



EUA

European University Association

EUA Autumn Conference

**Internationalisation beyond
Europe's Frontiers:
enhancing attractiveness
through global partnership and cooperation**

Emerging issues

8 -10 October 2009, Justus Liebig University Giessen, Germany

I. Starting point

- The university as the school of 'mental cartography – creating a truly international mental map
 - ✓ Promoting integration in a global context

Issues of principle

- Is internationalisation for all universities? The « transnational university » – one scenario: what does it mean?
- Commercialisation or MacDonaldisation as a main driver?
- European or national approaches to internationalisation? The Bologna process - experience of internationalisation using common tools: for internal use only?

Key Emerging Issues for Further Discussion

- Students + Staff
- International Research
- Open Access: Sharing Knowledge
- Transnational Education
- Quality of internationalisation
- Mobility
- Language
- Funding
- Shall we still call it internationalisation?

Students + Staff

- Fully integrate international students and staff
- Braindrain – braingain – braincirculation
 - ✓ an issue for many countries and institutions, but particularly critical in emerging and developing countries
 - ✓ Taylor-made approaches succeed best
 - ✓ Universities in longterm partnership can make a difference

Research - focussing on development cooperation

- research topics address specific national/regional needs
- meaningful to the societal context
- joint degrees to build capacity
- Focus on collaborative PhD
- Open access to scholarly material research and knowledge allows academics to improve research in their own context (EUA recommendation March 2008)

Transnational Education

- Branch campuses and off-shore programmes emerging
- Integrated into institutional internationalisation strategies?
- Risk to autonomy?
- European funding for European approaches?
- Danger of commercialisation – in particular in LLL

How to ensure Quality of internationalisation

- Quality through internationalisation – what about quality of internationalisation
- No export of national curricula, learning outcomes, skills and standards
- No rigid quantitative measuring
- Has to consider a multitude of elements
- HRK international audit, Institutional Evaluation Programme

Mobility

- Physical mobility is essential for an international mindset
- More than Erasmus mobility: all elements that are relevant for the curriculum
- Institutions should develop their strategies and specific mobility targets
- Information provision – not only marketing
- Quality of mobility - Code of Conduct (Netherlands)

Languages

- Key issue for internationalisation
- Language issues relevant for all their strategic decisions
- Must be imbedded into institutional strategies
- Multilingual teaching & learning provision
- Code of good conduct – reference points

Development Aid

- Many good initiatives - nationally compartmentalized
- EUA collective members are contributing
- university-to-university approaches – efficient – low cost
- Longterm engagement: partnership – trust
- Trends from classical aid area (agriculture, engineering) to involvement of more disciplines

Funding - search for sustainability

- Project funding logic
- Sustainable national and European funding required
- Risk for sustainability – in particular for universities in developing countries
- National funding does not support European approaches

Conclusion:

Shall we still call it internationalisation?

- Define our own approaches
- Enhance the positive impacts of globalisation, and minimise the negative ones
- Define/ design transnational frameworks for competition
- Joint European approaches might be helpful
- Role of universities – educating the national, European, and the global citizen?
- Physical distance has disappeared, but not cultural distance