

ABSTRACTS – Internationalization

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(Centre for Higher Education Internationalisation (CHEI) at the Università Cattolica Sacro Cuore, Milan, Italy), Miri Yemini (School of Education, Tel Aviv University, Ramat Aviv, Tel Aviv, Israel), Randall Martin
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Internationalization of Higher Education: Navigating between Contrasting Trends, Sarah Guri-Rosenblit (*The Open University of Israel*)

The internationalization of higher education in the last decades reigns highly on the agendas of higher education systems worldwide. Universities in Europe, as well as in other regions, are expected to become key players in a global knowledge network. In addition to state-to-state academic relationships, there is a growing number of higher education institution-to-institution collaborative ventures, operating beyond national jurisdictions. Both higher education systems and individual higher education institutions are forced nowadays to navigate between contrasting trends. This paper examines five pairs of contrasting trends along which higher education systems, as well as individual higher education institutions, have to navigate in defining their missions and in shaping their operational strategies: serving national priorities vs. operating within an international setting; government steering vs. institutional autonomy; increased diversity vs. harmonization policies; competition vs. collaboration; and intellectual property vs. intellectual philanthropy. On the continuum of these five contrasting trends, each higher education institution has to define today its functioning in its national context and in the international higher education network.

Internationalization Strategies and Policies in Second-Tier Higher Education Institutions, Hans de Wit (*Centre for Higher Education Internationalisation (CHEI) at the Universita Cattolica Sacro Cuore, Milan, Italy*), Miri Yemini (*School of Education, Tel Aviv University, Ramat Aviv, Tel Aviv, Israel*) Randall Martin (*British Columbia Council for International Education (BCCIE), Canada*)

This study addresses the major objectives and challenges in internationalization processes of second-tier higher education institutions. We use the examples of universities of applied sciences in the Netherlands, academic colleges in Israel and community colleges in Canada to offer a global perspective regarding the internationalization efforts in these types of institutions. Through comparative analysis of the trends taking place within these types of higher education in these countries, we find that second-tier institutions tend not to have solidified for themselves tailored internationalization approaches and strategies that are uniquely fitting to their own missions, aims and student populations and differ in these respects from those of the more prestigious research universities. This oversight – based in part on budgetary shortages – creates a situation whereby second-tier institutions, albeit culturally diverse in terms of their student populations, fail to utilize the potential inherent in targeted internationalization strategies.

Challenges of Student Mobility in a Cosmopolitan Europe, Janine Wulz, Florian Rainer (*Austrian Students' Union*)

This paper shows the preliminary outcomes of the CoSMiCE – Challenges of Student Mobility in a Cosmopolitan Europe - project by the Austrian Students' Union (ÖH) in cooperation with the Slovakian Students' Union (SRVS).

Mobility of students is one of the outstanding aims of the EHEA. At the European, national and institutional level, measures have been developed to support student mobility and enable students to choose among thousands of higher education institutions. Students and higher education institutions

find themselves involved in internationalization- facing the opportunities of international cooperation as well as challenging issues like competition, brain drain and the inclusion of certain underrepresented groups of students. At the same time, mobility flows within the EHEA are diverse: while some countries face brain drain, others feel overwhelmed by the amount of incoming students.

By a European-wide study among students organisations and 10 in-depth country studies in Armenia, Austria, Belgium, Denmark, Estonia, Finland, Germany, Latvia, the Netherlands and Poland the CoSMiCE project provides an insight in European students degree mobility from a student perspective. Six main factors that have an impact on student mobility itself and the perception of student mobility in the national context have been isolated. Those impact factors (Recognition, Tuition Fees and Restrictions, Financial Support, Social Support, Public and Media Perception, Brain Gain and Brain Drain) explain the diverse perceptions of European countries regarding student mobility, as well as the diversity of concepts dealing with incoming students. While some countries argue incoming students as economically challenging and tend to build obstacles for them, others aim to develop a culture of equality. Moreover, the results of the research will be discussed in matters of asymmetric degree mobility flows within the EHEA.

This paper provides an overview of the findings of the CoSMiCE project and suggests further policy developments on European, national and institutional level for further enhancement of student mobility in Europe.

Redefining internationalization at home, Jos Beelen (Amsterdam University of Applied Sciences School of Economics and Management), Elspeth Jones (Centre for Internationalisation of HE - CHEI, Università Cattolica del Sacro Cuore, Milan)

The term “Internationalisation at Home” and its definition were first introduced in 2001 (Crowther et al 2001). Since then, strongly related and overlapping concepts and definitions have emerged, notably Internationalisation of the Curriculum and Campus Internationalisation, which have led to confusion over terminology and risk distracting attention from the main job of implementing internationalised curricula.

This chapter focuses on the concept and definition of Internationalisation at Home. It first critically explores three accepted definitions: 1. Internationalisation; 2. Comprehensive Internationalisation; and 3. Internationalisation of the Curriculum. This is followed by a discussion of three notions which are more contested: the distinction between internationalisation at home and abroad; the OECD definition of an internationalised curriculum; and Campus Internationalisation. Their similarities to and differences from Internationalisation at Home (IaH) are discussed.

Next, recent developments in conceptualising Internationalisation at Home and in its implementation are presented. It will be argued that, while Internationalisation of the Curriculum is the overarching term, the concept of IaH within that is still valuable in certain contexts and for certain purposes. On the basis of these arguments, it is maintained that the current definition of IaH does not provide sufficient support for those with an interest in internationalising domestic curricula. The authors therefore propose a new working definition and identify challenges that await those who want to implement Internationalisation at Home.

Does an International University's Environment increase the Intercultural Competence in First Year Master Students?, *Jeanine Gregersen – Hermans (University of Hull, UK)*

The study challenges the assumption prevalent in Higher Education that exposure to diversity through an international experience on campus leads to intercultural competence. Building on an Extended Contact Hypothesis Theory model this case study uses a pre-post observational design to measure the level of intercultural competence, using the Intercultural Development Inventory (IDI). The results demonstrate that first year master students in this study do not progress in the level of intercultural competence whilst on campus; regardless whether they progress from an undergraduate program or are new to the university; and despite the fact that they study in an internationalized university environment and are satisfied with the cross-cultural cooperation and are in frequent contact. The social interactions per se did not lead to an increase of intercultural competence. Although respondents in the Denial stage with only a superficial awareness of cultural difference benefit from the presence of advanced levels of intercultural competence, the impetus to progress to more advanced levels of intercultural competence seems to be lacking. Respondents substantially overestimated their own level of intercultural competence. The study highlights the need for more in-depth research into the actual development process and the connection with the curriculum; less reliance on self-reports but combining qualitative assessment methods with quantitative measurement of intercultural competence; and the consideration of the impact of the social environment and the organizational capability to deliver on intercultural competence development.

Balanced mobility – a reachable objective?, *Irina Ferencz (Academic Cooperation Association – ACA)*

This article explores the concept of balanced mobility, a recently set objective in the European Higher Education Area (EHEA). The paper first tries to trace the origin of the interest in balanced mobility in the Bologna Process context. It then sketches different ways in which the concept of balance could be interpreted, primarily with regards to degree mobility, as current policy references leave room for interpretation. Third, the article presents recent statistics on degree mobility, in order to show how balanced or imbalanced mobility flows currently are, also depending on how the concept of balance is understood. Last, the article tries to conclude from the potential definitions of balanced mobility and from available data, what would be reasonable to expect in the EHEA context with regards to this policy aim.

Internationalisation as a lever for change, *Dr. Fiona Hunter (Centre for Higher Education Internationalisation (CHEI), Università Cattolica del Sacro Cuore, Milan, Italy)*

The Italian Higher Education system has often appeared unwilling or unable to develop effective policies for change, and this struggle to introduce effective reforms is often linked to the system's legacy of failure to cope with earlier higher education challenges over the last 60 years. Within a highly centralised system, universities developed a sense of accountability to the Ministry in a legal and administrative sense, and remained isolated from the needs of external stakeholders or the challenges

of a changing environment. The few who sought to innovate or experiment were heavily constrained by a rigid bureaucracy and lack of diversity.

However, with the Bologna Process, Italy acted uncharacteristically as a first mover and introduced landmark reforms with clear objectives to extend university autonomy, introduce the new degree structure, and develop credit and quality assurance systems. It had expectations of greater efficiency through increased enrolments, reduced wastage rates, enhanced graduate employability and improved access to the European Labour Market. A series of further reforms have followed in an attempt to correct distortions that emerged in the system but without significant results. Many of the old problems persist, and against a backdrop of receding finances.

Despite the many attempts to modernise higher education by successive governments, structural dysfunctions hamper any real change within the system. Today, it is the increasingly competitive international environment that is forcing individual universities to develop an adequate response. This paper will explore how Italian universities are becoming increasingly aware of the need to take institutional action and how they are identifying models for internationalisation beyond their borders in order to adapt to, and survive in, the new conditions.

Becoming Bologna capable: Strategic cooperation and capacity building in International Offices in Kazakhstani HEIs, Jason Sparks, Zakir Jumakulov (Nazarbayev University Graduate School of Education, Kazakhstan)

This paper examines the roles and perspectives of International Office staff in universities in Kazakhstan, as they engage in internationalization of higher education within the framework of the Bologna Process. Drawing on data from document analysis, a national survey and in-depth interviews, the paper discusses the practices, strengths and challenges of International Offices, linking empirical data to theories on internationalization, institutional change, networks and capacity building. Main findings are that the International Offices play a role in the leadership of strategic cooperation at international, national and intra-institutional levels, and that they would have the potential to play a more major role given access to the capacity building and professional development opportunities they identify. The paper highlights tensions that need to be resolved in the division of responsibilities between Bologna Offices and International Offices at institutional level, and in the channels of communication between HEIs and the national Bologna Center.