Po Executive Board. He is not a faculty member, he is not an academic, he has been responsible for this office for many years now and he is really integrated into the whole policy of Sciences Po and contributes to the institutional strategy of Sciences Po.

The office consists of 33 members organised into four major geographical areas: North and South America, Europe, Asia and the Pacific, Africa and the Middle East. On top of these four regional resource centres, where the 33 members are to be found, there are other programmes running, like the Alliance programme, which is located at Columbia University in New York. This is a programme with the University of Paris I and the Engineering Grande École Polytechnique also located in Paris. They all develop research programmes with the Columbia University. The Sciences Po International Office also consists of delegations, people staying in China, India in the United States as well as some visiting professorships located at six universities around the world: Mexico, Tel Aviv, New York, Washington and some others. This is the organisation of the International Office.

The 33 members of this office are highly qualified professionals chosen for their linguistic and intercultural skills and for their past experience. Regarding the kind of public-private characteristics of Sciences Po mentioned above, it is possible to recruit people as we want. Specific profiles were recruited for this office, therefore the members come from thirteen different countries and 16 languages are represented, which again is not so usual at other places. Within the office very innovative new functions were also developed, and I would say that the members of this office are true specialists in international affairs and that their skills go beyond giving personal advice and orientation to the French and foreign students at Sciences Po. They are also developing joint degrees with the academics and they have specific skills in that. They developed some specific software to manage all the incoming and outgoing students of Sciences Po. They participate in the recruitment of the international students coming to Sciences Po. I will come back to that later.

There is a specific budget for this office, which is quite important. One crucial characteristic of the budget is that it is organised on private accounting principles and not constrained by expenditure headings. The budget can be allocated according to the goals of the office. I mention this because only recently did universities in France get global budgets. I know that in Germany it has been the case for a long time, but it was not the case in France before 2007. In Sciences Po it has always been so. And of course, it is a big advantage for Sciences Po to have this possibility to use its budget as it wants. The situation changed with the new act of 2007 for universities. But in the past it was something very specific to Sciences Po. This budget comes from the general budget of Sciences Po and is completed by resources obtained from successful applications to various kinds of calls, fellowships and so on. Therefore the budget includes about one million euros each year for the mobility of students coming to or going abroad from Sciences Po. That is a specific kind of funding and budget.

Another important thing is that we try to attract international students at Sciences Po, but we do not encourage them to stay in France. They can of course find a job in France and that is great if they do, but we try to train them to find a job on the international market place.

Why do I say there is a successful international policy?

The first thing is that we have 350 partnerships with universities, but as Ulrich Teichler said before, you have to look at what these contracts between universities really contain. I would say that it is quite traditional in terms of policy. There are, for example, visiting professorships which are organised through these contracts, or international staff coming to Sciences Po for a certain period of time.

I think that more interesting are the following lines.

First, all Sciences Po students spend a year outside France, during the third year of the usual five year Sciences Po degree programme. This means that every year about 900 to 1,000 students leave France to go outside and spend a year abroad in about 48 countries. Less than 200 of them go to the USA.

The second interesting and important result of the cooperation with partner institutions is the development of joint degrees. And I think that the philosophy, if I can use this big word, behind this is quite interesting.

The idea is not only to offer joint degree programmes to students already enrolled in the two institutions concerned with the programme, but also to use the joint degree programme to attract new students not previously related to these institutions.

At Sciences Po, there are 17 joint Master's degree programmes and 2 joint PhD programmes right now. Some others are in negotiation, one of them with Germany probably. There are also joint Bachelor's programmes in negotiation.

Another successful point of this policy is the fact that Sciences Po has 7 campuses. The main one is in Paris, but we have six campuses in the French province and each of these specific regional campuses is dedicated to a certain part of the world:

- Menton (Middle East and Mediterranean)
- Nancy (France and Germany)
- Poitiers (Spanish speaking countries)
- Dijon (East and Central Europe)
- Reims (Transatlantic)
- Le Havre (Europe and Asia)

In three of these provinces or regional campuses, classes are taught in English.

I think that we can really speak of Sciences Po as an international institution from this point of view. It is highly attractive for international students and I will document this with some figures about how many applications we received and how many people we have accepted:

- 1,022 applied for the 7 campuses – 292 accepted
- 1,771 applications for the Master's programmes – 426 accepted

As I said, we are a highly selective institution.

Unfortunately I do not have those statistic distinctions Ulrich Teichler mentioned before. I can only state that 40% of the Sciences Po students are not French, but I do not know how many of them are foreign, mobile and so on. But 2,400 of these non French students are at Sciences Po to obtain a Sciences Po degree, not only for a short term exchange programme. And 1,200 of them are on exchange programmes.

3. Towards a more international faculty staff

Let me now come to the last point about international faculty staff. This is one of the on-going objectives of Sciences Po. The student population of Sciences Po has been internationalised but the faculty staff has not, or not as much as we would like. As I already explained, the staff of the International Office at Sciences Po is really internationalised, but not the academic staff. In the coming years, Sciences Po is going to create 30 new positions, and one of the objectives is to have international staff recruited. Probably not for the thirty positions but we would like to at least have a certain number of these new staff coming from other countries. I think that this objective is not particular to Sciences Po. This is the objective of many institutions in Europe and in France, of course, to attract international staff. This brings me to the point that is probably not the easiest objective for an institution. It is much easier to get international students than to get international staff. I would like just to develop some ideas about this.

One finding is that we do not really have an international academic labour market. More precisely, I would like to show that even within Europe, despite the so called creation of the European Research Area and the European Higher Education Area and despite these objectives, we are still quite far away from having a European academic labour market.

This can be argued as follows. First, the European Union is made up of 27 academic professions which are still very different. Therefore it is very difficult to move from one country to another for various reasons. Of course, if you look at the reforms which have been implemented in many European countries you may find similarities across these policies and this brings the different countries closer to each other. Furthermore, the intergovernmental coordination called the Bologna Process tries to coordinate the development of higher education in the EU countries and beyond within the 46 countries involved in the Process. And then there is also the EU research policy which is trying to get people together and to make people work with each other through the framework programmes. But despite all that, I would say that there are still very few convergences between the different academic professions in European countries. I have no time to go into details, but if I wanted to compare the status of the French *maîtres de conférences*, the UK *lecturers* and the German *Mittelbau* we would see that they differ very much from each other. The

career paths are very different, the requirements for the PhD are very different. Each time you go to another country you have to understand how it works. On top of that, the national social security systems are very different. And if you have the right to a pension in one country it is very difficult to transfer it to another country. Thus, there are many obstacles to the mobility of faculty staff. I think we can really speak of 27 academic labour markets inside the European Union.

And if we look at the figures, even if there are not a lot of comparative data available, this is confirmed. I found these figures on science, engineering and technology professionals published by Erawatch.

Table 1: Stock, career and mobility of researchers in the EU, JRC-IPTS, 2008, based on feasibility of indicators of researchers' geographical mobility and career paths (Erawatch)

| Circa 2006 | Total SET* | Non-nationals intra-EU 25 (A) | Non-nationals extra-EU-25 (B) | Non-nationals | A/B |
|-------------|------------|-------------------------------|-------------------------------|---------------|-----|
| France | 865,013 | 2.7% | 2.2% | 4.8% | 55% |
| Germany | 1,670,307 | 3.3% | 3.0% | 6.2% | 53% |
| Netherlands | 333,450 | 1.2% | 3.4% | 4.5% | 26% |
| UK | 434,893 | 3.6% | 6.6% | 10.2% | 36% |
| Norway | 87,600 | 4.6% | 2.4% | 7.0% | 66% |

* SET = Science, Engineering and Technology professionals, above ISCED97 level 5 and occupation by ISCO 211, 212, 213, 214, 221, 222, 231.

If you look at the figures in Table 1 you find in the left-hand column the countries mentioned in this survey. If you look at the non-nationals, only in the UK and Norway, do more than 7% of the professionals come from abroad. If you look at the difference between non-nationals intra-EU and non-national non-EU you can see that in some countries there are more non-nationals from outside the EU than from inside the EU. Just to say that mobility within Europe is not so frequent, not so usual. And finally, the number of international staff is still rather small. Except for Norway and the Netherlands, you have some big countries here with a strong language. And if I could integrate Sweden or other smaller countries into that chart, we would probably have another map.

But even in the Netherlands, which is reputed to be more international than France and Germany, you find only 4.5% of the staff are international. These figures show that mobility is not very high. In the qualitative studies I led, I also observed that it is hard for international staff who have been trained in another country to differentiate themselves from those who have been trained in the recruiting country. My result was that there is no real international market. Most of the foreign teachers in a specific country had been trained as doctoral students in this country. What you also observe is that there are not true market-like hiring processes. There is a lot of networking between people who knew each other beforehand. Also from this point of view there is no international or European academic labour market.

Final point: the national procedures in each country are still very different. I mentioned it before: they are formally different and therefore the way you are hired in different countries is also different. But on top of that, there are a lot of informal rules, which you have to know in order to be recruited in another country. And this is part of the difficulty you have if you want to move from one point to the other.

Another important thing is that there is the relative failure of the EU Framework Programmes, which were supposed to improve the coordination of research or promote collaboration between researchers. They succeeded in a way. If you look at the projects, you see that they have been developed by different European teams. But, did they reduce the perceptions of national differences within the same discipline? No, according to what we observed in an on-going research project looking at French social sciences in Europe. Pauline Ravinet states "The way the involvement in European research projects changes has to do with performing project research, and not with doing European research." And in a way the national perspective has been exhausted in debates. What we heard in interviews with people having participated in projects within the EU Framework Programmes is: "... and I discovered that the Germans think like that, the English think like that, and the Norwegians have this kind of methodological perspective." In a way it is creating more national reactions than really European ones. From my point of view there is a nice paradox here.

One more optimistic closing remark: I think that the way to create this European academic labour market will very much draw upon the mobility of doctoral students and that is probably the best way to develop more mobility between European countries.

I thank you very much.

Discussion

Jan-Martin Wiarda

Thank you very much for your very inspiring speech about your institution's strategy. I think, we all agree that Sciences Po is not a very typical institution in terms of funding or organisation. Therefore, there may be a limited number of aspects other institutions can learn from this. But what they can learn is, in my opinion, that you actually send all your three-year students out for a year. How do you manage that?

Professor Dr. Christine Musselin

First of all, we do this by developing cooperation with many institutions. For years now, one of the main tasks of the director of the Sciences Po International Office has been to travel everywhere in the world in order to develop contacts and to try to find places for the students' exchange. Secondly, it is a question of money. Of course, there is the budget of Sciences Po, but as I said this is public money. From this regard we do not have much more than other French universities. But the fact is that by answering calls, by trying to raise fellowships and so on it was quite easy to subsidise the budget. The other thing is that compared to other French universities we do not have so many students. It is easier to send about 1,000 or just under students abroad than larger cohorts. There is a system of fellowships from ERASMUS or such programmes that the International Office uses to subsidise mobility.

Jan-Martin Wiarda

Would you say there is no excuse for saying we do not have the financial means to go abroad because there will always be a way to solve this?

Professor Dr. Christine Musselin

I cannot be as optimistic. I am not sure that a student who would like to go abroad will automatically be able to go to the place he or she wants. There is a kind of adaptation between what the students want to do and the kind of programme which is applicable. But there is really support in place and that is part of the job of the International Office staff. They are quite numerous, 33 is an impressive number. They have to look for and find solutions for the students.

Julia Kretzschmar

I was just interested to hear about the exchange semester which is integrated into your degree programmes. It cannot be a three-year Bachelor's programme, because you talked about the third year of a five-year programme? What kind of programme are we talking about?

Professor Dr. Christine Musselin

Yes, this was the former study structure. Until very recently we had a five-year programme and all the students in the third year went abroad. Now, we have a three-year Bachelor's plus a two-year Master's programme in accordance with the Bologna Process. But the exchange will still be the same. The third year, the last year of the Bachelor's programme, is spent abroad. That does not change the programme. We only started to discuss the Bachelor's and Master's some time ago, because we had just established the so-called *Collège of Sciences Po* with three-year programmes and a Bachelor's degree at the end. After five years you have a Master's degree. This is really new.

Long ago, maybe ten or fifteen years ago, maybe more than that, Sciences Po offered degree programmes lasting three years. Then, in order to be present on the international stage and to fit into the Bologna Process, we introduced five-year programmes but with no preliminary examination like a "Zwischenexamen" or "Zwischenprüfungen" and with no intermediary degree as well.

Participant

Just to clarify this structure. Would it be an additional year of study? For us, in Germany, it is more a question of how to integrate such an extra year that we did not have before into the normal curricula. This is the greatest difficulty or challenge that a lot of universities have.

Professor Dr. Christine Musselin

I think the stay abroad in the third year would not have been possible without having this five-year programme. It was not the case when we only had three-year programmes, because it would have been difficult to send the students abroad during the last year of study. With the five-year programme it was easier to do it, because coming back to Sciences Po the students were still there for the next two years. Frankly speaking, we have to see what will happen in the future. There is also the question of what will happen if some students leave after gaining the Sciences Po

Bachelor's degree. In my opinion, the projection is that some of them will go to international places and will not return to Sciences Po for the last two years of a Master's programme. We hope, in this case, that we will be able to attract other students from abroad for the Master's programme only. But this is pure speculation for the moment.

Professor Dr. Krunoslav Pisk

I would like to ask how you measure the achievements of the students during their study abroad. Do you accept the given ECTS points? How do you integrate this part of the education into your curricula?

Professor Dr. Christine Musselin

The exchange programmes are organised in such a way that the students have to sit obligatory exams at the host institution abroad. The subjects are relevant for the final degree they obtain after the total training in the fifth year from Sciences Po. Of course we use ECTS.

Professor Dr.-Ing. Dieter Leonhard

I think this is a marvellous success story, because I do not know of any other *grande école* in France which could achieve such objectives to send the students of a whole cohort abroad for one year. But I think an important part of your success story is that you are able to mobilise a lot of joint programmes with your partners. Then it is not so important whether you are running a three-, four- or five-year system, because the academic recognition is already solved. This gives the students the certainty that the credits achieved abroad are really equivalent to such they would achieve at home. There is no risk for them. I think as long as there is a fair balance of import and export, you should not have to fear the so called brain-drain. My question addresses the situation of the staff, because I agree with you that this is really a crucial point. Would you agree that you showed us the good side of the story, because in my opinion the 6% for scientists and engineers is quite international? I suppose that the situation would be more disastrous if you were to present us the figures for the "sciences humaines".

Professor Dr. Christine Musselin

On the first point, I completely agree with you. The fact that we are trying now to develop joint Bachelor's degree programmes aims exactly at what you said. Having joint degrees, you have more guarantees about the

students. Unfortunately, I cannot tell you any more about this, because the negotiations have not yet been finalised. Sorry.

About your question on the humanities, I am sure that the figures would be worse. The problem is that we have very little information of this kind. These are really the only figures I was able to find in order to try to illustrate what is happening in terms of international staff mobility.

Professor Dr.-Ing. Dieter Leonhard

If you could just give us an example of a joint Master's programme. How does it work in practice?

Professor Dr. Christine Musselin

The 17 joint Master's programmes differ greatly from one to the next. Some are real joint programmes, including students from both institutions going abroad or coming in. Some are looser relationships and you only recognise only what was done in the partner institution which joins the programme.

The two joint PhD programmes I mentioned are institutional joint degrees. This means that there is a long-term agreement between Columbia, North-Western and Sciences Po on these PhD programmes. But we also have conjectural joint degree programmes. For instance, last week I was in Bergen (Norway), where one of my PhD students was defending her thesis. This is also a joint PhD even if we do not have any institutional agreement with Bergen. There are a variety of situations.

Professor Dr. Pavle Sekerus

How representative is the example of your institution for the French university system, knowing that the French higher education system is sharply divided into two separate groups *les grands écoles*, on one hand, and universities, on the other. We recognise that the term *grands écoles* is a kind of a trademark for quality and efficiency. How representative is your institution?

Professor Dr. Christine Musselin

The situation at Sciences Po is not very representative for the French higher education system. That is the why I explained at the beginning what some of the main characteristics of this institution are, which is not typical of French universities. But even in some *grands écoles* you have some programmes in cooperation with partners abroad. I am thinking,

for instance, of a French business school ESCP Europe. They have programmes with three different countries: Germany in Berlin, Spain in Madrid and Italy in Turin. You see there are other examples.

I agree with you that the *grands écoles* are very good in training people for the elite of France: industrial elite, administrative elite, and intellectual elite. Of course, you all know the École Normale Supérieure in Paris – ENS. *Grands écoles* are not all as good in terms of research. In terms of research, the French university sector is probably better than the French *grands écoles*, with some exceptions.

Professor Dr. Pavle Sekerus

What is the share of students in French *grands écoles* and in the universities?

Professor Dr. Christine Musselin

There are 2.2 million students in France in total. 1.4 million students are enrolled in universities (including the IUTs – Instituts universitaire de technologie). Around 215,000 students are studying in *grands écoles*, i.e. the schools which are members of the Conférence des Grandes Écoles. The others attend *grands établissements*, the preparatory classes leading to *grands écoles* etc.

Jan-Martin Wiarda

I think we should take it as a kind of inspiration. I mean there is something to learn from this. These institutions are really different, but especially this third-year idea or this idea about joint degrees is something that all institutions can actually do.

Olivia Key

I would like to come back to the question about the third-year students who go abroad for one year and upon returning you will not see them anymore, right? Will they take exams? They might come back at different times, since the university systems in the partner institutions end at different times. How do you make sure that you get them together at the end of their academic programmes?

Professor Dr. Christine Musselin

I cannot say what will happen in the future. I will speak again of the past situation, which was still the case in 2009. When we had a five-year programme and a degree from Sciences Po at the end of this five-year

programme, this degree was very well recognised on the labour market. Therefore, a student who passed the very selective entrance exam and was abroad during the third year, would come back in the fourth year to obtain a very prestigious degree at the end of the fifth year. The situation will be very different in the future with the Bachelor's degree which has now been introduced. I cannot say how it will work. We have projections, we have expectations, but for the moment we do not know how it will work. For the moment almost all of them came back.

Jan-Martin Wiarda

Why did you decide to stick to the third year and not go to the second year for example? Then the students would come back for the third year.

Professor Dr. Christine Musselin

In the past it was possible to enter Sciences Po just after the *baccalauréat* or one year after the first year of study. And then there was another opportunity to enter Sciences Po in the fourth year of study. There are different entry times. If you enter Sciences Po in the second year and are going abroad in the same year, you will not have received any socialisation in Sciences Po. The third year was therefore very comfortable because there was no entry point.

Jan-Martin Wiarda

But that could also change if you just figure out that obviously there might be a problem with the Bachelor's. Does the structure not have to stay or is it going to stay this way for now?

Professor Dr. Christine Musselin

For the moment there is no discussion about changing this.

Nikolaus Hackl

I have a more practical question. Do you get as many incoming students as you send out? Normally you have to balance these relations.

Professor Dr. Christine Musselin

I am sure Francis Verillaud would be more able than me to answer this question precisely. The figures I have shown mention 1,200 students in exchange programmes, but I do not know how many of them are in the third year. The fact is that we have about 900 students abroad in the

third year and there are 1,200 incoming students in total. This is not an exact exchange ratio. But these 1,200 are spread over the five years.

Nikolaus Hackl

I am asking because organising mobility and the necessary infrastructure, if you have to provide all the incomings with rooms and staff, is a challenge. If I were to imagine 1,000 students coming to my institution, it would be hell!

Professor Dr. Christine Musselin

I know that is a big problem for our international officers, especially in Paris. It is not that easy to find housing in Paris, even for French students. That is another part of the job of the International Office, and of course helping with visa questions is as well.

Internationalisation at institutional level – profile and prestige

Professor J.C. (Hans) Stoof, PhD

Ladies and gentlemen, dear organisers,

Thank you very much for inviting me to this beautiful city, in this beautiful country to tell you what internationalisation means for Utrecht University in the Netherlands and how we are trying to stimulate this. Maybe, first of all, when it comes to internationalisation, we should realise that it is not only a matter of trying to stimulate international collaboration in scientific research or teaching, but we also have to organise internationalisation at several different levels: and, of course, attention additionally has to be given to internationalising academic affairs, our staff and human resources, international marketing and communication, and, of course, to supporting international students at student services level, etc.

The Netherlands

Having said this, I would like to start with a short presentation of the international visibility of the universities in the Netherlands. I know that there is much discussion about the value of rankings. Maybe, it is an interesting topic for our dinner tonight to discuss the strengths and weaknesses of rankings, but apparently rankings are here to stay for the coming decades. Table 1 shows some data with information on the position of the Dutch universities in the THES and the Shanghai rankings as published in 2009.

As shown in Table 1, you can see that the performance of the universities in the Netherlands is actually more or less comparable with other countries. We have 13 research intensive universities, of which 11 are in the top 200 of the THES and 9 in the top 200 of the Shanghai ranking. You see that a very high percentage of Dutch universities are ranked in the top 200 and this is quite different from the situation in other countries. Utrecht University, by the way, is the highest placed Dutch university in the Shanghai ranking and comes third in the THES ranking.

Table 1: International Position of Dutch Universities. Number of universities per country in the top 200 of the THES and Shanghai rankings

| | THES 2009 | Shanghai 2009 | Total number of universities per country |
|-------------|-----------|---------------|--|
| NL | 11 (3*) | 9 (1*) | 13 |
| UK | 29 | 23 | >100 |
| Germany | 10 | 14 | ± 70 |
| France | 4 | 7 | ± 80 |
| Switzerland | 7 | 6 | 12 |
| Australia | 9 | 6 | 39 |
| Canada | 11 | 6 | 83 |

* Position of Utrecht University in the Netherlands

When we look at the total citation impact score of scientific publications, based on bibliometric analysis, you can see in Table 2 that Switzerland holds the top-position, the United States comes second, followed by the Netherlands and Denmark in third and fourth place respectively. By definition, the world average impact score equals 1.0.

Table 2: Impact of Dutch publications in 2003-2006

| Rank | Country | Citation Impact score |
|------|-----------------|-----------------------|
| 1. | Switzerland | 1.41 |
| 2. | United States | 1.37 |
| 3. | The Netherlands | 1.34 |
| 4. | Denmark | 1.33 |

Source: NOWT 2008.

When we look at the amount of money spent in the Netherlands on research and development (R&D), we find that our investment is one of the lowest in Europe (Table 3). Since the early 1980s we have suffered several severe cuts in the budgets for scientific research at our universities, and although I personally regret this low level of investment, my hypothesis is that these cuts might have had a positive effect on the quality of our research.

Table 3: Investment in Research & Development, as a %age of GDP

| NL | EU-average | OECD-average |
|-----|------------|--------------|
| 1.7 | 1.82 | 2.2 |

Source: OECD STI 2008, Eurostat.

Utrecht University and its Reputation

Indeed, on our website we state that Utrecht University has an international reputation as a leading European research university. In the prestigious Shanghai Jiao Tong University Academic Ranking of World Universities (2009), Utrecht University is the No. 1 ranked Dutch university, 11th in Europe and 52nd in the world. We have a high quality academic environment with a focus on excellence and are doing our utmost to continuously improve our quality, both in research and in teaching. Utrecht University is a comprehensive university and the largest research university in the Netherlands. We have organised close collaboration between our wide-ranging academic disciplines. We have quite a few high quality English-taught Bachelor's and Master's degree programmes and we put substantial effort into what we call nurturing national and international talent.

Our university at a glance:

- 7 Faculties
 - Faculty of Geosciences
 - Faculty of Humanities
 - Faculty of Law, Economics and Governance
 - Faculty of Medicine
 - Faculty of Science
 - Faculty of Social and Behavioural Sciences
 - Faculty of Veterinary Medicine
- 6 Graduate Schools with more than 2,000 PhD students
- 29,000 enrolments; 5,900 first-year students
- 2,300 foreign students, from 136 countries, accounting for 8% of the total number of students
- 7,250 staff (excluding medicine)
- 45 Bachelor's degree programmes (3 of which are English-taught) and 182 Master's degree programmes (89 of which are English-taught)
- Budget: 760 million euros

Research at Utrecht University

Some figures on our research activities:

- 7,163 scientific articles published in international scientific journals in 2008
- 75% of our research programmes, as evaluated by international audit committees, have been rated very good to excellent in the last 5 years
- Approximately 450 PhDs are conferred each year (in 2009 for the first time in our history (since 1636) the total number of PhD graduates will exceed the 500 barrier)

We have, as I said, a broad range of academic disciplines and we stimulate interdisciplinary collaboration. We try to be active in fundamental, *curiosity driven*, research as well as in more *society driven* research. Researchers and research programmes from our university are quite frequently found at the forefront of developments in interdisciplinary research. A further very important point for the Bachelor's and Master's programmes is that we try to organise a very strong relationship between research and teaching. When international review committees judge (parts of) our research programmes as fair or unsatisfactory, we cut off their funding. The faculties and departments know exactly what our policy is and therefore endeavour continuously to improve the quality of their research.

The last 5 years have seen us put quite some effort into focusing our research (more than 80%) on 15 strong interdisciplinary research programmes which we call our "Research Focus Areas". For a couple of years now, these research focus areas have officially also formed the basis for collaboration with other universities and industrial partners. The goals of the research focus areas which we have developed since 2005 are to:

- Preserve an excellent research reputation
- Establish a recognisable profile: important because you cannot do everything
- Define broad, interdisciplinary research themes
- Increase the earning capacity by installing Grant Offices in each faculty
- Connect with social priorities

The 15 research focus areas were officially presented in October 2007:

- *Brain, Cognition and Behaviour*
- *Cardiovascular Research*
- Conflicts and Human Rights
- Coordinating Social Change
- Cultures and Identities
- *Drug Innovation*
- Earth and Sustainability
- *Epidemiology*
- Foundations of Natural Science
- *Growth and Differentiation*
- History and Philosophy of the Sciences and the Humanities
- *Infection and Immunity*
- Information Technologies in Science and Society
- *Life Sciences and Bio-complexity: from Molecules to Organisms*
- Origins and Impact of Institutions

7 of these 15 focus areas belong to the strategic alliance Utrecht Life Sciences, where the faculties of Medicine (University Medical Centre (UMC) Utrecht), Veterinary Medicine and Science collaborate. They are marked above in italics.

In the following, I will give you some examples of collaborating disciplines in these programmes. For instance, "*Brain, Cognition and Behaviour*" is a programme in which five faculties collaborate. These are not only the Faculty of Medicine, the Faculty of Veterinary Medicine and the Faculty of Science, but also the Faculty of Social and Behavioural Sciences and the Faculty of Humanities, with the last faculty focused especially on the field of linguistics. "*Conflicts and Human Rights*" is predominantly embedded in the Faculty of Law, Economics and Governance as well as in the Faculty of Humanities. The Faculty of Law, Economics and Governance and the Faculty of Social and Behavioural Sciences collaborate in the programmes "*Coordinating Societal Change*" and "*Cultures and Identities*". A very substantial and strong programme is "*Earth and Sustainability*" with intensive collaboration between the Faculty of Science and the Faculty of Geosciences. Here, researchers are trying to contribute to finding solutions to the climate and energy problems. At the Faculty of Science, chemists and physicists work together in the programme "*Found-*

dations of Natural Sciences”. “*Growth and Differentiation*” is predominantly related to cancer research. As a comprehensive university, we also pay attention to the “*History and Philosophy of the Sciences*”. And finally, historians, economists and sociologists, predominantly, are collaborating in “*Origins and Impact of Institutions*”.

How internationalisation affects the citation score

As I said at the beginning of my presentation, the internationalisation of scientific research is very important for our university. But, of course, it is also important for the development of science, in general. Even in the 16th and 17th centuries, at a time when travelling and communication were not that simple, scientists tried to sell their ideas in other countries, which had already been of great benefit to the development of science. This exchange of ideas has increased dramatically in our times, where travelling is much easier, where the new communication media have strongly facilitated the dissemination of knowledge all around the world and where scientists spend (at least part of) their research career in different countries.

Table 4: Effect of international collaboration on the citation score of UMC Utrecht University

| | Number of publications | Citation score* |
|----------------------------------|------------------------|-----------------|
| Collaboration within UMC Utrecht | 2,364 | 1.19 |
| National collaboration | 7,267 | 1.31 |
| International collaboration | 4,300 | 2.05 |
| Total | 13,931 | 1.53 |

* The citation score (CPP/FCSm) is defined as the number of Citations Per Publication, the mean of the column Citation score. By definition, the world average of this parameter equals 1.0. For more details see papers by A.J.F. van Raan, Centre for Science and Technology Studies, Leiden, The Netherlands.

I would like to present just one example (in Table 4) to show you how internationalisation contributes to the impact of your scientific publications. I took this example from a bibliometric analysis of the scientific output of our University Medical Centre Utrecht (UMC Utrecht) over the period from 1998 to 2008. The total number of 13,931 scientific publications consists of 3 subpopulations. One subpopulation was written only

with (or without) colleagues from within the UMC, one was written with national colleagues and one with international colleagues. When we focus on publications or on the research that has been done with international colleagues then the citation score increases dramatically compared to the other two subpopulations.

Talent support programme

Utrecht University is committed to nurturing talent and endeavours to do so by:

- Supporting academic staff in (inter)national competitions for prestigious individual grants (ERC – European Research Council and NOW – Nederlandse Organisatie voor Wetenschappelijk Onderzoek, our National Science Foundation)
- Offering an academic leadership programme
- Offering a talent development programme for non-academic staff
- Starting a Centre of Excellence in University Teaching
- Establishing honours programmes for students

Let me elaborate a little further on how we support our academic staff in applying for competitive funds. We have the following measures in place:

- Supplying information (with sessions, direct mail, website, telephone, email)
- Providing a network of contact persons in each faculty
- Coaching through internal coaching committees (presentation, interview + feedback)
- Training in writing skills (in-company)
- Training presentation and interview skills (in-company)

Since doing this, the NWO grants have shown us that we are more successful than before. It is very important to pay attention to these aspects. Here some recent figures:

- 5 ERC Advanced Grants in 2008 (out of 19 in the Netherlands in total)
- 5 ERC Starting grants for young researchers in 2009 (out of 15 in the Netherlands in total)
- 17.3% of the individual grants in the Netherlands in total (NWO 2006-2008)
- 21% of the Spinoza laureates (very prestigious “Dutch Nobel Prize”)

- 29% increase in earning capacity, from 110.9 million euros in 2005 to 143.3 million euros in 2008

If we take the size of Utrecht University (as compared to the 12 other universities in the Netherlands) into consideration, we would expect a share of 13% of the grants for all these programmes. As you may notice, our scores are much better for all these prestigious programmes. The increase in earning capacity also underlines the results of our efforts.

Teaching

With respect to teaching activities, Utrecht University offers:

- A wide array of English-taught degree programmes and courses
- An inspiring, ambitious, and international academic environment
- Honours programmes for talented students
- A strong link between research and teaching
- Small teaching groups
- A broad range of student facilities
- Awards for the best students

Quality of Education

In line with the Bologna Agreement, we started to introduce Bachelor's and Master's programmes in 2002. Right now, we can see a really mutual commitment, not only by the staff, but also by the students. We are trying to do our best to organise small scale teaching with active participation of the students and to provide continuous assessment of the student's performance. We have developed a tutor system and we try to help those students who are not among the best. In the Netherlands, we have introduced what we call *binding advice on the continuation of studies*. This means students have to perform sufficiently in the first year as well, i.e. they have to score 37.5 ECTS points out of a possible 60 ECTS points. A score below 37.5 ECTS means the student's withdrawal from the university. From this perspective it is important to realise that Dutch universities are generally not allowed to select before accepting students with a relevant secondary school leaving diploma.

I already mentioned our *honours programmes* or colleges in disciplines where we have many students. In the field of law, for instance, we have some 700 or 800 students and select a special group of 75 students each year for our Law College, which involves a more intensive teaching programme. In Psychology, we have a so-called *numerus fixus* for 500 stu-

dents each year and we split this group into 5 smaller communities. This turned out to be very helpful in terms of study success.

Teaching staff

Teaching staff are required to gain their Teaching Qualification as soon as possible, usually within one or two years of their appointment. Our university has professors appointed with an emphasis on education and teaching tasks. They are closely related to our Centre of Excellence in University Teaching. We are even thinking about installing a Focus Research programme on (university) teaching, also to find out what is the best and most efficient way to disseminate knowledge. Finally, we also have prestigious awards for the best teachers and organise an annual education conference to stimulate an interest in teaching. When you want to be excellent in research, you need excellent teachers and teaching programmes. At this point in time, student satisfaction is good on average and growing. There are all sorts of evaluation committees in place. Our students' success, in terms of how many percent gain a Bachelor's degree in four years, is the best in the Netherlands.

Support services for international students

We take care of our international students in many ways, with:

Scholarships for excellent students

- Support in finding accommodation
- Priority in visa processing arrangements
- International student orientation events
- Dutch mentor programme
- Erasmus Student Network activities
- Dutch or English language courses
- State-of-the-art study facilities
- Wide variety of cultural courses and excellent sports facilities

Bachelor's and Master's programmes

Only a few of our 48 Bachelor's programmes are taught entirely in English. We established the University College Utrecht in 1998 with a total of 600 students of Liberal Arts and Sciences. There is no open access to this College; there is a very strict selection procedure. In this University College, especially, almost 40% of the students are international students. We have a similar College in Middelburg, the Roosevelt Academy. Fur-

thermore, our university offers a Bachelor's degree in Economics taught in English.

89 of our 182 Master's degree programmes are taught in English. From our point of view this is the only way to attract students from abroad. And we like it very much when they are talented and join one of our 59 English-taught research Master's degree programmes, preparing students for a PhD career. In addition, we offer more than 20 English-taught Master's degree programmes which prepare students for a professional career.

For short term exchange students, in particular, we offer 200 English-taught courses. This is important because not everyone follows a complete Master's programme. We organise student mobility by means of numerous exchange agreements with our partner universities around the world.

Within our Summer School, we offer more than 70 academic courses at various levels and in various disciplines. Our Summer School regularly attracts more than 1,500 participants and is among the largest Summer Schools in Europe. This is very important for our university because quite a few of these students return to take our Master's programmes. In the meantime we have been asked by the League of European Research Universities (LERU) to organise a Summer School especially for LERU partners in 2010.

Well, that was a brief review of how we are trying to stimulate internationalisation at Utrecht University.

Thank you for your kind attention!

Discussion

Jan-Martin Wiarda

Thank you very much Professor Stoof. Rankings are clearly an important aspect of your work. You clearly believe that an internationalisation strategy always aims to contribute to the university becoming one of the best. Is it necessarily the case that internationalisation means striving to be the best international university?

Professor J.C. (Hans) Stoof, PhD

We strive to produce high quality research programmes, high quality teaching programmes, and we strive to attract talented students and the best staff. As far as internationalisation is concerned, I think, researchers know how to find their respective international contacts; and these ambitious people will always aspire to do things better. The better the quality of the research programmes, the more talented the international students and staff will be that you attract.

We need indicators for all this to show us where we stand in the Netherlands, in Europe and in the World. Much can be said about the relevance and pros and cons of rankings, especially rankings of complete universities like the Shanghai Jiao Tong or the Times Higher Education Supplement ranking. From my point of view, rankings by (sub-)discipline make much more sense. Of course, I know that some faculties at our university perform better than others and that within faculties some (sub-)disciplines perform better than others. As far as I remember, the CHE ranking (Centrum für Hochschulentwicklung, Gütersloh) in Germany compares disciplines, which I think provides the more relevant information.

Jan-Martin Wiarda

From what I understand, the Dutch higher education system is an open access system. You stated that your university aims to attract the best international students. How can you do this if you cannot actually select students? Is that why you developed these special colleges and English-taught programmes?

Professor J.C. (Hans) Stoof, PhD

First of all, we can select international students, but not (most of) our Dutch students. In some programmes, we may now also select Dutch students. Our University College Utrecht is just one such example. Each

year, 650 to 700 students (of whom 40% come from abroad) apply for 225 available places, which means we can select the best students and that helps. As I see it, this is also one of the reasons why universities in the United Kingdom, such as Oxford, Cambridge and a few others which select all their students, perform so well. When you always have the best undergraduate students and the best PhD students, you will ultimately end up with the best staff and the best professors. If you are not allowed to select your students, you will ultimately end up at a lower level. It's that simple.

Jan-Martin Wiarda

Is it right that tuition fees for international students are the same as for Dutch students? How high are they actually for European and non-European students?

Professor J.C. (Hans) Stoof, PhD

That's an uncomfortable question, because I do not know the exact numbers. However, we have clear rules for students in Europe. In the Netherlands, each European student, including Dutch students, pay tuition fees amounting to 1,600 euros per year. The fee is the same for Bachelor's and Master's programmes. Students from non-European countries pay much higher tuition fees. They actually pay the real cost of the programme as far as I know. Mr de Bok, do you know how much money is involved here?

Caspar de Bok

The non-EU/EEA students have to pay the real costs of the programme. How much depends on the chosen discipline. Fees vary from 7,000 to 20,000 euros per year for Master's students and from 6,000 to 9,000 euros for Bachelor's students.

Professor J.C. (Hans) Stoof, PhD

Therefore, non-EU/EEA students have to apply for a grant or find other means for financing their studies. Our university has a small budget for the really talented students.

Ivana Vujkov

My question regards the close cooperation between faculties and between disciplines at your university. How much of an impact did internationalisation have on that? At the University of Novi Sad we have, let me

say, very independent faculties. We established a Centre for Interdisciplinary Research and we want to increase the collaboration between our faculties and disciplines. We wonder, of course, which elements we should use for this. My question also concerns financial matters. Are different funds at different levels available for supporting international activities? What role does extra financial support play to get faculties and disciplines working together so closely?

Professor J.C. (Hans) Stoof, PhD

There was not only the impact of internationalisation. Before I took on my present position as Rector Magnificus and Vice-President at Utrecht University, I was a member of the University Medical Centre board. Although our budgets were tight, we always tried to keep a small percentage of our budget for stimulating excellent researchers and/or innovative, multidisciplinary research proposals. And again, programmes with fair performance never got extra money, of course. On the contrary, we tried hard to discontinue or improve these programmes.

In my position as rector, my colleagues and I use the same methods to stimulate the 15 multidisciplinary Focus programmes we have. For instance, the collaboration between researchers in the 7 life-sciences programmes is very intense, where our UMC, the Faculty of Veterinary Medicine and the Departments of Biology and Pharmaceutical Sciences from the Faculty of Science work closely together. The researchers there know exactly how to come up with good research proposals in order to raise extra money from outside and also to get additional funding from the university. The contribution made by internationalisation could be defined as follows: When the faculties and departments work with highly qualified partners abroad then their performance will improve and it ranks them even higher. That helps them to raise more and the university to give more funding. The bottom line is: give extra money to the excellent performers and take it away from the bad performers.

Dr. Reinhold Luecker

My question refers to the steering process. What tools does the university have at its disposal to intervene in the faculties? How does the university evaluate, stimulate, and give the faculties more money or take money away from them to cut out the rotten wood? How is the selection of research groups organised, how do you support or cut them away?

Professor J.C. (Hans) Stoof, PhD

Professors do not live eternally, for example, even though I would not be surprised if their average lifespan is higher than the average of the total population. But in general, they leave the university at the age of 65. So, every year many professors retire and you work hard to find the best candidates for these vacant positions. In addition, you need to develop a strategy on how to deal with the reports of the international audit committees. If a programme receives a fair or unsatisfactory score from an audit committee, then, as an executive board, you have to say, well, we are going to end the funding for this programme. Alternatively, the board has to state that it expects appropriate measures to be taken to improve or cut away the weak parts of the programme. After all, 6 years later the audit committee will come back, and in the meantime we have to carefully monitor the effects of the measures taken.

Jan-Martin Wiarda

What would happen if there were no change after 6 years?

Professor J.C. (Hans) Stoof, PhD

Well, we are in continuous discussion with the faculties and their researchers to monitor their performance in research. It takes quite a few years to organise this and to create a specific culture that makes them stop and think, "I have to do my utmost best, otherwise I will run out of funding for my research programme." And if no improvements have occurred the programme will be discontinued.

I would like to come back to the lifespan of professors. We have 675 professors at our university; the average lifespan of a professor at the university is approximately 15 years. So, every year we can appoint between 40 and 50 new professors. We also attach importance to achieving a good balance between people coming from the inside and from the outside. Go for the best qualified people. That will help a lot.

Jan-Martin Wiarda

You said that budget constraints are very tight, that there is not that much money in the system. At the same time, you said you want to attract the best international scholars. How do you attract the best if you do not have the money to attract them?

Professor J.C. (Hans) Stoof, PhD

In the Netherlands, all universities pay the same salaries. This is regulated by law. As I showed you at the beginning of my presentation, in general, the overall quality of science in our universities is comparable, although there are clear differences from one discipline to the next. If it is really impossible to find an excellent candidate for a position, then you are allowed, once in a while, to spend some extra money to top up the salary, for instance for lawyers or medical specialists. But even then it is not like in the United States, where you could pay a professor three or four times as much as his colleague because of his excellent scientific performance. People usually come to us for the quality, the reputation and for their colleagues. When a group has many talented researchers, then you can also say: talent attracts talent. And if there is a world famous group, such as in theoretical physics at Utrecht, for instance with a Nobel Prize laureate, well, that attracts talented people, and this is largely independent of salary questions, I think.

Internationalisation at home. Best practice in international education – Champlain College

Associate Professor Elizabeth Beaulieu, Ph.D.

Ladies and Gentlemen,

I am delighted to be here this evening. And I would like to thank the conference organizers for inviting me. It is my first visit to Germany. You have a lovely country here and I am thoroughly enjoying my stay.

Nouf, a business student at Zayed University in Abu Dhabi, recently introduced herself to Champlain College students online by saying she loves shopping, has visited Washington D.C., LA and Philadelphia, does not know much about politics but has faith in and supports Obama. She signed off in this way: "I live in the Middle East and I do not bite." This is in fact her email signature. How did Nouf and her Zayed classmates meet the Champlain students, my students at Champlain College? The two cohorts were paired in a *Global Module*.

Champlain College

First a little bit about Champlain College in Burlington, Vermont. We are a small private professionally-focused school of 2,000 undergraduate students, Bachelor's degree students, founded in 1878 and having a NEASC accreditation. Vermont is one of America's most rural and least racially diverse states. Champlain College has no liberal arts majors. We do not offer degrees in subjects like literature or history or philosophy, instead our students come to Champlain to major in professional subjects such as graphic design, digital forensics, criminal justice, education and accounting. We have in fact 9 different degrees in business related fields. One of our biggest majors is electronic game design. We were the first school in the country to actually offer an undergraduate degree in electronic games.

Very, very few of our students study abroad. It simply is not part of the Champlain culture and yet it is something that we believe is enviable for students who are seeking a professionally focused education. At Champlain we position ourselves for preparing graduates not merely for careers, but for careers in which they will be leaders and also careers in which they will be change agents in 21st century society. We recently designed and implemented a new required interdisciplinary core curriculum, taking into consideration best practices in liberal education and reflecting what employers identify as crucial 21st century skills, attitudes and abilities.

Our college competencies are as follows:

- Critical Thinking
- Writing
- Communication
- Information Literacy
- Ethical Decision-Making
- Quantitative Literacy
- *Global Appreciation*

These competences are woven into every one of the required courses that our students take. And it is a vertical curriculum beginning in the first semester of the first year and culminating in the fourth year with a college capstone project.

We are aware that one of the challenges the American Association of Colleges and Universities (AAC&U) has posed to higher education faculty and administrators is education for global citizenship.

“A quality undergraduate education in the 21st century provides students with opportunities to examine the world’s major questions from multiple perspectives, to integrate learning across the curriculum by following the threads in an increasingly complex reality, and to wrestle with the ethical implications of differential power and privilege.”

We aimed to embrace AAC&U’s charge to more robustly infuse into curricula designs and practices real world global questions with all their complexity, multiple levels of interconnection and interdependence and inherent moral and ethical implications. We also really wanted to seed the study abroad culture. We wanted to get students interested in the world. And we hope that over time we will build a culture of study

abroad. We will have more students who will travel to study. And so, *Global Modules* emerged for us as a signature program.

Global Modules Program¹

The brainchild of Dr. Gary Scudder, a historian and a professor at Champlain: each *Global Module* is a short intense thematic online discussion that links a Champlain College class with a parallel class abroad. Each *Global Module* is asynchronous and utilizes very basic web-bulletin board. At least one *Global Module* is embedded in each year of the new core curriculum. So students have a *Global Module* at least once in each of the four years that they are an undergraduate at Champlain. After a get acquainted week students do a common reading that the two faculty members, the Champlain faculty member and the faculty member he or she is paired with abroad, have selected and then they spend three weeks in discussion and problem solving around the issue that they have read about. *Global Modules* topics include terrorism, the ecological footprint, coming of age, immigration and “woman as other”.

And in fact “woman as other” is one of our most popular ones that we have run for several years now with a variety of institutions. The students begin by reading excerpts from Simone de Beauvoir ‘The Second Sex’ and then they discuss the role of women in their respective societies and talk about how the role of women could be improved. You can imagine the richness of those conversations when students from the United States are participating with their peers around the world. Our earliest, most extensive and arguably most successful partnerships have been with schools in the Middle East. That is where we began our network and where we have continued to expand it. The current state of development is:

- 52 *Global Modules*
- 2,600 students
- India, Spain, Hungary, Austria, Morocco, United Arab Emirates, Sweden, Jordan, Kenya, Palestine, Lebanon, Kuwait, Oman, South Africa, Russia

We have partners in each of the countries listed there and in some cases multiple partner institutions in the given country. In spring of 2009 we ran 52 *Global Modules*. That meant as dean of the Core Division at

¹ See: <http://www.champlain.edu/Institute-for-Global-Engagement.html>.

Champlain 52 of the classes that I oversee ran a *Global Module*. They were paired with 52 classes around the world for a total of 2,600 students having conversation, not of course, you understand, with each other. They are usually paired in cohorts of about 20 students from Champlain linked with 20 students elsewhere.

I wanted you to get a taste of what this is like. I have access to all of the *Global Modules*. I can visit any of the bulletin-boards. And sometimes I can spend an hour or two hours in the evening just flipping through these conversations that students around the world are having with my students at Champlain. It is a great way to spend some time, to find yourself just sucked into what these 18-20 year old students are talking about with their peers in another part of the world.

Get acquainted week – Nouf and Brandon

I want to give you a little flavor of that. The excerpts, the narrative and the photos that I am going to show you, are all taken from the get acquainted week between a class that one of my faculty members was running last spring that was paired with this class that Nouf was in at Zayed University in Abu Dhabi.

If you take a look on the globe map to locate the United Arab Emirates (UAE) and Vermont in the top Northeast corner of the United States you will see that they are geographically opposite.

Brandon, who is one of our students at Champlain, wrote as a part of the get acquainted week: "I'm curious about how comfortable it is to wear a black abaya in the incredible heat and sun. Seems like it could be incredibly uncomfortable?"

He already had learned something about what Abu Dhabi is like: it is hot and the women cover themselves. Then: "Seems like it could be incredibly uncomfortable?" I thought that was a pretty interesting question from an 18 or 19-year old American male. And Nouf replied and included pictures of herself: "It's okay since we're all used to it, wearing an abaya in hot weather doesn't annoy us. Besides everywhere we go is air-conditioned and kept cold in the summer. We are not forced into wearing an abaya, we choose to do so. I personally believe wearing abaya is much better than showing off my body in front of strangers." And then we hear a little bit more from her and she included some beautiful pictures wearing an abaya, although interestingly did not show her face: "We wear it on

top of our clothes, just like a coat you may say. It is very comfortable; some girls wear a closed abaya to university with the PJs underneath. LOL! No one can ever tell."

Then there was a little bit more conversation about how hot it is there and how cold it is in Vermont and Brandon ultimately said: "9 degrees would be warm here in the winter. Here it can get down to -28° Celsius, and when you add wind chill it gets much lower. Here is a picture of my house this winter." What I find most interesting about this as an educator is the fact that in the United States we use Fahrenheit and here he is using Celsius. He has adopted her language to figure out really how hot and how cold it is and so she will understand how cold it gets in Vermont. How cold does it get in Vermont, you ask, well, he says, "Here is the picture of my house." So you can imagine how this goes over in Abu Dhabi.



© Champlain College, Burlington, Vermont.

She answered: "Wow -28! I do not think people will survive in such a climate. LOL!" There are lots of LOLs going on. And: "Beautiful picture." And then in the spirit of "you show me yours, I show you mine" she said: "We do not have real snow in the UAE. However, we can go skiing at any time of the year. Check out these pictures." And she posted pictures of the indoor ski-slope in Dubai.

I thought that this was a particularly charming exchange among 18 and 19-year olds that all started with: "How does it feel to wear the black

covering as a woman and aren't you hot sometimes?" to "What can we have in common?" you go skiing in Vermont, I go skiing in the UAE. And then there was a little bit of joking back and forth in that first week about stereotypes: what is Abu Dhabi like, do you ride camels, is it nothing but desert, etc. And someone finally posted this picture (it was not Nouf) and said: "It is not the desert. It is like San Francisco, people!"



© Champlain College, Burlington, Vermont.

Again, just kind of getting to that common level of humanity and posting the pictures to show.

That is just a small sample of what goes on during the get acquainted week. You tell me a little bit about your culture, I tell you a little bit about mine. And at that time the students are reading whatever the assigned reading is, whether it is a couple of short stories about coming of age, some research on the two countries' ecological footprints, etc. whatever the two instructors have decided the students will read. They are reading that during the introductory week, when they are getting to know each other. And then the weeks 2, 3 and 4 they are spending in academic conversation around the subject, the topic of the *Global Module*.

Key factors in our success

I was asked to talk a little bit about what we have learned in building a program like this. And we have students who are not particularly internationally focused, who tend to be regionally specific, and who do not

venture out of their comfort zone very much. And so I want to walk you through what we have learned in the process of creating the *Global Modules Program*. What has worked for us in developing these partnerships around the world?

Build relationships over time

We learned early the value of face to face contact. My colleague Gary who came up with the idea of the *Global Modules Program* describes this as drinking many cups of tea. And if you have ever been to the Middle East you know you do not conduct any business until you have had many cups of tea. He generally introduces himself to perspective partners whether at the institutional level or the individual faculty level through email. But once he has ascertained their level of interest he visits each campus personally, setting up meetings with the appropriate individuals.

Research and assess the culture of the institution

We have learned that it is important to access the personality of the place. For instance universities in the Middle East tend to be rather top-down and so it's fruitless to try to get an individual faculty member on board. Most often that person will say: "You need to talk to my department head or my dean."

We have also learned the value of carefully considering the question of how we want our network to play out. Countries or institutions in transition are often interested in trying new things. We seek partners who are innovative, because innovation is a characteristic we pride ourselves on at Champlain and so we believe that this makes a good fit if we are interested in similar goals and similar approaches. Generally when Gary zeroes in on a country such as Oman, he approaches three schools hoping to net one that has genuine interest in what we are offering. When he identifies that one he can then focus his energy on just that place and he can tell them honestly that they are the only one. That works sometimes and schools have gotten excited about the potential partnership. This opens doors. And generally what happens is, they will invite him. He has had a series of e-mail exchanges and they will invite him to come over and to make a face to face presentation. And he does have from the college a travel budget in the amount somewhere between 10 and 20 thousand dollars a year to go and make these personal visits with institutions that we are interested in partnering with.

Be clear and direct: What you can offer? What you need?

It helps to be clear and to be able to articulate what you want directly, what is the goal of the *Global Modules Program*. Gary likes to say, and that is where I got the title of my presentation from, “Why talk about the world when you can talk **to** the world.” Folks want to know what it will cost and it is handy for us that *Global Modules* cost nothing to implement, only faculty willingness to incorporate it into the plan of the semester. What can we offer you? We are clear and direct about that. What do we expect? We are clear and direct about that.

We have now formed a consortium of five schools that were early adopters of the *Global Modules Program*. Members in the consortium are: Al Akhawayn in Morocco, Zayed University in Dubai and Abu Dhabi, the University of Jordan, Kenyatta University in Kenya, and also North Carolina A&T University which is a historically black university in the southern part of the United States. We call them the inner circle schools that once we rely on the most heavily. Three of them are located in the Middle East. Why are the Middle East schools particularly interested in participating? There are two primary reasons.

I believe that in the post 9/11-world they love the format of students talking directly to students. It is very personal: it is an opportunity to dispel the myth that the Middle East is filled with terrorists and extremists. And it is also a place where students can practice English in a low stress environment. We have discovered that many institutions particularly in the Middle East have quite a lot of pressure to internationalize their curricula as well. And some have very westernized curricula. So it is a good fit to have their students talking with our students.

Anticipate the need for flexibility and patience

The other strategy is patience. It takes a while, and trust me it really does, to build these types of alliances and particularly with Middle East schools flexibility is key. We always strive to find some way to be inclusive and to exercise cultural sensitivity. For instance we have recently partnered with a university in Kuwait where the classes are all segregated by gender. The instructor wanted the *Global Module* to be split by gender and we were able to make that happen. Two separate modules were established, one in which all of the male Kuwaiti students and the male Champlain students spoke with each other and another one, a parallel

one, where all the female Kuwaiti students communicated with the female Champlain students. We also don't use video-conferencing, since we partner with several schools in the Middle East. Some of the women we believe would not be comfortable in that setting, but they are perfectly comfortable on e-mail.

We have visited Zayed University several times. In one of our preliminary meetings in establishing our partnership with them we had the opportunity to talk not just with the administrators and faculty members, but also with the students. We wanted to ask the students as we were beginning to form this program, “What do you want to talk about? If you had an opportunity for 20 of yours and 20 students from the United States to have online dialogue what would be interesting to talk about?”

The professors there had said to us: “Anything with feminism is out. Let us not even put feminism on the table.” Do you know what the first response we got from the students was? Homosexuality! We did not by the way adopt homosexuality as a topic with the Middle East schools, although it is mentioned sometimes. The students of course can bring in whatever they want, just having these online-conversations. But that is not a theme of a *Global Module* that we have done.

Where are we going from here?

We are working to do what I call stair-stepping the *Global Modules*, working to make it academically more rigorous each year since our students participate in one of these in their first year, their second year, their third year and then their graduation year. We believe that what a first year student does should be less rigorous than what we expect of a junior or a senior. We are constantly working on that with our partners. We are working to establish partnerships with other parts of universities that we already partner with, so for instance we have established a separate video-conferencing program with the American University in Cairo and that was at their invitation. We are working to expand our consortium and we are also working to embed the *Global Modules* in the professional major courses that we offer. Right now they are embedded in the general education courses in the curriculum that I oversee. They are not in the professionally focused courses the students take, but we are working on that.

One challenge that we have had is, we have not had any luck in bringing in an Israeli school and we are working actively to invite Israeli schools to participate with us. We think it would be very interesting in fact if we had a three way *Global Module* with some Champlain college students, some students that are at an Arabic university and some students that are at an Israeli university. At Champlain we also have a program that educates adult learners (non traditional students) and so we are actively seeking a partner someplace in the world that similarly educates adult learners so that they can have peer-to-peer conversation as well. Technology is a persistent problem for us as we meet new partners particularly in Africa, as I mentioned. We use a very low budget web-bulletin-board, it does not have a lot of bells and whistles and that is so our partners can have the bandwidth to participate and that is a real issue for some of them. The other down side is: we can only partner with schools that can provide us with English speaking students, because our students for the most part only speak English and so that is something that we have to ascertain. It has shot down a lot of potential partnerships for instance in Latin America and South America, because we have not found any students who can converse in English. That is a liability for us.

Building on the success of *Global Modules* and underscoring Champlain's commitment to developing a vital global curriculum, the College established the Institute for Global Engagement. I am going to tell you just a little bit about two other initiatives housed along with the *Global Modules Programs* in the Institute for Global Engagement at Champlain. In summer 2008, under the aegis of a new Faculty Internationalization Initiative 13 Champlain faculty members received general stipends for summer international travel. We chose for the first year of the initiative the Middle East because we already had some connections there and after visiting Morocco, Turkey, Jordan, Israel, Egypt, the UAE and Oman, those faculty members are now incorporating their experiences into core curriculum course-work.

In the summer of 2009 8 faculty members received grants to travel to China. And China-themed course-work is now being developed for the core curriculum. And also last year Champlain hosted in conjunction with the Cities of Refuge Program its first visiting international scholar in residence. Award-winning Congolese playwright Pierre Mujomba worked

and taught at the college all year, offering academic expertise and a powerful personal perspective on the impact of political unrest on human rights and the pain of deep poverty amid rich national resources. As Champlain's first African faculty member his presence and those of other global scholars in future years will have, we hope, a profound impact on campus and in the broader community which as I mentioned is one of the least diverse in the country.

And finally, part of what we are doing is in response to the Paul Simon Study Abroad Foundation Act that was introduced a year ago in the US Congress. The national goal in the United States is to have one million American students studying abroad annually within 10 years. It is the belief of the authors of this legislation that study abroad is a cornerstone of a 21st century higher education and each college and each university is being called upon to address that goal. We feel like we have got a pretty good start on that. Less than 1% of all US college students study abroad, therefore the Simon Study Abroad Act is an effort to address that.

In closing, I wanted to leave you with the words of a student from South Africa who participated with us last spring in *Global Modules Program*. He said at the end of the semester: "I would just like to thank you for the wonderful opportunity you have created for the students at the Nelson Mandela Metropolitan University. Personally I think this is one of the best and freshest ideas brought forward by the NMMU department in recent times. Taking the 'hype' of internet, social communication like Facebook and Twitter and exposing students to the *Global Modules* where they can have intellectual conversations about issues was brilliant. This has given me, a person who has not done a lot of traveling, a wonderful experience of how people from different countries and cultures think. It has given me a bit of international experience – not so much work experience but experience of work related policies and what people across the globe think. Once again thanks to all parties involved in creating this opportunity and may this e-mail inspire the Nelson Mandela Metropolitan University to incorporate the *Global Module* in more classes. Long live the *Global Module!*"

I think that our innovative internet-based *Global Modules Program*, our Faculty Internationalization Initiative and our collaboration with Cities of Refuge Burlington have transformed international education at Cham-

plain and its growing number of partners worldwide. My parting words to you are these: As administrators going back to your respective universities, the best thing you can do is to encourage faculty creativity, to encourage faculty innovation, because this is how the whole thing started at Champlain, with one faculty member's idea: He asked, How can I bring the world into my classroom in an active, dynamic way? How can I expose our students who do not tend to go abroad to experience their counterparts around the world in a way that is fun and interesting and it is still intellectually and academically rigorous?

As I said, we have had a fair amount of success inexpensively. It is not costing us a lot of money, really, apart from the travel budget that we have for establishing the partnerships. *Global Modules Program* takes advantage of the internet which is at almost everyone's fingertips these days and it makes powerful and long lasting connections among our students with their counterparts around the world.

Thank you.

Discussion

Jan-Martin Wiarda

Thank you very much Ms Beaulieu. You said there is no video-conferencing. You do not use it at all or just not in certain classes?

Associate Professor Elizabeth Beaulieu, PhD

Right now we do not use it at all, because of the Middle East constraints and also because some of our other partners do not have that kind of equipment. It is a technological issue as well as a cultural one.

Jan-Martin Wiarda

You said that almost no students go abroad to study. Is it really the case out of about 2,000 students?

Associate Professor Elizabeth Beaulieu, PhD

We have increased the number to close to a hundred a year. About five years ago we had a handful, maybe half a dozen students, who chose to study abroad.

Jan-Martin Wiarda

The Paul Simon Act aims to increase the number of international students by the factor ten. How will you work on that?

Associate Professor Elizabeth Beaulieu, PhD

Champlain College has opened campuses in Montreal and Dublin – we call them Champlain Abroad – and we have a partnership campus in Mumbai, India, as well. We are now encouraging students who want a semester abroad but who want also to keep current with their professional program and study at Champlain to take Champlain-based courses at our campuses abroad. The campus in Montreal is fairly close to us, Canada is less than one hour away, the City of Montreal is less than two hours away. Dublin is also not so far. Mumbai, of course, is on the other side of the world but we have six students studying there right now. They are mainly students in our social work program and they can go to Mumbai and get field experience there.

Jan-Martin Wiarda

Your approach is that they basically still stay within the US academic framework, but studying abroad. Could it be a typical American approach?

Associate Professor Elizabeth Beaulieu, PhD

That's right, the student still in our academic framework. And it is in some way a typical American approach, yes.

Jan-Martin Wiarda

Opening the floor, I would like to mention that Champlain College won with the *Global Module Program* a prestigious award given by the Institute of International Education which has a similar function in the United States as the DAAD in Germany. Our congratulations!

Associate Professor Elizabeth Beaulieu, PhD

Thank you very much.

Professor Siegfried Gehrman

Do you have any investigation about the structure of your English in the communication within the Global Modules and about cultural conflicts or cultural misunderstandings? Why do I ask this? For example, the young woman from the Middle East has spoken about the body, but it is not only a word; the concept of body is a social concept. I have experience with some e-learning communications between several countries and there were some conflicts that the students are speaking one language and they use one word, but the same word like school for instance has in Croatia another concept than in Germany and another concept in England and another concept in Spain. Therefore you must have problems if you have no experts in your staff who will moderate this communication.

Associate Professor Elizabeth Beaulieu, PhD

Two faculty members, one from Champlain and one from the partner institution, constantly moderate the conversations. They are in the *Global Module* along with the students. And I am in all of them as well. We have not had, thank God, any unfortunate international episodes. Sometimes yes, there are misunderstandings. We give our students a little bit of cultural sensitivity training beforehand to make them aware of certain issues that are unique to the region with which they will correspond. But

we have not particularly worried about that and we have been doing this for five years now.

Participant

Is there a list of topics which the students should tackle in the courses?

Associate Professor Elizabeth Beaulieu, PhD

Yes, the *Global Module* is guided by questions in weeks 2, 3 and 4 that the two faculty members come up with together around whatever the common reading is. The first week is in some way free for all, a get acquainted week as I mentioned. In weeks 2 and 3 there are very specific questions, they are tied to the reading that the students have done. And then in the 4th week they are asked to do a kind of problem solving activity.

Jan-Martin Wiarda

Have any US university or college adopted your *Global Module Program* already?

Associate Professor Elizabeth Beaulieu, PhD

Until we won the award we were fairly modest about it. We did not talk about it very much within the United States. And then when we received the Andrew Heiskell Award for Innovation in International Education from the Institute of International Education in 2009² we attracted quite a lot of notice. We are mostly interested in international partners. What we might do is make partnerships from other US institutions that want to have the overseas partnerships that we have. And that is why we began to form the consortium so that we will have that network of schools that we rely on that perhaps we can also share with other US institutions. The only US partner that we have is North Carolina A&T University, which as I mentioned is a historically black institution. This partnership, actually, offers an interesting perspective for our students; they experience more diversity speaking with black students in the US south than speaking with students in Austria or Hungary where we have partnerships.

² See: <http://www.iienetwork.org/page/136219/>.

Professor Dr. Anette Kniephoff-Knebel

We have these kinds of discussions on a national level and we have a special technology platform for that. You said you have a platform, too. Is it possible to be transferred to all other countries?

Associate Professor Elizabeth Beaulieu, PhD

Yes, you are talking about the technology platform. We use v-Bulletin, an open source platform, open for everybody in every country. We keep it as simple as possible, because some of our partners have almost no infrastructure. One of the partner schools in Africa has only six computers on the entire campus. When you have 20 students participating with us who have to use the computer to do some posting for a month then it is very taxing on the university and on its resources. Therefore it is a very, very simple platform.

Jan-Martin Wiarda

Why do you not offer language courses along this concept?

Associate Professor Elizabeth Beaulieu, PhD

At Champlain the education is professionally focused. We do not have any majors in languages. We do offer selective language training in French, Spanish and Japanese which is right now the most popular language among our students. We are looking into offering Chinese and Arabic, but again, because students cannot major in these languages we offer them simply for enrichment purposes. Some students choose to take a language and some do not.

Jan-Martin Wiarda

One more general question, question about Champlain campuses abroad, in Dublin or Mumbai. Why do you make it that easy for your students? Why don't you just say: "We will help you to find a place somewhere at the university in Dublin." I mean even in Dublin they speak English.

Associate Professor Elizabeth Beaulieu, PhD

I suppose it does only appear that we are making it easy for them. It is quite difficult for our students; it actually ties in with the language question you just asked me. It is difficult for our students to finish their degree in four years when it is a professionally focused degree, because these degrees are very often accredited by very specific professional accreditation bodies in the United States, for instance the National Association for

Graphic Designers. They have very strict accreditation standards. The students do not have many electives to take and that is why many of them do not take languages. They have so many graphic design courses, and they also have to take the general education core curriculum that there is, what I oversee, not much room for electives. By setting up Champlain Abroad campuses at sites around the world they can continue to take the professionally focused courses. For instance, we have graphic design students going to Dublin. We hire an instructor in Dublin to offer the exact same courses they would take if they were in Vermont with us. They can still graduate in four years and have the abroad experience.

Jan-Martin Wiarda

How much is the tuition at your college?

Associate Professor Elizabeth Beaulieu, PhD

Tuition is 25,000 US\$ a year with an additional 10,000 US\$ in fees and room and board. It is about 35,000 US\$ in total.

Jan-Martin Wiarda

Is there a scholarship system?

Associate Professor Elizabeth Beaulieu, PhD

Yes, we do have some scholarships for students. We participate in the Federal Pell Grant Program and other national financial aid programs. We have scholarships that are unique to Champlain for refugee students, another effort to bring more diversity to our campus. We have scholarships for first generation college students because we believe that also economic class is a type of diversity. So we do have a variety of Champlain scholarships as well.

Jan-Martin Wiarda

Do you know of any students who took part in this *Global Module Program* and then decided to go abroad?

Associate Professor Elizabeth Beaulieu, PhD

Yes, we do have some who in their first year participated in the *Global Module Program* and then looked to that specific country, because their curiosity had gotten piqued about that country. For instance at the University of Jordan they do not need to speak Arabic. There are enough English language courses.

Jan-Martin Wiarda

I think that this is one of the main differences between the European and the American approach regarding international mobility. The European approach is very much about learning the language. In most European countries we are more used to learning languages I think. But I still think that your example really is one that is very motivating because it is not expensive. Everybody can do that basically. It can be set up easily. You just need partners and enough time to find the partners. But maybe you already found some new partners here in the room?

Associate Professor Elizabeth Beaulieu, PhD

Not yet, but maybe. I have some visitor cards for you.

Jan-Martin Wiarda

Maybe during dinner you will have the time to establish some more links and you might end up with some more partners. Enjoy the dinner. Thank you very much.

Workshops**Workshop 1: Study and teaching**

Utrecht Network. Internationalisation of curricula – a network perspective

Caspar de Bok**1. Utrecht Network objectives**

Enabling and encouraging mobility of students and staff within and outside Utrecht Network:

- Providing procedural and logistic assistance
- Promoting joint exchange of information (database)
- Promoting joint projects (e.g. summer schools, EC projects)
- Promoting joint degree programmes
- Developing joint activities for international cooperation

2. Members

| | |
|----------------------|--------------------------|
| Aarhus, Denmark | Iasi, Romania |
| Antwerpen, Belgium | Kraków, Poland |
| Basel, Switzerland | Leipzig, Germany |
| Belfast, UK | Lille, France |
| Bergen, Norway | Ljubljana, Slovenia |
| Bochum, Germany | Lund, Sweden |
| Bologna, Italy | Madrid, Spain |
| Bratislava, Slovakia | Msida, Malta |
| Brno, Czech Republic | Reykjavik, Iceland |
| Budapest, Hungary | Riga, Latvia |
| Coimbra, Portugal | Strasbourg, France |
| Cork, Ireland | Tartu, Estonia |
| Graz, Austria | Thessaloniki, Greece |
| Helsinki, Finland | Utrecht, the Netherlands |
| Hull, UK | Vilnius, Lithuania |

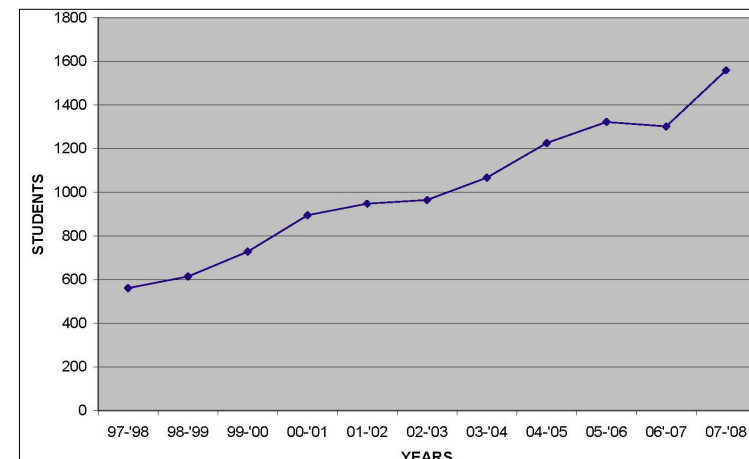
3. A brief history

- 1987: EC Erasmus programme – 5 members
- 1990: Utrecht Network – Erasmus Prize
- 1998: Agreement MAUI (USA)
- 1999: Agreement AEN (Australia)
- 2002: First “Utrecht Network” summer school
- 2005: EC project EXAMPLE
- 2006: 30 members (28 European countries)
- 2007: Joint programme Advanced Spectroscopy in Chemistry (ASC)
EMECW projects started
(Erasmus Mundus External Cooperation Window)
- 2008: EC project JOIMAN – Joint Degree Management and Administration Network

4. Task Forces

- **Internships** (chair Lund)
programme development
- **Joint Programmes** (chair Bologna)
guidelines and practice
- **Researchers Mobility** (chair Bochum)
good practices on international researchers support
- **Profiling and Promotion** (chair Utrecht)
internal and external
- **Staff Training** (chair Krakow)
development of joint staff training weeks
- **Student Mobility** (chair Basel)
facilitating and improving student mobility
- **Summer Schools** (chair Leipzig)
joint thematic summer schools

5. Student exchange (1997 – 2008)



Source: Utrecht Network.

6. International dimensions in the curriculum

- Erasmus Mundus Programme ASC
- JOIMAN
- Summer Schools
- EMECW
- Database with Master’s programmes

6.1 Joint programme ASC – Advanced Spectroscopy in Chemistry

- 7 network partners: Bergen, Bologna, Helsinki, Krakow, Lille, Leipzig, Madrid
- 2-years (90 ECTS modules + 30 ECTS thesis)
- 20 students / 14 nationalities ('09/10)
- Chemistry Euromaster Diploma “Advanced Spectroscopy in Chemistry” including Diploma Supplement
- More information: <http://www.master-asc.org/>

6.2 EC project JOIMAN – Joint Degree Management and Administration Network

- Guidelines and good practices on administrative issues related to Joint Degrees’ Management
- EC funded LLP – Structural Network
- Initiated by ASC consortium
- 18 partners, 15 universities, 12 UN members

- Seminars and workshops
- More information: <http://www.joiman.eu>

6.3 Summer Schools

- 3 joint international summer schools
 - Madrid ('09) / Leipzig ('10), main field: chemistry
 - Graz ('09/'10), main fields: politics, humanities
 - Antwerp ('09) / Ljubljana ('10), main fields: humanities, law
- >50% teachers and students from Utrecht Network

6.4 EMECW projects (Erasmus Mundus External Cooperation Window)

Utrecht Network involvement

- 14 projects
- 12 lots
- 6 Utrecht Network coordinated
- 4 with majority Utrecht Network members

6.5 Internationalisation of curricula: a network perspective

- Network as a hub
- Link with faculty
- Local conditions, perspectives and differences
- Organisation – rules and regulations
- Organisation – content and (new) didactics
- Attracting students

Utrecht Network

A European network with a global outlook

Contact: info@utrechtnetwork.org

URL: <http://www.utrecht-network.org/>

Thank you for your attention.

Quality assurance for joint Master's programmes. Findings from the TEEP II and TEAM II projects

Dr. Mark Frederiks

1. What makes joint programmes different?

- Consortium of higher education institutions
 - Multiple higher education institutions in *one country* providing a joint programme – *national joint programme*
 - Multiple higher education institutions in *different countries* providing a joint programme – *international joint programme*

► The presentation will focus on the international joint programmes

- Legal situation
 - Different national and European (e.g. Erasmus Mundus programme) legislations with regard to higher education
- Joint programme implies "jointness"; not a collection of national programmes but added value (1 + 1 should be 3)
- Degree awarding
 - Single, double, multiple, joint degrees
 - Joint degree: a joint diploma issued by the institutions offering a joint programme in place of all the national diplomas, attesting the successful completion of this joint programme
- Funding
 - Different national public funding rules
 - Variety in tuition fees
 - Different rules for scholarships and grants/loans

2. Why is quality assurance for joint programmes complex?

- Higher education institutions have variety in internal quality assurance systems, academic and pedagogical contexts
- Higher education institutions are subject to multiple legal situations and national quality assurance procedures
- Students need support for adapting to different national contexts

- Agencies' procedures are developed for assessing national programmes, not for assessing "jointness"
- Agencies are often not aware that a joint programme is being assessed in another country

3. Quality assurance and joint programmes

- Nordic project on quality assurance of joint programmes (2009)
- EUA: projects on internal quality assurance of joint programmes
- ENQA: Transnational European Evaluation Project (TEEP) I and II (2004-2006)
- ECA: Transparent European Accreditation decisions and Mutual recognition agreements (TEAM) II (2008-2010)

4. TEEP II: Transnational European Evaluation Project II (2004-2006)

TEEP II: aims

- Pilot the transnational quality evaluation of three different joint Master's programmes
- Test the use of comparable quality evaluation criteria for joint Master's degrees
- Develop a method for transnational external evaluation building on previous professional experience using common criteria

TEEP II: methodology

- Project coordinated by 6 quality assurance agencies
- Selection of 3 Erasmus Mundus joint Master's programmes
- Launch conference with 3 selected programmes
- 3 teams with subject and quality assurance experts plus student
- Self-evaluations according to common criteria (organisation, content, quality assurance) and manual
- Multiple site visits (up to 5 sites for each joint programme)
- Feedback letters (sites) and programme report
- Methodological report
- Closing conference

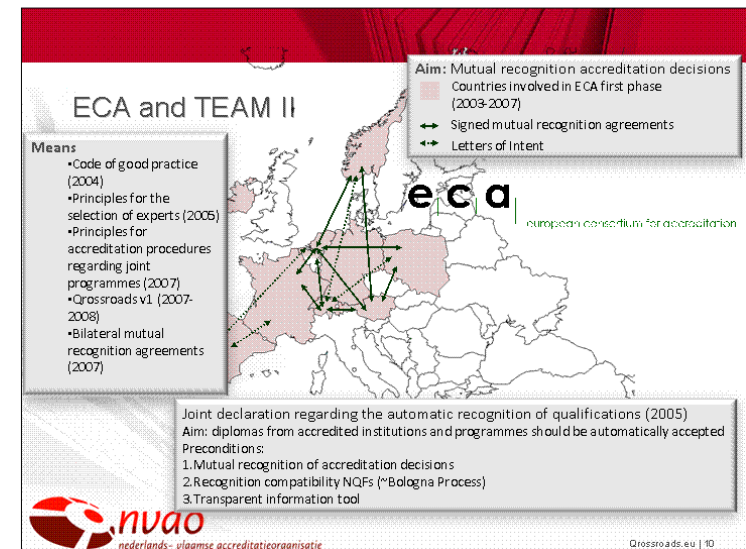
TEEP II: findings

- Lessons learned and suggestions for: self-evaluation process; selecting and briefing experts; conducting site visits; feedback and reporting
- Self-evaluation manual should be modified
- Self-evaluation, review and report should address "jointness"
- Visiting multiple sites reflects "jointness"
- But: high costs and alternative representation possible
- Assessment by at least 2 agencies
- Suggestion for mutual recognition of accreditation/evaluation of joint programmes

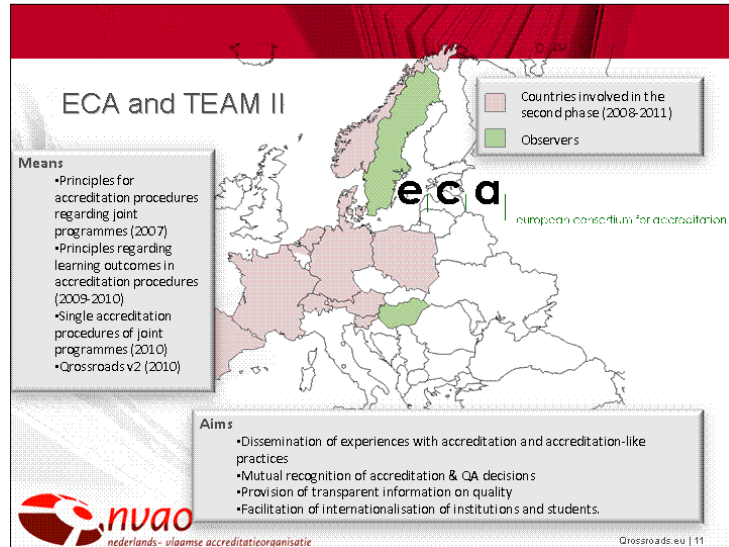
5. TEAM II: Transparent European Accreditation decisions and Mutual recognition agreements II

5.1 ECA and TEAM II

First Phase 2003-2007



Second Phase 2008-2011



5.2 Principles for accreditation of joint programmes

- To increase mutual trust and transparency
- Joint programmes are included in Mutual recognition agreements
- Information sharing and transparency
 - Agencies inform each other
 - Legal situation & status of degree
- Composition of expert panel
 - Particular emphasis on international experience
- Assessment process
 - Totality of programme included in information, site visit and assessment by panel
 - Include at least 1 observer of other agency
- Accreditation decision
 - Based on assessment of totality of joint programme
 - Communication of decision to other involved agencies
- Similar principles for the quality assurance of joint programmes through institutional accreditation
 - Agencies should inform accredited institutions that they are expected to quality assure new joint programmes with a rigour

equivalent to that which provided the basis of the institution's accreditation

5.3 TEAM II: objective, methodology and participating degree programmes

TEAM II: objective

Joint programmes should be able to apply for one single accreditation procedure replacing the different national procedures.



The TEAM II project is aiming at developing a *European methodology for accreditation procedures regarding joint programmes.*

Current situation

- ▶ **Quality assurance and/or accreditation**
National competencies
-> Multiple QA/accreditation procedures
- ▶ **Recognition of the qualification/diploma**
National competencies
-> Not necessarily recognised in all countries concerned

Situation in the future?

- ▶ **Single accreditation procedure**
- ▶ **Accreditation decision**
- ▶ **Accreditation and recognition in all national systems**



TEAM II: methodology

- Five pilot procedures
 - One of the partner accreditation organisations will be fully responsible for the procedure
 - Specific national criteria of other agencies can be added
 - The totality of the joint programme will be assessed

- Focus on the learning outcomes aimed for by the joint programme
- In accordance with ECA's Principles for accreditation procedures regarding joint programmes.
- Methodological report
- Dissemination conference: presentations can be downloaded from <http://www.eaconsortium.net/main/events/documents/joint-programmes:-too-many-cooks-in-the-kitchen/4>

TEAM II: the participating joint programmes

- Erasmus Mundus Master's programmes – Journalism and Media within Globalisation: The European Perspective
- European Teacher Education for Primary Schools (ETEPS)
- Joint European Master's in Comparative Local Development (CoDe)
- Joint European Master's in International Humanitarian Action (NOHA)
- Research Master's in Geosciences of Basins and Lithospheres (BASIN)

6. Assessing internationalisation

- Proposal of NVAO (and ECA?) for assessing internationalisation of programmes
- Can be joint programmes, but not necessarily
- Voluntary, programme makes a request
- Positive assessment (good or excellent) leads to a certificate
- 6 standards (international vision/policy; learning outcomes; teaching and learning; staff; services; students)

7. Information and contact

Nederlands-Vlaamse Accreditatieorganisatie (NVAO)

Accreditation Organisation of the Netherlands & Flanders

URL: <http://www.nvao.net>

Contact: m.frederiks@nvao.net

Thank you for your attention.

Internationalisation, distance teaching and learning and the New Media. Didactic issues – practical models

Ulrike Schultz

1. International teaching and learning

There are three possibilities to provide international teaching and learning:

- Teachers travel
- Students travel
- Study contents "travel"
 - Traditional way: written course material
 - Modern way: internet based teaching, eLearning applications, virtual classrooms, shared work spaces
- What can be learned from distance teaching for the internationalisation of universities?

2. Internationalisation and distance teaching

Distance teaching

- is (per se) international,
- is teaching by (new) media,
- offers technical and organisational structures for internationalisation,
- offers internationalisation without travelling (costly in terms of travel expenses and time),
- has participants all around the world,
- has teachers from all around the world.
- The study material is available from/accessible at a university in one country (FernUniversität, Open University etc.).

3. Internationalisation and the new media

- "eLearning changes alma mater because of an internationalisation through virtualisation."
- "The role of teachers and learners change as the communication technologies allow educational processes independent of time and space."

- “FernUniversität is an important international actor.”¹

4. Mission statement on internationalisation:

FernUniversität in Hagen²

- A central task for FernUniversität lies in the Europeanization and internationalisation of teaching and learning as well as research.
- Its study courses are open for students from all around the world. It enables students to act internationally through multilingual courses. It facilitates the access to German language and offers – partly in co-operation with foreign universities – the possibility to acquire German university degrees.
- It develops its activities in a network of international co-operations, membership in international organisations and contact with foreign institutions. This is to the benefit of academics, teachers and students: In their disciplinary communication, joint research, developmental and teaching projects. Students from all around the world can enrol at FernUniversität and use its offers.

5. Models of distance teaching and learning

- In the beginning ... was the reading list
- Working manual for books, articles (Leitprogrammtechnik)
- Written course materials
- Multimedia courses (written text, sound, pictures, graphics, tables, statistics, TV/video/film, virtual reality, eLearning elements in whatever combination)
- Radio transmissions, audio cassettes
- TV, videos
- Web-based trainings
- eLearning: virtual teaching and learning in integrated learning environments
- Face-to-face teaching?

¹ LernOrt Universität. Umbruch durch Internationalisierung und Multimedia, ed. by Georg Simonis and Thomas. Wiesbaden: VS-Verlag 2006.

² Sources: <http://www.fernuni-hagen.de/universitaet/profil/leitbild/international.shtml> and <http://www.fernuni-hagen.de/universitaet/profil/internationales/index.shtml>.

Explanation: Integrated teaching and learning environments

Is a website for a study programme. It comprises e.g.

- Teaching materials based on written text (“courses”) integrating
 - Animations
 - Pictures, photos, graphics, statistics
 - Video clips, sounds
 - Podcasts (sound, film)
- Online lectures
- Interactive trainings tools
- Experiments
- Assignments
- Tutoring and study support
 - Information
 - (links to) Communication tools

6. Teaching philosophy of FernUniversität

- Written – self instructive – course materials in the centre, design with a focus on:
 - motivation of students,
 - learning security through transparency and structuring of learning process,
 - readability,
 - attractiveness,
 - philosophy of teacher steered didactical dialogue.
- Internet mainly for distribution of study material, communication, information
- Face-to-face teaching optional
- But: study centres for face-to-face study support

7. Where distance learning and face-to-face teaching meet: blended learning

Blended learning:

- *Self learning* with web based materials
- CSCL: computer supported *co-operative learning* (shared workspaces)
- eCommunication
 - asynchronous:
 - * E-mails
 - * newsgroups
 - * blogs

- * wikis
- synchronous:
 - * chats,
 - * telephoning/skyping
 - * videoconferences, net-meetings
- "Real" communication: face-to-face teaching

7.1 Distance teaching vs. face-to-face teaching: advantages

| Distance teaching offers | Face-to-face teaching offers/enhances |
|---|---|
| <ul style="list-style-type: none"> • Transparency of teaching, controllable contents • Well prepared and organised study materials • Media enriched study materials • Assembling of (international) specialists for contents • Ongoing availability of the materials (rereading, re-recording) • Studying independent of time and space • Individual pacing of learning • Different levels of knowledge no impediment | <ul style="list-style-type: none"> • Ad-hoc planning and reactions by teacher (fine-tuning) • Easy updating • Adaptation to individual students' needs • Personal contact, social bonds • Enhances communication • Enhances students learning together and supporting each other • Deeper intercultural contacts • Emotionality |

7.2 Distance teaching vs. face-to-face teaching: disadvantages

| Distance teaching | Face-to-face teaching |
|---|--|
| <ul style="list-style-type: none"> • Focus on study materials contents standardised, determined, "pre-chewed" • Danger: consumerism "10 buckets of knowledge" • Behaviourist model of didactics • High self learning ability necessary, if there is no eModeration, tutoring, supervision • Mistakes, misunderstandings unnoticed, if... | <ul style="list-style-type: none"> • Focus on interaction contradictory learning • danger: disorientation • Constructivist model of didactics |

| Distance teaching | Face-to-face teaching |
|---|-----------------------|
| <ul style="list-style-type: none"> • Unnoticed dropping out of participants, if... | |

8. Distance teaching and eLearning – didactic questions

8.1 General didactic questions (didactic quadriga):

- Which *aims* (learning objectives)?
- Which *contents* for whom?
- Which *teaching methods*?
- Which *teaching situations*?

8.2 Which media: media didactic concept

Under which circumstances do I take which decision? (Money, technical possibilities etc.)³

8.3 Assignments

- Online and on paper
 - essay-type questions
 - (e-)simulations, calculations
 - multiple-choice tests
- Oral examinations
 - at place and
 - via videoconference
- Regular learning controls
- End of course written examinations (Klausuren) and oral examinations

9. Choice of language in international and distance teaching

- National languages?
- Lingua franca of scholarship English?
- Mixtures of languages?
- Advantage distance teaching:
 - Written course material can be checked by native speaker.
 - Glossaries, annotations!!! eLanguage trainer
- Overall advantage: enhance language competence

³ For pragmatic didactical advice see: <http://www.fernuni-hagen.de/arbeiten/lehren/> and <http://www.fernuni-hagen.de/arbeiten/lehren/lehrepraktisch/lehrwerkzeuge/index.shtml>.

- Disadvantage: "We misunderstand each other on a very high level." also a question of culture and concepts

10. Organisational implications

- Project management
- Bring together contents and (eLearning) technology

11. Costs

| Distance teaching | Face-to-face teaching |
|---|---|
| <ul style="list-style-type: none"> • fee for authors • production of printed material • storage and distribution • technical equipment for eLearning: platform, data capacity • more administration staff, "technicians" | <ul style="list-style-type: none"> • more teachers • more lecture halls |
| Both forms are expensive ⁴ | |

12. Three examples of distance teaching courses using new media

1. VINGS – Virtual International Gender Studies

- VINGS-Qualifizieren
- VINGS-Studieren

2. Video-conference seminar "Equal Opportunities in Comparative Perspective"

3. Gender module for the Master of Laws

12.1 VINGS (media) didactic concepts

- VINGS-Qualifizieren
 - Self-instructive written study material (no printed material) transformed for learning via internet adding multi-media and interactive elements, (html and pdf)

⁴ To reduce the cost of eLearning it is promulgated to provide parts and fragments of teaching materials (learning objectives) in boutiques (repositories), comp. Bernd Krämer: Reusable Learning Objects: Let's give it another trial, http://www.fernuni-hagen.de/imperia/md/content/fakultaetfuermathematikundinformatik/forschung/berichteeti/forschungsbericht_4_2005.pdf; Marc Jelitto: Open Educational Resources und deren Verbreitung in Repositorien und Referatorien, http://www.fernuni-hagen.de/imperia/md/content/fakultaetfuermathematikundinformatik/forschung/berichteeti/forschungsbericht_6_2005.pdf.

- tutoring through virtual communication
communication tools: chat, shared working space (BSCW, moodle)
for large numbers of students, reusable
- VINGS-Studieren
 - Communication and interaction in the centre of the teaching and learning process
 - imitation of face-to-face situation
guided and cooperative learning in new time/space structures
 - focus on students writing
for limited number of students, only some elements reusable

Behaviouristic vs. constructivist model of teaching and learning?

12.1.1 VINGS-Qualifizieren

VINGS-Qualifizieren: Use of media, layers of Information

| media | layers of information |
|---|--|
| <ul style="list-style-type: none"> • video – audio • illustration • animation <p>virtual communication telephone, eMail, newsgroup, chat, videoconference, BSCW, CURE</p> | <ul style="list-style-type: none"> • study course • statutes • court decisions • statistics • glossaries • other additional material |

VINGS-Qualifizieren: characteristics (comp. teaching philosophy of FernUniversität s. 6)

- Written course materials in the centre, design with a focus on:
 - motivation of students,
 - learning security through transparency and structuring of learning process,
 - readability,
 - attractiveness,
 - philosophy of teacher steered didactical dialogue.
- Face-to-face teaching optional
- Internet for distribution of study material, communication, information

12.1.2 VINGS-Studieren

VINGS-Studieren: characteristics

- Strict phasing
- High interactivity
- Regular virtual meetings
- Intensive virtual communication
- Multi-media assignments
- Study materials either in internet or on CD-Rom
- Combination of texts from printed sources and self-written texts
- Obligatory face-to-face teaching phases

12.2 Video-conference seminar: Equal opportunities in comparative perspective

- Special seminar, using videoconferences systematically
- Integrated teaching environment password protected.⁵

Video-stream of a report on the seminar in English: Seminar on Advanced Technology for Lifelong Open and Flexible Learning – Educational Research and Technology (ER&T).⁶

Explanation: Use of videoconferencing and video-streaming at FernUniversität

- Information
- Lectures
- Exercise in law: explication of case solutions
- Discussion, review of assignments
- Oral examinations⁷

12.3 Gender module for the Master of Law

⁵ Video-streams accessible: <http://www.fernuni-hagen.de/videostreaming/bwp/aufzeichnung.shtml>.

⁶ Video-stream accessible: http://www.fernuni-hagen.de/ZFE/videostreaming/dvt/200505/aufzeichnung_en.shtml. Comp.: Hansen, Sandra and Ulrike Schultz: Einbindung von Videokonferenzen in die Lehre, Zeitschrift für Hochschuldidaktik, http://www.zfhd.at/index.php?document_id=1000139&view=set and Schultz, Ulrike: Equal Opportunities in Comparative Perspective – als Beispiel zum Einsatz von Videokonferenzen für Gender Studies. In: Netzwerk Frauenforschung NRW Journal 20/2006, pp 58-63.

⁷ Access: <http://www.fernuni-hagen.de/videostreaming/index.shtml>. For pragmatic didactical advice: <http://www.fernuni-hagen.de/arbeiten/lehren/lehrepraktisch/lehrwerkzeuge/videokonferenzen.shtml>.

Characteristics: teaching in Content Management Systems

- Pdf-files in moodle
- Communication via moodle⁸

12.4 Evaluation VINGS

- Analysis of target groups
 - Access to I&C-technologies, computer competence
 - Use of computers, study conditions
- Course evaluation
 - Study material – aspects of (media-)didactics
 - Seminars: structure, acquisition of knowledge, interaction, tutoring
- System evaluation
 - Technical and administrative handling of courses
 - Estimate of usability and use for the future

12.4.1 Evaluation: VINGS-Studieren

Problems experienced:

- Workload too high
- Phasing too strict
- Students wished more face-to-face teaching
- High desire for exchange of experience
- Border between learners and teachers blurred
- Higher degree of intimacy with teacher
- Informal style of communication in virtual settings
- Communication considered too superficial and emotional

12.4.2 Evaluation: VINGS-Qualifizieren

- Students found contents very good, well readable, very well structured, not too difficult
- Time schedule alright, glossary, literature, additional material very useful
- High gain of knowledge
- Good tutors
- Content with seminar, expectations fulfilled, didactical quality good, want to go on studying VINGS-Qualifizieren
- Has made curious to learn more, good for practical work

⁸ Access: <https://moodle.fernuni-hagen.de/course/category.php?id=41>. Contents password protected.

- Mark: 1-2 out of 6
- But: rather not motivated to ask questions, did not use offer of face-to-face teaching

Information and contact

<http://www.ulrikeschultz.de>

Workshop 2: Research

Creating the European Research Area. The Treaty of Lisbon and its repercussion for European Research Policy

Norman Tannert

European Policies & Internationalisation of Research

Article 180: activities to be carried out by the European Union

- (a) Implementation of research, technological development and demonstration programmes, by promoting cooperation with and between undertakings, research centres and universities;
- (b) Promotion of cooperation in the field of Union research, technological development and demonstration with third countries and international organisations;
- (c) Dissemination and optimisation of the results of activities in Union research, technological development and demonstration;
- (d) Stimulation of the training and mobility of researchers in the Union.

Major challenges entailed by the Lisbon Treaty

- Shared instead of supporting competence for the EU
- New objectives for the activities driven by the EU
- Increased role for the European Parliament
- Coordination of Member states' research activities
- Role of national parliaments and European Citizens' Initiative

Shared competence for the European Union

Article 4 sec. 3 (TFEU)

"In the areas of research, technological development and space, the Union shall have competence to carry out activities, in particular to define and implement programmes; however, the exercise of that competence shall not result in Member States being prevented from exercising theirs."

Conclusion:

Shared competence, but with "barrier effect" in favour of the member states' policies

New objectives for the activities driven by the EU

Before (Art. 163 TEC):

“The Community shall have the objective of strengthening the scientific and technological bases of Community industry and encouraging it to become more competitive at international level [...]”

Now (Article 179 TFEU):

“The Union shall have the objective of strengthening its scientific and technological bases by achieving a European research area in which researchers, scientific knowledge and technology circulate freely, and encouraging it to become more competitive, including in its industry [...]”

Conclusion:

Scope of European research policies has been considerably broadened; includes also basic research

Article 182 sec. 5:

“As a complement to the activities planned in the multi-annual framework programme, the European Parliament and the Council [...] shall establish the measures necessary for the implementation of the European research area.”

Conclusions:

EU can carry out actions outside of the Research Framework Programme in order to foster the ERA Potential application areas:

New legal form for the European Research Council (ERC), Joint Programming Initiative

Increased role for the European Parliament

- Co-decision procedure has been extended
- European Parliament (EP) decides now on the structural aspects of the Research Framework Programme (objectives, priorities, broad lines of activities, overall amount and detailed rules for Union financial participation...)
(!) However: EP is only consulted on the design of the specific programmes (rules for implementing it, duration, means)
- Together with the Council the EP shall establish the measures necessary for the implementation of the ERA (Art. 182-5)

Coordination of Member States' research activities

Before (Art. 165 sec. 2 TEC):

“In close cooperation with the Member State, the Commission may take any useful initiative to promote the coordination [...]”

Now (Article 181 sec. 2 TFEU):

“In close cooperation with the Member State, the Commission may take any useful initiative to promote the coordination [...], in particular initiatives aiming at the establishment of guidelines and indicators, the organisation of exchange of best practice, and the preparation of the necessary elements for periodic monitoring and evaluation.”

Conclusion:

Rather a formalization of the existing procedure than a new function

Role of national parliaments and European Citizens' Initiative

“Yellow card facility”:

National parliaments control whether proposals for EU legislation are in line with the principle of subsidiarity (8 weeks to deliver a reasoned opinion)

European Citizens' Initiative:

European Commission is obliged to consider any proposal signed by at least one million citizens from a number of member states

Conclusion:

On paper these changes are relevant to research related issues, but implications in practice remain to be seen

Thank you very much for your attention!

The role of low-budget international institutions in conducting joint graduate courses.

A good-practice case – IUC Dubrovnik

Professor Dr. Krunoslav Pisk

Bologna Process key words:

- Institutional autonomy
- Academic freedom
- Mobility
- Student centred learning
- Joint degree programmes
- European Higher Education Area (EHEA), European Research Area (ERA)
- International openness

International and independent character of the IUC Dubrovnik

- Structured as association of universities (approximately 170 member institutions)
- With international governing bodies (Council, Executive Committee, Director General, Auditor, ...)
- International NGO – in Croatian juridical system

Based on the Charter from 1972 the IUC is organised in accordance with academic self-management principle and institutional autonomy.

Academic programme

Typical IUC course is:

- Extra curricular, interdisciplinary
- Of high quality and innovative nature
- Initiated by two or more professors from at least two different countries
- Approved by the EC
- Intensive academic work and social communication of professors and students in 7 days programme

Courses are generated in accordance with principle of academic freedom and their implementation is both Humboldtian and student centred.

Accreditation

- The IUC is not a degree awarding institution
- The individual recognition of specific courses lies within the programmes of home universities
- ECTS credits are the responsibility of course professors and their home universities
- The IUC awards Certificates of Attendance for students and Certificates of Appreciation to course directors and professors.

Financing

• Direct cost of operation

lecture halls and office space, out-sourcing and staff support, scholarships, operational costs, IUC publications, etc., amounting to approximately 300,000 Euro per year

Income: fees (membership, course fees, participation fees)
Croatian Ministry of Science, Education and Sports
OSI/HESP Budapest foundation
Donations

• Indirect cost of operation

travel and accommodation expenses for participants, two staff salaries, amounting to approximately: 1,000,000 Euro per year.

Income: participating universities, different grant foundations or governmental institutions

Statistics

- Approximately 60 courses per year
- Participants from more than 50 different countries
- Number of participants in 2009 in 52 programmes by country/region:

| Croatia | Region | Europe | USA and Canada | Other | total |
|---------|--------|--------|----------------|-------|-------|
| 572 | 170 | 755 | 181 | 155 | 1,833 |

- In last 37 years of IUC's operation there were approximately 1,700 courses with approximately 64,100 participants from more than 70 countries.

Conclusions

- The IUC Dubrovnik operates according to academic self-management and academic freedom.
- Professors and students come from the region, Europe and other parts of the world.
- The support from member and participating universities, Croatian Ministry, University of Zagreb and grant foundations are indispensable.

Academic community needs such a low budget and not a degree awarding institution.

Thank you for your attention!

Creating an internationally visible research profile – Ruhr University Bochum

Dr. Thomas Koch

Ruhr University Bochum – Key figures

- 454 full professors, plus 48 “junior” professors
- 2,300 scientists on campus
- 1,000 medical doctors
- 2,330 non-scientific staff
- 32,700 students in 2008/09
- 385 m€ budget 2008, of which: 90.6 m€ external grants
- 490 doctoral theses and 32 habilitations in 2008

20 Faculties

- Medicine
- Biology and Biotechnology
- Chemistry and Biochemistry
- Physics and Astronomy
- Mathematics
- Geosciences
- Civil Engineering
- Mechanical Engineering
- Electrical Engineering and Information Science
- Protestant Theology
- Catholic Theology
- Philosophy, Education, Journalism
- History
- Philology
- Law
- Business Administration and Economics
- Social Science
- East Asian Studies
- Sports Science
- Psychology

Collaborative research on campus

- 9 DFG Collaborative Research Centres (+ 6 participations)
- 6 DFG Research Units (+ 7 participations)
- 2 DFG Research Training Groups (+ 2 participations)
- campus-wide "Ruhr University Research School"
- 4 International Graduate Schools (+ 2 participations)
- 1 "International Max Planck Research School" (+ 1 participation)
- 18 Junior Research Groups (DFG, BMBF, Volkswagen Stiftung, MIWFT)
- establishing 2 new Junior/Senior Research Groups (Mercator Foundation funded)
- International Consortium for Research in the Humanities "Dynamics in the History of Religions between Asia and Europe"

→ Research departments

Research departments and related faculties

Cutting-edge research at RUB is organised along the lines of flexible, interdisciplinary Research Departments.

| Research departments | Main faculties Involved |
|--|---|
| Protein Research Department (PRD) | Biology and Biotechnology, Chemistry and Biochemistry, Medicine |
| Research Department of Neuroscience i.Gr. | Biology and Biotechnology, Chemistry and Biochemistry, Medicine, Philosophy, Psychology |
| Research Department Interfacial Systems Chemistry (IFSC) | Chemistry and Biochemistry, Mechanical Engineering, |
| Research Department Integrity of Small-Scale Systems (IS ³) / High-Temperature Materials (HTM) | Chemistry and Biochemistry, Electrical Engineering and Information Science, Geosciences, Mathematics, Mechanical Engineering, Physics and Astronomy |
| Research Department "Plasmas with Complex Interactions" | Electrical Engineering and Information Sciences, Physics and Astronomy |

| Research departments | Main faculties Involved |
|---------------------------------------|---|
| Centre for Religious Studies (CE-RES) | Catholic Theology, East Asian Studies, History, Law, Philology, Philosophy, Education and Journalism, Psychology, Protestant Theology |

The RUB Research School

Doctoral Education at RUB is largely organised within the university-wide Ruhr University Research School (RURS) – the only completely interdisciplinary and transdisciplinary graduate school selected for funding in the context of the German *Excellence Initiative* in 2006. RURS offers talented doctoral candidates a meeting ground for interdisciplinary, cross-border work and opportunities to explore their own ideas independently at an early career stage.

Strategic appointments

- Mercator Research Groups
 - Teams of 3-4 young professors
 - Interdisciplinary research
 - Excellent funding by Stiftung Mercator
- Top down selected research topics
 - Structure of Memory
 - Spaces of Anthropological Knowledge
- 3-day scientific selection symposium
- Search committee with majority of international members

Accompanying measures

- Seed funding and incentive programmes
 - For Doctoral candidates to established researchers
- "People programmes": ERC, Humboldt professorship
- Research Support Services
- University-wide Research School
- Dual career
- Child care facilities
- Welcome Centre for internationally mobile researchers
- Internationalisation Strategy

Regional cooperation, partner institutions

- Max-Planck-Gesellschaft (MPG) – Max Planck Society for the Advancement of Sciences
 - Max Planck Institute for Iron Research, Düsseldorf
 - Max Planck Institute for Coal Research, Mülheim
 - Max Planck Institute for Bioinorganic Chemistry, Mülheim
 - Max Planck Institute for Molecular Physiology, Dortmund
- Helmholtz-Gemeinschaft Deutscher Forschungszentren (HGF) – Helmholtz Association of German Research Centres
 - German Aerospace Center (DLR), Cologne
 - Forschungszentrum Jülich
- Wissenschaftsgemeinschaft Gottfried Wilhelm Leibniz (WGL) – Gottfried Wilhelm Leibniz Scientific Community
 - Institute for Analytical Sciences (ISAS), Dortmund
 - Rheinisch-Westfälisches Institut für Wirtschaftsforschung (RWI), Essen
 - German Mining Museum, Bochum
- Fraunhofer-Gesellschaft (FHG)
 - Fraunhofer Institute for Environmental, Safety and Energy Technology (UMSICHT), Oberhausen
- Industry
 - Thyssen Krupp AG
 - Bayer MaterialScience AG
 - Robert Bosch GmbH
 - Salzgitter Mannesmann Forschung GmbH

Thank you for your attention!

Institutional standing by creating internationally visible research profiles and clusters – Ulm University

Dr. Reinhold Luecker

1. How to create visibility in academic community?

- Visibility is a function of academic excellence: publication in highly ranked international journals, international conferences, peer reviewers
- Forming larger interdisciplinary research groups in a wider field: size matters
- Vertical integration of the research system: from basic to applied to product oriented
- Industry cooperation, favourably in regional context

2. Example of Ulm University

- High ranks in publication indexes
- Stimulating interdisciplinary research across boundaries: this is part of the University leading philosophy since the start
- Constantly sharpened profile according to a University vision
- Constantly rising third party funding of research
- From basic research to applied to product oriented: research centres, institutes of applied research, spin offs
- Creation of two science parks on campus
- Industry cooperation, locally and in the State of Baden-Württemberg

Main interdisciplinary research fields

- Cellular Differentiation – Regenerative Medicine
- Energy Conversion and Energy Storage Automotive
- Highly Resolvent Functional Imaging
- Biotechnology – Medical Technology
- Simulation and Modelling

Funding of research on batteries and electro mobility by the German Government

Situation

Efficient energy security is one of the crucial challenges of the future

Position of Ulm University

Excellence in fundamental research, e.g. electro chemistry, applied and product oriented research of batteries and fuel cells by the University and the ZSW (Zentrum für Sonnenenergie- und Wasserstoff-Forschung Baden-Württemberg – Centre for Solar Energy and Hydrogen Research)

Future top location for electro mobility

Steps taken to establish a Helmholtz-Laboratory for Battery Research on the campus

Funding of the Project “Electro Chemistry for Electro Mobility” – The Southern Cluster

- Ulm University
- ZSW (Zentrum für Sonnenenergie- und Wasserstoff-Forschung Baden-Württemberg – Centre for Solar Energy and Hydrogen Research) and
- KIT (Karlsruhe Institute of Technology)

Thank you for your attention!

Internationalising the research and teaching staff of a university

Dipl.-Ing. Lieselotte Krickau-Richter

What makes a university attractive for researchers (from abroad)?

- Academic excellence
- Research environment
- Financial aspects
- Soft factors: surroundings, living conditions, environment, family, support structures, etc.

1. Welcome Centre for mobile researchers

1.1 Welcome Centre – tasks

- Support foreign researchers and their families in administrative and personal questions
- Support their integration into the community
- Support host institutes in questions regarding international researchers and research cooperation
- Lobbying: bundle interests locally and represent interests, e.g. when negotiating with local authorities
- Challenge established structures & processes, give an impulse to develop new processes

1.2 Welcome Centre services – for researchers

- Helpdesk
- Information portal on the internet and Guide for Researchers
- Help with formalities (e.g. visa and entry, health insurance, registration, pensions, taxation, ...)
- Housing
- Childcare / Schooling
- Student tutors for accompanying researchers to local authorities
- German classes
- Rector’s Reception & other events and excursions
- Information & In-House consulting on pension scheme and pension rights in cooperation with DRV
- Orientation seminars for new foreign employees (planned)

1.3 Welcome Centre services – for hosts

- Information on the intranet (e.g. model letters and forms)
- Help with formalities
- Workshops for host institutes (e.g. regarding changes in immigration law, researcher's visa, etc.)
- Support with establishing sustainable research cooperation (information on funding programs, setting up contracts, ...)

2. Monetary incentives for recruiting excellent fellows from abroad

- Bonus for host institutes which recruit fellows from prestigious institutions (Humboldt Foundation)

3. Recruiting from abroad: marketing and career fairs

- Presentation of U Bonn at fairs like MIT European Career Fair, GAIN Annual Conference
- Currently: Development of strategy for using marketing and career fairs more effectively

4. Human resources development ... activities in preparation

- Intercultural competence

For scientific staff:

- Teaching in foreign languages
- Presentation skills

For administrative staff:

- English (and other foreign languages)
- Negotiating and managing international contracts

For more information:

<http://www.international.uni-bonn.de>

<http://www.welcome-centre.uni-bonn.de>

Workshop 3: Management and service

The changing role of an International Office – status and responsibilities

Dr. Martin Bickl

1. Why bother about management and services?

- Clear management structures and effective services are the key for a successful internationalisation.
- Internationalisation: Whose job is it?
The problem of many hands: a variety of units within a university are involved. Who is in charge?
- The history of international offices (IO) in German higher education institutions
A model of success, but will IOs still be the nodes of a university's international activity in the future?

2. Organising international activity: the challenges

- Too many units feel (and are) responsible
Everybody runs off and does their own thing.
- Too few units feel (and are) responsible
International activity compartmentalised and pushed off into the IO?
- Division of responsibility and implementation
IOs do not teach or conduct research. How to get buy-in from other units of the university?

3. The status of an International Office

Strategy vs. operations

The many (and sometimes contradictory) roles of an IO as strategic planner, everyday co-ordinator and service provider to internal and external customers

Centralisation vs. devolution

Division of labour between central administration and academic units: do we set minimum standards across the university or give faculties/departments complete freedom?

Services mainstreamed or duplicated?

Germans turn right, Chinese turn left? Or are services provided by the same unit and through the same process regardless of where student or staff member is from?

Balance between teaching and research support

Research is becoming ever more important in the internationalisation of German universities, but are IOs involved in research support beyond a Welcome Centre?

4. Situation at Goethe University

When I took over ...

- Strategy and operations were combined in the international office
- Services for international students were largely centralised
- Few services were mainstreamed
- International office had little to do with research

Consequence:

- International office's arm didn't reach very far as cooperation between IO and faculties was underdeveloped
- Services were underutilised, many students were not aware of what we offer
- Separate services for internationals and Germans were very costly

Yet ...

- Decentralisation and mainstreaming was not an option as most administrative and academic units lacked expertise or even interest.

5. Project no. 1: GINKGO

Full name: **Gruppe Internationalisierung – Netzwerk und Koordination an der Goethe-Universität**

Rationale: Shocked by high non-completion rates

Ran December 2007 to December 2008

Funded by DAAD's PROFIS programme

Aims:

- Reduce non-completion rates of international students
- Reduce barriers to the use of advisory services
- Make sure the benefits of the student support system are accessible to international students

5.1 Three project lines

- Better prepare students for their studies
- Encourage international students to use support services
- Find out about reasons for non-completion

5.2 What did we do?

- Subject-specific preparatory courses to improve students' subject knowledge and language skills
- Working group of administrative departments to join up delivery of services for international students. Workshops of basic issues like finding your way around campus or
- Survey of success and satisfaction of international students (first German institution to participate in ISB – International Student Barometer)

5.3 Was GINKGO a success?

- ++ First evidence: subject-specific preparation courses improve completion rates
- + Lecturers happier with German language skills
- ++ Improved referrals process between IO and other units of the university
- ++ Website specific to target groups
- + After-hours drop-in clinic for international students
- + Increased awareness among administrative departments about needs of international students and staff
- +/- Increased uptake of services, but not significantly and at high costs
- Largely failed to create network with the 16 faculties
- Network between administrative departments limited (and not durable)

6. Project no. 2: International strategy and staffing requirements planning: an opportunity disguised as a threat?

Main question: is your international office fit for purpose? And what *is* its purpose anyway?

First step: develop international strategy, second step: ensure fit between strategy and how staff is being employed

Steering group to develop international strategy

- Facilitated by CHE Consult, the commercial arm of Germany's leading HE think tank
- Based on wide consultation within the University with students and staff that are drivers of internationalisation

Next step: CHE Consult to assess organisational set-up and staffing levels of international office (ongoing process)

Consequences for international office so far:

- Strategic role of international office confirmed: node of co-ordination and information
- Board of Presidents sets guidelines, international office advises them
- Improved communication
 - Between international office and faculties: international co-ordinators set up in half of the faculties, more to follow. International office to get seat on Deans Committee and Study and Teaching Deans Committee
 - Between international office and administration departments through regular meetings of heads of units.
- International office to increase support services on all campuses

No comprehensive decentralisation of services unless structural improvements made in faculties/departments to cope with new tasks.

7. Lessons learned

How does an international office succeed in supporting the goals of the university?

Consider both types of customers – internal and external

- Agree on goals of university and goals of international activity
- Achieve consensus on the role and responsibilities of an international office
- Agree on how success will be measured
- Demonstrate value of international activity as a driver of quality
- Recognise/anticipate changes in the environment in which you operate
- Know what other departments are doing and work out an effective referral process for your customers

- Ensure structures are in place before you bother with content! It needs to be clear what the goals of internationalisation are, who has the authority to decide what and how effective communication between the various decision makers and service providers is ensured.

Thank you for your attention!

Service outsourcing? International Student Association (isa)

Ramón Spiecker, MBA

1. Hochschule Bremen – University of Applied Sciences and IGC – International Graduate Centre

1.1 Hochschule Bremen – University of Applied Sciences

- First Faculty in 1799
- About 8,000 students
- About 1,300 international students
- More than 60 degree programmes
- 19 Master & MBA degree programmes
- More than 300 partner universities worldwide

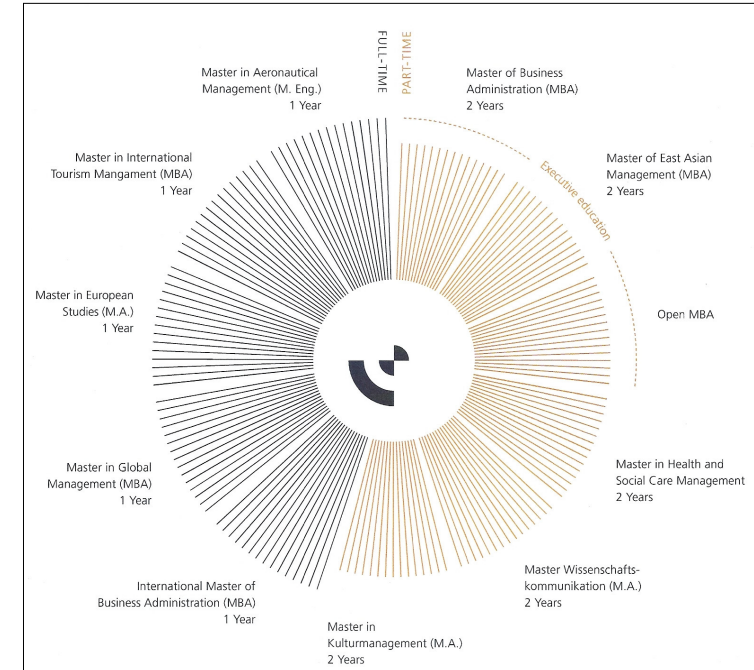
1.2 IGC – International Graduate Centre

- Established in 2004
- 40% international students from 45 Nations
- 50% international lecturers
- 4 international full-time degree programmes
- 5 MBA degree programmes
- Part of the IBSA-Alliance with partners in UK, USA, Spain, Russia, Malaysia

2. International Master's degree programmes

- Degree programmes:
 - MBA in Global Management, established 1998
 - Master in European Studies (M.A.), established 1999
 - MBA in International Tourism Management, established 2003
 - International MBA (Dual Degree), established 2004
- Short facts:
 - Language of instruction is English
 - Programmes are one year in general (intake October)
 - An optional internship is available
 - Programmes are accredited by ZEvA (ENQA)
 - Small groups of 30 students max.

Figure 1: Overview IGC – International Graduate Centre



Source: Hochschule Bremen – University of Applied Sciences, IGC.

3. Service for international Master's programmes

- Decision in 1998 to start tuition based international Master's programmes involves dealing with international competition
- International student exchange shows the need of enhanced service and support
- Recruiting of international students needs a step towards enhanced service and support
- General idea: Offering a full process based service should take influence on the applicants decision for a study place

4. Outsourcing and services

4.1 Outsourcing idea

- Low financial risk
 - Fixed service costs per student
 - Limited contract time
- More flexible organization of housing and leisure activities

- University can focus on core competencies
- Able to start the service quickly

4.2 Outsourcing solution

- No additional resources in the faculty or international office to support the Master's programmes service activities
- Service concept was developed in 2000 under the topic "Service? Ja bitte!" with support of the university
- Start-up of a MBA alumni became the outsourcing solution (International Student Association, isa)
- 2 staff members supported by 3 tutors take care of 40 to 50 Master's students annually
- Cost for each supported student incl. leisure activities was 1,000 Euro
- Concept was based on services along the admission, enrolment and study process

4.3 Services along the admission process

- Visa support
 - Information about national visa requirements
 - Blocked account at Deutsche Bank
 - Proof of health insurance if necessary for visa
- Accommodation support
 - Booking of accommodation over the Internet
 - Arrangements for private housing
- Counselling over phone and e-mail
 - Travel or general information about Germany and Bremen
 - Link to IGC alumni from the same country

4.4 Services along the enrolment process

- Pick-up service
- Welcome week
 - Support during all general enrolment activities
 - Leisure activities like dinner party, advisors lunch, get-together
- Tutor Service
 - Guidance through all administrative matters like
 - * Residence permit
 - * Registration of living place
 - * Opening bank account
 - * Working with the blocked account

- Application for health insurance (if required)

4.5 Services along the study process

- Support for visa extension or application
- Leisure activities like
 - Sightseeing through Bremen
 - Trips to museum, exhibitions and city trips to Berlin or Brussels
 - Visits of companies, fun-fairs and coast side
- Tutor Service
 - Help in general matters like housing, travelling etc. (no academic support)

4.6 Service developments of isa

- Built up own stock of student apartments (Home Bremen)
- Start to rent and rebuilt student dormitories near the city centre
- Developed an online-booking-system for admitted IGC students

5. Changes after founding the IGC

- New facilities (offices) for isa and Master's programmes
- Own administrative staff for admission, finance and projects
- New processes in the application, admission and enrolment
- IGC crm-system (Customer Relationship Management) for employees and isa staff
- Decentralized organization of all tuition based Master's programmes
- New market approach through the brand of the graduate school

6. In-sourcing solution

- New brand strategy requires a direct influence on all processes
- Central crm-system gives possibility for IGC staff to participate in service and support
- New processes were evaluated
- Results of the evaluation shows that some areas of isa were not on the requested quality level
- Parties agreed to cancel the contract (2008) and offer the services directly over the graduate school (new isa)
- Since 2009 the service costs per student decreased

7. Conclusions

- Outsourcing is an option if
 - you want to start with a low risk
 - the self-made service might take a long build up process
 - you do not want to deal with services outside the core business
 - you are not planning to build up own schools (facilities) for international students
 - you do not have competences in special fields (visa, housing)
 - you are planning to expand your service to other countries
- Keep in mind: Service process have direct influence on the customer satisfaction
- Outsourcing is only a valuable solution if you support small student numbers
- Service outsourcing has an direct effect on your recruiting/marketing strategy (student evaluation is always necessary)
- Out-Sourcing (OS): How can you link the service to your faculties and international offices?

8. Perspective

- New European education structure will increase the worldwide completion and requires more service and support for international students
- This services need to be organized by the special needs of the target group (international students)
- The service and support of international students will be more and more over agents in the home country
- Service outsourcing is therefore not a matter where the University is located

Thank you for your attention!

How much service is indispensable? Project conclusions from the programmes PROFIS and PROFIN of the German Academic Exchange Service (DAAD)

Stephanie Knobloch

1. Introduction of the German Academic Exchange Service (DAAD)

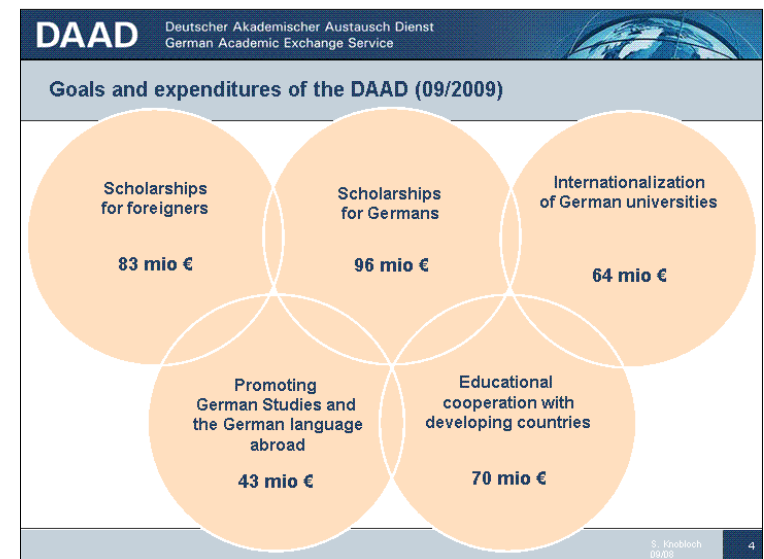
DAAD is a self-governing organization of German Higher Education institutions

- Registered (private) association, members are HEI and student bodies
- Budget is derived mainly from federal funding for various ministries, but also the European Union, enterprises a.o.

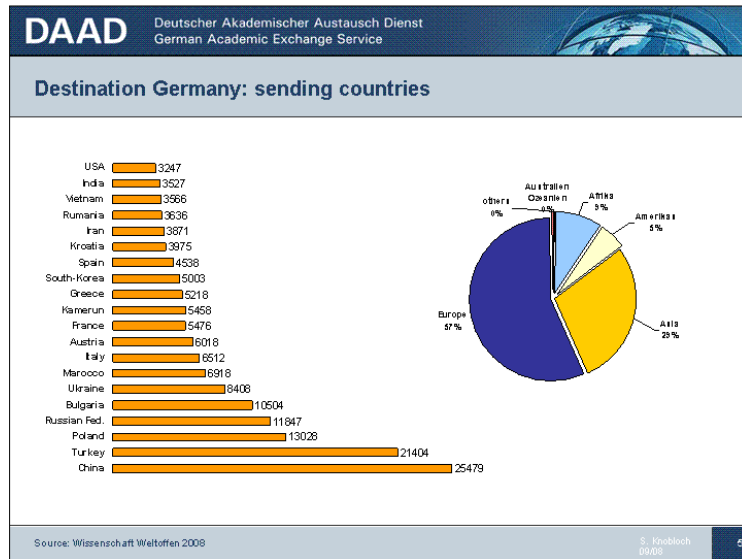
Largest funding organisation in the world supporting the international exchange of students and scholars:

- About 57.000 grantees per year
- Budget 2009: 356 Mio euros
- 63 branch offices and Information centres worldwide
- About 600 professors in 90 selection committees

DAAD goals and expenditures 09/2009



Destination Germany: sending countries 2009



2. How does DAAD support the internationalisation of HEI in Germany?

Crucial factors for academic success of international students

2004-2007: several surveys conducted by DAAD and performed by HIS in order to identify areas for enhanced activity:

- Quality of teaching
- Support by and the accessibility of academic teachers
- High satisfaction with support and services provided by IO

Main Challenges (depending on region of origin)

- Sufficient knowledge of German
- Study methods and self-organization
- Contact and communication with German students
- Funding (1/3 of all international students)
- New degrees allow less time to orientate!

Different services needed during student-life-circle

- Information before subscription to the university
- Guidance after admittance and before arrival in Germany
- Guidance directly after arrival and in the first weeks
- Directions in the first 6 months and during the studies

- Counselling before and directly after graduation (career perspectives)
- Special needs for families, PhD-students, regional differences

Difference: degree seeking students ↔ programme students

The role of DAAD: Enhancing general framework conditions for international students

- General information about studying in Germany
- Programmes providing HEI with funding to offer special support, counselling and guidance programmes for international students
 - STIBET – funding of support and scholarships for *all* HEI
 - PROFIS/PROFIN – development of new models for support of foreign students
- Fostering dissemination of best practices and exchange of experiences
 - Conferences and seminars, qualification opportunities for IO staff
 - Publication of good practices
 - Award for Excellence in support for Foreign Students

→ *The aim is to provide a good basic standard of support at all higher education institutions.*

3. Programmes to improve the integration and support for international students and examples

International student support programmes offered by DAAD Section "Student Support Services" – overview (2009)

- Scholarships for language course of HEIs' staff
- DAAD-Award to excellent international students
- Award for Excellence in Assistance to Foreign Students
- Networking (conferences, seminars)
- STIBET (scholarships, student advice)
- STIBET-PhD (focussed on PhD candidates)
- PROFIN (start in 2009)
- PROFIS (end in 2008)

Institutions/organizations involved in DAAD programmes

- Within the German higher education institutions:
 - International Office (Akademisches Auslandsamt)
 - Central and Departmental Student Advice Services

- Faculties
- University's Student Council (AStA) and departmental student societies (Fachschaften)
- Student Service Centres (offering support for *all* students)
- Studentenwerke (National Association of Student Affairs)
- Preparatory courses (Studienkollegs)
- Organizations providing centralized services and support
 - Amongst others DAAD, TestDaF-Institute, uni assist e.V

3.1. STIBET – Stipendien- und Betreuungsprogramm

(Scholarships and student advise as of November 2009)

Total funding in 2009: 11.2 Mio euros

STIBET I

- High flexibility by the HEI to spend the funds on scholarships and support activities
- Assessment based on the number of foreign students at each HEI
- Participation and funds
 - 2009: 245 HEIs, 7.2 Mio euros
 - 2010: budget of about 5.5 Mio euros

STIBET III – Matching Funds Scholarships

- Rise of scholarship funding by third parts (50%)
- Participation and funds
 - 2009: 119 HEIs, 2.0 Mio euros
 - 2010: budget of about 1.9 Mio euros

STIBET-PhD

- Funding for target group of PhD candidates and PostDocs, e.g. via Teaching and Research
- Participation and funds
 - 2009: 77 HEIs, 2.0 Mio euros
 - 2010: 78 HEIs, 2.0 Mio euros

3.2 PROFIS – Programm zur Förderung der Internationalisierung an den deutschen Hochschulen (2004-2008)

(PROFIS – Programme for the internationalisation at German higher education institutions)

PROFIS: aims and results (evaluation by CEval 2008)

Aim: Building professional framework conditions and structures for international students at German higher education institutions

Funded by: Federal Ministry of Education and Research

Budget: total 14.75 Mio euros

Two types: 11 central and 83 model projects

Projects: 2 tenders 2004-2006 and 2007-2008:

1st funding for 2 years, 45 projects, capped by 100,000 euros p/a

2nd tender 35 projects, period 12 months, up to 35,000 euros p/a

Activities: Information & counselling, selection & admission, propaedeutics, language training and technical support, Dissemination and networking

Results: 1. Overall aim of programme has been achieved

2. 4/5 of projects fulfilled most of their targets

3. More than 50% of employments are continued, financed by higher education institutions

4. Need for continuation in designated areas

3.3 PROFIN – Programm zur Förderung der Integration ausländischer Studierender (start in 2009)

(PROFIN – Programme for the integration of international students)

Aim: Enhanced integration of international students into Germany higher education institutions and German society

Funded by: Federal Ministry of Education and Research

Budget: 1st tender 2009: 3.38 Mio euros, 2nd tender 2010(?)

Two types: Adapted and Model projects

Projects: 11 Adapted projects: 1st funding for one year, capped by 25.000 euros

→ extension of funding period of the 11 projects until

end of 2010: 35 model projects: period of 24 months,
up to 60.000 euros p/a

Activities: Enhancement of first contact, integration in faculty, internationalization of teaching, easier selection & admission procedures, involvement of students with migration background, intercultural trainings

PROFIN – changes with regard to prior programme PROFIS

New elements in PROFIN:

- Applicants apart from higher education institutions also association of student affairs
- Involvement of student with migration background
- Involvement of faculty
- Establishment of international meeting centres and info cafés
- Intercultural competence-trainings (students, professors, staff)
- Involvement of Student associations
- Internationalization of classwork and teaching
- Link between campus, city and society (schools, families, cities etc.)

PROFIN – 1st tender, activity areas and supported activities (projects run by HEIs and Associations of Student Affaires – Studentenwerke, STW)

- Integration in faculty (HEIs: 12)
- Integration on campus & society (HEIs: 19; STW: 3)
- Internationalisation of teaching (HEIs: 16)
- International meeting points (HEIs: 6; STW: 2)
- Intercultural trainings (HEIs: 11)

PROFIN – 2nd tender, Spring 2010

- For more information: <http://www.daad.de/profin>

4. Best practices for different stages of student life-circle

4.1 Information and admission

uni-assist e.V. – association of German HEIs

Services of uni-assist to HEIs

- Pre-screening of applicants
- Coordination process
- Statistical data
- Clearing of applicants

Academic year 2008/09

- 114 German member HEIs
- Management of 40,672 applications (thereof 15% for Master's degree programmes) submitted by 20,378 applicants (thereof 25% for Master's degree programmes)
- Result: 78% formally eligible applicants

For more information: <http://www.uni-assist.de/>

4.2 Pre-departure support by HEIs

Example of the Freie Universität Berlin

Distributed Campus (DC) / Open Distributed Campus (ODC)

- Online pre-departure preparation for incoming exchange students through prevalent guidance – after formal admission
 - Academics, language
 - Intercultural matters
 - Social life
 - Every-day orientation

Information offered by DC:

- Documentation
- Responsible organisers and tutors
- Real-life
- Ongoing online support during the stay in Berlin

For more information:

http://www.cedis.fu-berlin.de/en/projekte/distributed_campus/index.html

4.3 Making the start smoother

Initiatives from universities

- Preparatory courses
- Orientation programmes & individual "study contracts" for international students (e.g. University Bremen)
- Intercultural training for both international students, as well as higher education institutions' staff and German fellow students (e.g. University Bonn: Certificate for Intercultural Competence)
- Increasing number of student buddy/ tutoring programs and special guidance and support for PhD Students
- Creation of mentoring and coaching schemes

Services by other organizations

DSW – Deutsches Studentenwerk: Special service for international students by the regional *Studentenwerke* (Associations of Student Affairs) *The Servicepaket* (“Service package”)

- Covers accommodation, meals and health insurance
- May also include bedding, rented computers or rented bike and a pick-up service from airport

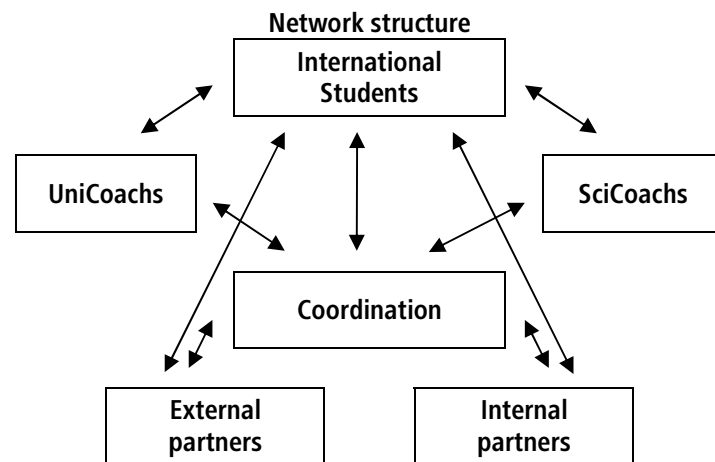
The Wohnheimtutorenprogramm

- Tutors in student accommodation helping to settle into the new surroundings and how to deal with administrative aspects
- Cultural events organized by tutors

4.4 Continuing support: Buddy and mentoring programmes

Example of the Friedrich-Schiller-Universität Jena

OPSIS – Optimization of Professional Support for International Students



Source: <http://www.uni-jena.de/OPSIS.html>

- | | |
|-----------|---|
| UniCoachs | Personal student tutors <ul style="list-style-type: none"> • Practical assistance • Contact with German students |
| SciCoachs | Personal scientific tutors <ul style="list-style-type: none"> • 5 meetings per semester • Assistance in academic work |

External partners, e.g.:

- Local Association of Student Affairs
- City administration of Jena
- Clubs, societies

Internal partners, e.g.:

- Registrar's office
- Consultation office
- Departmental students' representations
- Intercultural groups

International Office

- Promotion, coordination, training of student and scientific tutors

For more information: <http://www.uni-jena.de/OPSIS.html>

4.5 Support at the faculties

Example of the Christian-Albrechts-Universität zu Kiel – CAU Kiel

Selected PROFIN project: InTuPro tutoring programme

- Focus on new-comers
- Enhancement of orientation and study skills via small tutor groups
- Key element: student assistants responsible for several/one faculty to disseminate and coordinate training offers, embracing all main faculties at the CAU
- Regular meetings of tutors with international students
- Trainings on personal skills and study techniques, train the trainer approach from students for students

For more information: <http://www.intupro.uni-kiel.de>

4.6 Coming to terms with the German Language – different initiatives

International degree programmes:

New opportunities to learn and test the German language abroad

TestDaF – Test Deutsch als Fremdsprache and DUO – Deutsch-Uni Online



For more information:

<http://www.testdaf.de/index.php>

<http://www.deutsch-uni.com>

Example of the Universität Bielefeld

Language learning support programme *PunktUm*

- Seminars and workshops developed for the specific academic and linguistic needs of students at different levels (BA, MA, PhD)
- Individualized language support for students writing their thesis
- Making the Bielefeld Model adaptable for other higher education institutions (publication of concept and course material, teacher training, ...)

For more information:

[http://www.uni-bielefeld.de/Universitaet/Studium/](http://www.uni-bielefeld.de/Universitaet/Studium/Studienbegleitende%20Angebote/Punktum/)

[Studienbegleitende%20Angebote/Punktum/](http://www.uni-bielefeld.de/Universitaet/Studium/Studienbegleitende%20Angebote/Punktum/)

4.7 Training intercultural competence

Example of the Europe-University Viadrina Frankfurt (Oder)

Selected PROFIN project: Training intercultural competence at the Center for Intercultural Learning (CIL) (Zentrum für Interkulturelles Lernen)

Enhancement of intercultural learning:

PeerNet: Training of intercultural student coaches for the whole university

- Project Seminar: Intercultural short films about Critical Incidents
 1. Nice to greet you (7:25)
 2. CULTURE for DINNER (9:32)
 3. LOVE STORY (9:31)
 4. Where are you from? (7:17)
- Project: Publication of methodological handbook about training intercultural competences

For more information: [http://www.euv-frankfurt-](http://www.euv-frankfurt-o.de/de/campus/hilfen/interkulturelleslernen/Projekte/ausschreibung_peer_net/index.html)

[o.de/de/campus/hilfen/interkulturelleslernen/Projekte/ausschreibung_peer_net/index.html](http://www.euv-frankfurt-o.de/de/campus/hilfen/interkulturelleslernen/Projekte/ausschreibung_peer_net/index.html)

5. Standards of higher education institutions for international students: National Code of Conduct (November 2009)

Looking to the neighbours...

- Development for Germany: Idea and consequences?

Content of German code of conduct geared towards international students:

- Information, counselling, marketing
- Admission, placement
- Technical, linguistic, social support
- Services for international students for and after graduation
- Handling complaints
- Coming into effect

6. Challenges and variables for the future

Programme administration

- Sustainable administration and funding of the projects
- Dissemination of outcomes within in the higher education institutions and nation-wide (not reinventing the wheel)

National and global conditions

- Public funding of basic structures and staff within the German higher education institutions
- Global developments of mobility

Thank you for your attention!

Exzellenz verbindet – be part of a worldwide network

Dr. Rainer Grulich

1. The Alexander von Humboldt Foundation

Connecting academic excellence worldwide

Knowledge transfer and cooperation at the highest level

Humboldt Foundation: Areas of Work

- Exchange of academics as a part of foreign cultural policy
- Strengthening cutting-edge research through internationalisation
- Impetus for the research location, Germany
- Promoting development through academic cooperation
- Mobility counselling in the European context

Humboldt Foundation: Programmes

Flexible sponsorship programmes for cutting-edge researchers at all stages of their careers

- For postdoctoral researchers (incoming and outgoing)
- For junior research group leaders (incoming)
- For experienced researchers (incoming and outgoing)
- For international top scientists (incoming)

2. EURAXESS Germany

- Since 2003: Humboldt-Foundation is the National Coordination Point of EURAXESS Services in Germany
- EURAXESS Services: EU-wide network of more than 200 centres located in 35 European countries for counselling and support for internationally mobile researchers
- EURAXESS Jobs: EU-wide job offers for researchers where no charges apply
- EURAXESS Links: provides interactive web services to European researchers working abroad in order to keep them linked among themselves and with Europe
- EURAXESS-Rights: information regarding the European Charta of Researchers and the Code of Conduct for the Recruitment of Researchers

- “One-stop-shop” for internationally mobile researchers: incoming, outgoing, returning
- Website: <http://www.euraxess.de>
Helpdesk: more than 800 inquiries per month
- Network of “researchers advisors” in Germany
- Twice a year information and networking events for them to topics like Code of Conduct for the Recruitment of Researchers or social insurance
- Interlacing with the European EURAXESS-Network: Exchange of best-practice
- Spin-Off: Competition “Welcome Centres”

3. Welcome Centres

3.1 Programme “Welcome Centres”

Best-Practice Competition 2008 (2nd round)

“Welcome Centres for internationally mobile Researchers”

Cooperation

between the Humboldt Foundation, the Deutsche Telekom Foundation and the Donors’ Association for the Promotion of Science and the Humanities in Germany

Award money

3-times 125,000 euros for putting the best concepts into practice

Ideas behind the Competition

- Insufficient support structures for mobile researchers at universities
- Needs of mobile researchers are different from needs of mobile students
- Support for mobile researchers: “soft factors” for recruitment
- Winning factors for universities
- “Exzellenz initiative for the soft factors”
- Need to highlight the importance of support structures

The Awardees 2008 (2nd round)

University of Bayreuth

Technical University of Braunschweig

University of Greifswald

The Awardees 2006 (1st round)

Ruhr University Bochum

University of Bonn
University of Marburg

3.2 Welcome Centres: functions

- Strategic instruments of a university
 - For marketing and recruitment
 - For optimizing processes in a university
- Coordination and information points for issues related to researchers' mobility
- Contact points for university staff hosting international researchers (professors, administrative staff)
- Service centres for international researchers
- Meeting place for researchers
- Proliferation of best practice as a goal of the contest
- Interlacing with "EURAXESS Germany":
- Winners of contest present their results in workshops to other universities at the Humboldt Foundation ("Forscherberater")
- Interlacing with European EURAXESS network: winners of the contest are invited to EURAXESS events at the European level
- High visibility: Welcome Centres receive visitors from abroad
- Brochures on the results of the contest: downloads at <http://www.welcome-centres.de>
- 3rd round:
closing date for applications: 1 July 2010

4. Information

<http://www.humboldt-foundation.de>

Thank you for your attention!

Plenary session: Conclusions and outlook

Workshop conclusions

Conclusions to Workshop 1: Study and teaching

Gabriele Hufschmidt, Ph.D. (VU Wellington)

I am very pleased to present you with the main outcomes of the Workshop 1.

We had three presentations. The first was on the **internationalisation of curricula**. Mr Caspar de Bok presented the Utrecht Network as an example of a platform that facilitates collaboration between about 30 higher education institutions.

In the discussion, the following issues were outlined. The Utrecht Network aims primarily to offer a platform of cooperation and act as a facilitator. The network offers joint seminars, courses, summer schools, and degree programmes and provides funding for these activities. The selection of members is based on quality and is closely connected to English as the network language. Therefore, we considered a limited access to the network. Building on this, we discussed the question of what kind of internationalisation we actually want to have, because there are many different ways to organise and to "practice" internationalisation. Is the decision on single or multiple language use a criterion for a special kind of internationalisation?

Discussing the internationalisation of curricula, in general, we defined some barriers:

- It is quite difficult to introduce new international modules into existing Bachelor's and Master's degree programmes.
- If the cooperation really requires the curriculum to be restructured, then serious resistance can arise among the teaching staff. "Oh, not again, we've just changed the curriculum!"
- The faculties and departments must be willing to internationalise the curricula. But this aim has to be approved by the institution's leader-

ship. There must be a good combination between the bottom-up and top-down approach. It is necessary and helps a lot if the whole institution supports the internationalisation of curricula.

- Some solutions can be applied, even with a small budget. This concerns, for example, practical aspects of reducing travel costs by cooperating with partners in the neighbourhood.

The second paper presented by Dr. Mark Frederiks from the European Consortium for Accreditation (ECA) was on the **accreditation of joint programmes** and the projects TEEP II and TEAM II. In particular TEAM II is a pilot project aimed towards a single accreditation procedure for joint degree programmes offered by institutions from different countries. National procedures seem to be easier to handle, but one accreditation valid in different countries saves resources. We identified that a problem still exists in terms of the mindset at the institutions. We agreed that changing this mindset from a very national oriented approach towards an international or European based approach is necessary.

Another urgent problem mentioned was quality assurance on the professional level and the question of what it means if people in different countries speak about quality in this respect.

Our last presentation by Ms Ulrike Schultz from the FernUniversität Hagen was about the pros and cons of **distance learning**. Our findings were:

- Costs seem to be more or less the same as those for face-to-face teaching, depending on how the distance learning seminar is organised.
- In general, it is a very innovative and interesting form of learning, since it uses a lot of multimedia techniques.
- From the point of view of internationalisation, it is a good way to enable intercultural learning for those students who cannot afford to travel to other countries. It is about internationalising one's own campus.
- Distance learning is more time consuming for teachers because of the clear and on time instructions that the students expect (students expect a constant availability of the instructors).

- Distance learning requires intercultural skills and intercultural sensitivity on the part of the teaching staff.
- These skills require special training and management structures.
- Accreditation of distance learning seems to be more problematic, since, for example, the FernUniversität is not as strong on the research side.

We also briefly discussed **financial resources for the internationalisation of curricula**.

Regarding the Tempus IV programme (2007-2013), it was pointed out that the difference in salaries of the collaborating teachers is quite high, depending on the country they come from. Finally, the passport decides on the salary and not the country in which the person actually teaches; if someone is a Croatian teaching at a German university, the salary will still be as defined for Croatians and not as that for Germans.

The other EU programme Erasmus Mundus II (2009-2013) is the main source of funding for joint degree programmes. It is highly competitive and requires high standards on the part of the partner institutions. It is necessary to have a finally elaborated and very detailed work plan before submitting the application. Otherwise, if additional negotiations were necessary, the workload could become too high.

We defined the differing and changing regulations of tuition fees across European countries as one of the additional problems in financing internationalisation. This was our last issue.

Thank you very much for your attention.

Conclusions to Workshop 2: Research

Bernhard M. Lippert

In order to connect the conclusions of Workshop 1 with our findings in Workshop 2, I will disregard the chronology of our agenda and proceed thematically.

Let me begin with Croatia and Professor Krunoslav Pisk's presentation on the **Inter-University Centre (IUC) in Dubrovnik**, an international association of approximately 170 universities. The IUC offers extracurricular and interdisciplinary joint graduate courses of a high quality and an innovative nature. Professors from member universities design and run the courses which usually last a week or so. The participants usually get credits from their home universities. The IUC does not offer its own degree programmes. The activities are mainly financed by the member institutions and by the participants coming from more than 70 countries from all around the world. The institutional budget is low but still makes it possible to run an international research training programme on the edge of science. The academic courses offered are in great demand.

In this context, another issue was raised, namely that of researcher mobility in Europe. Student mobility certainly is one important issue, but mobility among tenured staff is a different issue and really a big problem in Europe. Once having reached a tenured position at an institution, professors do not usually settle any more in another country. In the United States, academics move from East to West and North to South because there is a single labour market. In Europe, we still have a long way to go before we achieve such conditions.

In a presentation by Mr Norman Tannert, we learned about the **Treaty of Lisbon**, its repercussions for our research policies and the new regulations in place since 1 December 2009. The important point here is that the new EU research policy is designed to promote the European Research Area, which is a very general approach. There are budgets for a multitude of purposes, in particular to support industry-university collaboration. The European Commission has the right to establish additional measures outside the Framework Programme, which is particularly

important with respect to the European Research Council (ERC). We considered the Joint Programming Initiative as a very prominent factor regarding the ranking of European research establishments. In a comment from Utrecht University, it was pointed out that there is a big need for specialised staff dealing with national and international research programmes and funding schemes. We need institutional efforts for a university as a whole to be successful in European programmes. This issue is important for any kind of university regardless of its scientific profile or size of budget.

The institutional effort often begins with an effort to sharpen the institution's profile. **Developing institutional profiles** was the topic of the presentation given by Dr. Thomas Koch from the Ruhr University Bochum. As team-playing is a delicate matter, the institution needs an elaborate strategy mixing bottom-up and top-down approaches. The university executives must know where the strengths or weaknesses lie and must support those units or rebuild them. The best success can be achieved if the plans and expectations from both levels meet. In the case of the Ruhr University Bochum, research strengths were defined first. The challenge was to involve all departments and to avoid omitting anybody. Clustering the research fields along the established 'strengths', the university introduced an instrument called Strategic Appointments making use of scientific selection symposia and appointing search committees with a majority of international members. Difficult budget re-allocations were smoothed by third party funding in order to speed up developments in certain research fields.

Based on the University of Ulm's case, presented by Dr. Reinhold Luecker, we also discussed the question of **raising an institution's international visibility**. An institution must define what exactly it wants to make more visible, such as mission statement or profile description. The basic factors are a critical mass of human resources and of equipment, plus academic excellence. Only 45 years old, the University of Ulm nevertheless has already built a sharp profile in the sciences, technology and medicine. In addition, there is an excellent collaboration with industry in the university's own science park. We discussed the problem of raising the institution's international visibility by example of a cluster in the field of electro-mobility, more precisely in the field of fuel cells. Such a cluster

involves bottom-up and top-down approaches, and depends very much on the kind of funding it receives. The conclusion was that the funding source and the funding procedures may well stipulate a narrow frame in which the institution must operate.

Our last contribution was about **human resources strategies** presented by Ms Liselotte Krickau-Richter from the International Office of the University of Bonn. The Office has a huge staff of 38 experts, providing a wide spectrum of activities, in particular a Welcome Centre which provides assistance for the incoming scientists as well as for the host-departments in the fields of immigration, residence, accommodation, or schooling. In order to recruit academics from other highly ranked universities, the University of Bonn gives bonuses to the departments. For the job of developing human resources the Office must constantly improve the competence of its own staff. Of particular importance is the wide field of Intellectual Property Rights (IPR). A modern university must know how to deal with IPR, i.e. to protect the rights of the institution and of the individual researchers.

Thank you very much for your attention.

Conclusions to Workshop 3: Management and service

Marijke Wahlers

Our workshop focused on the institutional management of internationalisation and on the provision of services for incoming international students and researchers as well as outgoing students and researchers.

We had four presentations. Two of them were case-studies of universities, one by Dr. Martin Bickl from the Goethe University of Frankfurt, and the other by Mr Ramón Spiecker from the University of Applied Sciences in Bremen. Two further presentations were given by representatives of funding organisations. Ms Stephanie Knobloch presented the German Academic Exchange Service (DAAD) and two its programmes which support universities in improving and enhancing their management and services for internationalisation. Dr. Rainer Gruhlich presented the Humboldt Foundation and its Welcome Centre Programme which focuses on supporting international researchers' mobility.

I will not go into the four presentations. I will just raise a few questions we discussed and present the workshops' conclusions in three key statements or findings. The questions discussed, mentioned or touched upon in the four presentations were:

- How can the strategic dimension of internationalisation be linked with the operational management of internationalisation within the university? Is it necessary to link the two dimensions? What kind of structures do we need to decide this?
- Is there an ideal model of what should be dealt with at the central level of the university and what services, management aspects should be decentralised and usually located at the faculty level?
- Is the outsourcing of services an option to cover service demands, both flexible and on time? What are (here) our strengths and weaknesses?
- Can the many encouraging examples of best practices supported by DAAD's PROFIN and PROFIS programmes be implemented everywhere and without additional resources?

Our first conclusion, which may not be so very surprising, was, **management and service provision of internationalisation enhance the quality of the student experience, the researcher experience and the quality of teaching and research as a whole.**

It seems very obvious, but at the same time it is something that we need to make clear to everybody within the university and outside the university. On the one hand, management and services are a duty and we need to improve them permanently. At the same time, we have to assure the capacity and its funding. This often seems to be underestimated when allocating budgets within the university. In this context, it was mentioned that good management and good service provision are key success factors for universities in the UK, US or Australia, which are well known for being very successful at recruiting international students and researchers.

The second conclusion was: **Structures are very decisive.** Obviously, there is not the one model on how to set up internationalisation processes within the institution. Nevertheless, within the different models it should be clearly defined who is responsible for what, and this has to be communicated within the university. Otherwise there is a risk that everybody seems to be responsible somehow and, at the same time, nobody feels responsible. If tasks are widely distributed, everybody can say: “Well, it’s not my problem. Somebody else deal with it.” This was one of our core points: the distribution of tasks and responsibilities should be transparent. The other core point was the need for structures to ensure the **information flow**. Especially within large institutions where people do not really know what everybody is doing, it seems to be one of the key problems.

In saying that the structures should to be clear, naturally we demand a **strategy of the institution**. A decision on the structure needs a strategy to secure the internal linkage and efficiency. In this respect, we concluded that a **central coordinating unit** for both, the strategy and the operation, would be essential. Looking at German universities, we can observe that some institutions have split the tasks, having one office for the strategy and one office for the management of internationalisation, for mobility especially. This is a possible and working solution. But from the presentations, we got the impression that one central coordinating

unit would be better when we need to assure the involvement of all the stakeholders.

We concluded that it is very difficult and at the same time very important to get the faculties and the administrative units, too, involved as part of internationalisation structures. It was said that there is a fine line between the faculties perceiving the work of the international office as help or support, on one hand, and perceiving it as an intrusion into the rights and the responsibilities of the faculties, on the other. Where can we find this fine line? This is one of the important issues to discuss while developing and establishing strategies and structures. In this context, we also touched on the top-down and bottom-up approaches: How much top-down do you need, how much bottom-up do you need? Of course, we need both, but it is definitely something that has to be discussed within the institution. In addition, the international offices as well as the usual central coordinating units have to consider that there are not only “external” stakeholders and customers, the students and researchers coming in or going out, but also “internal” customers, the faculties and the administrative units. This seems to be something that is not recognised as much.

The last point in this context was the **outsourcing of processes** if the necessary structures within the institution take a very long time to be implemented. We were still sceptical to see outsourcing as a general strategy because of quality issues which are difficult to handle if the institutions are not really involved in what is going on.

The final point, the **funding of management and services**, was not surprising. Here, sustainability was an issue, but also the dependency on external project funding. External project funding can make it difficult to develop and implement an institutional strategy. External funding programmes usually require you to adhere to certain guidelines, which may differ from the institutional requirements. In general, we concluded that more funding for management and services was needed. At the same time, we realised that in Germany we are quite lucky to have large organisations like the German Academic Exchange Service (DAAD) or the Alexander von Humboldt Foundation (AvH), which provide a lot of funding for internationalisation.

Thank you very much for your attention.

Discussion on conclusions to the workshops 1-3

Jan-Martin Wiarda

I guess we can summarise the results or conclusions of the three workshops with three basic points. One point is that every institution needs its own profile and has to build up a working structure based on it. Second, it is always a challenge to find the right strategy to match the top-down and bottom-up approaches. The available financial resources are the third point.

I am going to ask the three rapporteurs about the top-down and bottom-up approaches. You all stated that it does not work if there is only a top-down approach and that there has to be a kind of bottom-up development involved. But has not really been made clear so far how this should or could work. Were there any more conclusions on this in the workshops? Can we learn more about this or do we just state it as a problem?

Mrs Gabriele Hufschmidt

One additional issue raised in Workshop I was the importance of good and really transparent communication within the institution. This seems to be the key to connecting these two levels. Clearly communicated plans and aims from the rectorate and by the departments, too, are the lynchpin. Communication can help to minimise misunderstandings and avoid false expectations.

Bernhard M. Lippert

In my opinion, things work in a kind of dialectic fashion, if one is allowed to use this term. A rector may start with examining bottom-up initiatives: Who are the persons who are able to work harder and better than others? He will reward them in some way, and they in turn feel invited to do even better. This way, the rector starts to develop a kind of profile by concentrating some resources in one field and cutting resources in another field. Much depends, however, on the amount of money the taxpayers are willing to spend at all on the institution, for additional financial resources are certainly needed for the purpose of making an institution internationally competitive, even if you concentrate on fewer curricula or research subjects.

On the other hand, it is essential to observe what the partners or competitors do. Maybe a department has got good people but perhaps there are two other excellent institutions close by, all aiming for similar profiles. This is a very intricate field, and there is no single solution for finding the one and only proper policy. Much depends on the level from where you start, on the human and financial resources available and on the surrounding conditions.

Marijke Wahlers

I agree that there is not the one and only answer. It is evident that a pure top-down approach will not work, if people are not convinced and interested in the project in question. It is also obvious that a pure bottom-up approach will not be successful if there is no institutional direction. In the workshop, we did not really discuss possible solutions. With regard to internationalisation, I, personally, would say that we had too many bottom-up approaches for a long time. Of course, they are necessary, but you need an institution-wide strategy. Most of the universities are working on it at the moment. Such an overall strategy is the framework and its contents should be defined bottom-up.

Jan-Martin Wiarda

You need an overall strategy and you need money: That is what we just heard. I would like to address the part of the audience not from Germany or Western Europe. Are these currently the most important issues for you, too? Maybe we could continue discussing some best practice examples and strategies. What would you say about: How important is more financial support? How much can be done with the existing budget?

Professor Dr. Krunoslav Pisk

My remarks are not related to the Dubrovnik Centre as an international and in some sense bottom-up created institution. But I have a lot of experience in academic self-management. In Croatia, at the moment, we still have lots of problems in the academic communities and the higher education system. The main question is how to implement changes using a so-called top-down approach. This still does not work in Croatia because of, let me say, experiences and heritages from earlier times. There are many interesting issues but I would only mention that the universities are not centralised. Nevertheless, I would agree with Mr Lippert in saying that there is a kind of dialectics. You should have forums or structures to

see what is coming up from the bottom, to perceive it at the top and to decide on future moves. Obviously everything depends on money; you can even do much more top-down if you have money for this. If you have an enormous amount, you can do almost everything top-down.

Jan-Martin Wiarda

Well, but not only from the economic point of view, resources are usually limited. But I am really interested to hear about the Western examples presented yesterday in the plenary meeting and today in the workshops. Were there, for instance, any good ideas which cannot be realised because of limited financing or because the situation is completely different? How much could such ideas inspire you?

Participant 1

Definitely, yes! In Workshop 2, we had a lot of quite interesting examples. The example from Utrecht on joint training programmes for the young stage researchers was very concrete and precise concerning the strategic preparation to become competitive in fundraising on a European scale. The example from the Ruhr University Bochum of creating a virtual research department was, from my point of view, a fair and applicable compromise. We basically try the same, i.e. a fair compromise between bottom-up and top-down approach. I would very much like to have such a Welcome Centre presented by the University of Bonn at my university, but I cannot afford it, we are too small and we do not have the structure. I would also like to implement such training facilities for young stage researchers, but we do not have the resources. Yes, there are interesting examples. And there is the fact that some things come down to the question of money. But of course, we perhaps have to learn to live with the resources we actually have and to do more by means of reorganisation.

Jan-Martin Wiarda

A conference is sometimes a little bit like window shopping. I think what you just mentioned comes down in some way to a change of mindset for all of us.

Participant 2

I would like pick up that term and check whether we have the right mindsets on proper clustering. The current issue at traditional universities

in Eastern Europe is that there are faculties offering degree programmes in traditional disciplines with traditional names like Chemistry, Physics and Electrical Engineering. But the funding from the European Union and from our governments comes under different terms. They fund research and development on fuel cells, because industry wants fuel cells and electro-mobility, and the politicians want cooperation between industry and universities. The university has a couple of departments suitable for this. The issue is defined top-down and has to be organised bottom-up to meet somewhere along those cluster-terms. People from different departments interested in electro-mobility secure funding for this topic. You actually have a kind of matrix structure at the university with traditional vertical decision-making and a horizontal layer of funding and cooperation mechanisms. In this kind of matrix, you have to find the fields where you will be most successful.

Jan-Martin Wiarda

But doesn't that compromise your profile then?

Participant 2

No, this is the profile. Let us say, the University of Ulm offers degree programmes in Physics, Chemistry etc., and educate students in such classical academic fields. At the same time, research is done in Physics and Chemistry along the lines of saving energy or electro-mobility leading to a matching of the disciplines. The public knows this and this secures your funds. This then attracts students, because state of the art research and cooperation in industry is where they would like to work after graduating. I think the profile of an institution actually depends very much on how certain cluster strengths and how the cluster can be combined along the existing funding mechanisms to achieve the best conditions for successful fundraising. If the application is successful you have the prove to be better than the others.

Participant 3

Such development contains a good and a bad dialectic. The perspective that the funds will decide the framework of research which will go to the funds is not necessarily dangerous. But we have to ask: What does it mean if we think of a university only in the paradigm of market? What does it mean for the students' education? What does it mean for the research activities? What does it mean for the single researcher, if the

university decides to participate anyway because of the need for money? Undoubtedly, it will strengthen some institutions and researchers and produce good results for society. But on the other hand, the needs of the economic market are permanently changing and we have to keep a pool of disciplines at our universities to be able to react to new demands that nobody knows of at the moment. Consequently, following the paradigm of the market could lead to serious negative perspectives for the universities and for societies as well. Therefore, we also need funds going into research.

Bernhard M. Lippert

Indeed, we must give much thought to the stipulations of funding programmes. Scientists have to participate in public debates and talk to politicians. We live in a science-based world. Therefore, industrial demands today are very much science driven and are often able even to promote basic science. But the researchers at universities must be able to talk to industry on an equal footing and to regulate contracted research on equal terms. That is why I mentioned the important aspect of Intellectual Property Rights. A university which can actually sell intellectual property is most probably a strong and autonomous institution.

Outlook

Marketing as a core element of internationalisation

Professor Dr. Jürgen Bode

Welcome everybody here in the audience

I am a professor of international management and have done quite some research on international marketing of universities as well as training and consulting in that field.

Let me start my presentation with a typical conversation that can be witnessed between a rector and a dean. The rector starts the conversation with: "Your department has set up this new Master's programme in industrial engineering, how is it going?" The dean is happy to report: "Yes, we believe there is great demand from industry for graduates of industrial engineering, but I do not understand why we have only received three applications." "That's too bad." says the rector, "As this is a programme in English: are you looking for applicants from abroad?" "Not yet", answers the dean, "but we are considering it. We could produce a flyer and attend one or two international fairs."

This is how international marketing starts in many universities. And we can already see quite a few mistakes in international marketing in this short conversation. It is unplanned, ad hoc, started without any analysis, and began without understanding the market, without detailed analysis of the market. The clear objectives and immediate expected results are not clear. This is how marketing should not be done. So how should it be done? I would like to introduce this to you.

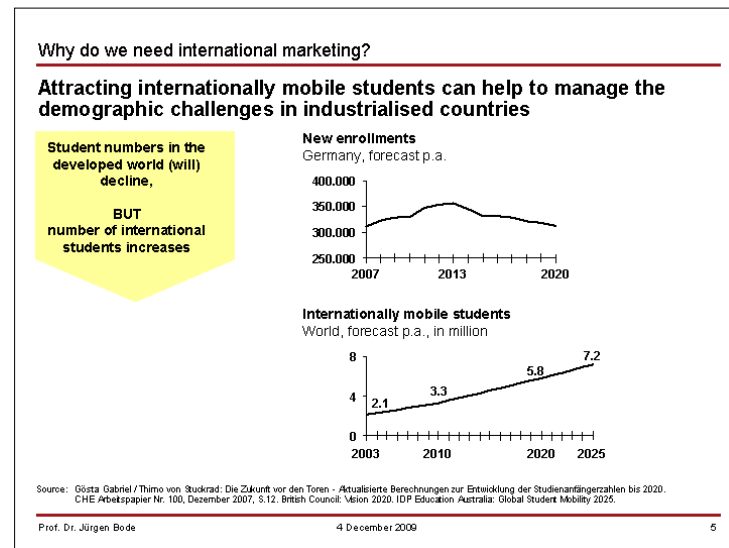
First I would like to explain why we need international marketing, why it is important. Then I would like to present a case-study to help you understand what "international marketing" can be about. It will take Australian universities as an example, and therefore I call it a "visionary" case study, because Australian universities have been in a very peculiar situation over the last fifteen years, which is not, in all aspects, comparable to the situation of the universities which you represent, but can still help us

in understanding how marketing can take place. Based on this I would like to generalise the findings and give a marketing view of the international university and try to correct some misunderstandings that I frequently encounter at universities. Then I will present a more realistic example which might better fit the situation you are in at the moment. The summary at the end lists basic guidelines for the university manager, because we are here in the German Rectors' Conference and rectors are university managers.

Why do we need international marketing?

One reason is demographic. In Germany, as you can see in Figure 1, we are going to have increasing student numbers up to 2013. After that we have to expect a strong decrease in the student numbers, which for the universities would mean, if we do not change anything, we have to reduce capacity in universities. This is a very abstract terminology, but for a university rector it means tough decisions.

Figure 1: Development of student numbers



On the other hand, the number of international students worldwide is increasing sharply. It will be 3.3 million in 2010 and we expect it to more than double by 2025. Thus, attracting international students can fill the gap that results from demographic challenges in the next years to come.

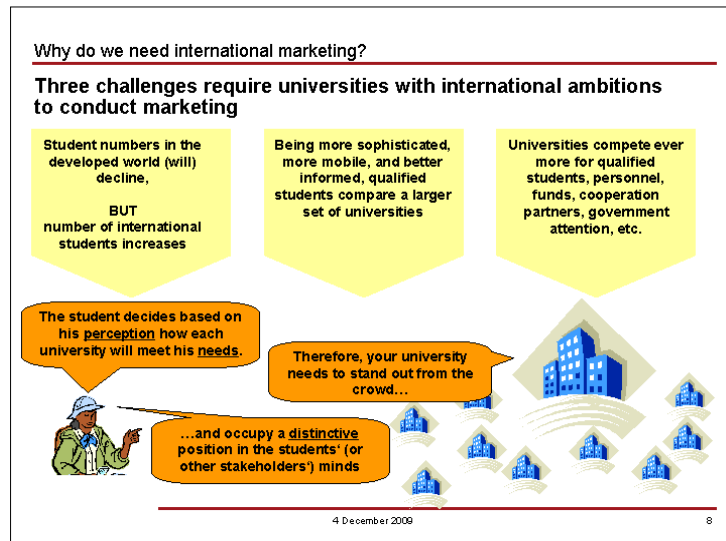
A second reason why we need international marketing: Students are more sophisticated, more mobile and better informed and therefore they compare a larger set of universities. If you take a typical student from this region, maybe five or ten years ago, he or she might have considered three to five universities for studying. But today, if you are a qualified university student, especially if you have a Bachelor's degree and are looking for a Master's, you tend to compare more universities and obtain a lot of information from each one in order to make a more informed decision. Students increasingly feel that graduation from no matter which university is not enough and they realise that universities differ. If students want an education which promises to fulfil their needs best then they want to find out which university can offer that. The information has become much better. We have rankings, we have the internet, and we have social networks among students who interact or recommend universities or highlight problems at certain universities. This all makes students more selective in their decision on their choice of university.

The third reason: universities compete. What do they compete for? Of course they compete for qualified students. Each university would like to have good students. But if you go deeper into the subject, you will find out that universities compete for much more. They compete for human resources, they want good professors, they want good staff, and they want good directors of international offices. They compete for funds, for cooperation partners in industry and among universities. They compete for government attention, especially when we are talking about government grants, and for many other things. Later on we will find out that marketing is not only oriented towards getting more students. Marketing is oriented towards all these different stakeholders. We have many different stakeholders and each stakeholder needs to be addressed by marketing.

Let me introduce to you Paul Schmitz, a German graduate student (see Fig. 2). He has just graduated from a German university with a Bachelor's degree and is now looking for a university where he can obtain a Master's degree. After an initial search, he has found quite a few universities which seem suitable for him. Now the question is, will he apply to the best ranked university? We might think yes, but apparently the answer is no, because if that were the case, then all the students would apply for

the one and only university which is ranked number 1. But the reality is different.

Figure 2: Why do we need international marketing?



We know that a student selects a university depending on his special needs, and needs are very complex. Students decide how each university will meet the needs, based on their perception. They naturally want to have good quality education but they might also want a practical orientation in their studies, the time to obtain the degree is important, the attractiveness of the university's location might be important. Some students might not want to move too far away from home, because they want to return at the weekends. Finances are important. Some students feel more comfortable going to the university where they know that there are a lot of students from their home country. They will feel more comfortable interacting with their compatriots. Some students might select Croatia or Serbia because they want to be off the beaten track, they want to be special, want to show off towards their fellow-students saying: "Look, I'm an adventurous person, I'm not going to Australia, America, or Canada." Students have different needs and we have to realise that in our offer to the students, we have to respond to these needs. Therefore, we have to stand out among the crowd of universities that today's stu-

dents perceive. How do we do that? We do that by occupying a distinctive position in the students' minds.

When I start talking with university rectors about marketing, the first thing I want to make them understand is, it is not the quality of the university that counts, but the quality that arrives in the minds of the students. Being a good university is not enough, the university must be *perceived* as good. Of course, there must be a close coherence between these two aspects. If there is frustration because perception and reality differ, this will backfire. But we need to understand that finally the decision by the stakeholder will be made upon perception and not necessarily on reality. I have underlined three words in the mind of Paul Schmitz, which are core terms in marketing: perception, needs and distinctiveness. We also call the latter *differentiation*, and universities sometimes use the word *profile*. Marketers do not like that word too much, because profile is not identical with differentiation, but it helps us to understand what we mean by that.

Another question is: How do we influence perception? Just think of the fact that your university might offer very practically oriented programmes. Now, how do you convey this information to the students' minds? You can write it in the brochures and students will read it. But if you compare this to fellow students telling you that the programmes are very practice-oriented, then the student will give this information a different kind of credibility to that provided by the brochures. Compare this to an alumnus who has already passed through an impressive career communicating that this programme is very practice oriented. Or imagine the human resources manager of a company who says: "I would like to hire graduates from this university, because it is very practice oriented." You see, the same fact can be conveyed in many different forms and students will assign differing degrees of credibility to the same message depending on who says what. That is marketing!

"Visionary" case study – international marketing of Australian universities

Australian universities are very advanced in marketing for several reasons and I do not want to go into too much detail about the reasons for this. Let us simply accept that we can learn a lot from them. There is an official Australian Government website for studying in Australia "Study in

Australia. Live. Learn. Grow” available in many languages, especially those spoken in neighbouring regions, like Indonesia and in Eastern Asia. But the website is also available in Arabic, which markets to Arabian students who are thinking about studying in Australia.¹

The brochure “Studying and Living in Australia” offered for download is well-structured and provides a first overview for international students on studying in Australia.² What I like here is that it contains information about “Before you leave”, “Arriving in Australia”, “Accommodation” etc. Australian universities recognise that students have more needs than simply studying an attractive degree programme. They have emotional needs, they want to feel comfortable. They see that there is an attractive non-educational environment. Even in the chapter “Studying in Australia” you will not find any information about universities and the degree programmes they offer.

In this respect, testimonials are very important because they deliver the credibility I mentioned before.³ The website offers student and alumni reports about their experiences and provides emotional comfort for the decision to select an Australian university. For example, a student from Bahrain writes in a five paragraph statement how much he likes studying in Australia.⁴ And I am sure, an Arabian potential student will be impressed by this and feel more comfortable.

The website offers testimonials by students from many countries and in many languages. Videos of successful graduates all over the world are easily accessible as well. Today’s young generation has a different way of consuming media than we as professors or rectors have. Videos are an important marketing tool. On this website there are examples from a number of alumni reporting about their experience and about their career after graduating from an Australian university.

Australian universities are very business-oriented. They use something that in the business world would be called a *sales agent*. In our world it is called an *educational consultant*. On the website of the University of Sydney, for example, you can find many countries where this particular university hires sales representatives to sell their programmes.⁵ Many

¹ URL: <http://www.studyinaustralia.gov.au/>.

² URL: http://www.studyinaustralia.gov.au/Sia/en/StudyGuide_pdf.pdf.

³ URL: <http://www.studyinaustralia.gov.au/Sia/en/WhyAustralia/studentstories>.

⁴ URL: <http://www.studyinaustralia.gov.au/sia/en/SuccessStory/SuccessStory.htm?id=82>.

⁵ URL: <http://www.usyd.edu.au/internationaloffice/agents/index.php>.

Australian universities use the services of IDP Education which maintains 75 student recruitment offices in 29 countries.⁶ IDP is a sales agents organisation and it addresses students in their mother language as well, in Vietnamese for instance.

Sometimes I have discussions with university representatives about why their programmes should be marketed in Vietnamese, even though the students cannot study in Vietnamese at the respective university. The response is that the university would not only target students. I mean, even a student who might not yet be proficient in English would feel much more comfortable reading initial information in Vietnamese. But how much more comfortable will his parents and grandparents be who might fund his studies in Australia and might not speak a single word of English.

In addition, many Australian universities make it very easy for prospective students to obtain information, even on the level of personal contacts. On the IDP Education website you can find a 1-300-phone number which is toll free and you can get into contact with Australian universities and ask questions which you believe have not been answered by the webpage or other promotional material.⁷

Then, universities clearly identify their *unique selling proposition*, as marketers call it. What makes my university unique? Again, this is connected to the profile, and universities clearly show in their promotional material why you as a student should choose my university in very simple statements. The Bond University’s website heads this information very briefly “10 Reasons Why Bond”.⁸ This is a method to stand out of the crowd.

I already mentioned that some universities even have dedicated information for parents only. When you compare the brochures dedicated to the various stakeholders you will see that they are very different. The students’ brochure says what you can study, what your career opportunities are, how much fun you can have, where the nicest beaches are, and how much a surfing course costs. But the brochure for parents says something

⁶ URL: <http://www.idp.com/>.

⁷ URL: <http://www.idp.com/>.

⁸ URL: <http://www.bond.edu.au/about-bond/introducing-bond/10-reasons-why-bond/index.htm>.

about the crime rate, how safe the country or city is, where do the other students come from, who will the student share the dormitory with, what are the career prospects, and what are the costs of studying and living. You can find a good example at the University of the Sunshine Coast in Queensland.⁹ Marketing therefore aims at different target groups, different stakeholders with different messages, but presents the same business (university).

Application to university programmes has to be made simple. Online application forms are available at many university websites. International students can easily express their interests using a standardised contact form and from that minute on the university has the student's address. By using this address the university can distribute more information, newsletters, changes in the offers, promotional material and so on. The students will get the feeling that if application is so easy and so professional, then studying would be professional as well.¹⁰

Even new media are used by Australian universities. Griffith University offers content for download on iTunes.¹¹ We know that young students use these new media a lot. Therefore, we should be present where they obtain their information.

If we look at a typical large Australian university, the marketing department has a lot of professionals who deal with the development and execution of marketing tools, and the recruiting department might have 20 recruiters who work in a call centre which speak a total of 20 different languages (see Tab. 1). If the student from Vietnam asks a specific question by telephone, he will be immediately directed to a person who speaks Vietnamese to answer the question.

⁹ URL: <http://www.usc.edu.au/Students/Future/Parents>.

¹⁰ Example of Bond University, URL: <http://apply.bond.edu.au/login.aspx>.

¹¹ URL: <http://deimos.apple.com/WebObjects/Core.woa/Browse/griffith.edu.au>.

Table 1: A typical Australian university invests heavily in marketing aimed at recruiting foreign students

| Marketing department Staff and functions (examples) | Recruiting department Staff and functions (examples) | Marketing and recruiting strategy |
|---|---|---|
| <ul style="list-style-type: none"> - Head of Marketing - Media planner - Graphic designer - Text designer - Photographer - Multimedia designer - Film team - Radio team | <ul style="list-style-type: none"> - 20 recruiters work in call centre - Call centre staff master 20 different languages - Recruiters visit target countries regularly - Marketing and recruiting collects 50,000 addresses of potential foreign students each year - 4,000 foreign students enrol each year | <ul style="list-style-type: none"> - Market research identifies target markets, target audiences and their media preferences - Advertising campaigns scheduled according to school leaving dates - ~500 independent agents advise potential students throughout the world - Professors use conference travel for recruiting - Fairs used in a systematic manner for personal conversations |
| -> part-timers, full-timers, service agencies | | |

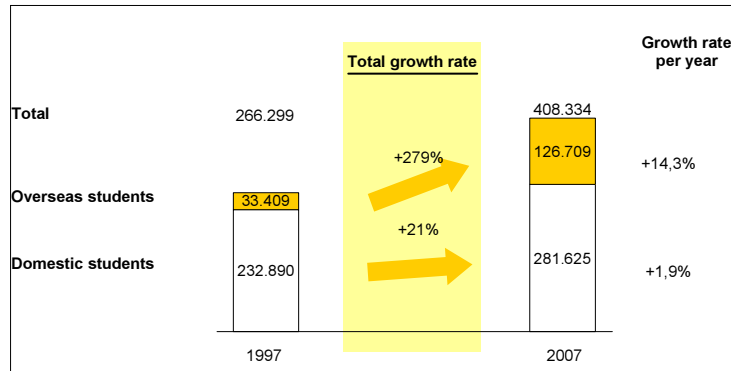
Recruiters visit the target countries regularly. I know a university which collects 50,000 addresses from foreign students every year, which is a handsome collection from which they then select the 4,000 best to enrol in their university. It is not only about quantity, but also about quality. The more quantity you have in applications the better the chance is that you have quality in your enrolments. The university does professional market research which identifies target markets, target audiences, media preferences and so on. It knows exactly the school leaving dates of each country so that media campaigns are targeted at precisely that point in time when students and parents start to think about studying abroad.

This typical university employs 500 independent agents throughout the world. When professors go for a conference they register with the international office or the marketing department. Then they get additional incentives if they not only present their research at the conference but also spend an additional day for recruiting.

What is the result of all this effort?

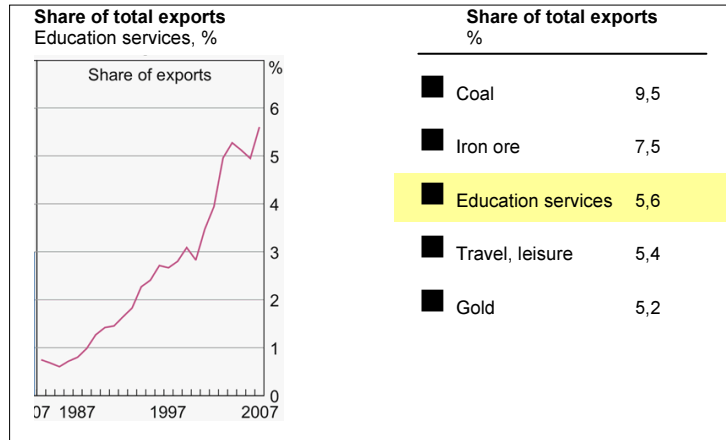
If we look at Australia 12 years ago, they had roughly 33,000 overseas students compared to 230,000 domestic students. Over a ten year period, this has increased by 279%. This is a growth rate of 14.3% per year which is enormous (see Fig. 3).

Figure 3: Australian universities have experienced a remarkable increase in the number of foreign students enrolled



Source: Australian Government, Dept. of Education, Employment, and Workplace Relations.

Figure 4: Education ranks third in Australia's exports after coal and iron ore



Source: Australian Government, Dept. of Education, Employment, and Workplace Relations

Of course, not all of this is due to marketing, but a lot of it is. If you look at it from an economic point of view and you regard international studies as an export product of the Australian economy you will find out that education services account for the third largest export product of Australia, after coal and iron ore (see Fig. 4). Education has become a crucial and strategic export commodity of the Australian economy.

The marketing view on the international university

Let us return to Europe. I do not want to frustrate you. I would like to report on the many encounters that I have in my consulting work when we discuss marketing at the university and maybe some of this might resound with you because you might have seen similar things. And I often see misunderstandings when it comes to marketing which I would like to correct.

For instance, I hear that "marketing is not a concept that fits our university". In fact, this is the one I hear most. I call this the *we-do-not-sell-toothpaste-syndrome*. You can hear statements like this:

- Marketing is, e.g., for toothpaste producers, not for universities.
- We are a university, we do not need marketing.
- Quality speaks for itself, we are a quality university.
- Marketing means cheating the customer.
- We are a serious institution, so we do not accept marketing terminology.
- We do not sell anything.
- We do not have products.
- We are not active in markets.
- We do not compete with anyone, we rather cooperate.

But as I said at the beginning, marketing is about conveying what you can offer into the minds of people. It is more about doing good things and talking about it. Marketing research, and the development of marketing concepts and terminology, started 50 years ago and of course it was applied in the strict business world first. But it has extended to include many other organisations. For instance, there is a large body of research on non-profit marketing, on NGO marketing, on social marketing. Why should it not apply to higher education? Why should it not apply to universities? I think we can learn a lot from the experience that has been accumulated over the last 50 years.

Table 2: Often, marketing at universities is confronted with criticism, misunderstood or executed insufficiency

| Criticism, misunderstanding, flaw | The international marketing view |
|---|---|
| <ul style="list-style-type: none"> Marketing is not a concept that fits to our university | <ul style="list-style-type: none"> Every university with international ambitions needs international marketing Marketing concepts and terminology have been proven over many decades in countless industries: why not in Higher Education? |
| <ul style="list-style-type: none"> Marketing = advertising, promotion | <ul style="list-style-type: none"> Marketing includes all efforts directed at fulfilling the needs of our stakeholders |
| <ul style="list-style-type: none"> Marketing responsibility is assigned to staff with no or little marketing qualification | <ul style="list-style-type: none"> Marketing requires profound skills and knowledge |
| <ul style="list-style-type: none"> Marketing is handled by our specialists | <ul style="list-style-type: none"> University management has to provide direction and personal support in marketing <ul style="list-style-type: none"> E.g., objectives, strategy, strategic controlling Coordination of diverse organisational units and players |
| <ul style="list-style-type: none"> Marketing should start tomorrow, and must lead to tangible results quickly | <ul style="list-style-type: none"> Marketing is a well-planned, long-term, systematic effort, based on strategy, which requires appropriate resources Marketing requires clear processes and rules of communication and decision-making |
| <ul style="list-style-type: none"> Marketing expenses lead to a shortage of funds for our core activities | <ul style="list-style-type: none"> Marketing is an investment which will create results if planned and executed professionally No Marketing is a waste of money |

“Marketing is just advertising and promotion,” that is what I often hear as well. So, marketing is believed to be printing flyers or visiting fairs, nothing else. But this is not true. In fact many marketers regard marketing more as a philosophy and not so much as a function, or activity. It is a philosophy on how to run my organisation, to streamline my organisation such that it fulfils the needs of the stakeholders. And this is our “raison d’être” as universities, that is why we are here. We want to fulfil the stakeholders’ needs – the needs of students, the public, government, professors and so on. Marketing is about market research: What do students need? How can we attract high potential professors, or promising young scientists? Marketing is also about strategic focus: which markets do we want to focus on? What is the unique selling proposition, or let us

call it profile, of our university? Which degree programmes do we want to emphasise? What is their curriculum? How many internships are required in our programmes? What is the language? What is the timing of the studies? All this, a marketer would call *product design*. How about the processes? How simple is it to apply? How can we create satisfaction while students study? How can we fulfil our promises during the degree programme? All this is marketing.

And certainly, marketing is also promotion, advertising. How can we make stakeholders perceive our strengths, how can we address emotional needs and so on.

Marketing responsibility is assigned to staff with little or no marketing qualification. In many cases the marketing department has only one staff member who is “head chef” and “bottle washer” at the same time. If you ask what his/her qualification is, what his/her graduation is then we find someone who studied in the humanities, psychology, or languages. People with a formal marketing qualification are rarely in the marketing department of a university. Many of these people are very capable, however. I am very impressed by how much they have achieved, they are very good learners by doing. But I think as university managers we have to accept the idea that marketing requires profound skills and they should be obtained either through formal qualification or through a lot of professional experience in marketing.

Good universities start to hire marketers who come from different industries, maybe even from toothpaste producing companies. They value the marketing experience and the marketing knowledge higher than the knowledge about the university system, because they believe that the latter can be acquired on the job more easily.

University rectors sometimes believe that it is the marketing department which takes care of all the marketing needs. But there is some misconception in the sense that this does not mean that a university rector does not have to deal with marketing. A university rector has to provide direction. Earlier, we talked about strategy in the workshops a lot. Strategy is the typical task of university management, and this also applies to marketing strategy. Strategy provides direction.

Organisation is an important issue in marketing as well. Compared to many other businesses the bottom level in the universities is very strong. Departments, faculties, department heads, and sometimes famous professors are very strong and they do not accept that the university management tells them what to do even if it is relevant to the university's marketing. University management must provide a lot of personal support and put authority in the efforts of the marketing staff so that the whole organisation accepts that marketing is important. There are many organisational units and players in the university relevant to marketing: it is not only the departments, it is the press office, it is the marketing department, it is the international office, and it is even the application office, because the simplicity of the application process already attracts international students to my institution or inhibits them from coming. University managers, as expressed in my little conversation at the beginning of my presentation, often believe that marketing must lead to tangible results quickly. Sometimes it works, but this is rather the exception. Marketing should be accepted as something that requires careful planning and preparation before execution. It is a long term effort, you might get some quick wins, but the normal case is that you have to wait for a while before you can earn the rewards.

Marketing is a systematic effort. Some people believe that marketing is an art. I would say marketing is an art only to a small extent. In fact, it is very much science based on a systematic body of knowledge and a systematic way of running activities. It must be based on strategy; without strategy marketing is useless.

Marketing requires appropriate resources. I think this is not new to any of you. We cannot get marketing for free. We have to spend money on marketing before it can create any results.

Marketing requires clear processes and rules of communication and decision making. I think this is a weakness that I see in many universities. Somebody is assigned responsibility for marketing without a clear process of monitoring and controlling. No, we need to install a project management process with clear milestones, objectives, review meetings, where we check how we have progressed, where we make tough decisions on the next steps to take and on what the future holds. And it must involve

the university management. University management must insist on the reporting structure that regularly tells them how far we are in marketing.

One of the complaints is that "we would like to spend money on marketing, but need money in the core activities of our university as well and therefore have no money left for marketing." I think marketing is an investment. We regard investment as opposed to cost. Investment indeed means upfront payments, but if done well after a while, year by year the returns will come back. I know that this is a problem in many countries where the rewards of marketing do not necessarily take the form of money, especially if your university does not earn substantial tuition fees from students. Still you earn rewards for your marketing, for example better qualified international students or higher profile professors. Unfortunately, this does not immediately transfer into money that you can spend on marketing or other items.

I understand it is a complex matter and therefore requires good planning again. But I would say: no marketing is an even greater waste of money. Please remember the conversation at the beginning of my presentation. If you spend a lot of resources on developing a new degree programme and at the end you have to cancel the programme because you do not have enough students, then it is a waste of money.

We need the right combination. We need the balanced combination of efforts on the level of the services that we execute and provide for the students and to other stakeholders on the one hand, and the marketing of it, on the other hand.

"Realistic" case study

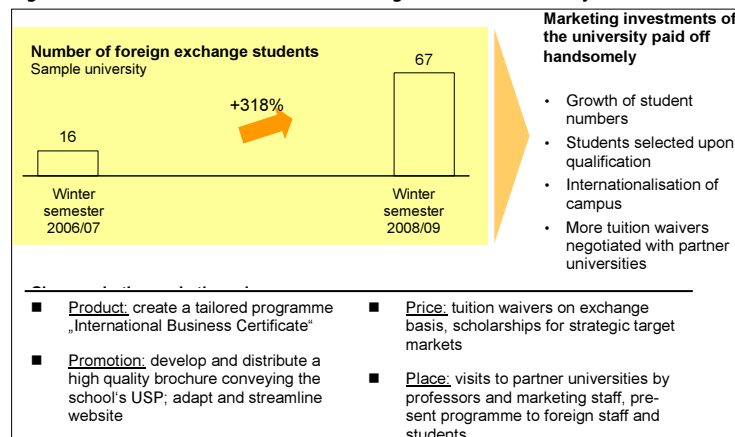
Let me show you a realistic case study. It comes from a small German business school. They had a problem in one degree programme in that only 16 foreign exchange students were enrolled while they marketed their programme as an international programme to the Germans. The Germans coming to that school expected many more international students. This was a problem. So they tried to run a marketing project on that. They changed the marketing mix. They created a special standardised programme for exchange students with a simple name which was easy to remember. They offered every student who successfully passed the examinations a certificate to carry back home and to be used as a

credential in their curriculum vitae. They developed and distributed a high quality brochure that explained the school, the unique selling proposition, and why this school is something special. The website was adapted to that particular target group of foreign exchange students, those who read the brochure or heard about it. With respect to price, which is also a part of marketing, they offered tuition waivers on an exchange basis. It seems that the school would lose money due to the tuition waivers, but what they discovered was that many more schools were interested in the programme once the marketing was optimised, and so the school received more tuition waivers for its students, which in turn reduced the school's cost.

Target markets were defined which were regarded as strategically interesting markets and scholarships were offered for these markets only. Professors and marketing staff visited partner universities and presented the programme to foreign staff and students.

Because of these very simple changes, which were not too costly, the number of foreign exchange students increased by more than 300% to 76 last year (see Fig. 5), and by now counts more than 100.

Figure 5: Investment and benefit of marketing ("realistic" case study)



The investment, which was not very large, paid off handsomely. There was growth in student numbers; there were so many applicants that the school could select the most qualified ones, so that this had an effect on the quality of teaching as well.

The school also made the campus more international. Those students who never went abroad still had the opportunity to experience intercultural communication. And the school obtained more tuition waivers with partner universities because they now felt and understood the specific advantages of this university for their students.

Summary

I conclude my presentation by summarising the points I mentioned before.

International marketing – basic guidelines for the university manager

- Every university with international ambitions needs international marketing.
- Marketing concepts and terminology have proven themselves over many decades in countless industries: Why not in higher education?
- Marketing comprises all efforts directed at fulfilling the needs of our stakeholders.
- Marketing requires profound skills and knowledge.
- University management has to provide direction and personal support in marketing.
- Marketing is a well-planned, long-term, systematic effort, based on strategy, which requires appropriate resources.
- Marketing requires clear processes and rules of communication and decision-making.
- Marketing is an investment which will create results if planned and executed professionally.
- No Marketing is a waste of money.

Thank you for your interest!

Discussion

Jan-Martin Wiarda

Thank you Professor Bode. You mentioned the difference between the Australian situation and that of most European countries, namely that the Australians are allowed to charge a lot of money. Isn't it therefore a little bit too easy to say: Well, by engaging in marketing you can gain more excellent students and excellent teachers? If we were to raise the tuition fees in Europe up to 20,000 euros a year, I am sure the universities would come up with perfect marketing plans by themselves. But under the given circumstances, is it really helpful to compare Australia and continental Europe in this regard?

Professor Dr. Jürgen Bode

Well, as I said, it is not possible to copy what the Australian universities have done one to one. But I think this does not mean that we should ignore how the Australian universities approached this. It depends on our own objectives. If our aim is to attract more international students and more highly qualified professors, then we must find a way to finance this. In the session before, it was mentioned several times that in Germany we have the wonderful funding bodies and streamlined government funding for universities, so we have to find the right methods to use these funds. But we also have an increasing number of student financed programmes and the universities are starting to earn money through that. Of course, it is not comparable to Australia. I was simply showing an example as a benchmark. We cannot copy it, but a lot of the elements are useful and not necessarily expensive.

Jan-Martin Wiarda

Your second more realistic example was from a business school which charges tuition. Just to clarify this, how strong is the link between the necessity to gain income from tuition fees and the necessity to engage in good marketing? Is there a strong link there?

Professor Dr. Jürgen Bode

I simply try to imagine the situation at my university. What would happen if the student numbers were to decrease by 15% or 20% by 2020 or 2025 due to demographic developments? I cannot imagine that my uni-

versity would receive as much funding for running the university as it does today. Therefore, we have to find a way to attract more international students if we want to avoid a discussion about reducing of our capacities with the ministry or whoever provides the university with funds.

Jan-Martin Wiarda

If there are no questions or comments from the audience at this moment, I would like to spend the few minutes left on a really interesting Australian example. I spent some time there visiting universities and was told a lot about their marketing efforts, although they, too, face problems. You explained that internationalisation led to a higher standard of students. I heard there that one of the problems actually is the academic qualification of many of their students because they have to attract people who are first of all able to pay the tuition fees, but who are not necessarily the best students. Australian university officials told me that sometimes they have to make compromises in order to earn money. Therefore I would contest your assertion.

Professor Dr. Jürgen Bode

Yes, it all depends on the objectives. I often face the attitude: "We already have applications above our capacity. Why should we do marketing?" Even in such a case, I would recommend that marketing is still useful, because of the possibility it provides for being more selective if you do not increase the capacity. Maybe a very business-oriented university would increase the capacity to earn money through the students. And if they do this above a certain threshold, it will probably compromise the quality of teaching. Such decisions are again connected to strategy, to the unique selling proposition, to the profile. If you want to be a university with only a mediocre programme but with high income then you would perhaps accept students who are not so well qualified. If you want to stand out in the crowd with a high quality education, then you have to resist the temptation to accept too many students. Still you need marketing activities anyway in order to find the best or most students.

Jan-Martin Wiarda

What I liked about your presentation was also your assertion that it is not always about being the best but about creating a niche, about setting up a profile which not that many other universities have and meeting the

needs of a certain student population. What do you tell universities that still strive to be number one in the rankings and build up a good marketing structure besides this? Is there a need to be number one at all?

Professor Dr. Jürgen Bode

Marketing is all about differentiation, as I said in the beginning. The point for a university is not so much to be the best; the point for a university is to be different, different from other universities so that students clearly know why they choose this university and not all the others. How can you be different? You can be different in a multitude of dimensions. Rankings, of course, are one dimension. If a university is already number one in the ranking, I would highly recommend doing everything to maintain that position, because this is a very powerful marketing message. For the other institutions not at number one or not even placed above 10th, the better solution is to take this into consideration in a carefully planned approach and emphasise other differentiating factors.

Jan-Martin Wiarda

If you compare the situation in Australia and perhaps in the United Kingdom or the United States, where are we in Germany with our marketing efforts? Are we still at the very, very first stage?

Professor Dr. Jürgen Bode

No, we are not. I think the last 8-10 years have seen enormous progress made in Germany fuelled, for instance, by the GATE Germany consortium, an initiative launched top-down at the beginning, but meeting the needs of the German higher education institutions. But there are some other incentives supporting bottom-up approaches by the few universities who understood marketing at the outset. Over the last decade, a lot has been done at German universities. The situation has changed absolutely in comparison to how it was 10 years ago.

Perspectives and contradictions of the European language policy

Professor Dr. Siegfried Gehrmann

Let me say straight away: there is currently no common and coherent European language policy of European national states – but there are different language policies in Europe.

One might regret this, but the spheres of interest of different language policy stakeholders in Europe, be it countries, language communities or science related individual universities or scientific associations, are currently still too divergent and therefore cannot be brought under one unified European language policy. One reason for this is the fact that language isn't only a means of identification, mutual understanding and awareness, but also that large economic and political interests are connected with and around language, the interests which by directing and distributing communication streams among relate other things also to the power and influence bases of states, language communities and individual stakeholders, and partly also constitute these bases¹. Or, in other words: languages are not only collective or public goods like air and water, the access to which mustn't be denied to anyone, but they are at the same time also "hypercollective goods" (de Swaan 2001: 27-33). These are characterised by the fact that their holders like language communities or a group of foreign language speakers have a natural interest in the further distribution of that hypercollective good, because the distribution, communication and influence potential of a language is increased with the number of its native and foreign language speakers. In this respect each language policy stakeholder has a rational interest in advancing the language represented by them and supporting its dispersion (Ammon 2003: 202).

In this mixture of different languages and language policy interests in Europe we can therefore rather expect conflict and contradiction instead of commonly represented language policy strategies related to the Euro-

¹ Cp. exemplarily for Anglo-Saxon language policy: Philippson, Robert (1992); for German language policy Stark, Franz (2002).

pean continent. That this holds true within single language communities is shown by the occurrences in which states indeed on the one hand support, through language promotional associations, the dispersion of their official language abroad, but on the other hand, for example to increase the market competitiveness of their economy or the international attractiveness of university centres, are equally prepared to promote their own community language to a lesser degree than should actually be in their interest, for the benefit of another, internationally “more competitive” language.

One can regret this fact as well and in reference to the mechanisms of the market and free competition, let this development take care of itself. Indeed, the metaphor of free market is out of place here, because in respect of individual national languages the competitors do not, as we know, start with equal preconditions and are not equipped with equal chances of influence. But let us shortly deal with the game of a “market fair” language policy that aims at replacing the different national languages in Europe in the international communication with a more competitive “lingua franca”, aimed at developing global markets. But what would be the cost of one such language policy?

Deficient further scientific development of languages which aren’t usable anymore in the international communication and research would still be the smallest price. Indeed in the long run a decrease of linguistic complexity would occur, considering that the development of more complex linguistic structures is a result of social activity (Ehlich 2006:26). However, one could and does argue that this decrease in complexity should be accepted, because through increased usage of only one international language the speed of information flow and research results exchange would be multiplied, and along with it also an increase in communication – this is under the conditions of globalization a central aspect of scientific communication.

But what does this mean for scientific insight finding, for the innovation potential of science? If it is true that thinking is not independent from language, and that language substantially underlies the insight finding and its structure, i.e. that each language possesses its own insight potential (Ehlich 2005:46); then each disconnection of science from its everyday language or national language would include the loss of insight

possibilities. It is obvious that this would especially affect the social sciences and humanities, as they depend on linguistic expression. In other words: only the preservation and advancement of scientific multilingualism guarantees the multi-perspective development of scientific work, the change of the worldview by means of diving into another language, and, due to its dependence on language, its relativization as well. The uncertainties that go hand in hand with this are productive and innovation advancing, because they systemically defy the homogenization attempts through the change of perspective (Ehlich 2005: 48-50).

This holds true all the more when the debated “lingua franca”, i.e. English, is not based on neutral or supra-national, but national language foundations, meaning that it conceptually puts more focus on the concepts and interests of the Anglo-Saxon region. Then the issue is not only the danger of linguistic narrowing of scientific insight finding any more, but also one of the dominance and direction of insight paths, in which non-Anglophone or non-anglicised resources and discourses in science are either not considered sufficiently anymore or are marginalized. At the latest at this point the price of gaining global communication and dispersion possibilities through English as a “lingua franca” is too high. With regard to the worldwide problems which need to be solved, we don’t need a smaller number of perspectives, but a larger one.

That this danger of perspective narrowing is real and can creep into science behind its back, is not only evident in the Anglo-Saxon dominated citation indices which have repercussions on scientific careers and publication lists, but also in the English-speaking international study courses outside the Anglo-Saxon area. Here is a concrete example. In the years 2006 to 2009 a project was started for curriculum development of a one-year international Master’s degree programme “Management and Counselling in European Education” with the main focus on Southeast Europe.

12 universities from 10 European countries took part in this project, which was funded with the TEMPUS funds of the European Union and conducted by the Universities of Münster and Zagreb. The Master’s programme was conducted in the form of attendance and eLearning periods at the Universities of Zagreb and Münster and accredited as a Joint Degree Programme. Regarding language policy the period of curriculum

development was to be conducted in three languages, i.e. German, English and Croatian, while the Course itself was taught in German and English (cp. <http://www.lecee.eu>).

I am mentioning this Master's degree programme in this context only because it serves as an example of the connection between language and scientific insight finding. It was shown in curriculum development that the colleagues who only spoke English as a foreign language almost exclusively used the discourses and concepts established in the Anglo-Saxon linguistic area, and those who spoke German and English as a foreign language, gave the curriculum development a linguistically and conceptually broader basis. This was all the more important as this approach developed controversy in the phase of curriculum development, which opened new horizons also for the students of the Master's programme. Without multilingualism in scientific communication and later in the Master's programmes this would not have been possible in this form. Furthermore the situation with the applicants for the Master's programme showed that those applicants who spoke German as a foreign language also spoke English, whereas those who indicated English as their first foreign language, as a rule couldn't communicate in another foreign language and were for this reason not admitted to the Master's programme.

How can we avoid the dilemma: that on the one hand, in order to gain advantages in the competition, almost exclusively English is presented as an international communication and science language by a multitude of language policy stakeholders in Europe, but on the other hand exactly this foreign language monolingualism leads to the narrowing of insight possibilities and insight structures? How can – in other words – multilingualism in Europe be dealt with in such a way, that the benefit of one global communication language like English doesn't include the losses in the scope of insight possibilities dependent on linguistic diversity?

For this let us glance at the language policy of the European Union, for which the dealing with multilingualism is of substantive importance. There are above all three aspects underlying the language policy of the European Union and of concern for the issue of internationalization of science, which was addressed here.

The First Complex

This is on the one hand a democratic-political postulate. I will cite the Communication of the Commission to the European Parliament from the year 2005, *A new Framework Strategy for Multilingualism*:

“It is therefore a prerequisite for the Union's democratic legitimacy that the citizens should be able to communicate with its Institutions and read EU law in their own national language, and take part in the European project without encountering any language barriers. [...] therefore [...] the European Community as a multilingual entity, stipulates that legislation must be published in the official languages and requires its institutions to deal with citizens in the official languages of their choice” (12f.)²

In this respect research says it is the principle of responsiveness and publicity in the communication between the institutions and the people, which should guarantee transparency, proximity to the citizens and democratic control.³ Within the EU this communication is connected with multilingualism. If at this level of dependence between the EU policy and the European public multilingualism wouldn't be realized or rather if the participation and partaking of EU citizens in the design of the European project would depend on their knowledge of foreign languages, not only wide ranges of the European public would be politically incapacitated but also the acceptance of the European Union as a multinational formation of equal countries would be compromised. Just to note, according to the Eurobarometer survey from 2005, only 56% of European citizens speak a foreign language.

The Second Complex

Another aspect of the language policy of the European Union consists of the sociocultural bases of the project Europe, which emanates from the keeping and advancement of linguistic and cultural diversity in Europe as a basis of precisely this project.

“The peoples of Europe”, it is said in the Action Plan for *Promoting Language Learning and Linguistic Diversity* from 2003,

² Cp. COM (2005) 596.

³ Cp. Ammon (2003), Ross (2003); Wu (2005).

“are building a single Union out of many diverse nations, communities, cultures and language groups [...]. Building a common house in which to live, work and trade together means acquiring the skills to communicate with one another effectively and to understand one another better. Learning and speaking other languages encourages us to become more open to others, their cultures and outlooks. The ability to understand and communicate in other languages is a basic skill for European citizens.” (24)⁴

But how can, currently ca. 500 million inhabitants in 27 member states with altogether 23 official languages, 60 regional and minority languages in the European Union, live together so harmoniously, that this project doesn't fail due to its heterogeneity? How can we give the citizens of Europe “a sense of shared destiny and of belonging together?”⁵

One answer of the EU is to strengthen the intercultural dialogue by advancing multilingualism of EU citizens and to advance familiarity with other views and cultures by learning as many languages as possible. The aim must be, according to the document on *Multilingualism: an asset for Europe and shared commitment* from 2008,

“to raise awareness of the value and opportunities of the EU's linguistic diversity and encourage the removal of barriers to intercultural dialogue.”(5)⁶

Although English as an international language of communication is important in this respect, exactly in the segment where the emphasis lies on the moment of understanding other cultures – a moment of crucial importance for the process of European integration – i.e. on harmonious living side by side of different peoples, “lingua franca” fails: it generates international communication, but regarding the process of European integration it only deficiently if at all contributes to the intercultural understanding and the advancement of linguistic and cultural diversity in the European Union. In this respect already the Recommendation 1383 on “Linguistic diversification” of the Council of Europe Parliamentary Assembly from 1998 notes succinctly:

⁴ Cp. COM (2003) 449.

⁵ Cp. A Rewarding Challenge (2008:3).

⁶ Cp. COM (2008) 566.

“But a knowledge of English alone, seen as the international language of communication, appears insufficient if Europe is to stand its ground in the face of international economic competition and preserve its cultural diversity.” (Paragraph 4)

The Third Complex

Strategically this perspective of multilingualism as a basis of the European integration process responds to the studies which prove that the competitiveness of the European businesses is connected to the advancement of the employees' multilingualism, i. e. that the recourse exclusively in English as the only foreign language in the international economy has become an obstacle in competition.⁷ In this respect the Group of Intellectuals for the Intercultural Dialogue, set up by the European Commission, says in the document *How the Multiplicity of Languages could strengthen Europe* from 2008 that monolingualism, especially also regarding the firm position of the de-facto-situation of English as a dominant foreign language in the work of the European institutions, is increasingly becoming a problem and indeed both in respect of intercultural understanding as well as of the cultural establishment of the Europe project. “A turn of events of this kind”, says the Group of Intellectuals,

“is not desirable. It would be damaging to the economic and strategic interests of our continent and all our citizens irrespective of their mother tongue. It would also be contrary to the whole ethos of the European project.” (5)⁸

As a consequence of these considerations the European Union favours an educational concept based on learning two living foreign languages already during the obligatory schooling. In the framework of these concepts of European multilingualism language learning is considered to be a life-long process, which should be adequately supported by the national states. Multilingualism of EU citizens has, as suggested by the

⁷ Cp. CILT (2006). According to this study European companies experience numerous contract losses due to insufficient foreign language knowledge. It is estimated that 11% of export-oriented small and small-scale businesses (KMU) possibly lose contracts due to communication obstacles; cp. also Graddol (2006), who based on a study comes to the conclusion that British university graduates without additional knowledge of foreign languages could be inferior to their multilingual competitors from other countries.

⁸ Cp. A Rewarding Challenge (2008).

documents of the European Union cited here, become an unavoidable option of the European integration process and its positioning in the educational systems of the EU must be dealt with in the nearest future. English would then be integrated in them as one important international language.

Which questions arise from this short delineation of language policy of European Union for the internationalization strategies of science and for the afore stated dilemma of using the potentials of one international language of communication and science like English and at the same time maintaining the different scientific cultures and insight paths connected to language diversity?

One would first have to abandon the idea of letting the internationalization of science proceed exclusively in English. Scientific insights and abundance of perspectives in scientific insight finding are also based on multilingualism; they depend on the everyday expression ability and the linguistic potentials of different national science languages. Only these guarantee the connection between science and the societies who carry and finance it. If science would be disconnected from this linguistic link, there would be a danger of a creeping de-democratization of science and a division of population in two groups of individuals: those capable of scientific work due to their foreign language proficiency, and those detached from scientific insight finding.

Therefore, scientific knowledge in democratic societies is fundamentally connected to the public: it must on the one hand be broadly accessible, on the other hand the public must have the possibility of influencing this knowledge through participation and control – not only due to the fact that this knowledge in its core also deals with the future of precisely that society (Ehlich 2006: 26-29).

In contrast, proficiency of all European citizens in English as a second language, the replacement of national languages and the development of a monolingual European public, is in the context of the European integration process neither desirable nor realistic in a democratic Europe, committed to the diversity of cultures and languages. Such a scenario would suspend the foundations of precisely this project and put at risk the European project itself.

Approaches of installing such foreign language multilingualism in the European education systems exist. They express the attempts of focusing preschool and early foreign language learning on English and developing this on a lifelong basis – along with a decrease in learning other foreign languages (cp. Ammon 2005:84; Henrici 1996). These attempts too are in my opinion condemned to failure, because they tackle the substance of the European integration process, which is based on multilingualism and intercultural competences. The earlier one decides to follow the recommendations of the European Union and develop multilingual, intercultural competences in schools and indeed by all means with English included, and then to advance and conduct these during a lifelong learning process at universities and in adult education, the greater are the chances of improved competitiveness of the European education area.⁹ Here from I conclude that the centre of a Europe-oriented language policy should be the multilingualism of European citizens. It would be different according to each region, individualized according to different mobility needs and would have different language combinations.

To conclude with the area of science and current university reforms in Europe: within the framework of the Bologna process, resources and timeframes for the advancement of multilingualism and intercultural competences of students would need to be put at disposal more than before. I believe that it is one shortcoming of the Bologna process that precisely this wasn't done enough or at all and instead, internationalization was equated with English proficiency. The same goes for university teaching. Lectures or study courses in European national states held only in English are not a sufficient proof of the ability of international networking capability of European university systems.

In order to achieve precisely this and to be able to integrate it in the diversity of European cultures, an increased development of multilingualism-friendly lectures and study courses at European universities is needed. Also, multilingual qualifications in science as a career bonus

⁹ Cp. also the attempts of starting language acquisition in the early foreign language learning with a different European language. For the development of European multilingualism in school foreign language classes, English in the second place of the language sequence would benefit the most, because the social need as well as the interest of learners in learning English would be irrefutable (cp. Bausch 1992, Krumm 2003, Gehrman 2009).

would have to be advanced and systematically incorporated in the scientific career planning. Furthermore, multilingualism or rather usage of a given national language at congresses and in publications should be secured, only to name some measures for the advancement of scientific multilingualism. This anticipates the translation and interpretation needs to a greater extent than before and also goes along with the task of developing multilingual citation indices, in order to deal with the monopoly of those which are exclusively Anglo-Saxon (Ehlich 2006:36).

This also calls for the application of financing means. But what is demanded even more is the change of mentality: namely to open the internationalization of science, the scientific and research concepts as well as the individual disposition of students and teachers to multilingualism. Precisely under this aspect of the European integration process and the development of a European education area the question should therefore be: how do we enable the nationally marked languages of science in Europe to have, alongside English, their say again to a greater extent, and how do we sensibly combine “going international” with “language and cultural diversity?”

We don't actually know how the dynamics of the European integration process and the development of a multi-polar world are going to affect the language issue in the European education systems and which linguistic competences are going to be demanded in the future. Despite extensive data collection regarding the hitherto development of different national science languages in different disciplines (cp. Ammon 1998; 2003), these give no information on the future scenarios of linguistic demand under the constantly changing conditions.

What we therefore urgently need are empirical studies which conduct research, also apart from the Anglo-Saxon dominated databanks, on the question of where and how to connect science and research with the multilingual qualification profiles. This would for example include clarifying:

- How is multilingualism being dealt with in reality in university teaching or in the usage foreign language literature in lectures?
- Which countries' concepts and theories are dominant in the teaching and research in the different subject cultures and are they present in translation or are they read in original languages?

- To which extent are scientific insights generated in the given national languages and to which extent is the publication of these insights in English the result of translation?
- What influence do Anglo-Saxon databanks have on the scientific publication activity and the university lecturing and research in different European states?
- To what extent is the success or failure of cross-border scientific cooperation and mobility connected to multilingualism or to the participants' English proficiency, how do communication streams flow in such cooperation and at which language level are actually international English-speaking or ulterior foreign-language study courses held by teachers and students?

There still isn't enough information on these issues (cp. for Croatia Rončević 2010).

It is evident – and herewith I come to conclusion –, that scientific and language policy action is necessary in order to achieve one European language policy directed at the potentials of the continent. The above delineated language policy of the European Union could offer one approach to the solution. It would have to balance out the controversies of European language policy in such a way that different language policy stakeholders agree on one commonly represented program of European multilingualism in the education systems and in science regardless of their different language policy interests.

This is however still a utopia, but – and with this I will close – only insofar as we don't perceive European multilingualism and multiculturalism an obstacle, but an advantage. Developing this advantage systematically and using it for the global competition and for European integration would then however also mean consequently using – in combination with English – the national languages in individual national states as the languages of communication, teaching and science, especially in the issues of the internationalisation of European educational systems and their multilingualism.

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List of participants

Dr. Ulrike **Albrecht**, Alexander von Humboldt Foundation, AvH, Germany; e-mail: Ulrike.albrecht@avh.de

Professor Dr. sc. Roko **Andricevic**, Vice-Rector for Science and International Relations, University of Split, Croatia; e-mail: rokoand@gradst.hr

Professor Dr. Dragan **Antic**, Acting Rector, University of Nis, Serbia; e-mail: dragan.antic@elfak.ni.ac.rs

Professor Dr. Dragan **Arandjelovic**, Dean, Faculty of Civil Engineering and Architecture, University of Nis, Serbia

Brankica **Assenmacher**, M.A., Project Manager for South Eastern Europe, German Rectors' Conference, HRK, Germany

Professor Dr. Dragic **Bankovic**, Chair of Department, Faculty of Science, University of Kragujevac, Serbia; e-mail: dragic@kg.ac.rs

Associate Professor Elizabeth **Beaulieu**, Ph.D., Dean, Core Division, Institute for Global Engagement, Champlain College, Burlington, Vermont, United States of America; e-mail: ebeaulieu@champlain.edu

Dr. Monika **Becker**, Head, International Office, Pädagogische Hochschule Schwäbisch Gmünd – University of Education, Germany; e-mail: monika.becker@ph-gmuend.de

Dr. Martin **Bickl**, Director, International Office, Goethe University Frankfurt, Germany; e-mail: bickl@uni-frankfurt.de

Professor Dr. Jürgen **Bode**, Department of Business Administration Rheinbach, Bonn-Rhein-Sieg University of Applied Sciences, Germany; e-mail: Juergen.Bode@hochschule-bonn-rhein-sieg.de

Dr. Karlheinz **Borchert**, Head, International Office, Beuth Hochschule für Technik Berlin – University of Applied Sciences, Germany; e-mail: borchert@beuth-hochschule.de

Ursula **Brandt**, International Department, German Rectors' Conference, HRK, Germany; e-mail: brandt@hrk.de

Marija **Cenevska**, LL.M., Head, University International Office,
Ss. Cyril and Methodius University, Skopje, Macedonia (FYROM);
e-mail: mcenevska@ukim.edu.mk

Professor Dr. Katarina **Damjanovic**, Faculty of Law, Union University,
Belgrade, Serbia

drs. Caspar **de Bok**, Internationalisation Consultant, Executive
Secretariat, Utrecht Network, Utrecht University, The Netherlands;
e-mail: c.f.m.debok@uu.nl

Dr. Irma **de Melo-Reiners**, Bavarian University Center for Latin America
(BayLAT) at the University of Erlangen-Nürnberg, Germany;
e-mail: irma.demelo@baylat.uni-erlangen.de

Jochen **Eickbusch**, Head, International Office, University of Siegen,
Germany; e-mail: eickbusch@aaa.uni-siegen.de

Professor Dr. Stefan **Fisch**, Rector, German University of Administrative
Sciences Speyer, Chair of Modern and Contemporary History with focus
on History of Constitution and Public Administration, Germany;
e-mail: sfisch@dhv-speyer.de

Dr. Mark **Frederiks**, Policy Advisor International Affairs, Accreditation
Organisation of the Netherlands and Flanders (NVAO), INQAAHE
Administrator, ECA Coordinator, The Netherlands;
e-mail: m.frederiks@nvaio.net

Professor Dr. Siegfried **Gehrmann**, Executive Board, Center of European
Education (Zagreb/Münster), Faculty of Teacher Education, University of
Zagreb, Croatia; e-mail: siegfried.gehrmann@ufzg.hr

Dr. Rainer **Grulich**, Programme Director, Strategy Department,
Alexander von Humboldt Foundation, AvH, Germany

Professor Dr. Norbert **Grünwald**, Rector, Hochschule Wismar – University
of Applied Sciences: Technology, Business and Design, Germany;
e-mail: norbert.gruenwald@hs-wismar.de

Nikolaus **Hackl**, Director, International Office, OHM University of Applied
Sciences Nuremberg, Germany;
e-mail: nikolaus.hackl@ohm-hochschule.de

Elisabeth **Holuscha**, Director, International Office, Fachhochschule Köln
– Cologne University of Applied Sciences, Germany;
e-mail: elisabeth.holuscha@fh-koeln.de

Professor Dr. Katharina **Holzinger**, Chair of International Relations and
Conflict Management, Department of Politics and Management,
University of Konstanz, Germany;
e-mail: katharina.holzinger@uni-konstanz.de

Gabriele **Hufschmidt**, Ph.D. (VU Wellington), Project Manager, Audit
Internationalisation of Universities, German Rectors' Conference, HRK,
Germany; e-mail: hufschmidt@hrk.de

Hildegard **Janssen**, Director, International Office, Heinrich-Heine
University Duesseldorf, Germany;
e-mail: janssen@verwaltung.uni-duesseldorf.de

Associate Professor Srecko **Jelusic**, Ph.D., Vice-Rector for International
Cooperation, University of Zadar, Croatia; e-mail: sjelusic@unizd.hr

Gunhild **Kaschlun**, International Department, German Rectors'
Conference, HRK, Germany; e-mail: kaschlun@hrk.de

Dr. Thomas **Kathöfer**, Secretary-General, German Rectors' Conference,
HRK, Germany; e-mail: gs@hrk.de

Olivia **Key**, International Relations, Hochschule München – Munich
University of Applied Sciences, Germany; e-mail: key@hm.edu

Professor Dr. Vesna **Knezevic-Predic**, Vice-Dean for Quality,
Self-Evaluation and Scientific Research, Faculty of Political Sciences,
University of Belgrade, Serbia

Professor Dr. Anette **Kniephoff-Knebel**, Fachhochschule Koblenz –
University of Applied Sciences, Germany; e-mail: kniephoff@fh-koblenz.de

Stephanie **Knobloch**, Head of Section "Student Services", German
Academic Exchange Service, DAAD, Germany; e-mail: Knobloch@daad.de

Dr. Thomas **Koch**, Head, Section Research and Young Scientists, Ruhr-
Universität Bochum, Germany; e-mail: thomas.koch@uv.rub.de

Ulrike **Koch**, Head of Section Europe and Latin America, Programme Manager International Higher Education Marketing, German Rectors' Conference, HRK, Germany; e-mail: koch@hrk.de

Sören **Koeppe**, Deputy Head, International Office, University of Rostock, Germany; e-mail: soeren.koeppe@uni-rostock.de

Dr. Anke **Kohl**, Head, International Office, Westfälische Wilhelms-Universität Münster, Germany; e-mail: anke.kohl@uni-muenster.de

drs. Julia **Kretzschmar**, Coordinator, International Office, Fachhochschule Düsseldorf – University of Applied Sciences, Germany; e-mail: julia.kretzschmar@fh-duesseldorf.de

Dipl.-Ing. Lieselotte **Krickau-Richter**, Head of Department and Director, International Office, University of Bonn, Germany; e-mail: l.krickau@uni-bonn.de

Kasia **Kwietniewska**, Director, International Office, Bucerius Law School, Germany; e-mail: kasia.kwietniewska@law-school.de

Dr. Irmgard **Langbein**, Karlsruhe Institute of Technology (KIT), Germany; e-mail: irmgard.langbein@kit.edu

Professor Dr.-Ing. Dieter **Leonhard**, Rector, Hochschule Mannheim – University of Applied Sciences, Germany; e-mail: rektor@hs-mannheim.de

Bernhard M. **Lippert**, Head of Section Research in Germany, German Rectors' Conference, HRK, Germany; e-mail: lippert@hrk.de

Professor Dr. Vesna **Lopicic**, Acting Vice-Rector, University of Nis, Serbia; e-mail: lovevuk@bankerinter.net

Dr. Reinhold **Luecker**, Head, International Office, University of Ulm, Germany; e-mail: reinhold.luecker@uni-ulm.de

Dr. Thomas **Lüttenberg**, Head, International Office, Bielefeld University, Germany; e-mail: thomas.luettenberg@uni-bielefeld.de

Professor Jasna **Maksimovic-Veselinov**, MA, Vice-Dean, Faculty of Music, University of Arts in Belgrade, Serbia; e-mail: fmuinfo@fmu.bg.ac.rs

Dr. Gerd **Meier**, Bielefeld University, Germany; e-mail: rektorreferent@uni-bielefeld.de

Milos **Milutinovic**, International Officer, University of Novi Sad, Serbia; e-mail: milosmil@uns.ac.rs

Patricia **Missler**, Katholische Fachhochschule Mainz – Catholic University of Applied Sciences, Germany; e-mail: missler@kfh-mainz.de

Professor Ljiljana **Mrkic Popovic**, PhD, Rector, University of Arts in Belgrade, Serbia; e-mail: kabinet@arts.bg.ac.rs

Professor Dr. Christine **Musselin**, Director of the Centre de Sociologie des Organisations and CNRS Senior Research, Sciences Po, France; e-mail: christine.musselin@sciences-po.org

Professor Dr. Krunoslav **Pisk**, Director General, Inter-University Centre Dubrovnik, Croatia; e-mail: iuc@iuc.hr

Ulla **Plate**, Head, International Office, Fachhochschule Mainz – Mainz University of Applied Sciences, Germany; e-mail: ulla.plate@fh-mainz.de

Professor Dr. med. Rainer **Riedel**, Rheinische Fachhochschule Köln – University of Applied Sciences, Germany; e-mail: riedel@rfh-koeln.de

Ana **Ruzicka**, Head, International Relations Office, University of Zagreb, Croatia; e-mail: aruzicka@unizg.hr

Thomas **Schröder**, Head of Section “Basic Policy Issues, Internationalisation Strategy”, Federal Ministry of Education and Research, Germany

Ulrike **Schultz**, Academic Senior Councillor, Faculty of Law, German National Distance Teaching University Hagen, Germany; e-mail: Ulrike.Schultz@FernUni-Hagen.de

Professor Dr. Christoph **Seeßelberg**, Vice-President, Hochschule München – Munich University of Applied Sciences, Germany; e-mail: seesselberg@hm.edu

Professor Dr. Pavle **Sekerus**, Vice-Rector for Research and International Relations, University of Novi Sad, Serbia; e-mail: psekerus@eunet.rs

Ass. Professor Kozeta **Sevrani**, Ph.D., Director, Department of Mathematics, Statistics and Informatics, Faculty of Economy, University of Tirana, Albania; e-mail: ksevrani@sanx.net

Professor Tatjana **Simic**, Vice-Dean for Science, Faculty of Medicine, University of Belgrade, Serbia; e-mail: tatjanasimic@med.bg.ac.rs

Rudolf **Smolarczyk**, M.A., Head of Section Europe and Central Asia, German Rectors' Conference, HRK, Germany; e-mail: smolarczyk@hrk.de

Ramón **Spiecker**, MBA, Head of Administration, International Graduate Center, Hochschule Bremen – University of Applied Sciences, Germany; e-mail: ramon.spiecker@hs-bremen.de

Professor J.C. (Hans) **Stoof**, PhD, Rector Magnificus and Vice-President, Utrecht University, The Netherlands; e-mail: J.C.Stoof@uu.nl

Norman **Tannert**, Section European Research Affairs, Brussels Office, German Rectors' Conference, HRK, Germany; e-mail: tannert@hrk.de

Professor Dr. Dr. h.c. Ulrich **Teichler**, International Centre for Higher Education Research Kassel, INCHER, Department for Social Sciences, University of Kassel, Germany; e-mail: teichler@incher.uni-kassel.de

Angelika **Viets**, VLR I, Head of Section "Research and Higher Education", Federal Foreign Office, Germany; e-mail: 604-rl@diplo.de

Gordana **Vlahovic**, International Relations Officer, Faculty of Sciences, University of Novi Sad, Serbia, FP 7 NCP for Ideas/ERC and People, Ministry of Science and Technological Development of the Republic of Serbia; e-mail: gordanav@uns.ac.rs

Ivana **Vujkov**, Head, International Office, University of Novi Sad, Serbia; e-mail: ivanavuj@uns.ac.rs

Marijke **Wahlers**, Head, International Department, German Rectors' Conference, HRK, Germany; e-mail: wahlers@hrk.de

Petra **Weber**, Head, Department of International Affairs, European University Viadrina, Germany; e-mail: pweber@euv-frankfurt-o.de

Jan-Martin **Wiarda**, Reporter-Editor, Die Zeit, Germany; e-mail: wiarda@zeit.de

Dipl.-Kulturwirtin Nina **Wolfeil**, Director, International Office, Brandenburg University of Technology Cottbus, Germany; e-mail: nina.wolfeil@tu-cottbus.de