

“Looking over the dunes”

A conference on educating world citizens

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Lector

Research Group International Cooperation

The Hague University of Applied Sciences

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1 Foreword

“Looking over the dunes” Educating world citizens

The Hague University of Applied Sciences has chosen to be an institution with an international focus on education and research. Our students need to acquire international competencies to be able to think and act effectively in international environments and in cooperation with others with different cultural backgrounds.

We aim to have graduates with an open, curious and respectful attitude towards other cultures, other world views, other ways of reasoning and acting, with a sense of responsibility for the world, with knowledge of their profession in an international context and of their own and other cultures, with adequate linguistic competencies and with the skills to observe, analyze and reflect on experiences.

Graduates with those competencies will be able to function more effectively and with more ease in a globalizing world and a multicultural setting. They can behave properly and are able to communicate effectively across cultural divides.

The Hague University of Applied Sciences has an internationalization policy that is to be used as a corner stone for all study programs. The quality of education and research - expressed in international competencies - is the pivotal part of this policy. International competencies relate to personal and social competencies, linguistic competencies, international professional and academic competencies and intercultural competencies.

All academies of The Hague University of Applied Sciences have developed plans to implement the central policy of the institution: to do baseline studies, to ensure that students, and staff acquire international competencies, and to attract and satisfy the international students needed to realize our international profile, the quality of education and research, and the International Classroom.

The Research Group International Cooperation investigates the acquisition of international competencies by internships or study abroad, the international competencies of lecturers, the needs and demands for international competencies of alumni and employers and which factors are important to attract international students to stay and work in the Netherlands.

Sending students abroad is, by itself, not enough to develop international competencies, just as bringing students of different nationalities together in an international classroom is, by itself, not enough. The Research Group International Cooperation has therefore developed a training module to prepare students for the purposeful acquisition of international competencies (PREFLEX, Preparation for your Foreign Learning Experience).

The Hague University of Applied Sciences wishes to be and to present itself as an international institute of higher education. That requires both a whole package of interventions to strengthen its international character and a clear message to Dutch and foreign partners and to prospective international and Dutch students.

In order to bring policy, implementation, profiling and research together, The Hague University of Applied Sciences organized on 15 March 2013 an international conference for team leaders and directors, for internationalization and internship coordinators, for researchers and foreign partners and for international Dutch and foreign students.

The aim was to sharpen the vision and the profile of The Hague University of Applied Sciences and to equip the participants with the ideas and the tools to engage all lecturers and students in international cooperation.

After the introduction by Susana Menéndez and the keynote lecture by Lisa Childress, the workshops gave the participants an opportunity to go deeper into various aspects of internationalization and to engage actively in discussions with the workshop chairs, who introduced the topics.

I hope that these proceedings will give all participants an insight in all workshops and also that non-participants can taste the fruits of this most inspiring and informative gathering.

Jos Walenkamp, Lector International Cooperation





2 Program

- 09.30 Registration and Coffee**
- 10.00 Welcome and introduction** – Susana Menéndez
- 10.15 Keynote lecture: ‘Staff Engagement’** – Lisa Childress
- 10.45 Questions & Answers** – Susana Menéndez
- 11.00 Coffee**
- 11.30 Workshops Round 1***
- 12.30 Lunch and intercultural market**
- 13.30 Research Group International Cooperation** – Jos Walenkamp
- 14.00 Questions & Answers**
- 14.15 Workshops Round 2***
- 15.15 Tea**
- 15.45 Discussion with panel:** Felicité Abouadje, Lisa Childress, Simone Fredriksz, Marcel de Haas, Lennart Nooij, Esther Mangelsdorf
Moderator Raj Rawal
- 16.30 Closing Address** – Rob Brons
- 16.45 Multicultural drinks and tidbits**

Workshops

Round 1 Eight working groups – different topics

IMPLEMENTATION ISSUES: INVENTORY OF CHALLENGES AND SOLUTIONS

1. **International Classroom** – Claire Menagé - van Nimwegen (The Hague University of Applied Sciences) and Sjoerd Roodenburg (Nuffic)
2. **PREFLEX (Preparation for your Foreign Learning Experience)** – Manuela Hernández Sanchez (The Hague University of Applied Sciences)
3. **Virtual Mobility** – Hatte van der Woude (The Hague University of Applied Sciences)
4. **The acquisition of international competencies** – Rudy van den Hoven (The Hague University of Applied Sciences)
5. **The internationalization policy of The Hague University of Applied Sciences - State of the art** – Lennart Nooij and Lieke Steijger (The Hague University of Applied Sciences)
6. **Profiling the international University of Applied Sciences** – Jackie van Marle (The Hague University of Applied Sciences)
7. **What makes foreign students stay in The Netherlands** – Andreas Funk (Research Assistant, Lectorate International Cooperation)
8. **Internationale competencies in the curriculum** – Jenneke Lokhoff (Nuffic)

Round 2 Six working groups

A. Staff engagement in international cooperation: inventory of challenges and solutions (two working groups)

1. How to tackle institutional barriers (financial resources, disciplinary divisions and priorities, restrictive policies)

Chairs: Rudy van den Hoven/Deborah Mevissen

2. How to tackle individual barriers (attitudes, personal skills and knowledge, cognitive competence) Chair: Eveke de Louw

B. Pre-conditions for internationalization (four working groups)

1. The International Office – Erik van Oenen (Coordinator International Office)

2. Internationalizing the curriculum and competencies – Jos Beelen (Amsterdam University of Applied Sciences)

3 International Competencies of lecturers – Babette Masselink (Coordinator Internationalization TISH)

4. Partner management: contacts and contracts – Lieke Steijger (Education and Student affairs)



Susana Menéndez read Law at the Universidad Nacional de Buenos Aires (Argentina). She lived for a short period in Brazil and since 1978 she lives in the Netherlands where she studied Linguistics and History at the University of Amsterdam. In 1995 she got her PhD on Gender, Power and Representation at Leiden University. She has worked as a scientist for more than ten years. She has been senior lecturer at the Women & Development Program at the Institute of Social Studies in The Hague. The last eight years she has been working as director on International Cooperation and Research at Inholland University of Applied Sciences. Since 2008 Susana Menéndez is a member of the Executive Board of The Hague University of Applied Sciences. Dr Susana Menéndez holds other leadership positions in society and is member of various academic societies. She is also member of the Board of Trustees of several social and educational organizations in The Netherlands and she is member of the Government Advisory Committee on Immigration Policy and Law.

3 Welcome and Introduction by Susana Menéndez

Ladies and Gentlemen

According to a study of the Netherlands Economic Institute, Small and Medium Enterprises in The Netherlands miss out on some 3 billion euros per year because they do not trade or cooperate with foreign companies. Imagine what internationally competent employees could mean for them.

Trade missions often fail because the members misinterpret the signals they receive or make inappropriate remarks, or are what the Dutch call 'direct' or 'honest' and others rude... Imagine the benefits of an employee who knows the ropes.

With ten per cent foreign students and 35 per cent of students of foreign descent, imagine the advantages of the lecturers at this University of Applied Sciences, who are effective intercultural communicators.

Global Production Networks and international trade chains, which are already overwhelmingly present in today's business, need people in all countries of the network, who understand each other. Not only because they speak English but also because they understand what is meant by "I'll think about it" (which sometimes means No!).

The same goes for scientists, politicians and professionals who have to cooperate across the globe to address global problems of increasing severity such as food and water scarcity, armed conflicts and terrorism, climate change and environmental degradation.

Our graduates need international competencies: professional and academic competencies (how is my discipline taught in other countries; what other approaches are possible in my profession); linguistic competencies, command

of foreign languages; personal and intercultural competencies: how to behave properly, in the eyes of the other, and how to communicate effectively. They need the right attitudes, knowledge and skills to live and work in the world of tomorrow.



They need competencies, which you do not acquire in normal higher education. They need them now, more than ever, and they need them in the near future more than now.

The Hague University of Applied Sciences educates its students to be world citizens: professionals who are capable of practising their profession from an international and multicultural perspective.

The international orientation of the current and future labour market demands graduates with competencies that have been fine-tuned to the international environment.

The achievement of professional success in the world today is contingent upon the ability to compete on the international labour market, to work for internationally-oriented organisations, to develop specific international expertise in your discipline and to learn skills that will enable you to collaborate with persons with different cultural and professional backgrounds.

There is a need for international higher education, *certainly in The Hague* with its more than ninety international companies and organisations, and its vast multicultural population.

Now **need** is not the same as **demand**. There was a need for cars, for computers and mobile phones, as evidenced by the sales figures now, but before they were there, there was little or no demand. As Henry Ford allegedly said: “If I ask people what they want, they say faster horses”.

In other words: higher education in The Hague University of Applied Sciences need not wait for masses of students demanding international higher education. We want graduates from The Hague University of Applied Sciences to have a head start on their competitors in the labour market. We want to be the knowledgeable visionaries who create an offer on the basis of what we know is needed. And on the basis of what we know is effective: internships and study abroad, provided the students are well prepared and guided, command of – at least – the English language, international curricula, international classrooms, staff exchange, joint research, joint and double degrees, and summer schools.

In that way we also contribute to the quality of education, the competitiveness of our institution and the enlargement of the force of foreign knowledge workers in the Netherlands.

The Board of this university has issued a comprehensive Internationalization Policy in consultation with all our academies. It is to be found on the website of the *Dienst Onderwijs en Studentenzaken*, which was instrumental in drawing up the plan. These academies have subsequently developed internationalization implementation plans, and the Board has put the necessary finances towards these plans. We take the acquisition of international competencies of our students very seriously.

Research by scholars such as Dr. Lisa Childress from the United States of America, and also by our own lector Jos Walenkamp and his research group, has shown that study or internships abroad, or an international classroom, by themselves, are hardly effective in creating internationally and interculturally competent graduates. There needs to be the necessary knowledge and skills in all staff members. For an institute of higher education to become truly international it needs sticking with the plans. It needs proper conditions and facilities. It needs the leadership of the directors and team leaders, and most of all it needs the commitment of the lecturers and non-academic staff, because in the final analysis it is they, who make internationalization a reality, who internationalize the curricula, who prepare and guide students in their foreign adventures, who devise and execute international classrooms, who take care of foreign students, and who execute cooperation agreements with other universities in other countries.

Research in our own institution by the Research Group (*lectoraat*) International Cooperation has shown that there are many internationally competent and very motivated staff members. We want to build on their skills and expertise to engage the others.

We have today a rich program with presentations by researchers on International cooperation and with a great variety of workshops that will help you in your implementation of the plans.

This is the time internationalization at our institution really takes off: the plans, the commitment and the finances are there, as well as the research and services to support them. I am very excited about the international future of our institution!

It gives me great pleasure to introduce to you our first speaker Dr. Lisa Childress, author of the widely used book *“The twenty-first century university - Developing faculty engagement in internationalization”*.

Thank you very much and have a very fruitful day





Lisa Childress is an internationalization consultant, who has served as an internationalization leader at universities in the United States and Japan. Her teachings and administrative leadership span institutions including Duke University, University of Virginia and Kyushu University in Japan. She received her doctorate in education from George Washington University. She is author of the much quoted book: “The twenty-first century university – Developing Faculty Engagement in Internationalization” (Peter Lang, 2010). Lisa Childress could not be present in the Hague and presented her lecture via a video-link.

4 Keynote lecture by Lisa Childress

“Implementing Comprehensive Internationalization Policies”

First, I would like to thank Dr. Walenkamp for the invitation to speak with you all today on the occasion of your very important conference on university-wide internationalization. Second, I would like to applaud you all for your presence today and for your involvement in the internationalization of The Hague University of Applied Sciences. This process certainly is not implemented by a singular person, but rather through the participation of many advocates of internationalization throughout the campus.

There are undoubtedly many pluses that you are starting with in the internationalization of your university. First, I understand that your president and board members are interested in internationalization. This support, of course, is critical. Second, I understand there is support and interest among the faculty in each school at the university, and that substantial funding has been allocated through the central budget to support the implementation of internationalization over the next few years. Third, I understand you have a university-wide internationalization plan and that each of the schools has written their own goals for internationalization. All of these components are significantly useful, as with support of senior institutional leaders, faculty interest spread throughout the university, the allocation of substantial financial resources, and written internationalization plans at the university and individual school levels, you are well-positioned to comprehensively internationalize The Hague University of Applied Sciences.

However, two questions remain, as I see it and based upon my communications with Dr. Walenkamp. They are as follows:

1. How can faculty members at The Hague University of Applied Sciences become equipped to develop students' international competencies?
2. How can faculty and administrators who are already internationalization advocates get other key stakeholders on board?

I will do my best in this keynote presentation to address these two critical questions.



Let's begin with the first question: **How can faculty become equipped to develop students' international competencies?**

To internationalize their pedagogies and syllabi, faculty need infrastructural support, such as sufficient time and financial resources.

- My research, administrative and consulting work has indicated that infrastructural support can take four different forms:
 1. faculty seminars
 2. differential investments
 3. strategic use of electronic communication channels
 4. customization of internationalization goals to unique disciplines.

Let's walk through each of these four avenues through which to support faculty in developing students' international competencies:

First, Faculty Seminars

Seminars provide useful forums for faculty to explore international dimensions in their teaching. To develop students' global competencies, it is first necessary to enhance faculty's international expertise and experiences. Here are suggestions of two different ways to offer seminars for faculty:

- One is *Interdisciplinary, semester-long, on campus seminars, with teaching release time provided, which offer a forum* for faculty to discuss particular international topics with colleagues.
- Another model is to offer *faculty seminar abroad programs* to create *opportunities for faculty to gain interdisciplinary knowledge about a country for approximately 2-3 weeks during the summer.*
- Out of both of these kinds of seminars, faculty can develop
 1. critical knowledge,
 2. networks, and
 3. motivation to internationalize their pedagogies and syllabi.

Differential Investment - A second avenue through which to support faculty in developing students' international competencies is through what I call "differential investment."

Differential investment refers to the process of allocating special funds at various institutional levels for initiatives that promote strategic plan priorities.

- *Curriculum internationalization grants* can encourage faculty to develop new courses with international content and to infuse international perspectives into existing courses.
- For example, at one university, a law professor received a curriculum internationalization grant to create an international intellectual property course and a psychology professor received a grant to create a cross-cultural psychopathology course.
- Although awards may not be given to all faculty who apply for these grants, the program has the potential to create widespread faculty engagement in internationalizing the curriculum, as all faculty develop foundations for internationalizing courses through their grant application.

Strategic Use of Electronic Communication Channels - A third avenue through which to support faculty in developing students' international competencies is through the strategic use of electronic communication channels.

It is useful for the university's central international education office to strategically use electronic communication channels, which can in turn encourage faculty to internationalize their curricula. These channels can include an *international faculty database*, *international faculty blogs*, *electronic examples of internationalized syllabi*, a *faculty internationalization survey*, and even a global education radio program on which faculty, students, administrators, alumni, and friends of the university who have been successful in developing internationalization and global competencies can be interviewed about their experiences.

Given many professors' frequent use of electronic media, by creating a centralized electronic gateway, the university's international education office can (a) share international teaching resources with faculty and (b) collect information about faculty members' areas of international expertise and interests.

Customizing Internationalization Goals to the Disciplines - A Fourth avenue through which to support faculty in developing students' international competencies is through customizing internationalization goals to each discipline.

Customization emphasizes the importance of adapting a university's internationalization goals to unique disciplinary priorities. If internationalization is listed as a priority in your university-wide strategic plan, it is useful for the president to ask each school to add internationalization as a priority in their school-wide strategic plan, which it sounds like you have done at The Hague University of Applied Sciences. *As such, by customizing the internationalization plans to each school or department, connections between disciplinary priorities and internationalization are made explicit, which thereby prompts faculty involvement. So, you are well-poised to advance your university towards developing comprehensive internationalization.*

So, what are my recommendations to further advance this process?

If you seek to encourage faculty at The Hague University of Applied Sciences to internationalize their curricula, I recommend that you examine the infrastructure in place to support faculty. In addition to the points I have previously discussed, the following recommendations may be useful:

1. First, consider “How is ‘excellence in teaching’ defined at The Hague University of Applied Sciences. Is it defined? If so, is the incorporation of global perspectives included in this definition? If not, could it be? My research has indicated that in order to see real change in faculty members’ motivation to internationalize their curricula, the incorporation of global perspectives into *tenure and promotion policies*’ definition of “*excellence in teaching*” is highly useful.
2. *Second, if international faculty programs, such as faculty seminars, curriculum internationalization grants, and overseas teaching opportunities, are offered, are deliverables included as requirements of faculty participation in these programs? I pose this question, because my research has indicated that the incorporation of deliverables, such as producing an internationalized syllabus, as a requirement of participation in an international faculty seminar or program, builds in a structural mechanism to ensure that faculty translate the international knowledge they gained through this program back into their teaching on campus.*

This now brings me to my **Model of Faculty Engagement in Internationalization.**

For all of you who are present at this conference today, who are interested in advancing the internationalization of The Hague University of Applied Sciences, it might be useful for you to consider a model I have developed, which is called the **“5 I’s of Faculty Engagement in Internationalization.”** Through this model, I demonstrate how universities can strategically engage faculty in internationalizing their curricula by integrating the following key components:

- intentionality
- investments
- infrastructure
- institutional networks,
- and individual support.

So, in a nutshell, to internationalize your curriculum, I recommend that the faculty and administrative leaders at the Hague University for Applied Sciences

1-intentionally articulate your goals for faculty involvement,

2-make long-term investments to provide resources targeted to support faculty in these endeavors,

3-develop infrastructure to create foundational programmatic support,

4-streamline institutional networks to enable faculty to gain awareness of international teaching opportunities and resources,

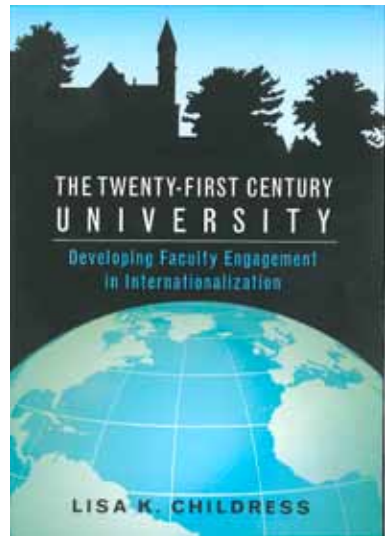
5-and provide support for individual faculty to connect international issues with their unique scholarly agendas.

In addition, it is useful to keep in mind that internationalization incorporates not only teaching, but also, research, and service. Faculty members' teaching, research, and service can take place in three different locations: on campus, off campus locally, and off campus internationally. To help universities ensure that they are comprehensively offering support for faculty to engage in international efforts, I offer a second model, which I call a "*Typology of Strategies for Faculty Engagement in Internationalization*", that you can read more about on pages 143-148 of my book. I will now walk through this typology with you to illustrate how international teaching can take place in three different locations: on campus, off campus locally, and off campus internationally, and how the same can be said of international research and international service.

1. *International teaching support on campus* can include, for example, curriculum internationalization grants to encourage faculty to develop new and revise existing syllabi to integrate international perspectives into their courses on campus.
2. *International research support on campus* can include, for example, interdisciplinary and international faculty seminars on campus, for which faculty are provided teaching release time, in order to develop international research partnerships with a colleague from a different discipline.
3. *International service support on campus* can include, for example, opportunities for faculty to serve as study abroad and international service project advisors for students. Through such international service on campus, faculty can increase their communication with students on international topics.
4. *International teaching support off-campus locally* can include, for example, participation in international teaching workshops with colleagues at neighboring universities, so colleagues across universities can share strategies on how to incorporate their international experiences and backgrounds into their teaching.

5. *International research support off-campus locally* can include, for example, opportunities for faculty to develop research partnerships with colleagues at neighboring universities who have similar disciplinary and geographic interests, such as Latin America, Asia, Africa, etc.
6. *International service support off-campus locally* can include, for example, opportunities for faculty to participate in cross-cultural service projects in the local and regional community. For instance, the university could provide faculty with a grant to develop a program to integrate immigrants into the local community.
7. *Teaching support internationally* can include, for example, opportunities for faculty to teach at institutions in other countries, with deliverables included, such as a requirement upon return to the home campus to integrate their international experiences and knowledge gained into their syllabi and/or research projects on campus.
8. *Research support internationally* can include, for example, support for faculty to develop research partnerships with colleagues in different countries, such as through faculty seminars abroad in which faculty interact with academic colleagues, government officials, and business professionals overseas.
9. *Service support internationally* can include, for example, opportunities for faculty to participate in service projects in different countries, through which they can offer their expertise on pro bono projects in developing nations. For instance, at one university, medical and science faculty participated in a service project in Africa, where they trained local surgeons on new equipment used for brain and spinal procedures.

All in all, this *Typology of Strategies for Faculty Engagement in Internationalization*, reminds us that international teaching, research, and service can each take place in three different locations: on campus, off campus locally, and off campus internationally. Thus, there are nine types of strategies to increase faculty involvement in the internationalization of The Hague University of Applied Sciences.



2. The second question I mentioned at the beginning of this keynote address is: **How can the faculty and administrators who are already internationalization advocates get other key stakeholders on board?**

The answer is through the following 3 key points:

1. *Demonstrate how internationalization connects to and advances each discipline.* Internationalization takes place at the disciplinary level and faculty are likely to participate in the goals and directions of their disciplines.
2. *Demonstrate how the responsibility for funding internationalization can be spread throughout the institution and developed through a variety of sources.* As we discussed briefly and I explain in depth in my book, through Differential Investment, funding resources can be allocated in various types, increments, and locations throughout the university in order to develop the engagement of key stakeholders. Further, it is useful to assess if there might be additional sources of national, local, private, alumni, or other institutional funds that could be solicited to spread the responsibility for funding faculty involvement in international teaching, research, and service.

3. *Demonstrate how internationalization furthers excellence in teaching and research*, as faculty and administrators will likely jump on board to participate in discussions of how to define those concepts at the university to advance their own agendas and the agenda of the university as a whole. You might want to consider asking the president to create a President's Faculty Council on International Research and Teaching to empower faculty to create such definitions and adjustments in the tenure and promotion policies.

All in all, in order for The Hague University of Applied Sciences to equip faculty to develop students' international competencies and get other key stakeholders on board with internationalization, I offer the following recommendations:

1. Allocate targeted resources at various institutional levels, e.g. through president's office, international studies centers, and individual schools, in order to increase the likelihood of developing widespread faculty engagement in international scholarship.
2. Offer faculty seminars to promote the development of the cognitive skills, awareness, and transformation necessary for faculty to become champions and advocates for the internationalization of The Hague University of Applied Sciences.
4. Since an internationalization plan has been developed, it would be useful for a senior administrative leader to charge a high level, interdisciplinary group of faculty and administrators with the authority and resources to oversee the implementation of the internationalization plan.
5. Consider incorporating "global perspectives" into tenure and promotion policies' definition of "excellence in scholarship" to promote further faculty engagement in international teaching and research.
6. Link internationalization with distinct disciplinary priorities in each department and school.

In conclusion, it is important to provide opportunities for faculty to develop the awareness of, capacity for, and community around internationalizing their teaching, research, and service both on and off campus. Faculty need the inclination, as well as the skills and knowledge, to internationalize their scholarship. To do so, faculty need to engage in a lively exchange to connect the disciplinary topics they cared about with their institution's internationalization agenda. In particular, interdisciplinary seminars can provide structured opportunities for faculty to cross disciplinary boundaries, and in so doing open their eyes to the benefits of crossing national and cultural boundaries in their scholarship. Through such collaborative efforts at various institutional and levels, The Hague University of Applied Sciences can support faculty to internationalize their curricula, pedagogy, and research, through creating alliances and marshalling resources to facilitate faculty involvement.

Ultimately, the “Five I’s of Faculty Engagement” and “Typology for Faculty Engagement in Internationalization” present a compass that can guide the involvement of your faculty, so that your internationalization plans are not confined to bookshelves or filing cabinets, but rather infiltrate your classrooms and research agendas, thereby broadening the international understanding of all your students and faculty.





5 Workshops Round 1

Round 1, Workshop 1. International Classroom

Claire Menagé – van Nimwegen & Sjoerd Roodenburg



Claire Menagé-van Nimwegen is educational advisor at the Education and Student Affairs Department of The Hague University of Applied Sciences.
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Introduction

In the first part of this workshop several issues concerning the international classroom were addressed;

- a definition of the international classroom;
- the added value of the intercultural dimension of the international classroom;
- the differences between international and intercultural competencies.

The focus of this workshop however was on the competencies needed for the lecturer to work successfully in and with the international classroom, in order for the students to acquire the intercultural competencies.

Five different competencies were presented to the audience and clarified (slide below).

Competencies for the lecturer

- 1 English Language Proficiency
- 2 Intercultural competencies
- 3 Competencies connected with educational systems and different teaching and learning styles
- 4 Competencies connected with the (academic) subject in an international context
- 5 Competencies connected with the international labour market and working environment of the professional field
- 6 Personal qualities

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For each competence the audience was asked to share their vision and ideas on the different competencies and more specific on what they thought was necessary to acquire these competencies.

Subjects that were discussed are:

- being aware of and beware of stereotyping / avoiding to make one student a representative of a whole culture
- obtaining C1-C2 level or Cambridge levels in English / problems with teaching in English
- limits for a lecturer in involving cultures and different teaching styles in their teaching
- spending time on getting to know students and students knowing each other
- impact of the subject of study on the outcome of the international classroom
- peer reviewing possibilities for lecturers
- possibilities for courses on intercultural learning
- the influence of the nationalities-ratio on the outcome of the international classroom
- managing expectations of lecturers and students
- the necessity of creating a classroom culture

The audience showed much interest in possibilities for courses, networking and obtaining tips and tricks.

An online course on teaching in the international classroom

Sjoerd Roodenburg – Nuffic



Sjoerd Roodenburg is policy officer at Nuffic, since 2008. Before this he worked as a policy researcher at a private research institute and as a policy advisor for the association of Dutch centres of expertise on vocational education, training and the labour market. Sjoerd has an MA in Pedagogy from Leiden University. Contact: sroodenburg@nuffic.nl / 070 426 03 26.

Introduction

Nuffic and European Platform work together on a project to create an online learning environment on internationalization in education, the LINE project (*Leeromgeving Internationalizing Nuffic Europees Platform*). The objective of LINE is to bring information and knowledge on internationalization together and to share this with interested parties in the field of primary, secondary and higher education. The main target groups are managers, teachers, policy officers en coordinators for international affairs.

The selection of themes to be included in LINE is done in cooperation with experts from the education sectors, through interviews and expert meetings. Aspects of internationalization to be included in LINE are international partnerships, policy and strategy and the international classroom.

The training module on the international classroom will focus on the role of the teacher. It will be an introductory course for teachers with little or no experience in teaching international students. The course provides them with a complete overview of different aspects one has to consider when starting with the international classroom. Ideally, LINE should also provide them with follow up courses on these topics.

After registration on LINE participants have access to the training module “the teacher in the international classroom”. This module is structured around 9 clusters, based on the profile of the lecturer. These clusters show large similarity with the Competencies of the lecturer, as described by Claire Menagé - van Nimwegen of The Hague University of Applied Sciences.

The Hague University of Applied Sciences	Nuffic LINE
	General (experience, flexibility)
English Language Proficiency	Teaching in a foreign language
Intercultural competencies	Dealing with cultural differences
	Cultural implications using media and technology
Competencies connected with educational systems and different teaching and learning styles	Teaching and learning styles
	Knowledge of foreign education systems
Competencies connected with the (academic) subject in an international context	Specific requirements connected with the academic discipline
Competencies connected with the international labour market and working environment of the professional field	Knowledge of the international labour market
Personal qualities	Personal qualities

Table 1: competencies for the lecturer in an international classroom

The clusters are presented with short texts, checklists and links to informative sources for further learning. In the coming months the project team wants to add cases and best practices from higher education institutions. The online learning platform LINE will be launched this year.

Round 1, Workshop 2. PREFLEX

Manuela Hernández Sanchez



*Manuela Hernández defines herself as a FLEX educator. She facilitates learning experiences aimed at creating awareness of students' intercultural sensitivity and their personal leadership capacity. She does this by combining my facilitator skills and teaching experience with non-traditional, collaborative learning methods. Manuela lectures Intercultural Communication at the Academy of European Studies and Communication Management and at the Masters International Communication Management of The Hague University of Applied Sciences.
Contact: m.j.hernandezsanchez@hhs.nl.*

PREFLEX – Preparation for your Foreign Learning Experience

The workshop introduced participants to the objectives of the PREFLEX programme, and the experiences resulting from the pilots carried out in The Hague University.

What is PREFLEX?

Whether students are going for internship, or exchange, it is a well-known fact that a good preparation in the pre-departure stage can maximize the chances of a successful foreign experience. But what is meant by a good preparation? And what are the expected results of such a preparation?

PREFLEX focuses on internship and study abroad (pre-departure) preparation. Its aim is to prepare students for the personal, professional and academic challenges of living and working abroad. The course will address awareness and purpose in the acquisition of international competencies (knowledge, skills attitude).

PREFLEX seeks to support students in answering the question: how can I maximize my chances of success during my foreign experience in acquiring, developing and practicing international competencies?

In answering this question, the course places special emphasis on intercultural competencies and cultural adaptation strategies while addressing language, academic and social skills. It will also address practical issues pertaining student's individual projects such as: what do you need to arrange prior to departure? What is needed in order to comply with school requirements? How to follow-up with your internship/study mentor(s)? Additionally, the course will stimulate individual goal setting and planning, depending on your personal and academic motivations and the context in which you will function while abroad.

What insights came out of the workshop?

- A training in itself it's not enough. Students need to be mentored and guided through their process in a structural way. Academies need to realize the importance of investing in this mentorship.
- Every mentor should be interculturally competent. If the THUAS wants to internationalize, then it should invest in their staff's international/ intercultural competencies.
- Great interest was expressed in providing PREFLEX guidance on a virtual platform. For programmes like the Prep School, this would be an asset.
- PREFLEX should not become a theoretical course with abstract language, but it should be delivered focusing more on experiential learning.
- PREFLEX is suitable not only for THUAS students going abroad, but also for exchange and international students at THUAS. That is already what we are doing, but it became clear that it can become a programme that fits the wider internationalization (at home) scope in THUAS.

The future of PREFLEX:

- Spread PREFLEX in THUAS. The Research Group in International Cooperation is offering the PREFLEX programme to all academies in THUAS. A train-the-trainer session has been offered on the 15th and the 18th of April.
- Our research group wants to measure the impact of PREFLEX on students' learning. The pilots that are being/will be conducted will be used to conduct this research.

See also: www.dehaagsehogeschool.nl/lectoraten-en-onderzoek/overzicht-lectoraten/internationale-samenwerking-lectoraat/publicaties.

Research group International Cooperation

Train-the-trainer workshop

**Prepare and guide your students
who are going abroad**



THE HAGUE
UNIVERSITY OF
APPLIED SCIENCES

Round 1, Workshop 3. Virtual Mobility.

Hatte van der Woude



***Hatte van der Woude** has been working at THUAS since 2007. She conducted research on open innovation in SME's at the Research Group of Innovation and Entrepreneurship, and subsequently a literature research on internationalization in Higher Education Institutes at the Research Group of International Cooperation. Since 2009 she has been working at the Academy for Technology, Innovation and Society as respectively lecturer and coordinator of internationalization. Contact: h.h.vanderwoude@hhs.nl*



The use of Virtual Mobility in an international educational project at THUAS

This contribution describes how the study programme of mechatronics at THUAS uses virtual mobility as an instrument for internationalization.

Introduction: What is virtual mobility and why do we use it?

Virtual mobility refers to the use of information and communication technologies as an alternative to physical mobility. These days virtual mobility is becoming increasingly popular in higher education institutes, but the use of virtual mobility is not new at all. A well known and very successful example of virtual mobility is transcontinental surgery. Surgeons can operate on a patient many miles away, with more precision than with their own hands.

Transcontinental Surgery



Figure 1. Operator and surgeon's robotic console in New York.

Companies use it mainly for cost and time saving, with some adding the argument of sustainability.

Why do HEI's use it?

Within higher education institutes cost and time saving are certainly not the only reasons to make use of virtual mobility. Many institutions believe knowledge should be transparent and widely available for an international audience. They share education by allowing their courses to be accessible online on various platforms. In Europe, databases like Educontact provide students with an overview of available courses.

The TU Delft has already built up extensive experience with Open Course Ware, and has recently announced to offer 4 MOOCs (Massive Open Online

Courses) to the edX platform, together with MIT and Harvard. Topics of the MOOCs range from Water Treatment Engineering to Solar Energy and Aerospace Engineering.

Why do mechatronics lecturers at THUAS use it?

Mechatronics is a fairly new discipline at THUAS. It is in fact a multidisciplinary, internationally oriented study programme consisting of mechanical engineering, electrical engineering and ICT. THUAS Mechatronics lecturers are convinced that the work environment they prepare their students for will be international. Graduates will have to be able to work in a multinational team, to cooperate virtually online and to remotely operate robots. Lecturers in the programme therefore decided to start an international project in an environment that mimics this working environment, and named it International Mechatronics Education Project (IMEP).

This international environment is created in a cooperation project with two universities of applied sciences: Hochschule Bochum (Germany) and Thomas More Mechelen (Belgium). The latter has been a partner of THUAS for almost a decade, and has great facilities and equipment in the field of vision. Hochschule Bochum is a new partner. It has been selected because of its relative proximity, extensive experience with mechatronics (Germany is ahead of The Netherlands in this field) and equally good facilities: Hochschule Bochum owns several robotics labs.



The IMEP Project

14 students, divided in two multinational groups of 7, participate in this project. The main objective is to teach students how to design and build, in an international and multidisciplinary team, a prototype of a vision and robotics system that recognizes objects and characters in a random order (in this particular project: international license plates). At the end of this project the student should have acquired the skills and knowledge needed to effectively work as a system engineer that designs, implements and operates a vision recognition and robotics system in the context of an international company.

The assignment is not too challenging for the second-year students that participate in the project, and deliberately so, because the environment they operate in is complicated due to its multinational and partially virtual nature.

Virtual aspects of the project

The assignment has to be completed in approximately 10 weeks. Most of the time the students cooperate online. They operate(vision and robotics) equipment that is located in one of the other institutions, and have meetings online with Google Hangout. In preparation for this project, the lecturers and internationalization staff involved tried out various systems. Criteria for selection were of course quality of sound and image, costs, and user friendliness especially when it comes to sharing files. We did encounter some barriers in this path. Some systems, like Webex, are great to work with but none of the institutions had a license. Blackboard Collaborate did not seem able to handle all the data when more than three people were online. Adobe Connect and Google Hangout scored about the same and suited the purpose.

Most important barrier was, however, the people involved. Not used to communicating with a screen some of us started to talk the way people do when they give their votes for the Eurovision Song Contest: “Bochum, what do you think?”. Conversation was a bit awkward. In addition, some of us sometimes had technical problems. Some of us sometimes did not show up, which is apparently something you do more easily when you plan a virtual meeting than when you plan a real one. Nevertheless, after a while things proceeded more smoothly and we were able to make the project proceed while meeting mostly online. Had we not succeeded, then we could not have

asked our students to take up such a project. We all concluded though that it was important to “know” each other real time before we started to cooperate online. Every once in a while we would meet over a good lunch, and we are convinced that in any cooperation this is needed sometimes.

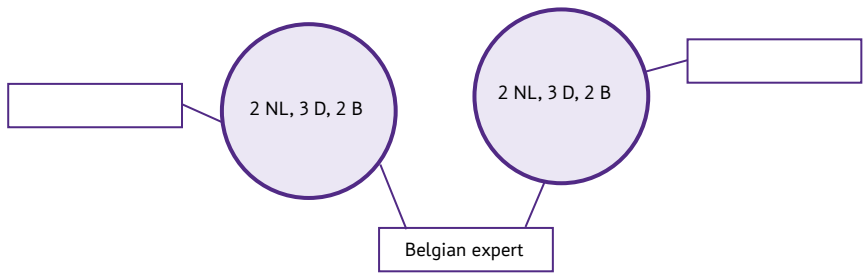
Therefore we started the project with a real time kickoff. All students and lecturers from the three institutes have met at the kickoff of the project, which was hosted by the company Omron. Halfway through the project everybody will come together for ten days. Hochschule Bochum will host the Dutch and Belgian students for five days in their robotics labs. After that all will come to Delft for five days. After this the project will proceed online, with a final real time presentation in Belgium at Thomas More.

Results so far and pending questions

The students have had five meetings now, and do not seem to have the problems we had. Things are running very smoothly and we suspect our age (30+..) is the culprit for the problems we had. One thing we are quite curious about is whether this experience will have an effect on the intercultural sensitivity of the students. To find out, we submitted the students to a test named Multicultural Personality Questionnaire. We will have them take the test at the end again.

We have many other questions to be answered at the end of this project. The students will help us reflect on these questions. Among others our questions are the following:

- Do the students think online cooperation is an efficient and effective way of cooperation?
- Do the students think the fact that most of their colleagues were foreign made a difference ?
- Did they consult the foreign expert assigned to them (accessible only online, in another institution) or did they try to source information from their local coach (which is forbidden!)



- Did they experience language barriers? (working language is English)
- Did they wish to have more online tools than Google Hangout offered them?

www.mechatronics-project.eu/



Round 1, Workshop 4. The acquisition of international Competencies

Rudy van den Hoven



Rudy van den Hoven studied social sciences (“andragogics”) at the University of Utrecht. Between 1990 and 2004 he worked in Portugal as a lecturer Social Work and researcher at universities in Porto, Coimbra and Lisbon. Main fields of interest: poverty, citizenship, local development and globalization. In the same period he worked as a researcher and evaluator for several European Programs in the field of poverty, social exclusion and local social and economic development. In 2001 he obtained a PhD degree from Erasmus University Rotterdam with a dissertation based on a comparative study on social policy and community development in The Netherlands and Portugal. Since 2004, he works as a lecturer Social and Cultural Development at the Academy for Social Professions of The Hague University for Applied Sciences.
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Introduction

Today's graduates need to possess **international competencies** to live and work in a world that is globalizing rapidly and a country that is ever more multicultural.

Institutes of higher education are internationalizing for various reasons, but one of the most important is to provide the students with international competencies. Of the instruments they deploy, the most powerful is considered to be a period abroad for study or internship.

The value added of study or internship abroad was investigated in the group of students of The Hague University of Applied Sciences who went abroad in the academic year 2009-2010, by means of an online questionnaire. Although most students found their experience worthwhile, the study showed that neither command of the English language, nor intercultural competencies, such as open-mindedness, tolerance of ambiguity, flexibility, cultural consciousness, cultural empathy and social initiative, increased significantly. The students, who went abroad did score higher than the students who did not – the control group –, which, understandably, did not change either in the period under investigation.

The 2009-2010 study had a number of methodological weaknesses. An online questionnaire is generally not considered to be the best way to measure intercultural competencies. Of all students who went abroad only 30 percent filled out the questionnaire, thus producing a self-biased, probably not representative sample. The modified Multicultural Personality Questionnaire used in the survey may not adequately measure changes in attitude and behaviour. Language proficiency was tested using the students' own estimation.

In the ***follow-up study*** the questionnaire was complemented by interviews and 360-degrees feedback. Instead of targeting all students who went abroad, four distinct groups were used, which rendered a high, representative response rate. The Multicultural Personality Questionnaire was replaced by the Intercultural Readiness Check, which claims to measure more changeable behavioural traits.

The test group of students who go abroad differs, in both studies, from the general student body in being predominantly female, in having had prior experience in foreign countries and coming from a more academic background. Dutch students of foreign descent are underrepresented.

The results of both studies were very similar in the measure in which expectations were met and with regard to dissatisfaction with information, preparation, facilitation and mentoring of study or internship abroad. In both studies the final verdict of the students was, however, generally very positive about their foreign experience.

The **questionnaire** in the follow-up study did not show significant differences between the test group and the control group - contrary to the first study -, and no significant improvements in intercultural competencies in the Intercultural Readiness Check.

In response to the statements about personal development, intercultural competencies, the knowledge acquired and command of the English language the students were by and large positive about their growth. They were slightly less positive about their academic and professional development.

In the **interviews** the students invariably indicate personal growth in terms of being more assertive, more self-assured and more independent, showing more initiative and better self-awareness. They also generally feel more interculturally competent: they consider themselves to have a more open, curious attitude, being more empathic, adaptable and knowledgeable. Language abilities, particularly speaking and writing, generally improved.

About the learning of their own discipline, the students were less enthusiastic. Particularly internships could render more opportunities to learn something new.

The **360-degrees feedback** forms rather confirmed the other findings: about two thirds of the students showed a slight to strong increase in personal, intercultural and linguistic competencies and about half an increase in academic and professional competencies.

So contrary to the first study the test group was not more intercultural competent than the control group to begin with, and the Intercultural Readiness Check did not prove to be more of an indicator of intercultural competence than the Multicultural Personality Questionnaire. The students proved to have acquired personal, social, intercultural and linguistic competencies during their study or internship abroad, both in their own eyes and in the eyes of the people around them.

Students learn more where they are better prepared and guided. Internships, particularly when the students have been submerged in the local culture outside Europe, produce a steeper learning curve than study in Europe.

The Hague University of Applied Sciences has considerable room for improvement with regard to information about study and internships abroad, facilitation of students, preparation before and guidance during the stay abroad and clarity about the competencies to be acquired. These improvements could not only increase the number of students going abroad, but will enhance the acquisition of international competencies in those who go.



Round 1, Workshop 5. The internationalization policy of The Hague University of Applied Sciences

Lennart Nooij & Lieke Steijger



***Lennart Nooij and Lieke Steijger** are policy advisors Internationalization in the Education and Student Affairs Department of The Hague University of Applied Sciences. They were largely responsible for drawing up the Internationalization Policy.*

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Please refer to the Internationalization Policy of The Hague University of Applied Sciences:

<http://medewerkersnet.hhs.nl/dienstverlening/digitaaleloketten/onderwijs-student-zaken/internationalisering/beleid-en-uitvoering>.

An English version may be obtained from Ms Lieke Steijger (A.H.Steijger@hhs.nl)

Round 1, Workshop 6. Profiling the International University of Applied Sciences

Jackie van Marle



***Jacqueline van Marle** is senior Advisor Marketing & Communications at The Hague University of Applied Sciences. With more than 25 years in marketing and communications, my interests and experience lie in Dutch and international marketing and communications of higher education – focusing on the unique needs of young people who are undecided regarding a field of study and/or career path and helping them find their passion.
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Introduction

Clear profile

As a follow up to the performance agreements with The Ministry for Education, Culture and Science, with the aim of enabling institutions to distinguish themselves more prominently from one another, The Hague University of Applied Sciences (THUAS) has defined a clear profile. A key

aspect of the profile is THUAS international orientation. THUAS is of the opinion that this sharply defined profile should reflect the identity of the institution as it is today and answer three key questions.

How does The Hague University of Applied Sciences stand out from an international perspective?

The basic premise of our international profile as described in the internationalization policy is a university which offers practical, professionally-oriented, high quality degree programmes that transform every student into a world citizen.

What makes this institution attractive for international and Dutch students?

Graduates from THUAS have a head start on their competitors on the labour market. The international orientation of the current and future labour market demands graduates with competencies that have been fine-tuned to the international environment. The achievement of professional success in the world today is contingent upon the ability to compete on the international labour market, to work for internationally-oriented organisations, to develop specific international expertise in a given discipline and to learn skills that will enable to collaborate with persons with different cultural and professional backgrounds.

Universities of applied sciences are different from (but not inferior to) research universities. They are practical, professionally-oriented, focus on skills as well as knowledge with a mandatory work placement. Thanks to close collaboration with the professional field, curricula are designed to accommodate market demand. Our education is solution-oriented, academic and scientific knowledge is used to solve practical problems.

Why would international higher education institutions want to collaborate with us?

THUAS educates its students to be world citizens: professionals who are capable of practising their profession from an international and multicultural perspective. THUAS offers a diverse student population and thanks to close cooperation with the professional field, THUAS education reflects

developments in the professional field. With the mandatory work placement periods in all study programmes, students get to practice what they have learned.

Prioritising interaction with the business world and other regional partners in research and innovation THUAS focuses on three areas of excellence in research and innovation:

- Entrepreneurship and Innovation in the Age of Globalisation
- Good Governance for a Safe World
- Quality of Life: Technology for Health

Internal alignment

Achieving our ambitions depends greatly on staff support and internal alignment. The goal of this workshop was to map where THUAS staff stand in terms of knowledge (is staff aware of the key messaging around internationalization?) and attitude (how does staff perceive internationalization at THUAS?).

During the workshop discrepancies between academies have been identified. There are academies and programmes where the knowledge is very high but there are also those where knowledge is low. There are also differences between academic and non-academic staff and between the Dutch and international programmes. When it comes to the attitude there are many ambassadors who fully support the new profile but there are also those who believe that some organisational and policy aspects need to be addressed first. Common concerns are about the admissibility of THUAS's bachelor diplomas at the Dutch research universities, lack of research into potential partners expectations in certain study areas, denial of some staff 'we are not a real university', and whether the Dutch students can cope, are ready for, an international classroom.

Round 1, Workshop 7. What makes foreign students stay in the Netherlands

Andreas Funk



Andreas Funk holds a bachelor degree in European Studies and will in June graduate from Leiden University with a Master degree in Political Science. Furthermore, Andreas works currently as a research assistant for the research group ‘International Cooperation’ at The Hague University of Applied Sciences where he is involved in a study on the factors that can bind international students to the Netherlands.

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Introduction

This workshop dealt with the factors that can bind international students to the Netherlands. At first, the speaker presented the main findings of a recent study conducted by the research group “International Cooperation” at The Hague University of Applied Sciences on what makes foreign students want to stay in the Netherlands. Then, it was envisaged to interactively discuss the study’s findings and in particular its implications for the sector of higher education with the workshop participants with the objective to formulate concrete suggestions.

As Andreas Funk stated in the introduction, policy-makers, responding to the increasing demand for highly-skilled professionals, recently recognized the potential of retaining international students after their studies. In order to develop efficient policies to retain international students, it is crucial to learn about what factors are decisive in their residence decisions. What can motivate foreign students to stay and work in the Netherlands? And conversely, what is discouraging international talent to reside here after the studies?

Regarding the aspects which are decisive in international students' decision on whether to stay in the Netherlands or not, the study uncovers two factors of outstanding importance, namely job-related factors and personal factors. In other words, it appears that many internationals are encouraged to stay in the Netherlands either because they value the job opportunities or because their relationships with a partner or friends bind them to the country. As Mr. Funk presented, however, we may not perceive international students' decisions as merely based on these two factors; in fact, one may perceive international student's residence decisions as being based on rather complex considerations of a multitude of factors. In addition to job-related aspects and personal considerations, the study uncovered a set of further factors which can motivate international students to stay in the Netherlands, among them also factors related to their experience at their institution of higher education.

With regards to the factors related to the institution of higher education, the study explored particular strengths but also room for improvement. As the speaker emphasized, factors such as an international study environment as well as the level and the approach to education were rated highly by the study's target group and thus are apparently appealing factors which can bind foreign students to the Netherlands. By contrast, it seems that international students are rather unhappy with the universities' offers in terms of Dutch language courses and career counseling. Also the limited recognition of university of applied sciences-degrees by research universities in terms of master applications has been mentioned as irritating in the study.

Discussion

The workshop participants lively discussed these insights, in particular the above noted aspects related to institutions of higher education. It has been recognized that ambitious bachelor graduates, whose university of applied sciences-degree is not accepted by Dutch research universities when applying for Master studies might be seriously discouraged to stay in the Netherlands. With regards to the strict and long-standing distinction in Dutch higher education between research universities and universities of applied sciences, workshops participants were rather skeptical whether this problem could be easily solved. Offering more Master programmes within the university of applied sciences, however, could help to retain more international bachelor graduates in the Netherlands. Further, there was agreement that offering more Dutch language courses for international students enrolled in the Dutch institutions for higher education can be a promising and practicable effort. Furthermore, the constructive discussion showed that intensifying the career counseling and the concrete advice in terms of job opportunities directly at universities could allow for binding a greater number of foreign students. Finally and in relation to further studies on the field, it has been suggested to consider, examine and learn from experiences on retaining international students in other European countries.



Round 1, Workshop 8. International Competencies in the Curriculum

Jenneke Lokhoff (Nuffic)



***Jenneke Lokhoff** is senior policy officer at the Netherlands Organization for International Cooperation in Higher Education, the Nuffic, in the Directorate UNESCO and Expertise Development. She is first author of the Tuning book “A guide to Formulating Degree Programme Profiles – Including Programme Competencies and Programme Learning Outcomes” (2010).
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“International competencies in the curriculum. Can transparency of learning outcomes help assessing international competencies?”

Introduction

Programmes struggle with making transparent how intercultural competencies are gained within the curriculum, and, following, how to measure the extent to which these ‘intercultural’ competencies have been developed following a study abroad experience.

The aim of this workshop was to present a different approach and discuss whether clearly formulated learning outcomes could help to identify and measure intercultural competencies. The central idea presented in the introduction was that looking from both the goal of the programme and well formulated learning outcomes, include context and level of the competencies, offers perspective on how to develop the competencies in the curriculum and how to assess these.

This idea was first discussed in two groups. The general feeling among the participants was that although the approach from exit requirements (clear formulated learning outcomes) could be a helpful one, there still is a need for being able to measure competencies of individual course units. For example, to indicate the 'extra' competencies gained from a study abroad experience (as opposed to only the credit points).

At the same time the participants agreed that it is very hard to objectively measure something they considered to be subjective ('intercultural competencies'), and one wondered whether this would actually be possible. Instruments like IDI* were mentioned as being possibly helpful, yet it was also questioned whether the methodology and cultural assumptions (it's developed from a US perspective) would fit THUAS. There was agreement that such instruments should be looked into carefully to see whether they would actually contribute. It was even suggested that perhaps the THUAS should develop its own instrument.

Lastly the participants expressed it would be very helpful to have examples of well described intercultural competencies (as inspiration) as well as examples of successful teacher strategies to develop these within the curriculum.

* Intercultural Development Inventory





6 Lunch and multicultural market

Multicultural market.

Organized by students of ESCM under the leadership of Eveke de Louw





7 Research Group International Cooperation

The Hague University of Applied Sciences

By Jos Walenkamp, Lector International Cooperation



The Research Group International Cooperation works with the lector in the execution of the various study projects. These projects aim to contribute to the knowledge and capacity of universities of applied sciences needed to expand and strengthen the efforts at internationalization. And the main aim of that is to help our students on their way to world citizenship.

The central theme of this conference is how to engage, facilitate and support our staff, because without them there is no internationalization. In 2010 we published an article on the motivation and international competencies of

our lecturers. **Babette Masselink** investigated the same subject in 2012, but this time not with a general survey but focused on her academy Technology, Innovation and Society The Hague (TISH). Her main findings confirm those of the earlier study: the staff is almost unanimously positive about international cooperation and appears to possess international competencies to quite a high level. They would like extra training in the English language and more time for international activities.

The main aim of internationalization is to equip our students with international competencies. We have studied the acquisition of such competencies by students, who go abroad for study or internships, in two rounds: a first general survey among all students who went abroad in 2009-2010, followed by a deeper delving study, which combined an online questionnaire with interviews and 360 degrees feedback. **Rudy van den Hoven** talks in his workshop about the various approaches and our findings.

An international experience and internationalization-at-home are much more effective in the acquisition of international competencies, if the students are well prepared and guided. With **Manuela Hernández Sanchez** we have developed a training module – with teachers manual – to prepare students to purposefully acquire an open, respectful and curious attitude, the knowledge of own and other cultures and the skills to listen and observe, and finally the ability to reflect critically on intercultural experiences.

International competencie should be demonstrably useful for alumni and the labour market. The last year **Anneke Schuurmans** has investigated the needs and demands of former students and their employers for international competencies. Private companies, public institutions of different sizes have been approached through our alumni. The command of foreign languages, preferably more than one, intercultural competencies such as effective communication and proper conduct with people from other cultures appear to be as important as personal characteristics like social initiative, self-confidence and leadership.

The Hague University of Applied Sciences is relatively far and ambitious in internationalization. The Board has approved the Internationalization Policy in 2011 and in 2012 all the academy implementation plans have been accepted. We have recently started a survey on policy development and implementation in other universities of applied sciences, both in the Netherlands and in other countries. **Sjoerd Roodenburg** of the Nuffic will be instrumental in its execution.

Not only in the Netherlands but also in developing countries the alignment of higher professional education and the labour market is very important and often imperfect. Together with **Mtinkheni Gondwe** of the Nuffic, we have investigated two countries, Mozambique and Ghana. Now our students of the minor Development Cooperation, such as **Felicité Abouadje**, continue the study on the level of specific disciplines and professions.

The Dutch government increasingly appreciates the social and economic value of foreign knowledge workers. With **Andreas Funk** we have looked at the factors, which may entice foreigners to stay and work in the Netherlands and the factors that may chase them away. The Hague University of Applied Sciences is for example attractive because of its international and welcoming atmosphere, but could do more in offering courses in Dutch and career counseling.

With regards to education the lectors **Joris Voorhoeve**, **Jaap de Zwaan** and Jos Walenkamp offer a Masterclass “The World in 2025” and the Research Group has developed the minors “Development Cooperation”, “The Many Faces of Globalisation” and the research minor “International Cooperation in 2025”



8 Workshops Round 2

Round 2, Workshop A.1. How to tackle institutional barriers

Rudy van den Hoven & Deborah Mevissen



D.M. (Deborah) Mevissen (1974) is programme manager of International Business and Management Studies at The Hague University of Applied Sciences, a business programme that receives over 400 new international students yearly. With a Masters in Econometrics, her main area of expertise is Marketing and Brand Management. After a career in consultancy and marketing for international businesses, she has been a university lecturer since 2006, teaching within the international classroom setting.
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Introduction

In the key-note lecture, Lisa K. Childress mentions that it is important to realize that internationalization incorporates teaching, as well as research and service. These activities can take place in three different locations: on campus, off-campus locally and off campus internationally. This leads to what she calls a “Typology of Strategies for Faculty Engagement in Internationalization” which – for the sake of the workshop – can be presented in a table format (see below).

The goal of the workshop was to answer the following question for each cell: *What is needed on the different levels in the organization (Staff, Programme management, Board & Academy Directors, Service & Policy departments) to increase faculty involvement in internationalization and overcome organizational barriers?*

During the workshop most attention was given to the cells “Teaching On-Campus”, “Service On-Campus” and “Teaching Off-Campus internationally”. However, this does not mean the other cells are less important, and the organizational challenge is to complete this matrix in order to create an integral implementation strategy for the internationalization policy. In order to start this process some suggestions given by Lisa K. Childress in her key-note lecture (indicated by an *) have been put in the remaining cells of the matrix. This leads to the following representation of strategies:

Strategies	Organizational Level	On-Campus	Off-Campus locally	Off-Campus internationally
Teaching	Staff	<ul style="list-style-type: none"> – Activities & classroom management to create real intercultural mix – Activate curiosity – Forget prejudices – Be aware that the Dutch educational views are not superior to others and make sure to incorporate different learning styles in curriculum – Avoid resistance, by using the strengths of each lecturer and build relevance to the professional field 	<ul style="list-style-type: none"> – * Participation in international teaching workshops – Develop international minors with neighboring universities and professional partners 	<ul style="list-style-type: none"> – Create more possibilities for staff exchanges – try to avoid the restrictions of lecturing periods – Make sure to provide feedback to other colleagues after participating in international activities – also multidisciplinary – Widen your scope by investigating joint curriculum development with partner universities- either within a small context or as full joint degrees

Strategies	Organisational Level	On-Campus	Off-Campus locally	Off-Campus internationally
	Management	<ul style="list-style-type: none"> – Make sure there is a good selection procedure for international students to maintain quality – Focus on sharing knowledge and experiences between programmes 		<ul style="list-style-type: none"> – Create a programme for staff exchanges and make it an integral part of the personnel policy and R&O procedure
	Board & Dir.	<ul style="list-style-type: none"> – Maintain one clear vision for a longer term – Create more connections between programmes and partners and use incentives 		<ul style="list-style-type: none"> – Create incentives for international activities
	Service dept.	<ul style="list-style-type: none"> – Make sure all relevant services and policy documents are internationally oriented – Proper enrolment criteria to maintain quality and a structured welcome procedure 		<ul style="list-style-type: none"> – Provide service to facilitate receiving staff from abroad
Research		<ul style="list-style-type: none"> – * Interdisciplinary and international faculty seminars 	<ul style="list-style-type: none"> – * Develop regional research partnerships in areas related to internationalization 	<ul style="list-style-type: none"> – * Research projects with international partners
Service		<ul style="list-style-type: none"> – Increase hospitality – Align service dept and programmes in relation to guidance of international students – Create clear and transparent communication towards international students 	<ul style="list-style-type: none"> – * Participate in cross-cultural projects in the local community for instance related to immigrants 	<ul style="list-style-type: none"> – Provide additional services to international students like internships abroad

Round 2, Workshop A.2. How to tackle individual barriers

Eveke de Louw



Eveke de Louw is an English lecturer at the Academy of European Studies & Communication Management. In her role as the Academy's International Student Co-coordinator she is the main contact person for incoming exchange students. Internationalization is her passion and she is actively involved in advancing internationalization at ESCM at policy and programme level. Feel free to contact her to share your ideas and experiences.

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Staff engagement in Internationalization: How to tackle individual barriers

Introduction

Internationalization of the Curriculum is a comprehensive and continuous process that challenges programmes to critically review their curriculum and teaching methodology. Internationalizing a curriculum is more than simply teaching in English or creating windows for student mobility. It involves critical professional dialogue between all stakeholders of a programme and is not just an inward-looking process, focused on developing and improving programme content. It is just as much an outward-looking process, seeking to share expertise and perspectives across modules, curricula and disciplines.

In this process staff play a key role as they are the ones developing and delivering the curriculum, are involved in international research, participate in international networks and directing their students' learning and development of international competencies. As such internationalization of the curriculum presents a number of challenges for the teaching staff.

First of all, staff require specific knowledge in relation to the international part of the discipline they teach; general cultural knowledge and possibly culture-specific knowledge; and preferred learning styles in cultures. Moreover, certain skills and competencies are needed to deliver internationalized programmes, such as language skills and intercultural competencies. Such competencies are best developed through being exposed to and being involved with different cultural perspectives, yet teaching staff also need cognitive competencies to connect those intercultural experiences to their teaching and research.

Staff attitude is the last key factor, as a willingness and desire to change course content are necessary to achieve the aims of an internationalized curriculum. When teachers are not clear as regards the objectives and processes of internationalization of a curriculum, they will lack commitment to advance an international dimension in their teaching and to encourage intercultural learning in their students.

Using the blockers and enablers survey created by Betty Leask (see www.ioc.net.au), participants of the workshop 'How to tackle individual barriers' discussed which blockers and enablers applied to them in their professional role at The Hague University of Applied Sciences.



The following blockers were selected by participants:

Lack of (or poor communication of) institutional vision and policy linking internationalization of the university with internationalization of the formal and informal curriculum. In particular, how can The Hague University position itself as an international university when internationalization is defined and implemented in so many different ways at programme level.

Insufficient funding and support provided to enable staff to attend international conferences, visit international colleagues or participate in other international experiences related to their work. Even the most international programmes at The Hague University face this challenge.

Lack of support/resourcing for academic staff to collaborate with or work in international industry settings. This seems to be too low on everyone's priority list.

Lack of support for academic staff to work with academics in the discipline who have different cultural perspectives. There also seems to be a lack of stimuli to encourage this more. Another problem is that some colleagues may have an incorrect self-image and lack awareness of and/or sensitivity to other cultural views.

I don't really know what Internationalization of the curriculum means in practice. An internationalized curriculum does not necessarily mean an English-medium programme; this seems to be a potent misconception.

An internationalization strategy that in practice is focussed primarily on income generation, even though there may be other aspects described in policy. On the contrary, one could argue that internationalizing curricula could mean loss of students; especially MBO students may not have a sufficient command of English to follow an English-medium programme.

Disciplinary 'headsets' – disciplines are themselves culturally constructed, bound and constricted. We operate within our own cultural framework which feels normal and natural to us. This may be inevitable, yet

internationalizing the curriculum challenges staff to question their disciplines and didactics.

I am not sure why we need to do this (e.g. my discipline is already international). This could be a pitfall as the international dimension of an inherently international discipline may seem too obvious without making this explicit to students.

A belief that The Hague University students will end up working in the Dutch labour market takes away the need for internationalizing the curriculum. How can The Hague University position itself as an internationally oriented university while still maintaining its ties with the local/regional community?

A lack of an internationally focused *PDV* training for new teachers. New staff without teaching qualifications can only follow a Dutch-medium course without proper attention to teaching an internationalized programme and/or teaching in an international classroom.

The following enablers were selected by participants:

Well-designed, communicated, managed and supported institutional policy around internationalization and what it means

Appropriate workload allocation for curriculum review and renewal.

Internationalizing the curriculum presents an opportunity for further quality improvement of curricula and staff initiatives should be rewarded.

Academic staff are encouraged, supported and rewarded to attend international conferences, including those operating outside of the dominant disciplinary paradigm.

Active links/collaboration with international employers and professional associations, e.g. through *international* accreditation processes.

Accreditation processes remain nationally focused, but we should be looking for European and/or international accreditation bodies.

Leaders who are committed to and informed about internationalization of the curriculum at institutional, school and degree program level.

My own international experience and personal commitment to and understanding of what internationalization of the curriculum means. Which we should be sharing!

A balanced and comprehensive international strategy in both policy and practice.

Round 2, Workshop B1. The International Office

Erik van Oenen



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The International Office

Since its creation years ago, the International Office of The Hague University of Applied Sciences aims at supporting incoming international students, students and staff of The Hague University leaving abroad for an internship or study, as well as the Academies. In this role, the International Office focuses in particular on practical and administrative support in the following areas:

- Grants and scholarships (incoming and outgoing students)
- Enrolment of international students
- Visa, residence permits, and other immigration procedures
- Housing
- Arrival and formalities (including pick up service, registration at the city of The Hague, insurance)
- Administrative support on partner agreements and representative agreements

In 2011 the University adopted a new and comprehensive internationalization policy. Following this, the Academies have now formulated their policy plans on internationalization. This internationalization policy and the Academy plans will have consequences for the support required. For instance, in terms of volume an increase in the number of partner agreements, as well as in the number of international students, is to be expected. For partner agreements this is reality already. Further, staff and Academies having less experience in the field of internationalization, may request additional advice and support.

In what way could the central services contribute to the development of internationalization at The Hague University and its Academies? What impact could and/or should this have on the organisation, including on the International Office? What are the expectations of colleagues on the central services for internationalization? And what impact does the implementation of the internationalization policy have on the expectations of (international) students of the International Office?

As a consequence of the size and composition of the group of participants in this workshop, the session on the International Office left further detailed discussions on activities, and expectations of students and staff for another forum and target group. Rather, improvisation led to an interesting and lively debate on internationalization activities at The Hague University of Applied Sciences and consequences for central support services, in a wider perspective. Here are but two examples of thoughts raised:

Major differences between Academies in the number of international students, the international curriculum, formulated policy aims, and previous experience in internationalization, ask for various roles of an International Office. As a consequence, the division of work at central and Academy level will be influenced. As a thought experiment, in the workshop the issue was discussed what effect clustering all international activities, including education, could have in this respect.

Another topic for discussion raised questions about the current focus of the International Office on administrative tasks. Could perhaps the 'life cycle' of international students be used as a starting point and focus for services of the International Office? From the very first contact, to immigration procedures and arrival, including the study at THUAS, up to the alumni network?

In the end, the role of an International Office will reflect, and be defined by, the vision on internationalization of the organisation.



Round 2, Workshop B.2. Internationalizing the Curriculum and Competencies

Jos Beelen (Amsterdam University of Applied Sciences)



Jos Beelen is Researcher and Consultant on internationalization of the curriculum at the Centre for Applied Research on Economics and Management (CAREM), Senior Policy Advisor on internationalization at Amsterdam University of Applied Sciences, the Netherlands, and Visiting Fellow at Leeds Metropolitan University's Centre for Academic Practice and Research in Internationalization (CAPRI), UK. Jos is currently doing research into the

implementation of the international dimension into higher education curricula in a global perspective, in close cooperation with researchers from Europe and Australia. He has contributed to training courses and conferences in the field in Europe, the US, South Africa and Australia. Jos Beelen has a Masters' degree in Classical Archaeology from the University of Amsterdam.
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Workshop: Internationalizing the curriculum and competencies

Introduction

Internationalization at Home (IaH) has advanced to become one of the two main streams in internationalization next to the traditional Internationalization Abroad. IaH is not an aim but a tool to provide all students with relevant international and intercultural competencies, not only for today's world but also for that of the future. While the international and intercultural competencies of academic staff are a key factor (and an obstacle) in shaping the international dimension of the curriculum, this workshop focuses on student competencies. When it is recognized that all students need

intercultural and international competencies, it logically follows that acquiring these competencies is part of the compulsory curriculum.

The implementation of curriculum internationalization is not advancing as rapidly as we would want. This problem is partly caused by the fact that is difficult to take the step from general definitions and competence descriptions to those that are meaningful and assessable within the context of a particular programme of studies. An example of such a definition is that by OECD: “A curriculum with an international orientation in content and/or form, aimed at preparing students for performing (professionally and socially) in an international and multicultural context and designed for domestic and/or foreign students.” This definition focuses on international curriculum content, which may lead to the idea that internationalization would be limited to programmes with international content or to those that are delivered in an international setting.

More recent definitions focus on a systemic approach: “The process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of post-secondary education.” and on learning processes and outcomes “Internationalization of the curriculum is the incorporation of an international and intercultural dimension into the preparation, delivery and outcomes of a program of study.”

These definitions are more accessible and also highlight the need to develop the international and intercultural dimension within the context of each individual programme of studies. Every programme is unique in terms of its context, disciplinary knowledge and ambitions. Therefore, academic staff in that programme are the only ones who can develop the international and intercultural dimensions of teaching and learning for their own context. The Framework for Internationalization of the Curriculum stresses this notion. Both in Australia and the Netherlands, progress has been made with bringing in external expertise to support academic staff to ‘Imagine’ the international and intercultural dimensions.

Now that Dutch universities offer an increasing number of programmes and modules in English (more than 1.500 are on record), recruiting international

students gains momentum. There is a tendency to focus on international students to the neglect of home students, as can be observed in countries that traditionally have a business oriented approach to internationalization, such as the UK and Australia. Embedding the international and intercultural dimension in the competencies will help to prevent focusing on activities rather than aims. Incoming international students, study visits abroad, staff mobility and indeed, internationalization of the curriculum in general, should after all be considered tools that contribute to achieving relevant learning outcomes for all students.

Outcomes of the workshop

There is a clear need for further conceptualisation of Internationalization at Home within individual programmes. This includes the issue where intercultural and international dimensions meet or overlap and how they should be assessed.

Academic staff ask for examples of general descriptions of international and intercultural competencies. These are available but they still leave academic staff with the challenge to adapt them to the specific requirements and context of the programme. For The Hague University of Applied Sciences this means an urban and diverse environment in which students learn, work and live. Academic staff also struggle with the issue that existing competence descriptions for their programme in most cases do not mention international and intercultural aspects. The challenge for them is therefore to adapt two sets of general competence descriptions to the needs of their programme. General intercultural competencies need to be contextualised, articulated and connected to the discipline, while the general competencies of the programme need to be connected to relevant international and intercultural aspects. For academic staff, it requires careful consideration and fundamental discussion within the team to be able to develop a meaningful international and intercultural dimension for their programme.

Only academic staff, as the 'owners' of teaching and learning are capable of doing this. It is clear that they alone can answer questions like:

- Is the international dimension mostly connected to the knowledge of the competencies and the intercultural dimension to skills?
- How can discipline and subject specific content be connected to the intercultural and international dimension?
- What is the role of the English language in professional practice and therefore in the curriculum?
- What competencies does the world of work require from graduates, now and in the future?
- Do the ambitions of the programme go beyond these requirements what does this mean for teaching, learning and assessment?

While the answers to these questions are expected from academic staff, it is also clear that they need support and facilitation to be able to come up with them. In her keynote address, Lisa Childress refers to her *Typology of Strategies for Faculty Engagement in Internationalization*. The first category is 'International teaching support on campus', facilitating academic staff to revise existing modules and integrate international perspectives. In order to reap the benefits of such facilities, one step should be taken first: encouraging and supporting academic staff to 'imagine' the international and intercultural dimensions of their programme.



The competence based educational model at Dutch Universities of Applied Sciences provides an excellent starting point for this, but it will not prove sufficient to ensure success without the active engagement of all stakeholders in the process. This means that policy makers, education experts, quality assurance staff, managers and advisory boards should all take their responsibilities to support academic staff.

Round 2, Workshop B.3. International Competencies of Lecturers

Babette Maselink



Babette Masselink, MA, studied English Language and Literature at Leiden University, in the Netherlands. She worked as a lecturer in English and consultant Marketing & Communications at Saxion Hogescholen in Deventer from 1999 till 2007 and has worked as a lecturer in Communications at the Hague University of Applied Sciences since 2007. She currently teaches (Intercultural) Communications at Process and Food Technology and Civil Engineering. From January 2011 she will hold the position of Coordinator Internationalization at the Academy of Technology, Innovation and Society The Hague (TISH). She also coaches students of the Minor The Many Faces of Globalization
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Due to unforeseen circumstances this workshop could not been given.

For further information on the subject refer to the website of the Research Group International Cooperation: www.dehaagsehogeschool.nl/lectoraten-is or contact Babette Masselink at B.J.Masselink@hhs.nl.

Round 2, Workshop B.4. Partner Management: Contacts and Contracts

Lieke Steijger



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Partner Management: Contacts and Contracts

The Hague University of Applied Sciences has a very ambitious internationalization policy. At this moment almost every academy is working on the implementation of their plans. All students will acquire international competencies during their studies.

The instruments chosen by most academies are:

- Study exchange
- International classroom

In order to realize this, all the academies need partners and derived from this partner management.

To make it easier standard documents have been developed to ensure quality, consistency and cohesion.

At this point a clear distinction is made between contacts and contracts.

The content of the partnership is the responsibility of the academies as they have to decide whether the subjects offered meet our criteria in terms of quality and to decide whether the subjects are an added value to their students.

At this time the Education and Student Affairs Department (OSZ) brings information and knowledge on existing partners together to avoid (unintentional) damage on these partnerships. Contracts are signed by our Executive board and OSZ will provide the board with an advice.

As our internationalization policy is very ambitious the scale of acquiring new partners is immense. Sharing information and identifying possibilities for other academies becomes a necessity, which all our academy coordinators for internationalization have embraced. This asks for a system to match our ambitions and provides us with real-time information.

The process regarding partnerships still needs refinement and input of all involved is welcome.

We also have to deal with a different way of organising our partnerships as this has been done on a academy level until now. Potential partners ask for open contracts; incoming students can register for any subject or minor, regardless of field of interest.

Academies that have a mandatory exchange must be able to place all their students and academies having an exchange as one of the options to acquire international competencies should be able to place their students as well.

As the level of support that is needed for finding new partners and taking all the necessary steps varies a lot, a workshop will be given to all the internationalization coordinators.

Ideal future situation:

Academies only have to provide a memo and OSZ will ensure the contract will be issued and signed by both parties.

A system that allows the university to manage all partnerships and provides up-to-date information to everyone involved.

9 Panel Discussion

The Panel Discussion was moderated by **Rajash Rawal**. The Panel consisted of **Marcel de Haas** (Director of the Education and Student Affairs Department), **Esther Mangelsdorf** (Australian student), **Lennart Nooij** (Senior Policy Advisor Internationalization), **Felicité Abouadje** (Ghanaian student), **Lisa Childress** (by video link) and **Simone Fredriksz** (Director Marketing and Commerce Academy).



The panel discussion started with short statements of the panel members.

1 Lisa Childress

I hope you all have enjoyed this wonderful opportunity throughout the conference today to gain diverse and meaningful perspectives into the internationalization of The Hague University of Applied Sciences. As I mentioned in my address this morning, this process certainly is not implemented by a singular person, but rather through the participation of many advocates of internationalization throughout the campus. I would love to hear from you all in this discussion, based on your own perspectives, as well as what you have learned through the conference today, your thoughts on the following questions:

(1) How do YOU think faculty members at the Hague University of Applied Sciences can become equipped to develop students' international competencies?

And, (2), how do YOU think faculty and administrators who are already internationalization advocates can get other key stakeholders on board?

To dig even deeper into the first question,

- what kind of infrastructural support do YOU think would be useful and feasible to provide for your faculty to internationalize their pedagogies and syllabi?
- In particular, what types of seminars, investments, electronic communication channels would be most USEFUL?
- How do YOU think you could continue to CUSTOMIZE your university's internationalization goals to each discipline?
- How is *excellence in teaching* defined at your *university* and in your *department*?
- Are *global perspectives* included?
- What *deliverables* are there or *could there be* included in faculty support programs to ensure international experiences and knowledge is translated to student learning?
- *How are individual faculty supported* to connect international issues with their unique scholarly agendas?

- What are *your ideas* to support faculty to internationalize their teaching, research, and service (a) *on campus*, (b) *off campus locally*, and (c) *off campus internationally*?

I look forward to hearing your thoughts on how through collaborative efforts at various institutional and levels, the Hague University of Applied Sciences can support faculty to internationalize their curricula, pedagogy, and research, and thereby broaden the international understanding of all your students and faculty.

2 Marcel de Haas

The internationalization of higher education offers a lot of opportunities in terms of improving quality of education in general. A lot of them came along during this conference and should inspire all of us. But what concerns me is that there is yet so little research on the positive relationship between internationalization and quality improvement. By saying this I certainly don't mean to deny the very importance of internationalization of higher education. But which conditions are needed to yield the best results in terms of quality? Much more research (and then I mean national and worldwide!) is necessary so that we can do things more evidence-based.



3 Felicité Abouadje



I am a third year student of International Public Management Studies, The Hague University of Applied Sciences.

Many times when the topic of internationalizing schools is discussed, stakeholders and decision makers do tend to forget the voice of the people to whom it concerns the most, in this case students. International students, intercultural learning, and international exchange are becoming vital to higher education and dealing with them is becoming one of the essential roles of student affairs.

First of all, internationalization should start from the teachers who teach the students. From my personal experience in my study IPM, teachers who have international experiences and have travelled a lot tend to understand and relate well with students. There should be a training program or an exchange program for teachers to equip themselves with international experience. Secondly, there should be intercultural activities from time to time whereby students will share cultural ideas, experiences and perhaps food. It will educate the students more about other cultures.

Also, the Dutch students should be well informed about the importance of associating with international students. In classroom, it is very common to see the Dutch students sitting among themselves and speaking Dutch leaving no room for international students to participate. I believe allowing the Dutch students to go on an exchange or internship abroad will make them feel the loneliness that international students feel when they come to the Netherlands to study and so they will learn to mingle with them more.

A very good example was when I went on an internship to Ghana with four Dutch students during the minor Development Cooperation. The students were very happy and curious to go to Ghana but soon their excitement disappeared completely when they reached Ghana and everything was done differently. They constantly asked me why people were always late and did not seem to care about it. At first they were angry by the number of times people approached and tried to be friendly to them. The lesson learned here is that at the end of the three months, they changed and became more accepting to the Ghanaian culture and understood why people do certain things in different ways.

4 Esther Mangelsdorf



I am currently studying International Public Management at The Hague University of Applied Sciences, and am completing my third year of studies. I have lived in the Netherlands for three years and originally come from the Gold Coast, Australia.

During the panel discussion I was able to shed some light onto what it is like as an international student studying an international program in the Netherlands. I gave advice on what would encourage me as an international student to stay in the Netherlands after I completed my studies. Some advice included my program providing Dutch lessons as an extra-curricular activity, so I can involve myself in Dutch society more easily and feel connected to

my surroundings instead of feeling like just a visitor. I was also able to give some ideas on how to encourage Dutch students to study abroad, such as encouraging Dutch study programs to implement excursion days to other countries for Dutch students so they can have an experience outside of the Netherlands. These excursions should be aimed at visiting other schools, and organizing student activities (where mixing Dutch and foreign students is mandatory, so they get to know each other better) and an introduction to what it would be like to study there and why it would be beneficial.

5 Lennart Nooij

We should be proud of what we have done and have achieved. There is a clear vision: all our students acquire international competencies, which are relevant for their future.

The specific international competencies are defined by the departments themselves in dialogue with lecturers, students and the labour market.

The academies are already busy executing their implementation plans.

All this does not mean, however, that there is no room for improvements. Internationalizing our university of applied sciences is a learning process for all concerned, and sometimes adjustments are needed. But we need to be consistent and stay the course. Changing direction without due consideration will slow down the process to obtain the required results.

6 Simone Fredriksz

I strongly believe in the statement of The Hague University of Applied Sciences that we need to look at the world around us with open eyes. For students, and staff, studying, exchange or doing an apprenticeship in another country or an international environment will develop their professional, academic and personal skills in a broader perspective. Our global society is changing rapidly, faster every day. Students and staff need to broaden their horizons in order to share and create knowledge. New cultures and new people enrich them with new ideas ... and it's great adventure as well!





10 Closing Address

Rob Brons (President The Hague University of Applied Sciences)

Dear Colleagues and Friends,

As people from abroad may not know, the City of The Hague is called “the beautiful city behind the dunes” in a local song ‘Oh, Oh, Den Haag’ in typical The Hague slang. I consider our The Hague University of Applied Sciences in the extension of this song the beautiful University behind the Dunes.

This conference is about Internationalization behind the dunes. I am impressed with so many knowledgeable, experienced and motivated directors, team leaders, internationalization coordinators, and the services dealing with Communication and Education and Student Affairs. But most of all I am impressed with the progress made and the level of the discussions about the various aspects of internationalization and I look forward to the proceedings of this conference.

As you may know we, as an Executive Board, consider internationalization crucial for this university of applied sciences. All our students need international and intercultural competencies in order to be able to function well in the new globalized, interconnected and multicultural world of today and tomorrow.

We have issued an internationalization policy and we are quite happy with the ways the academies have translated that policy in implementation plans. We will hold them to the targets that have been formulated and we shall continue to support them, where needed.

I want to congratulate you on a very useful and rich conference, thank you for your active and committed participation and wish you much success with your further activities in the field of International Cooperation.



11 Annexes

1 Links

- a Research Group International Cooperation (=Lectoraat Internationale Samenwerking): www.dehaagsehogeschool.nl/lectoraat-is.
- b Internationalization Policy (*in Dutch and English*) of The Hague University of Applied Sciences: <http://medewerkersnet.hhs.nl/dienstverlening/digitaleloketten/onderwijs-student-zaken/internationalisering/beleid-en-uitvoering>.
- c An interesting guide to help **the Internationalization of the Curriculum (IoC) in action** by Betty Leask of the University of South Australia. www.ioc.net.au.
- d AACU.org.
- e <http://www.youtube.com/watch?v=bV4O4onGmME>

2 List of participants

Annex 2. List of participants

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