EURIE 2020 SELECTED CONFERENCE PROCEEDINGS

EURIE 2020

19-21 February 2020

Istanbul, Turkey

SELECTED PROCEEDINGS OF EURASIA HIGHER EDUCATION SUMMIT EURIE 2020

Selected Proceedings of Eurasia Higher Education Summit

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Message from the Editor

We are pleased and honored to present the Selected Proceedings of EURIE 2020 Eurasia Higher Education Summit, which took place on February 19-21, 2020 at Lütfi Kırdar Convention Center in Istanbul, Turkey.

EURIE's conference program is designed to address current issues in internationalization of higher education and to cover key topics in higher education management. EURIE also features an exhibition for networking, partnership and business development.

EURIE 2020 was the fifth annual Eurasia Higher Education Summit, which has now become a premier international education event, connecting the dynamic higher education sector in the Eurasian region with the rest of the world. EURIE Summit brought together higher education institutions with various stakeholders, such as international networks and associations, ministries and public sector representatives, and many service providers in the higher education sector.

EURIE 2020 was attended by 2700+ participants from 65 countries, including 150 exhibitors. 145 speakers took part in 56 sessions over 3 days of the conference.

The conference theme in 2020 was "Uniting for in International Education", focusing on five subthemes:

• Global Learning Initiatives
• Trends in International Student Flows
• Leadership in Internationalization
• Regional Dynamics in Higher Education
• Digitilization and Innovation in Higher Education

With an array of plenary talks, panels, seminars, roundtables and workshops, the participants had access to informative and stimulating presentations. They shared their experiences, new ideas and best practices in internationalization with each other. They were inspired by sector leaders, who generously shared their vision and insights in higher education policy and practice. The speakers came from all over the world and thus presented diverse and comparative perspectives on international education.

When we wrapped up a very successful event and our largest conference to date, little did we know that a new and unknown virus infection in China would soon become a global pandemic and disrupt the higher education sector, as it did so many others.

EURIE 2020 was the last big international education conference to be held physically in 2020. What followed was an unprecedented crisis of profound consequences for international education. After an initial shock, international educators all around the world showed remarkable resilience and continued their important work under conditions of suspended international travel, national lockdowns and deserted campuses. Mostly working from home in front of their laptops, they have stayed connected to their students and colleagues across the world virtually via countless webinars and zoom meetings.

It was during this time that we contacted EURIE 2020 presenters and asked them to submit a written article that captures and expands upon their presentations. 21 papers were thus submitted and this volume of Selected Proceedings were prepared.

Looking at the proceedings and the conference program of EURIE 2020, it is easy to see that we touched upon many trending topics at the time: Changing definitions of internationalization; transformation of universities' traditional roles; sustainability in international education; global learning beyond physical mobility; importance of leadership, access and equity; digitilization and online learning. Due to the pandemic, emerging trends have very quickly become our realities by the end of 2020.

We would like to express our deepest appreciation to our contributors in these selected proceedings. I hope that these Proceedings will be a useful resource for our discussions, as we now try to reimagine and a redesign a more sustainable, equitable, inclusive, transformative international education in the post-pandemic world.

Ayşe Deniz ÖZKAN
EURIE Conference Coordinator

EURIE 2020 CONFERENCE PROGRAM

Feb 19, Wednesday

9:00-17:00	Registration	Rumeli Hall
9:30-12:00	Opening Ceremony	Anadolu Auditorium
12:00-17:00	**Exhibition Hall open**	
12:00-13:00	**Opening Reception**	**Rumeli Hall**
13:30-16:00	**Workshop** **Developing our Students' Intercultural Competencies: Practical Pedagogies** Facilitators: David Puente (ISA- WorldStrides) and Naomi Olson (Regis University)	Pearl
13:30-16:00	**Workshop** **How to Get the Most Out of Your Summer School** Facilitator: Michelle Dwyer (University of Liverpool)	Jade
13:30-16:00	**Workshop** **Find International Undergraduate Students Without Leaving Your Campus! – How to Leverage Global Credentials and Admission Communications** Facilitators: Russell Dover (College Board) and Melissa Abache, Efe Carlık (Koç University)	Amber

13:30-14:15	**Panel** **Digitilization & Innovation** Chair and Presenter: Arturo Lavalle (Università degli Studi Guglielmo Marconi) Christian-Andreas Schumann (West Saxon University of Zwickau) "Facing Industry 4.0 Competences Demand: Education at the Core of Innovation and Future Work" Giovanni Cristiano Piani (University of Trieste) "Shortening Distance Between Invention and Innovation: Can (Student) Entrepreneurship be Taught?"	**Ruby**
14:30-15:15	**Panel** **Digitilization & Innovation** Ian McAndrew (Capitol Technology University) "Cybersecurity and Its Need in All Aspects of Education" Khayyam Masiyev (Baku Higher Oil School) "Cyber Security Communities Social Platform Using Blockchain Technology" Chair: Hasan Alpay Heperkan (İstanbul Aydın University)	**Ruby**

15:30-16:30	**Panel** **Young Entrepreneurial Universities: The Turkish Experience** Refik Polat (Karabük University) "Genç Üniversitelerin Uluslararasılaşması; Karabük Üniversitesi Örneği/ Internationalizatıon of Young Universities; Case of Karabük University" Yıldırım Üçtuğ (Atılım University) "Entrepreneurship Ecosystem at Atılım University/ Atılım Üniversitesi'nde Girişimcilik Ekosistemi" İhsan Sabuncuoğlu (Abdullah Gül University) "Sıradanlaşma / Finding and Maintaining Your Edge" Chair: Necati Aras (Boğaziçi University) ***This session will be conducted in Turkish.**	**Ruby**
13:30-16:30	**Imagine Tomorrow Activity**	**Sapphire**
19:00-22:00	**Turkish Gala Reception**	**TBA**

February 20, Thursday

9:00-17:00	**Exhibition Hall open**	
9:30-10:15	**Panel** **Leveraging International Partnerships** Suzanna Tomassi (The Open University) "International Endeavours – How to set up a Perfect Partnership?" Claudia Peverini (Campus Bio-Medico University of Rome) "Can small HE institutions Compete with the Big Players? A Case Study in STEM Education to Enhance Collaborations with Top-tier Institutions and Industry Partners" Chair: Rossana Silva (President Coimbra Group of Brazilian Universities)	**Ruby**

9:30-10:15	**Panel** **Internationalization in South Eastern Europe** Gyöngyi Pozsgai (University of Pécs Hungary) "The Pécs Internationalization Model : How to Build Meaningful University Partnerships from Hungary" Sanja Stifter (University of Rijeka) "Enhancers of Internationalization Process in Medical Education: Best Practices from Croatia" Chair: Kostis Giannidis (Erasmus Student Network)	**Emerald**
9:30-10:15	**Panel** **English as Medium of Instruction** Julie Dearden and Tom Spain (Oxford EMI) "The EMI Quality Framework: What Constitutes High-Quality English Medium Instruction?" Chair: Ayşen Güven (British Council Turkey)	**Sapphire**
9:30-10:15	**Around the World with EURIE: MALAYSIA** **Norhayati Abdullah (University Teknologi Malaysia)** "Gateway to An Entrepreneurial Society - The Case of Malaysia" Hajah Zainab Mohd Noor (University Teknologi MARA) "Producing Innovative and Entrepreneurial Graduates: The Case of Universiti Teknologi MARA Malaysia" Syaheerah Lebai Lutfi (Universiti Sains Malaysia) "Walking the Path to be the Most Entrepreneurial University of the Year 2018 - USM Style"	**Pearl**

10:30-11:15	**Panel** **Leading Internationalization: Perspectives from Around World** Yaprak Dalat Ward (Fort Hays State University) "Servant Leadership and Comprehensive Internationalization" Sonja Knutson (Memorial University of Newfoundland) "Leading Internationalization in Canada: Policy, University Intentions and Practice" Chair: William Lawton (Consultant)	**Ruby**
10:30-11:15	**Panel** **Marketing, Recruitment and Admissions: Digitalization** Meltem Rijkers Oktay (StudyPortals) "Marketing Data Analysis and Interpretation: Beauty & The Beast" Simone Ravaioli (Digitary) "Streamlining International Admissions Through Verified, Self-sovereign Digital Credentials" Chair: Alex Looten (StudyPortals)	**Emerald**
10:30-11:15	**Panel** **Research Cooperation in Eurasia** Nana Sharikadze (Tbilisi State Conservatoire) Dmitry Schigel (Global Biodiversity Information Facility) Hege Toje (Diku Norway) "The Eurasia Program – Forging Higher Educational Connections between Norway and Eurasia" Chair: Vegard Furustøl Vibe (Diku Norway	**Emerald**

10:30-11:15	**Around the World with EURIE: INDIA** T. Sasipraba (Sathyabama Institute of Science and Technology) Sudhakar Rao (ICFAI Group of Institutions) P. Palanivel (Education Promotion Society for India) Siddharth Jain (Discovery Education Media) "Future of Indian Higher Education"	**Pearl**
11:30-12:15	**Panel** **Leading Internationalization: Perspectives from Around the World** Thomas Estermann (European University Association) "Leadership and Governance in Times of Change – How to Effectively Address and Implement Change" Dennis Murray (University of Melbourne) "Successful Leadership of Globally Focused Universities" Chair: Zeynep Çiğdem Kayacan (İstanbul Aydin University)	**Ruby**
11:30-12:15	**Panel** **Marketing and Recruiting Gen Z** Joanna Chodor and Kinga Drechny-Mucha (Jagiellonian University in Krakow) "Generation Z - how to Understand and Engage" Katarzyna Adamiak (University of Ecology and Management in Warsaw) "Trends in International Student Flows in Poland" Chair: Serdar Apaydın (İstanbul Bilgi University)	**Emerald**
11:30-12:15	**Panel** **Engaging with the Asia-Pacific Region** Claudio Petti (University of Salento) "Internationalization to and from China in Innovation: An Italian Integrated Cooperation Perspective" Louise Goold (Monash University) Chair: Lindsay Brooks (University of Toronto)	**Sapphire**

11:30-12:15	**Around the World with EURIE: PORTUGAL** Carla Martins (Universidade do Minho) Sandra Soares (Universidade de Aveiro) Magda Ferro (Universidade Católica Portuguesa) Ricardo Ferreira Reis (Universidade Católica Portuguesa) "Study in Portugal? Yes, of course!"	**Pearl**
12:15-13:00	**EURIE Speakers Networking Luncheon**	**ICEC Galata Room**
13:00-13:45	**Panel** **Non-Degree Programs for Internationalization** Patrick Colabucci (UCLA Extention) Eddie West (San Diego State University, SDSU World Campus) Chair: Aslıhan Özenç (Quality Network Solutions)	**Emerald**
13:00-13:45	**Panel** **Branding Your Country as a Study Abroad Destination** Gerry O'Sullivan (Erasmus+ National Agency Ireland) "Ireland in a Changing International Education environment" Eero Loonurm (Archimedes Foundation, Study in Estonia) "Survival Guide for Small Countries: How to Compete in International Higher Education" Chair: Ercan Laçin (Turkish National Agency)	**Sapphire**

13:00-13:45	**Panel** **Student Exchange: Access and Quality** Nonceba Mbambo-Kekana (University of Limpopo) "Student Mobility- Is it a Pipe dream for African Students?" Søren Iversen Hansen (Via University College) "Is it Possible "to catch the drift" in International Student Mobility?" Waqar Zaidi (Lahore University of Management Sciences) "Managing Student Exchange in the Pakistani Context. The Experience at LUMS" Chair: Dubravko Kraus (VERN University of Applied Science)	**Pearl**
13:00-13:45	**Around the World with EURIE: IRAN** Asghar Asgari (University of Tabriz) "Internationalization of Academic Activities in the Age of Globalization, case study: IRAN" Seyed Komail Tayebi (University of Isfahan) "Regional Collaboration in Higher Education and its Spillover Effects on Knowledge Transfer in Iran" Zahra Emamjomeh (University of Tehran) "Role of Iranian Scientist Women in Scientific International Collaboration" Chair: Saeid Shojayi (University of Tabriz)	**Ruby**

14:00-14:45	**Panel** **Assesing Internationalization** Florentin Popescu (Arnhem Business School / Han University of Applied Sciences "Mapping, Measuring and Assessing Internationalization in Higher Education" Normah Zondo Modreanu (University of KwaZulu-Natal) "Delivering an Integrated Internationalization Strategy Based on Data-driven Insights" Chair: Hakan Ergin (İstanbul University)	**Ruby**
14:00-14:45	**Panel** **International Recruitment and Retention** Ravi Ammigan (University of Delaware) "The International Student Experience: A Data-driven Approach to Enhancing Student Satisfaction at Institutions of Higher Education" Ivor Emmanuel (UC Berkeley) "International Student Support- Programs to Assist Students on Probation"	**Emerald**
14:00-14:45	**Panel** **Global Learning: Beyond Traditional Exchange Programs** Michael Wilhelm and Stephen Hill (University of North Carolina Wilmington) "The International Office and the Faculty: Critical Collaboration in an Era of Uncertainty" Rosanna Gillespie (Imperial College London) "Global Learning Initiatives: Perspectives from Imperial College London" Chair: Yaprak Dalat Ward	**Sapphire**

14:00-14:45	**Around the World with EURIE: PALESTINE** Nedal Jayousi (National Erasmus+ Office in Palestine) Labib Arafeh (Palestine Ahliya University) Dr. Mustasem Hamdan Dalal Iriqat (Arab American University-Palestine)	**Pearl**
15:00-15:45	**Panel** **Benchmarking in Internationalization** Nancy Björklund and Paulo Zagalo Melo (Western Michigan University) "Examining Benchmarking and Standardization in Comprehensive Internationalization" Chair: Magda Ferro (Universidade Católica Portuguesa)	**Ruby**
15:00-15:45	**Panel** **International Summer Schools** Ian Fielding (University of Sussex) Shawnna Pomeroy (Coventry University) "The Summer School Business: Creation, Development, Recruitment Strategy" Chair: Michelle Dwyer (University of Liverpool)	**Emerald**
15:00-15:45	**Panel** **Internationalization in the MENA region** Abdelali Kaaouachi (University Mohammed I) "Internationalization of Higher Education in Morocco: Progress and Challenges" Chair: Burak Arıkan (EBA Consulting)	**Sapphire**
15:00-15:45	**Around the World with EURIE: PAKISTAN** **Mohammad Nizamuddin (Superior University)** Faisal Manzoor (University of Sialkot) Mujaddad Ur Rehman (Abbottabad University of Science & Technology) Vali Uddin (Sir Syed University of Engineering & Technology, Karachi)	**Pearl**

16:00-16:30	**Thursday Plenary Session** David Pilsbury Uwe Brandenburg (Global Impact Institute) "Internationalization 3.0: Tech, Society and Impact"	**Ruby**
16:30-17:00	**EURAS Forum** Pınar Elbasan (General Coordinator EURAS & EURIE) Assoc. Prof. Mustafa Aydın (President, EURAS) Prof. Hmaid Ben Aziza (General Secretary, UNIMED) "Universities Facing the Challenge of Digital Revolution" Prof. Rossana Silva (President, Coimbra Group of Brazilian Universities) "Impact of International Cooperation on Teaching, Research and The Relationship between Universities and Society" *Closed session. EURAS Members only.	**Emerald**
Feb 21, Friday		
9:00-15:00	**Exhibition Hall open**	
9:00-9:30	**Morning Seminar** **Mindfulness for International Office Staff** Edward Peters (GE Coaching)	**Ruby**
9:15-10:15	**Malaysian - Turkish Universities Networking Meeting** *Closed session for Education Malaysia and Study in Turkey Exhibitor Universities.	**Amber**
9:30-10:15	**Panel** **International Student Support** Harry Gibney (Queen Mary University of London) "Supporting Mental and Physical Well- Being for Study Abroad Students" Jessica Schüller (MARIHE fellow) "Career Support for International Students: Lessons Learned & Success Strategies from the German Context" Chair: David Puente (ISA- Worldstrides)	**Ruby**

9:30-10:15	**Panel** **Alternative Forms of Internationalization** Louise Goold (Monash University) "Beyond Traditional Forms of International Education - Global Capacity Building Initiatives" Nor Haniza Sarmin (Universiti Teknologi Malaysia) "Internationalization with Capacity Building Programs and Projects" İbrahim Yorgun (Middle East Technical University) "A New Role for Universities: Contributors to UN's Sustainable Development Goals" Chair: Serpil Acar (Loughborough University)	**Emerald**
9:30-10:15	**Panel** **International Quality Assurance** Nadeem Khan (Higher Colleges of Technology) "Quality and International Accreditation" Chair: Nicholas Sequeira (QS)	**Sapphire**
10:30-11:15	**Panel** **International Student Experience** Chair and Presenter: Onur Hoşnut (Ankara University) Konstantin Platonov (HSE University St. Petersburg) Damiano Pinnacchio (University of Rome Tor Vergata) "Creating Outstanding International Student Experience in Non-Native English Speaking Environment"	**Ruby**

10:30-11:15	**Panel** **Globalization and Internationalization of HE** Babu George (Fort Hays State University) "Higher Education Internationalization: A Knee Jerk Reaction to Globalization?" Denis Hyams-Ssekasi (University of Bolton) "Making Sense of Globalization. Understanding the Trends, Challenges and Emerging Opportunities in UK Higher Education" Şirin Tekinay (Global Engineering Deans Council and American University in Sharjah) "Globalization of Education: From the Middle East"	**Emerald**
10:30-11:15	**Panel** **English as Medium of Instruction** Chair and Presenter: Ben Knight (Cambridge University Press) Yasemin Bayyurt (Boğaziçi University) Dilek İnal (Istanbul University- Cerrahpaşa) "Is EMI just 'teaching content in English'? How Does EMI Change the Way We Teach?"	**Sapphire**
10:30-11:15	**Roundtable** **Access and Equity in Higher Education** Moderators: Agnes Sarolta Fazekas (ELTE Eötvös Loránd University) Beyza Ünal (Dönence) "From Theory to Practice: Inclusive Teaching and Learning Environment in Higher Education"	**Amber**

11:30-12:15	**Panel** **Digitalization and Innovation in HE** William Lawton (Higher Education Consultant) "The Digital Divide, Higher Education and Inequality" Anthony O'Malley (St. Mary's University) "Digitalizing the Knowledge Economy and the Innovation Society: New Higher Education Goals, Clienteles and Beneficiaries" Chair: Serhat Güvenç (Kadir Has University)	**Ruby**
11:30-12:15	**Panel** **Internationalization at Home** Betül Bulut Şahin (Middle East Technical University) "Internationalization at Home: Opportunities and Barriers" Sushy Mangat and Jantien Belt (The Hague University of Applied Sciences) "A Holistic and Skills-based Approach to IaH" Chair: Paulo Zagalo Melo (Western Michigan University)	**Emerald**

11:30-13:00	**Women's Leadership in Higher Education** Moderator: Prof. Zeliha Koçak Tufan (Executive Board Member, Council of Higher Education Turkey) Special guest speaker: Prof. Sezer Şener Komsuoğlu (Advisor to the President of Council of Higher Education Turkey) Prof. Nigar Demircan Çakar (Rector, Düzce University) "Kadınların Liderlik Sırları/Insights into Women's Leadership" Prof. Sondan Durukanoğlu Feyiz (Rector, Kadir Has University) "Dikenli Yollarda Kadın Liderliği: Tuzaklar ve Fırsatlar/ Women's Leadership on Difficult Paths: Challenges and Opportunities" Prof. Elif Haykır Hobikoğlu (İstanbul University, KAUM) "Dönüştürücü ve Fark Yaratan Kadın Liderliği/ Transformative and Change-Making Leadership of Women" Prof. Nuray Karaca (Atatürk University) "Akademide Kadın Yöneticiliğinin Reddiyesi Üzerine Sosyolojik Bir Analiz/ A Sociological Analysis of Why Academia Denies Women's Leadership" Prof. Funda Sivrikaya Şerifoğlu (TULIP Turkish Universities Leadership Improvement Program) "TULIP: Yükseköğretimde Kadın Liderliğini Geliştirme/ TULIP: Women's Leadership Development" ****This session will be conducted in Turkish and English. Simultaneous translation will be available.**	**Pearl**
11:30-12:15	**Roundtable** **English as Medium of Instruction** Moderator: Ayşen Güven (British Council Turkey)	**Amber**

13:00-13:45	**Panel** **The Global Talent Race** Ivor Emmanuel (UC Berkeley) "The Race for Talent: A US Perspective" Anastasia Minina (Saint Petersburg Electrotechnical University) "Practices of International Talents Enrollment in a Changing World" Ashok Daryani (Sharda University) "Increasing the Number of International Students Studying in India" Chair: Eero Loonurm (Archimedes Foundation, Study in Estonia)	**Ruby**
13:00-13:45	**Panel** **TNE Models in Eurasia** Eddie West (San Diego State University) Halil Güven (San Diego State University SDSU Georgia) "SDSU Georgia: How the Largest Public University System in the United States Came to Tbilisi Chair: Anthony O'Malley (St. Mary's University)	**Emerald**
13:00-13:45	**Panel** **Online Learning Design** David Rowson (WILEY Education Services) Mark Davis (University of West Alabama) Adam Matthews (University of Birmingham) "Distance Learning Design and Effectiveness" Chair: Suren Naidoo (WILEY Education Services)	**Sapphire**
13:00-15:00	**Roundtable** **STEM Education** Moderators: Hamide Ertepınar and Devrim Akgündüz (Istanbul Aydın University) *This session will be conducted in Turkish.	**Amber**

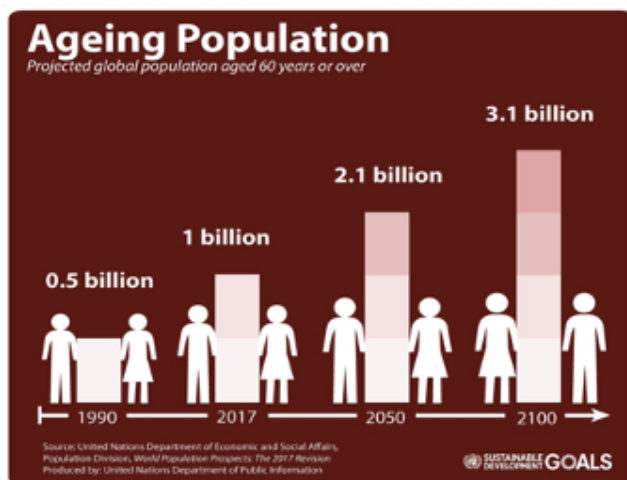|		
14:00-14:45	**Panel** **Developing Global Competences for Employability** Mirko Varrano (KTH Royal Institute of Technology) "Joint Programs and Double Degrees: Institutional Approaches and Added Value for the Graduates" Shaun Butcher (CRCC Asia) "Unpacking the Study Abroad Experience to Enhance Employability" Chair: Elizabeth Rounding (Bradford University)	**Ruby**
14:00-14:45	**Panel** **Online and Blended Learning** Chair and Presenter: Charles Hardy (Linkedin) Jessica Harrington (University of Birmingham) "Empowering Student Success both in Study and Career"	**Sapphire**
15:00-15:45	**Closing Plenary Session** **European Digital UniverCity (EDUC): A Model for the Future European University** Sonia Lehman-Frisch (Universite Paris Nanterre) Florian Schweigert (University of Potsdam) Chair: Ayşe Deniz Özkan (EURIE Conference Program Coordinator)	**Ruby**

CONTENTS

Internationalization 3.0: Tech, Society and Impact

Uwe BRANDENBURG[1]

I want to take you on a short trip to a time 30 years from now in the future. We will have a peak behind the scenes of the future of internationalisation.

The first key development will be that accountability and impact will have become key criteria in all aspects of internationalisation. While today, the majority of university staff members can easily cite the number of international partnerships of their university and how many students are sent abroad or received, very few if any know the concrete measurable impact that any such activities might have on the students, staff and institutions. Fewer even might be able to account for their CO2 footprint due to internationalisation. First steps in this direction were already taken by the Erasmus Impact Studies commissioned by the DG EAC of the European Commission.[2] By 2050, such impacts will be core elements of any reporting system and finance schemes and all data including environmental impacts will be accounted for.

The second major development will be a substantially aged society.

Ageing Population
Projected global population aged 60 years or over

3.1 billion

2.1 billion

1 billion

0.5 billion

1990   2017   2050   2100

Source: United Nations Department of Economic and Social Affairs,
Population Division, *World Population Prospects: The 2017 Revision*
Produced by: United Nations Department of Public Information

SUSTAINABLE DEVELOPMENT **GOALS**

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1 Global Impact Institute, Prague, Czech Republic, Universitat Rovira I Virgili, Chair of the Knowledge Region, Tarragona, Spain. uwe.brandenburg@globalimpactinstitute.eu

2 See https://ec.europa.eu/assets/eac/education/library/study/2014/erasmus-impact-summary_en.pdf, https://op.europa.eu/en/publication-detail/-/publication/46bd1ebb-b2db-11e6-9e3c-01aa75ed71a1/, https://op.europa.eu/en/publication-detail/-/publication/94d97f5c-7ae2-11e9-9f05-01aa75ed71a1/language-en/format-PDF/source-153503393

By 2050, 2.1 billion people will be 60 years or older constituting 16% of the then world population. This will lead to one of the most important developments in internationalisation, the double life cycle.
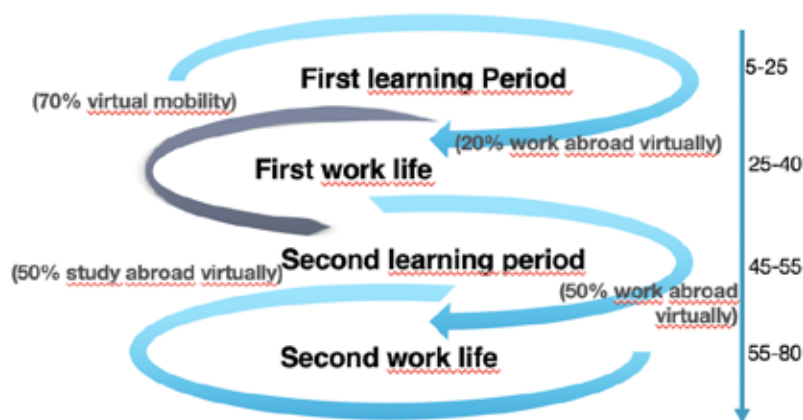
Source: author

People will still go through a first educational cycle at an early age but then they will come back to the education system in their 40s and 50s to prepare for a second work life cycle. While in the first cycle, people will be far more virtually mobile than today (I estimate around 70% virtual mobility), those in the second cycle might be less inclined to virtual mobility (probably 50%). This, however, also means that most physical mobilities will have to be planned for a much more mature audience with very different needs and expectations than the current mobility programmes cater for.

The third highly relevant development will be the global warming. Even in the now most conservative predications, a rise of 2 degrees centigrade globally is expected[1] and probably more than 1.6 bio people will be at risk of flooding and 3.2 bio will face water scarcity.[2]

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1 https://www.nationalgeographic.com/environment/2019/07/major-us-cities-will-face-unprecedente-climates-2050/

2 https://news.yahoo.com/water-warning-climate-risks-intensify-130213901.html

Internationalisation 3.0 will react to this by green mobility and green internationalization

- making CO_2 compensation compulsory for any physical mobilities
- favouring airplane CO_2-neutral (electrical) mobility for long-haul destinations
- restricting airplane CO_2-producing mobility to a maximum of 10% of all mobilities
- promoting CO_2-friendly mobility means for 90% of activities
- and investing 90% of internationalisation funds into IaH measures that a CO_2 neutral (e.g. Augmented Reality (AR) and Virtual Reality (VR).

The fourth and quite unfortunate development that I predict is xenophobia, populism and radicalization becoming permanent characteristics in many societies around globe. They will shape our value systems and influence the political debate. However, I estimate that the higher education system will continuously increase their social engagement and work against such trends. What will be rather new is that internationalisation will much more actively join the social engagement arena through the concept of Internationalisation in Higher Education for Society (IHES) which began its journey in 2019/20. We will see most universities being engaged in IHES activities such as the Peacemaker project[1], "Europa macht Schule"[2] or the Famelab[3].

However, the most influential development will be the major technological revolutions that I expect within the next 30 years. Kurzweil predicts that by 2045, artificial intelligence will surpass the combined intelligence of all human beings[4]. In addition, big and incredibly detailed data will be available at an instant across the globe. We will also see the creation of implants measuring our vitals as well as linking our brain with external data sources. Augmented Reality will have become a norm and true virtual reality will have generated environments and experiences which are hard to differentiate from physical reality. Especially, the development of holographic representation will be perfected so that a holographic presence will be only marginally different from a physical presence.

Internationalisation 3.0 will react to all these developments by e.g. using implants to measure effects of mobility instantaneously anywhere in. the world. No longer will data be collected in

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1 https://peacemakers.ku.edu.tr/about/

2 https://www.europamachtschule.de/en/

3 https://www.britishcouncil.org/education/science/public-engagement/famelab

4 https://www.kurzweilai.net/futurism-ray-kurzweil-claims-singularity-will-happen-by-2045

clumsy online surveys mixing personal opinions with facts, but any reaction will be measured directly when the activity happens. As said before, the majority of students in the first cycle and many in the second will prefer a virtual to a physical mobility. Considering that so far only at best 10% of all students ever are able to participate in a physical mobility this mainly means a broadening of an internationally educated audience rather than a reduction of physical mobility. However, due to the climate changes and the said changed policies of mobility, especially long-haul mobilities might be mainly substituted by virtual mobility while short-distance mobilities not relying on CO_2-intense transport means will flourish.

Within the world of virtual mobility, especially the holographic developments I foresee will change the concepts of Internationalisation at Home by bringing teachers and students into each others homes and classrooms in a way that we cannot fathom today.

Is this all to be feared? I do not think so. Tech 3.0 is coming, whether we like it or not. So it is up to us to use it in the best way we can: by fighting inhuman concepts such as xenophobia or radicalization through true internationalisation. The technological developments will rather allow us to improve the still deplorable inequality in mobility, bring international experiences to the most remote areas and maybe entice people to engage in a physical mobility after having experienced virtual mobility who otherwise would never have dared to get engaged. I see these developments much more as a chance than a danger. We just have to be willing to step out of our comfort zone and take the risk, because out there lies the magic of change.

Servant Leadership and Comprehensive Internationalization

Yaprak DALAT WARD[1]

As *internationalization* continues to be adapted by universities worldwide, it is fundamental to focus on the roles and styles of the administrators who lead such processes. This paper presents why service leadership is a compatible leadership style when it comes to leading the *internationalization* process. A thematic analysis of both the descriptions of service leadership (Northouse, 2015) and the four areas and 22 standards identified as the *AIEA Standards for Professional Practice for International Education Administrators* (Association of International Education Administrators [AIEA], n.d.) indicated many similar word choices and phrases (Saldaňa, 2016) resulting in a perfect thematic match.

The *internationalization* (made up of 20 letters and abbreviated as *i18n*) process has been the topic of many debates and confusion (de Wit, 2002; Knight, 2004). The term, *international education* had been around before the information communication technologies (ICTs) revolution in the areas such as study abroad, or international recruitment. With ICTs, such activities started to come under one roof, laying the framework for *internationalization* which led to confusion among experts. While many universities were nimble in adapting *internationalization*, many others continued to operate under the old school of concept of international education – recruiting international students and building international partnerships meant ''internationalizing'' their universities.

With ICTs enabling borderless education, some universities were quick to convert the teachings of conventional knowledge to transdisciplinary knowledge - *pluversity knowledge* (Santos, 2006), transforming into the 21st century institutions. The description of *internationalization* by Knight (2003, p. 2) as well as the description of *comprehensive internationalization* by the American Council on Education ([ACE], n.d.) present similar approaches. Knight describes *internationalization* as "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education," and ACE describes *comprehensive internationalization* as "a strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position colleges and universities as more globally

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oriented and internationally connected institutions." The adjective "comprehensible" added to *i18n* emphasizes the inclusive nature of the process once again. Changing the mission statement, or the strategic plan alone is not enough for a university when it comes to integrating "international, intercultural and global dimensions" (Knight, p. 2). These dimensions need to enter each and every cell of the university, and the university's "purpose, functions, and delivery" (Knight, p.2) so that *internationalization* as well as borderless education can be experienced in the truest sense.

Although the *internationalization* process should be in full gear for universities worldwide so all universities can collaborate and cooperate (Organization for Economic Co-operation and Development [OECD], n.d.; European University Association [EUA], n.d.) working in harmony to educate globally-minded citizen, for many universities, the benefits of *i18n* is nothing but a luxury. These universities are unable to go beyond numbers - numbers on recruiting international students and/or building ample partnerships for the purpose of easing their university's financial strains. In fact, COVID-19 has already demonstrated the financial challenges the US, British and Australian universities who rely on international students faced during the pandemic when recruitment became off-limits.

Furthermore, there are many debates regarding the role of the administrator leading the process. As universities "increasingly seek to internationalize and do so by appointing an individual to lead and facilitate this work, there has been a lack of consensus on the qualifications such individuals need" (Association of International Education Administrators [AIEA], n.d. para. 1). The questions concerning these positions are many: Who are these leaders? What are their qualifications? Should they have competencies regarding leading the *comprehensive internationalization* process at their universities?

Although AIEA has set standards regarding roles and titles of these positions, universities have their own standards, often hiring people with language competencies, or with international experience, or they approach international faculty to fill these positions. First and foremost, given the description of *comprehensive internationalization*, it comes as no surprise that these positions are multidimensional positions and require an integrated approach of all sections of a university as indicated in Figure 1 (Dalat Ward, 2015).

Figure 1

Comprehensive i18n at Fort Hays State University, USA

Dalat Ward, 2015

Faced with juggling both internal and external factors and often sandwiched between upper echelons and shared governance, these positions come with unlimited responsibilities and limited authority. Secondly, these positions are 100 percent human-centered positions and require healthy interconnections, interrelations, and are accepted as interdependent. Thirdly, on a daily basis, the people in these positions are challenged by an array of factors (political, health, economic, social, technological, legal, and environmental=PHESTLE) which can often cause havoc in the functions or delivery of the operations, bringing the process to a complete halt or cripple the operations or force the university to take undesirable decisions.

Being able to interplay with a multitude of decision makers, tackle PHESTLE factors, and have a humane attitude in the midst of chaos requires special competencies. These competencies are much like the characteristics of a servant leader whose forte is all about connecting people, ideas, and beliefs.

Based on a textual analysis of both descriptions of servant leadership characteristics and traits as well as the four areas and 22 standards identified as the *AIEA Standards for Professional Practice for International Education Administrators,* resulted in similar themes (Saldaňa, 2016).

AIEA standards of the According to Northouse (2015), characteristics of servant leadership include communication, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to growth of people, building community; and the basic traits are moral decency, emotional intelligence, and self-determinedness. On the other hand, the four areas and 22 standards identified as the *AIEA Standards for Professional Practice for International Education Administrators* include word choices and characteristics which are complementary to, and compatible with service leadership characteristics and traits. Figure 2 demonstrates how servant leadership characteristics can easily match the 22 AIEA standards of international education leaders/administrators. Although these standards are "specific to the internationalization leaders and therefore intentionally do not cover the more generic leadership/ management skills" (AIEA, n.d., para. 2), together with servant leadership characteristics and traits, they

Figure 2

Service Leadership and AIEA Standards for Professional Practice for International Education Administrators
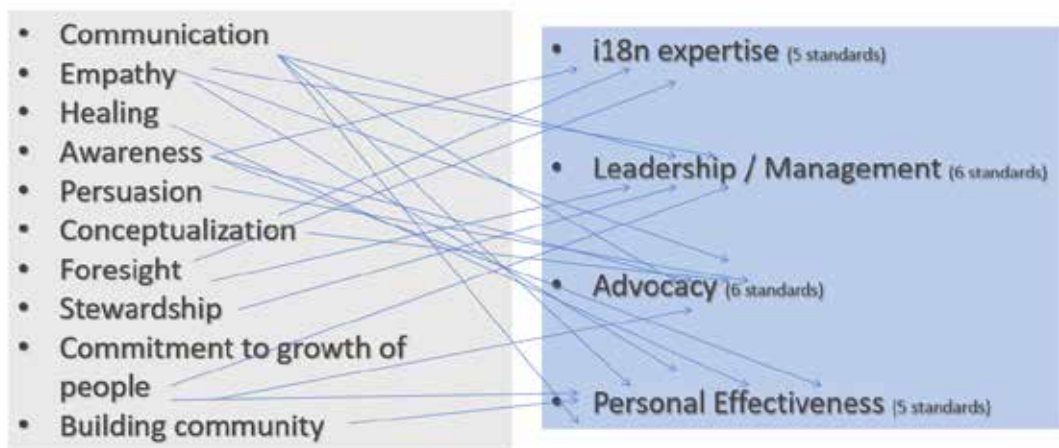
In sum, people who lead the internationalization process need to first serve and then lead. To achieve a transformational impact at their universities, these leaders first have to be able to serve, and then be able to lead.

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Successful Leadership of Globally Focused Universities

Dennis MURRAY[1]

This presentation covered three topics:

Part 1: An Australian international education case study

Part 2: Leading internationalisation

Part 3: Some fundamental contemporary challenges

The core focus was leadership at a time of fundamental challenge (exacerbated now by the emergence of the Covid-19 global pandemic – see below).

The presentation took the form of asking and attempting to answer a number of fundamental questions

What is internationalisation for?

- Depends on your national context
- Depends on your institutional ethos, vision and mission
- Is different for different institutions, and for different countries and regions

The cosmopolitan project is under threat

We are at a particularly confronting moment in history. Brexit in the United Kingdom, Trumpism in the United States and the behaviours of the populist in Turkey, Brazil, India, the Philippines and Hungary to mention just a few examples are manifestations of a growing scepticism among many of the world's citizens about the benefits, for them, of globalisation.

Globalisation is increasingly construed as an ideology of urbanised so-called 'elites' and is increasingly feared, resented and now actively opposed by those who perceive they are being left behind or left out altogether. Xenophobia (fear of the other) is growing. Australia is not immune.

Our confidence in the benefits of increased global engagement and the interaction between global communities, economies and education systems is receiving a reality-check.

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At the very least the world is facing a period of protracted uncertainty precariously balanced between an open, globalised economic system and an emergent populist and anti-liberal order.

The benefits of globalisation are being questioned, and national identity is being stridently asserted. Education systems - schools and universities in particular - are caught up in this new reality.

Are universities under threat?

It would be an exaggeration to suggest there is a general 'crisis' facing higher education globally. Very few universities in Western developed countries are facing an existential threat as a result of rising nationalism and anti-liberal, anti-intellectual sentiments. At least not yet.

For most universities there is no threat, or the threat is somewhat low grade, exemplified and stoked, for example, by political and media rhetoric critical of 'experts' or antagonistic comments and lobbying by some businesses, think-tanks and other groups publicly questioning evidence-based reasoning they perceive as opposed to their business interests.

Are universities part of the problem?

Universities are not the cause, neither are they complicit in the rise of these problems.

But, let me ask, are contemporary universities, especially those in the developed world, so embedded in the globalised space that they find it difficult to imagine any other worldview?

Have universities been alert enough to the challenges posed by globalisation and its discontents?

Have they been active enough in understanding and addressing growing uncertainties, scepticism and inequalities within domestic and global societies?

In recognising and providing practical answers to the threats of populist nationalism?

And, more broadly, in defending the idea of the university by explaining and making the public case for its value and importance?

International education: A grand illusion?

As we all understand, international education does not operate in a vacuum, isolated from changing educational, social, political, geographic, cultural and economic contexts.

These contexts shape what international education in fact is and, to a large degree, how it will develop in the future.

I suggest that international education has a problem and we don't really understand yet what the problem is or how serious it is.

We are at a particularly confronting moment in history. There are manifestations of a growing scepticism among many of the world's citizens about the benefits, for them, of globalisation.

Solutions

Conceptualising, and possibly reconceptualising a number of familiar domains of university activity will be needed.

Suggested actions include:

- A systematic, collaborative response to political challenges through local and global alliances with progressive forces, especially to articulate the importance of open societies, mutual respect, shared responsibilities for justice, security, peace and the general well-being of humanity.
- Effective articulation and dissemination of the purpose and role of universities in an open society.
- Explicit expression of liberal values and the pursuit of truth.
- Closer engagement with a new generation of students.
- Rethinking university engagement with broader society.
- A refreshed approach to internationalization, and.
- Refreshment and alignment of curricula in accordance with these objectives.

Rethinking and widening our global discourse as international educators

At a time when nations are turning inward, it is more important than ever for education institutions to reach out across borders and to make alliances to build a better world.

A global 'discourse' amongst higher education systems and institutions is needed.

Joint efforts to understand and to critique the context we are now facing and to form alliances would at least lead to some form of enhanced 'control' over the context.

Solidarity helps build confidence, strength and resilience.

Reconfiguring actions is not everything, but it will be an important start.

Fundamentally the issue is one of protecting universities and regaining the community's trust in them.

A sustained national and international conversation on ways to redeem truth and trust has become one of the defining imperatives of our time.

A leadership challenge

The re-emergence of nationalist chauvinism means the climate is now less conducive to our efforts to encourage and support the internationalisation of our institutions.

However, we should have faith in the agency of individuals and of our universities education to find ways through and around the current troubles.

This is a leadership challenge, and we should rise to it. We need to understand the context, be innovative about the varieties of possible futures of internationalisation and to accelerate our actions, individually and collectively. This should be the main motivation and driver now of our internationalisation efforts.

We have little choice. As Paul Éluard once said, "There is another world, but it is this one".

Impact of Covid-19

This paper was delivered just prior to the Covid-19 global pandemic. The points made in the presentation, and the leadership challenges faced by higher education, are of even greater significance now and will remain so in the post Covid-19 era.

Leadership and Governance in Times of Change – How to Effectively Address and Implement Change

Thomas ESTERMANN

I. Introduction

Higher education institutions (HEIs) in Europe and around the world are engaged in strategic transformational processes that seek to respond to drastic shifts in higher education policy and financing or improve institutional efficiency and competitive academic advantage. The recent Covid-19 crisis had amplified some of the most relevant and commonly cited drivers for change, which include, but are not limited to, policy and regulatory pressure for funding, increased expectations from all stakeholders, new push for digitalisation and changing labour markets. Despite significant commitment, research evidence shows that around 70% of all transformation programmes (in all sectors) fail to meet their objectives. Fragmented goals and lack of prioritisation, the continuous resistance to change and lack of accountability, as well as insufficient financial resources and the absence of effective and efficient leadership are some of the most frequent obstacles to success.

This paper draws from the EUA report **"Efficiency, Leadership and Governance: Closing the gap between strategy and execution: A USTREAM report"**[1], an outcome of work conducted in the framework of the USTREAM (*Universities for Strategic, Efficient and Autonomous Management*) project[2] to further explore the role of leadership in planning and implementing efficient and effective change processes.

The first part of the paper provides an overview of the five key actions for a successful strategy

define, create, respond, empower and embed. The second part moves on to discuss the three factors enabling a sustainable change in university governance: leadership alignment; leadership capability and capacity; and communication, engagement and delivery.

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[1] Estermann, T. and Kupriyanova, V. (2018). "Efficiency, Leadership and Governance: Closing the gap between strategy and execution. A USTREAM report.", European University Association, Brussels, available at: https://eua.eu/resources/ publications/800:efficiency,-leadership-and-governance-closing-the-gap-between-strategy-and-execution.html

[2] The European University Association (EUA), the Irish Universities Association (IUA), Universities UK (UUK) and Central European University (CEU) are the partners in the USTREAM project. USTREAM is co-funded by the European Union under the Erasmus+ programme.

The conclusion of the paper builds on the notion to invest in leadership and governance in order to lead a successful change management.

II. What are the five key actions for a successful strategy?

According to John P. Kotter, there are five key actions required to lead successful institutional transformation (Figure 1).[1]

Figure 1. Key actions for a successful strategy
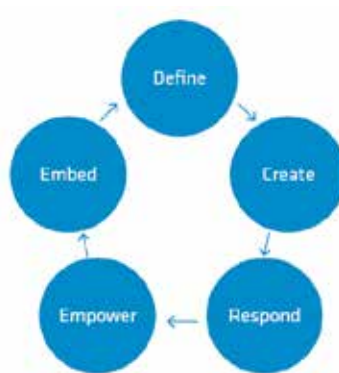
Define and make a case for change. Like most goal-oriented organisations, academic institutions need to be persuaded that change is needed, it is worth the effort and it will result in something better and more efficient. The case for change has to explain why the status quo is no longer adequate in the new context. It must be clearly defended by the senior leadership and it must demonstrate a sound strategic vision, including technical requirements and specific future-proof goals.

In order to advance towards a successful strategy, institutions need to **create** conditions and set clear milestones towards transition. Combining technology projects into coordinated bundles, leveraging individual benefits and introducing incentives for early adoption will lead to establishing visible gains, which can monitor the progress and facilitate the transformation.

In the third stage, leaders need to **respond** to the impact of the change programme in a timely and genuine manner. Robust, multi-faceted tightly managed feedback mechanisms need to be in place to allow leaders to monitor the implications of the changes, while taking swift

1 John P. Kotter. Why transformation efforts fail (HBR reprints, 1995).

decisions and recommendations. This feedback needs to be equipped with clear, frequent, inclusive, relevant and widespread communication.

In order to implement transformational changes, institutional leaders need to be **empowered.** Empowerment goes beyond delegation of power, it is rather about providing people with the necessary skills and tools to carry out the change process. Investing in human capital is important in enabling the key transformational processes.

Finally, in order for the transformational process to be sustainable, leaders need to go beyond the 'emergency' phase and motivate people with a long-term objective. **Embedding** the change in a sustainable and genuine fashion will include integrating new human development programmes to support new behavioural norms. Leadership promotion and appointment need to reinforce the change by ensuring that the appointees personify the new behavioural norms.

III. The recipe for success - 3 factors enabling sustainable change

Leadership alignment

Leadership and management are key in tackling multi-faceted transformational change. When creating the conditions for such change, the community needs to perceive that university leaders are aligned and are working together. This must be shown in all stages of the process – the way they talk about it, their willingness to support it and their agreement with the overall implementation approach.

The recent pandemic showed that university leaders are often confronted with tough decisions. Shutting down campuses, dealing with health security measures, re-shuffling resources and staff in different task forces are some of the most common challenges that university leaders are facing. Being able to work in teams and resolve conflicts, develop common language, establish clear set of instructions and rules are tasks, requiring the full mobilisation and alignment of university leaders.

*Building leadership and management skills – capability and capacity*

Irrespective of their size or national system, universities tend to see change leadership and management as a common challenge. Very few senior leaders at faculty and departmental level have significant experience of leading a large-scale transformational process. Yet, during the Covid-19 pandemic, many university leadership teams developed and implemented

sustainable change management plans in unprecedentedly short times. Many HEIs established special task forces and crisis management departments to assess, inform and recommend actions in addressing the situation. Moreover, leaders were expected to come up with forward-looking transformation and change management strategies with due attention to effectiveness, efficiency and value for society. The importance of such structures is indisputable and the recent crisis demonstrates the need to train and prepare leaders in this capacity and make crisis management training attached to the universities' operational planning.

Back in 2018, a survey conducted by EUA (Figure 2) identified that some major leaders' skill gaps include organisational development and project management, while communication, vision and decision-making are the three most important skills that a university leader must demonstrate. They are both equally important for supporting, enabling and empowering leaders and managers. The bigger issue is combining these skills with the emotional intelligence required to implement them successfully. Possible approaches include appointing existing staff that already has the necessary cultural awareness and institutional knowledge and by being more rigid in hiring external candidates by closely examining their capabilities to adapt their skills in an academic environment.

Figure 2. The most important qualities for higher education leaders
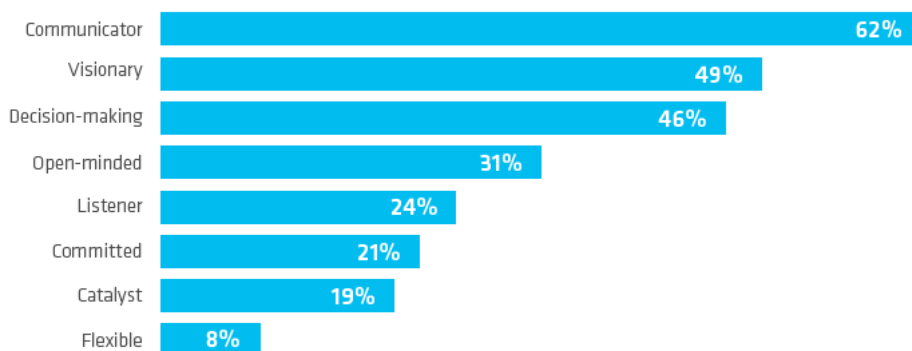
This poll sampled over 140 responses from participants at the 4th European University Association Funding Forum, held in Barcelona on 18 and 19 October 2018.

Building communications capacity, engagement planning and delivery

Communication and engagement are two of the most important elements for a successful change implementation. Effective communication strategies are essential in raising awareness and understanding the approach, process and intended outcomes of the transformational change. During the pandemic, many institutions had to re-shuffle their courses, implement curriculum changes and restructure exams and coursework in order to maintain the academic output. This process required timely and well-prepared communication to all stakeholders involved.

For any communication strategy to be successful, there needs to be a well-detailed planning that equips leaders with the necessary information, enabling them to argue for their case for change. The strategy should clearly map all stakeholders involved, their interests and preferences. A variety of tools and channels should be used to engage different audiences, while the outreach message should be clear, simple and concise.

The engagement planning needs to be inclusive, featuring other points of view and perspectives. This prepares leaders with the necessary confidence to defend their case and answer concerns and questions. The form of engagement should not only resort to the final stage of delivery; indeed, listening and receiving feedback throughout the process should remain a priority. A clear, well-prepared and inclusive communication strategy should create conditions, address gaps and professionalise the process.

Conclusion

The multiplicity of change drivers requires university leaders and managers to be well equipped to successfully drive and carry out ever-changing transformational processes, as the recent pandemic demonstrates. Universities across Europe are increasingly aware of the need to revise their governance and management practices and such concern explains the greater interest and need for leadership development programmes to improve overall managerial skills.

The leadership role is to provide direction and ensure accountability. It defines responsibility for strategic academic outcomes, and it empowers leaders to undertake change. Finding a way to push all these objectives, accommodate peer learning and sharing of institutional practices in the initial stages of the transformational change, will facilitate the overall process and lead to a sustainable change implementation.

Leading Internationalization in Canada: Policy, University Intentions and Practice

Sonja KNUTSON[1]

This paper presentation highlights research which examined the case of senior administrative leaders of internationalization on Canadian university campuses in the aftermath of the 2012 Canadian Report on International Education (DFAIT, 2012). Literature on international education leadership focuses on the qualities of senior international officers (SIO's) within post-secondary, who are expected to have the broad skills of entrepreneurship, innovation, monitoring and coordination (Murray et al, 2014). These leaders are not only held accountable for bringing economic value to their institutions and by extension to the region or country, but are also expected to contribute to humanistic goals, such as the development of global citizens (student programs) and staff (training in intercultural skills). Furthermore, there are a range of rationales which underpin the role of SIO, some which may take more or less precedence depending on the context of the university. These rationales include,

- transforming the core education mandate of the campus (academic)
- meeting the demands of cash-strapped universities (economic)
- enhancing global profile (political)
- supporting student experiences (socio-cultural)

Thus, international education at best describes a new way of educating that allows for nation states (and their peoples) to interact and engage with multiple worldviews. At worst, it a strictly economic activity, a thinly disguised global competition for highly qualified talent and economic contribution to the bottom line at institutions. The purpose of this paper is to present findings on how Canadian SIOs manage their work, in particular when rationales and purposes are conflictual and divergent. It examines the Canadian policy context, the expectations of the university, and the experiences of the SIO in their leadership role.

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Canadian international education policy

The policy environment impacts how a university establishes it senior leadership position, and the expectations it has for that role. In Canada, the context of internationalization has shifted from an earlier focus on capacity building international projects (Lemasson, 1999) to focus primarily on international student attraction and related revenues. The 2012 Report on Canada's International Education Strategy was a defining moment for international education in Canada, marking the first time Canada defined what international education means to the country. The report opens by stating, "International education is a key driver of Canada's future prosperity, particularly in the areas of innovation, trade, human capital development and the labour market." (DFAIT, 2012, para. 1), thus setting out Canadian priorities for internationalization as primarily focused on economic values, such as direct tuition revenue, the attraction of highly qualified personnel, and the imbuing of global employability skills and into Canadian students for the purpose of improving the country's competitiveness (DFAIT, 2012).

University expectations of the SIO role

The research on Canadian university expectations for the SIO role employed critical discourse analysis to examine SIO position briefs advertising the role during the years 2012-2017. Post-secondary institutions have been pressured to secure funding from sources other than their own governments, in particular international activities designed to attract revenue (Marginson, 2004). Senior leaders in international offices often must prioritize revenue attraction though this agenda may be kept hidden (Turner & Robson, 2007) since explicit university discourse around internationalization of higher education places value on its capacity for transformation, for creating global citizens, and for developing intercultural understanding (Deardorff & Jones, 2012; Leask, 2009).

The role of the SIO is fairly new to Canada and can be understood as an "…an emerging profession…that has a specific set of skill- and knowledge-sets…emphasiz[ing] close-in, personal interaction and collaboration to develop policies, plan programs and projects, and advocate for change. These sets, furthermore, are probably significantly different in many respects from those required of other university administrators… [and] are unusual outside the university, as well." (Lambert et al., 2007, p. 7).

The research findings demonstrated that Canadian universities are focused on attracting

a candidate that will be able to "manage" internationalization, a finding congruent with literature which describes the SIO role as "middle management" (Heyl & Tullbane, 2004; Knight, 1994). It was clear from the advertised position briefs that the ideal Canadian SIO is a strong administrator, while the aspects of role demand that are critical to comprehensive internationalization, such as the capacity to provide transformative leadership, are barely acknowledged.

The experiences of the Canadian SIO

The research into the experiences of Canadian SIOs in the context of federal policy and university expectations were elicited through a series of interviews. SIOs expressed ambivalence about the recruitment rationale for international education and spoke of consistently making efforts to engage the campus in comprehensive internationalization. Even though they were not explicitly mandated or funded to create opportunities for faculty, staff and students to engage with engage with internationalization, SIOs launched their own initiatives to internationalize including; setting up faculty awards, finding pots of funding to encourage study abroad, providing intercultural workshops and consistent messaging to senior leadership about the meaning of international education – in the hopes of influencing change.

Conclusions

Canadian SIOs experience consistent tension within the range of rationales for internationalization of higher education – fiscal survival, nation-building, public good, transformational change: "I cannot be as effective as I hoped…[in] influencing the University policy in respect [of internationalization], I find my impact is limited…I wish I had a bigger role and a bigger say in what I believe should be included in policy papers and plans."

Furthermore, they resent the dominance of marketing role and find ways to implement comprehensive internationalization despite the apathy of the University community: "We were given the mandate to recruit as many international students as we could for the university. Canada opened up the gate and international students are flooding into Canada, we can't have the same MO anymore, [but] we are left alone to struggle and to try to carry out the mandate given to us." The SIO participants shared stories of resistance, as they keenly felt they must protect the university from itself, "If we were going to invite these international students to come here, it is our obligation to provide them with not just a good education but also a really good experience that supports their education".

Finally, it is important to acknowledge that the SIO is not an independent actor, but is an employee tasked with carrying out the stated intentions of the institution for fulfilling the role.

The responsibility for empowering IHE leaders to undertake a more balanced role between the rationales lies primarily with the institution and how they conceptualize the leadership role. Does Canada need international education solely for economic reasons, or should the "ideal SIO" be empowered as both a senior administrator as well as transformational change-leader? The answer to this is key to Canada's future in international education.

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The Impact of International Cooperation on Teaching, Research and on the Relationship Between Universities and Society

Rossana Valéria de Souza e SILVA[1]

1. Overview

International cooperation has become essential for the development and strengthening of universities in recent decades.

Small and large universities, located in countries on the five continents, recognize the value of cooperating internationally. This cooperation is carried out both with other universities, with international networks and associations, with research institutions or with sectors related to culture, technology and innovation.

However, in order to understand the impact of international university cooperation on teaching and on research and on the relationship between universities and society, it is necessary to rescue, even in a succinct way, what this phenomenon means, how, when and why it gains strength.

International cooperation was strengthened after World War II and became one of the notable dimensions in foreign relations among nations. An important milestone of this period is the creation of the United Nations, of specialized agencies, as well as international financial institutions.

Through international cooperation, the countries carry out their actions either through bilateral or multilateral cooperation, in the latter case involving groups of countries, regional blocs or International Organizations. Both leaders who lead rich and powerful nations to those who lead the poorest and least-expressive nations on the international scenario are part of complex institutional networks focused on those known as international cooperation networks.

The term international cooperation is used in different sectors such as the economy, environment, health, commerce, research, and education. Increasingly, international cooperation is establishing itself as a channel from which nations remain connected and build important links that make possible, among other aspects, to follow patterns and trends in all economic, political, and social sectors.

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Through international cooperation, nations also keep themselves informed about trends that stand out in the field of scientific knowledge, technologies and innovation.

From a conceptual point of view and from a comprehensive perspective, it is possible to consider that international cooperation implies the capacity that nations and their institutions have to work together, through agreements and partnerships, either in the form of mutual and reciprocal collaboration or in the form of development cooperation. In this case, international cooperation may intend the contribution of a nation or group of nations, to the social and economic development of other nations, but also to the reduction of social and political tensions or to the improvement of economic and social indicators.

In the context of the globalization, internationalization of universities and other related institutions became a necessity and a requirement. Increasingly, scientific knowledge and associated technologies progressively evolve and spread beyond borders and linguistic and geographical barriers.

International Cooperation is, therefore, a strategic activity for nations, whose main aspects can be summarized as technical cooperation, educational and cultural cooperation, financial cooperation and scientific and technological cooperation.

In the last three decades became imperative for all institutions of higher education, especially for universities, to cooperate with institutions in other countries, to learn about their experiences, their higher education and research systems; to understand how different cultures were organized and developed, providing mastery in different languages thus creating strategies for the understanding of socioeconomic and cultural differences.

2. Impact of international cooperation on teaching

The changes that occurred in the world context since the second half of the 20th century led to important changes in Higher Education, with relevant impacts on public educational policies, on models of university teaching, on research and on the relationship between universities and society.

The international mobility of students, both undergraduate and graduate, has become in the last three decades one of the most striking characteristics of international university cooperation and has brought very positive impacts for higher education.

One of the main impacts is related to a greater cultural diversity in the classrooms. Since the second half of the last decade of the 20th century, there has been a significant increase in the number of students from different continents and different cultures in international mobility. In this context, discussions about respect for diversity and socio-cultural differences are highlighted.

Another important impact related to international cooperation refers to changes in the academic path of undergraduate and graduate students, and in curricular models. While the traditional curriculum models were organized in consecutive courses, held in the same institution, during four, five or even six years of training, the new models allow different paths involving one or more foreign institutions.

In these new formats, an undergraduate student can start his course at his home institution, undertake studies at two or three other institutions and receive a diploma signed by the authorities of three or four universities, what is conventionally called a "joint diploma". In addition, the "double degree" can be mentioned as obtained from studies carried out at the institution of origin and at a partner institution.

Likewise, in graduate courses it became common and desirable for masters and doctoral students to carry out part of their studies and develop part of the research, in a foreign institution. Both international internships and the co-direction of theses, with or without obtaining a double degree, became part of the routine of postgraduate courses and, mainly, to indicate the level of internationalization of their courses and institutions.

The ability to attract students from other countries has become an important indicator of the degree of internationalization of universities and a key element for the institution's presence in international rankings.

Another important impact caused by international university cooperation in undergraduate and graduate education is related to the requirement of mastering languages. Although the dominance of the English language, discussions focused on plural and multilingual skills became increasingly strong.

The issue of language deserves to be highlighted, since international university cooperation emphasizes the need for mastery of new languages, not only for students, but also for teachers and staff throughout the institution. In fact, a university that intends to be inserted in the

dictates of the globalized world and to cooperate internationally with similar institutions must necessarily build multilingualism policies that become evident in the curricular organization, in the training of students, in the selection of teachers and managers, as well as in organizational dynamics of its different spaces, such as libraries, restaurants, dormitories and other institutional sectors.

The intensification of international university cooperation brings significant changes and produces very positive impacts on the university's education. A more welcoming university, internationally integrated with other institutions, with more flexible teaching models and which allows a broader multicultural coexistence, is certainly desirable.

However, international university cooperation is also capable of bringing negative impacts since, depending on the institution's internationalization policy, it may intensify inequalities and increase the distance between those trained to have international experiences and those who, for different reasons, do not have socioeconomic limitations. The widening of the differences will be expressed, for example, but not only, in the value that will be attributed by the market to the diploma of those who had and those who did not have an international experience in their course of university studies.

Finally, international university cooperation also has an impact on the training of the institutions' faculty. This is expressed both in prioritizing the hiring of teachers who have international experiences and who speak more than one language, as well as in the mobility of visiting professors from different countries and cultures. Attracting foreign professors to work as visiting professors is as important as the international mobility of undergraduate students.

3- Impact of international cooperation on research and the relationship between universities and society

International university cooperation also has an important impact on the development of research produced by these institutions, as well as on the relationship established between universities and societies. The formation and consolidation of research groups involving researchers from different countries has been a common practice in universities for the past 30 years.

Scientific research, technological development and innovation are part of this movement of changes in different sectors, caused by globalization.

With globalization, countries' borders became more fluid, allowing for more dynamic flows of markets and the transmission of knowledge and innovative technologies. In this context, some agents and institutions were especially highlighted. These include governments, the productive sector, international organizations, universities and university networks, and civil society.

However, an interaction between institutions in the production of scientific knowledge can manifest symmetrical or asymmetric, synergistic or conflicting relationships and related to the power games that are established through international relations. For this reason, it is important that an international tribute between universities, especially with regard to research, is established in an equitable manner. This implies that the realization of projects, in all stages, from the planning to the final evaluation phase of the results, take into account the symmetry of both responsibilities and rights.

The establishment of alliances aimed at carrying out joint research, within the scope of international university cooperation, can represent an important engine to boost institutional and social development. However, some principles need to be considered so that this valuable experience does not cause damage among the institutions and researchers involved. Cooperating implies working together; it means making available to the partner what we have the best; trust between partners is also another fundamental principle. In solid and successful cooperation in the scope of research, there is no evidence of a dispute between the partners in terms of appropriation of knowledge and technologies. The prevailing idea is to work together to achieve good results and compete with others. The Cooperation Agreements and additional documents signed by the parties, establish the rules that must be respected and facilitate the knowledge of the rights and duties of each partner, for example, with regard to intellectual and industrial property.

Also, it is important to highlight that one of the main indicators of the impact of research produced through international cooperation is expressed in scientific publications carried out jointly, as a result of international joint research.

In fact, the survival of universities and, at the same time, the capacity of these historical institutions to strengthen and reinvent themselves, is related, on a large scale, to the ability to embrace teaching models that are more open to the world; to a more cosmopolitan and internationalized teaching activity and the adoption of strategies that enable the development of scientific investigations involving international partners capable of providing different views in the study of the scientific object. After all, today's world requires more internationalized universities, but also more inclusive and multicultural.

One of the most important contributions that international university cooperation can offer to societies is the formation of global citizens. This means training men and women capable of understanding social, local and global challenges. In addition, international cooperation must contribute to the formation of human beings who unconditionally respect individual, social and cultural differences and who fight for more equal and more just societies.

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A New Role for Universities: Contributors to UN's Sustainable Development Goals

Ibrahim YORGUN[1]

According to their roles and contributions, universities are usually classified into three major categories, and these are: 1. Education & Training, 2. Research & Technology and finally 3. Service to Society. Yet, this categorization fails to answer questions like what impact the universities have, how they lead to social change but most importantly how they empower their graduates with the knowledge of sustainability under the current conditions and times which and when the earth is no longer sustain the heavy burden the humans put on the one and the only habitable planet.

While the classical categorization is becoming less meaningful, it is a widely known fact that higher education is under great pressure to change around the globe. Higher education is growing fast and contribution to economic development is regarded as vital. The HEIs across the world are not immune to the political, economic, social and environmental phenomena; therefore, they are expected to contribute to the resolution of economic, social, and environmental problems as well as to respond to them. Moreover, more efficiently they are expected to create knowledge; to improve equity; and to respond to student and societal needs.

At the same time, they are increasingly competing for students, talent, research funds and academic staff in various domains such as private and public sector nationally and internationally. This competition reached to a point where it would not carry out without the guiding effects of UN's Sustainable Development Goals (SDGs) due to the mentioned humanely burden on the world and any university disregarding SDGs is doomed to stay out of the race. In other words, HEIs around the world are assigned new roles apart from above listed categories.

These guiding SDGs also known as the Global Goals, were adopted by all United Nations Member States in 2015 as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030. The 17 SDGs are integrated that is, they recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability. Of the 17 Sustainable Development Goals (SDGs), adopted in 2015, SDG4 is dedicated to education. Higher

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education is mentioned in target 4.3 of SDG 4 that aims to "By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university."

Higher education also forms an important part of other goals related to poverty (SDG 1); health and well-being (SDG 3); gender equality (SDG 5) governance; decent work and economic growth (SDG8); responsible consumption and production (SDG 12); climate change (SDG 13); and peace, justice and strong institutions (SDG 16).

The roadmap for SDG 4, the Education 2030 Framework for Action (FFA), has two central policy pillars that focus on monitoring and improving learning outcomes and those who are excluded. The FFA calls for progress regarding existing international agreements in favour of higher education and recognizes that a well-established and well-regulated tertiary education system can improve access, equity, quality and relevance. It can also reduce the dissonance between what is taught and what needs to be learned to ensure sustainable development and take advantage of technology, open educational resources and distance education.

The UNESCO Institute officially monitors target 4.3 for Statistics through the indicator "gross enrolment ratio for tertiary education". At the same time, UNESCO is developing initiatives at regional and national levels and working in close cooperation with donors, Member States and stakeholders, to address quality enhancement, internationalization and digital education.

UNESCO considers equity an integral part of quality education and recognizes the efforts made by countries in this regard and that renewed efforts are needed to strengthen well-informed higher education systems, based on strong normative instruments and institutions with a focus on access for all.

While universities gradually but firmly adopt SDGs as an integral part of their education and research, independent institutions try to assess how successful the HEIs are. Assessing how universities are tackling the challenge of realizing a sustainable planet has become one of the significant university ranking tools.

As an example, on 3 April 2019, Times Higher Education (THE) published the THE University Impact Rankings 2019, the first ranking of universities worldwide according to their social contributions. The rankings create an index based on how universities are tackling the 11 of the United Nations' 17 SGDs that apply particularly strongly to universities.

The world's first university impact ranking, published by Times Higher Education (THE) World University Rankings, reveals a new hierarchy of global institutions based on universities' work towards the United Nations' Sustainable Development Goals (SDGs)[1]. The ranking offers new insights on universities' work towards gender equality, climate action and sustainable cities and communities, among other areas. According to THE, the 12 league tables – including an overall ranking and 11 tables on individual SDGs – feature 551 universities from 80 countries across 17 regions and six continents.

The main characteristic of the rankings is that they highlight universities that are implementing measures to influence societal change, particularly those contributing to solving problems that are global in scale. The overall number 1 ranked university was New Zealand's University of Auckland. The country with the most places in the top ten was Canada, with three universities, and these rankings differ widely from lists that place weight on research activities, which tend to be dominated by institutions from the UK and US.

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Facing Industry 4.0 Competences Demand: Education at the Core of Innovation and Future Work

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Controlling complexity by holistic approaches and systemic thinking

Aristotle already postulated: The whole is more than the sum of the parts. More elements and relations of a system or a subsystem are included in the consideration in order to better describe complex interactions. By means of a circle of causality, holism and growing complexity are seen in relation to systemic thinking and acting. This change, from the consideration of individual functions, processes and building blocks to a holistic, more complex and systemic approach, results in a focus on complex value chains. It is accompanied by an enormous gain in knowledge, which enables disruptive innovations in the current social development.

These include demographic changes, shifts in economic focus, technological change, new organisational models, new approaches to climate change, population growth and increasing social inequality. (Murgatrotd, 2019)

Disruptive scenarios in business and industry are becoming increasingly important. The emergence of connected worlds is pushing digitalization and the application of artificial intelligence, transforming, for example, classic factory systems into smart factories and traditional products into smart products. (Adolphs & Epple, 2015)

The foundations for this development were laid in the 1990s, when digital products, services and infrastructures were created. Digital distribution, web applications and Big Data already followed around 2000. Digital islands became digital networks. About ten years later, digital

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transformations as well as mobile applications combined with extensive data analysis followed. Current developments are characterized by smart systems, omnipresence of the Internet and online services. Digitalization becomes daily business. This gradual exponential spread of digitization and its complex application in conjunction with artificial intelligence is shaping all areas of social development in a holistic sense based on of systemic approaches.

Developing lifestyles 4.0 as living spaces in industry, working worlds and education

The development of cyber-physical systems in industry, popularized as Industry 4.0, is based on the interaction of economic, ecological and social factors for a holistic optimization of production and logistics systems with simultaneous overlapping through digitalization, automation, robotizing and artificial intelligence. In order to master these challenges, digital transformations are required, which in turn have an impact on all areas of society. Industry 4.0 is becoming a project for society as a whole. Stakeholders from science, business, administration, politics and even trade unions are working together intensively to jointly design ecosystems in the context of the digitization of industry and other areas.

The development and use of smart systems promote closed value-added cycles, complex product life cycles and new business models. The omnipresence of digital transformations means that markets are no longer served by individual products, processes or companies, but that lifestyle and service orientation, which are decisive for the quality of life, are moving into focus. Parallel to Industry 4.0, other smart areas such as Banking 4.0, Mobility 4.0, City 4.0, Energy 4.0, etc., and of course also Work World 4.0 and Education 4.0 are emerging. The individual areas are connected by data integration in special Lifestyle Data Spaces. (Sowa, 2017)

The world of work must be adapted accordingly. The current strong trend towards online business and home office fundamentally changes work organization, work processes, work tasks and professional careers in a short period of time. The complex interaction of incentives, organisation, leadership, technology, cooperation and development environment in work environments must be coordinated and made manageable. (Bauer, 2016)

The prerequisites are innovations in fields of action such as design of the innovation portfolio, overcoming persistent tendencies, development of an innovation-friendly corporate culture, expansion of the data analysis capability, increase in customer demand and flexibilisation of the innovation process. (Antons, Piening & Salge, 2018, 35)

Demanding new competences for the knowledge-based network society

The basic prerequisite for the development and use of smart systems, for example in the area of Industry 4.0, is the development of appropriate skills. This human-centred approach requires the formation of a corresponding learning culture. In the context of systemic digitisation, the importance of workplace-integrated and self-directed learning is growing. Characteristics of action are consistency, interoperability and sustainability. Principles are cooperation, participation, communication, agility and forecast. It is recommended to focus on a culture of cooperation, new forms of organisation and self-responsibility. (Henke, S. & et al., 2019).

In particular, the transition from traditional management to innovative leadership requires competences to create digital business models, to build smart systems based on critical analysis and iterative optimization, to create innovation-friendly business cultures and to create networked internal and external structures. (Antons, Piening & Salge, 2019, 6)

Education 4.0 uses a spectrum of methods, such as connectivism, instructionalism, constructivism, cognitivism, and behaviourism. Increasingly, options of applied artificial intelligence, for example machine and deep learning, which have been already developed within the framework of knowledge management, are gaining more influence. Knowledge navigation and access are based on semantic descriptions of the content in databases as a basis for services. The main areas of new competences are innovative information and communication technologies (e.g. autonomous and adaptive systems), digital work and business worlds (e.g. human-machine interaction), social interactions (e.g. online identity) and distributed knowledge (e.g. swarm intelligence). (Schutz, Harth & Zwingmann, 2016)

The four main fields of competence remain professional, methodological, social expertise and self-competence. They must be adapted for Industry 4.0 for digitalized business and engineering. The systematic solution requires that digitisation is not seen as a separate, encapsulated function or object, but rather that each subject has to be optimised digitally in terms of content and methodology. If each individual subject is designed, the dependencies of all objects involved can be digitally mapped by semantic networks. (Gallenkämper, 2018)

Providing reliable information by studies on education and training in digital transformation

The VDI (Association of German Engineers) initiated a major study in the motherland of Industry 4.0 on the challenges of training future generations of engineers for Industry 4.0,

which included the analysis of scientific publications and expert opinions, the generation of an overview of engineering education in the digital transformation at German universities, and the presentation of opinions of VDI students and young engineers in 2019. As a result, fields of action and recommendations were derived. There is a need for action for the strategy formation and further development of organisational forms, the generation of competences for the digital working world and the continuous assessment of the degree of maturity of digital transformations at universities. Numerous interesting detailed sub-studies have been carried out.

The concluding comparison between currently dominant topics in engineering education and the future education and training of engineers in the digital age, especially Industry 4.0 and subsequent developments, shows significant similarities but also different emphases in each of three groups (professors and teaching staff, students, young professionals). In summary, in addition to the digitally influenced professional competencies, other additional aspects were mentioned, such as creative problem-solving ability, thinking in systems, organizational, communication and cooperation skills, intercultural competence, ethics and sustainability competence, economic and legal knowledge. Ethical behaviour, technology impact assessment, media competence, and information literacy are especially highlighted in the context of digitisation and Industry 4.0. (Gottburgsen, Wannemacher, Wernz & Willige, 2019)

Boosting the next wave of innovations for education and work by widespread use of AI

Highly complex virtual and real systems of daily practice and their counterparts in education and training are flooded with new methods, tools and applications of artificial intelligence based on neural networks, machine and deep learning, cognitive computing, and natural language processing. Currently, applications of so-called light artificial intelligence, which includes image recognition, speech recognition, and navigation systems, are dominating. In comparison, applications for autonomous and self-training systems are at the beginning of their development.

With regard to innovative approaches, the know-how of highly developed research and development clusters can be built on, for example by extending semantic networks for education systems in unity of organisation, methodology and content. However, the transition to smart systems using artificial intelligence includes as an additional challenge not only the accelerated expansion of digital worlds, but rather the creation of a meaningful symbiosis

between digital and physical systems, of which Industry 4.0 is an outstanding example. Smart devices interact with smart services, and autonomous agents interact with autonomous robots and means of transport.

Such complex interrelationships must be taken into account in university education. Semantic networks are state of the art in industrial applications. Students trained for the working world 4.0 are already involved in practical projects which, for example, optimize maintenance processes of industrial plants by means of semantic networks, context adaptation and augmented reality. Digitization and artificial intelligence have arrived in research and development, work and learning worlds, business and industry, but also in politics and society.

The Beijing Consensus on Artificial Intelligence and Education 2019 was published under the patronage of UNESCO. It serves as a guideline for future education in artificial intelligence, but concurrently it offers the opportunity to better link general education for digital transformations, among others for industry 4.0, and the specific questions of the application of artificial intelligence. (UNESCO, 2019)

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The Digital Transformation of Higher Education:
Between Hype and Hope

Anthony Holland O'MALLEY[1]

The integration of higher education institutions (HEIs) into the world of digitally-based communications, storage/retrieval and curriculum delivery has been a slow but transformative process that has developed with increasing rapidity since the 1960s. This transformation became a veritable revolution with the creation of the Internet.

HEIs have always been users of digitally based systems but were relatively slow to meet the global digital transformation challenge with respect to curriculum design, learning processes, and delivery options. This is understandable: the reputation of universities has traditionally depended on their being situated and located in a particular place with a particular and physically present faculty and administration, and most importantly from the perspective of a learning and collegiate experience, with a particular physically present student body. To lift a term from David Goodhart's *The Road to Somewhere; The Populist Revolt and the Future of Politics*, they have been, and still are, 'somewhere' institutions transitioning to 'anywhere' institutions. *Where* (geographically) they are has been essential to *what* (educationally) they are: essential to a ranked reputation, to a national project, to enrolments, to attracting the best faculty, to donations, etc. HEIs are, in spite of university administrators' well-meant visionary speeches, very traditional institutions in terms of built environment and place.

However, the dynamic that has formed the context of HEI digital transformation is that of international business. Although digital system professionals were well-trained at universities in the basic research underlying the development of the emerging digital world, the tangible commercial transformation--the usable version of the basic research for human purposes-- was carried out in the laboratories of private corporations. After the 1980s, with the so-called 'globalization' of business through distributed production, free trade and digitally mediated and managed investment, the global dynamic of business became the default culture of global thinking amongst all management in all institutions, including eventually senior administration in HEIs. The natural business mentality of focusing on profit, marketing,

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development of product, production, product delivery, end-user surveys, cost efficiencies, company management as a class of mobile mandarins, unending growth, and the like, entered and has come to stay--apparently, permanently--in the vocabulary and professional patois of HEI administrators[1].

Global business culture and its thinking and discourse has had a very uneasy relationship with the traditionally 'somewhere' HEI. This tension has been the focus of constant negotiation between faculty, administrators, students, government, and donors in order to achieve a series of workable solutions that would allow the continued healthy functioning of the HEI. But then came the rapid emergence of the Internet and creative software, along with their supporting digital hardware, software and firmware, that would allow 'flexible learners' to access asynchronous and synchronous educational courses, programs, and even degrees, no matter where they are. Now here to stay, this digitally mediated learning environment has led to HEIs being challenged to transform themselves into an educational version of a transnational corporation, with an already existing management cohort in senior administration with the appropriate language, vision and behavior that would facilitate such a transformation. That is, HEIs are being challenged to transform themselves into 'anywhere' institutions, regarding which their traditional situatedness, geographical location, physical presence, and reputation associated with such physical attributes would become increasingly irrelevant.

HEIs have not responded very well to this transformational challenge, and one cannot help but sympathize with them given the magnitude of the cultural, physical, visionary, economic, and psychological change required. When HEIs behave like private corporations at the global level they are in direct competition with other 'educational product manufacturers'. Given the finite and restricted market already exploited locally, HEIs have engaged in the very businesslike pursuit of an expanding market.

And so, enrolment expectations have naturally turned to other parts of the world. The result of these efforts has been that international students have formed an increasingly larger part of HEI enrolments over the past 50 years--my university, up until the current pandemic, consisted of 34% international students. In this context, a digitally mediated 'anywhere' university in which students don't have to be in any particular geographical locale to consume the HEI's educational products presents HEI administrators with an enticing market expansion that is only limited by the HEI's marketing and costing abilities.

The problem with this market expansion scenario is that as a 'somewhere' institution the average HEI is not structured in terms of administration, staff, faculty, nor student expectations to facilitate this global market expansion. The challenge to 'going global' is not simply creating a successful global enrolment marketing campaign. The real educational product monopoly of HEIs is not the offering of courses but the granting of a recognized (accredited) credential[2], including the novel 'alternative credential' currently in vogue. Managing these online degrees will involve the HEI in all manner of ancillary functionalities that must be learned and implemented to facilitate the transition to being a fully-fledged 'anywhere' institution[3]. These functionalities include:

- blockchain technology for transcripts, credentials, student accounts, financial management;
- learning analytics (multi-user, multi-dimensional tracking) for curriculum evaluation, enrolment and client satisfaction;
- proof of learning and artificial intelligence (AI) evaluation;
- automated instruction ('bots') and AI curriculum delivery systems;
- cloud-based internal management; and
- network/device integration for educational product delivery, among other activities[4].

The challenge for HEIs is twofold. Firstly, there is little or no data to support the assertion that access to courses alone--even extensive open educational resource courses--has a positive socio-economic impact on people's lives, especially in the developing world where the greatest potential for HEI market expansion is located. There is, however, considerable data to support the assertion that the possession of a recognized and accredited credential is positively correlated with socio-economic advancement[5]. HEI clients themselves know this from experience. So, the real effective demand for an HEI educational product is for the credential, or degree, and the question of HEI global expansion really becomes one of how an HEI can transform itself into an 'anywhere' degree-granting institution. There are many challenges with this--quality assurance, program delivery, credential inflation, payment structures, etc.-- some of which will be solved by the functionalities listed above.

But many, if not most, HEIs, are 'somewhere' institutions whose administration and reputation has been built on their situatedness, and this fact has come to form their administrative,

teaching, and student structures. In short, what HEIs really require competing globally is a structural transformation at all levels, including those dimensions that involve their traditional and historic identity. Secondly, although this is not impossible given enough determination and energy, it is further complicated by finding themselves inserted into a global context completely dominated by global business, both in fact and in discourse.

HEI's deal in bits and pieces of basic research in informatics, systems design and prototype technologies. The actual real-world integrated and functioning structures at the global level have been designed, implemented and are owned by private megacorporations. These are ready-at-hand integrated systems that HEIs must use if only because they *are* used by so many potential clients together with the fact that it would be too expensive for a single HEI, or even a small consortium of HEIs, to develop and perfect such platforms. These platforms are the foundation upon which HEI digitally-based activities will be deployed. It is of the utmost importance that we understand that HEI global transformation currently consists in *following*, not leading, the development of information technologies that will be used to deliver its central 'educational products', including the credential. Along with this position as a user of existing platforms comes the position of accepting the conditionalities that such platforms impose, including the discursive world that informs their use, vision, goals, and available utilities[6]. HEIs encounter these information technologies as already given and at-hand and must accept their terms and conditions of use and how the latter are imagined and expressed.

In summary, and to contribute to leveling somewhat the hype associated with HEIs and digital transformation, we can say that HEIs face two fundamental challenges in their digital transformation, especially at the global level, challenges which the current pandemic has only served to augment and make more urgent:

- HEIs traditional identity and structure as situated, 'somewhere' institutions will have to become the focus of attentive and protracted transformation, a process for which they are ill-prepared, and which may, in fact, be opposed by national educational agencies for fiscal and reputational, not to mention political, reasons.

- HEIs that choose to pursue a path of global, digital transformation, will enter an arena already structured and, in many dimensions, controlled by corporations which, for obvious reasons, see educational concerns as an extension of business goals (the famous 'win-win'). This is a problem of *asymmetric control*. When such concerns and goals

conflict, the path of least resistance will be selected quite naturally in favor of business goals as a result of the convergence of corporate health and the corporation's power to frame the challenging questions in a discourse of the corporation management's own making.

The hope in this challenging situation for HEIs is twofold, the first being that HEIs have become increasingly aware of not only the evolving global digital context they must now operate in, but also have begun to balance out a headlong rush into digitalization with a more considered approach that seeks to preserve a number of the core attributes of the traditional HEI that are fundamental to its historical social mission. There has been much push back from faculty at the corporatization of HEIs and the overwhelming dominance of management discourse in strategic planning. A certain amount of this pushback is self-serving, but a significant portion does seek to preserve the fundamental social value of the HEI by preserving its core heritage[7]. Whatever the optional strategies being considered for HEI transformation, especially digital transformation, the hope consists in the fact that the matter has arisen for discussion at all. This is the beginning of real transformation.

The second hope is that rather than following the discursive landscape of what global platforms and educational IT corporations choose to provide as educational tools for learning, HEIs may soon be ready to consider forming consortia that will set out tertiary education needs and wants from a strictly HEI perspective, with the vision that they will eventually have an educational discourse that arises out of their own activities that will define corporate offerings[8].

Out of this hope will emerge a world in which HEIs assume the leadership role they should in the process of their own digital transformation of tertiary education in a globalized world.

Notes

1. See Parker, Lee D. (2012). From Privatised to Hybrid Corporatised Higher Education: A Global Financial Management Discourse. *Financial Accountability and Management,* 28(3), August 2012.

2. For the historical evolution of this monopoly see, Collins, R. (1979). *The Credential Society*. New York: Academic Press.

3. For the HEI strategic direction into 'alternative credentials' using digitalization see Kato, S., Galán-Muros, V., & Weko, T. (2020). The Emergence of Alternative Credentials. *OECD Education Working Paper No. 216*. Paris: OECD.

4. A typical discussion of such a functionality in education policy--in this case, blockchains-- can be found in the EU Commission's Joint Research Center Science for Policy Report (2017). *Blockchain in Education*. Luxembourg: EU.

5. International Bank for Reconstruction and Development. (2018). *Learning to Realize Education's Promise*. Washington: World Bank.

6. A discussion of the central issues can be found in Houlden, S. & Veletsianos, G. (2019). A Posthumanist Critique of Flexible Online Learning and Its "Anytime Anyplace" Claims. *British Journal of Educational Technology*, 50(3), 1005-1018.

7. See, for example, Saddiki, S. (2016). The Civic Role of Arab Universities. *Policy Brief #13*. Beirut: AUB Policy Institute.

8. For a glimpse at the potential of such consortia see Littleworth, R. & Qazi, A. (2017). The Power of a Higher Education Consortium. Retrieved from https://er.educause.edu/articles/2017/8/the-power-of-a-higher-education-consortium.

Learning Design as a Guiding Principle for Technology, Pedagogy and Content

Adam MATTHEWS[1]

I. Introduction

On February 21st, 2020 I presented, along with colleagues from Wiley Education Services a session on learning design at EURIE 2020 (figure 1). This short paper will include some of the ideas presented in the session and along with elaborated reflections on design technology, pedagogy and disciplinary bodies of knowledge to guide the design of learning experiences which are embedded in complex networks of the digital, social, cognitive and physical. This session in February 2020 was just 4 weeks before my own University campus in Birmingham, UK was closed due to COVID-19 and all teaching moved online. The ideas and approaches explored in the session and this paper are all the more important as we move to a future whereby international travel and physically situated experiences may not always be possible.

Figure 1: David Rowson (Wiley), Adam Matthews, (University of Birmingham), Mark Davis (University of West Alabama)

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In this short paper I will reconceptualise a teacher development theory (TPACK) to identify the bodies of knowledge required for contemporary learning design and build upon these bodies of knowledge with a guiding concept of design to achieve positive learning experiences for students in a complex networked environment. Readers are encouraged to adopt a design mindset in curriculum development for all teaching and learning practice as well as to consider working with professional learning designers and technologists to develop programmes and modules in a collaborative partnership working approach.

Technology, Pedagogy, Content Knowledge (TPACK)

Kohler and Mishra (2013) describe the three bodies of knowledge that make up the TPACK model – technology, pedagogy and content. Written from a teacher development perspective the TPACK model (see figure 2) is grounded in teaching practice and the complexity of teaching while attempting to integrate all three of these bodies of knowledge and their intersections. Content Knowledge (CK) is the knowledge of one's own discipline, a vital foundation for any teacher in any context. Pedagogical Knowledge (PK) is the practice of teaching – the theories of cognitive, social and developmental theories along with practical experience of how students learn. Taking CK and PK and we can see a picture building of the academic – an expert in their field (CK), disseminating knowledge to students in lectures, seminars, labs etc (PK). The final body of knowledge, Technology Knowledge (TK) is constantly in flux with new technologies emerging rapidly. Key to higher education is the affordances and uses of new and existing technologies in relation to CK and PK.

It is hard to think of an education environment whereby some form of technology is not adopted by student or teacher. This is clearly vital in distance learning environments whereby digital technologies are the primary communication medium. Consider what one might call 'face to face' campus education, technology will mediate the teaching and learning experience in some way, be that PowerPoint slides used and shared, e-mail communications, virtual learning environments, students searching the internet for key terms in the curriculum and lots more. When describing both of these scenarios we are building up a picture of a network of students, teachers, digital resources and computer hardware. These complex networks include all elements of TPACK and their intersections.

In this complex, networked environment it is difficult to distinguish between the 'online' and 'offline' when looking at learning from a student's perspective and making such distinctions

can result in the essentialising properties of technology (Fawns 2019) which may narrow ways of thinking creatively about adopting technology into a curriculum design.
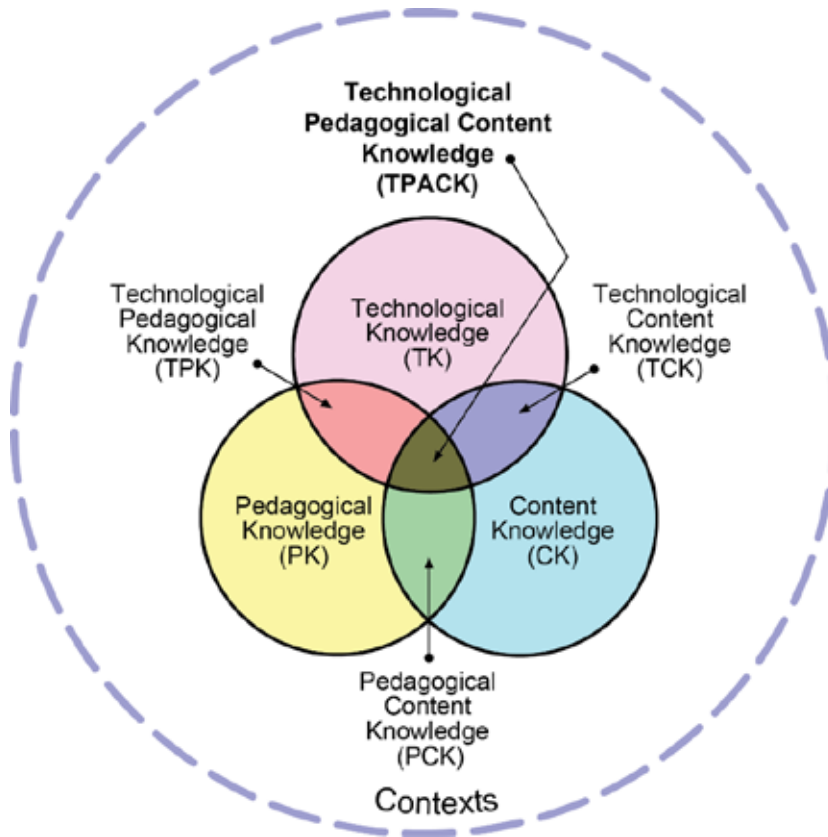
Figure 2: TPACK image - Reproduced by permission of the publisher, © 2012 by tpack.org

These networks in practice are described by the broader field of Networked Learning. Networked learning focuses on three sets of phenomena – human and interpersonal relationships, technology and collaborative engagement (Networked Learning Editorial Collective (NLEC) 2020). Siemens (2004) adopts the concept of the network in the learning theory of Connectivism which embraces the idea of access knowledge growing exponentially in the 21st century and that as teachers and learners we are connected to each other but also with internet technologies such as social media and online materials as part of the curriculum but also huge amounts of online information.

Design

TPACK, Networked Learning and Connectivism provide us with conceptual tools to understand the complexity of learning in the 21st century. To try and make sense of such complexity and provide students with a sense of structure and guidance we can look to the field of design.

Design thinking has gained popularity beyond traditional design disciplines (such as graphic and product design and architecture) and ways of working and thinking have been adopted by others, such as business, social policy and health care. The concept of design thinking is a way of thinking and approaching a project to move from the existing situation to the desired one:

> Design thinking and the designers who say they practice it are associated with having a human-centered approach to problem solving, in contrast to being technology- or organization-centered. They are seen as using an iterative process that moves from generating insights about end users, to idea generation and testing, to implementation. Their visual artifacts and prototypes help multidisciplinary teams work together. They ask, "what if?" questions to imagine future scenarios rather than accepting the way things are done now. (Kimbell, 2011, p.287)

An associated field which has emerged in the last decade is UX (User Experience) and Experience Design (Hassenzahl, 2013) which looks at purposeful and deliberate design of experiences, often using technology. By thinking and working like a designer and thinking of formal education as the design of experiences offers us the conceptual tools to take into account technology, pedagogy and content but also the context of the student and many other factors which can influence 'the student experience'. Take for example an 8-week distance learning module, considering the outcomes for each week and how to sequence and scaffold activities (Focht-New, 2019) is both an educational and user experience design challenge.

Adopting the approaches of design thinking and user experience design has emerged in the field of learning design (or instructional design) in both education and industry learning and development. Learning designers working with faculty and multimedia production teams can ask those 'what if' questions and work with faculty as a collaborator, experienced in online learning environments offering new perspectives to educational 'design problems' (Wiley Education Services. (2019).

Influential educational and pragmatist philosopher, John Dewey described education as 'experience' (Dewey, 1938) in that education should not the transmission of knowledge but experience, experiment, purposeful learning, freedom of thought, all situated with students' prior experience, both in education but socially and potentially professionally. A risk in combining education and UX is that students can be conceptualised as receivers of knowledge, using passive transmission of online information, something in which Dewey warned against as is Ramiel (2019) when contrasting the idea of 'user' or 'student' in the context of educational technology. We can see here that the term 'content' may be problematic in that we see learning as the transmission of content from teacher to student. Dewey, along with many learning designers would advocate a much more student active approach to education whereby students are engaged in purposeful activities which are relevant to their previous experiences both educationally, socially and professionally.

Design as an overarching principle for technology, pedagogy and content knowledge

The modern, technologically mediated world is a network of digital technologies in which access to knowledge is being widened continually. Pedagogy knowledge and content knowledge are described as traditional teacher bodies of knowledge with technology knowledge now embedded as a third aspect of knowledge in education (TPACK). The intersections of these bodies of knowledge are complex and networked with many nodes both technologically and socially. I have suggested that an overarching principle of design is required to bring all of these bodies of knowledge together, to think like a designer to imagine what could be and how to achieve a desired end. More and more common is the role of the learning designer to facilitate and work with faculty to develop experiences which are purposefully and deliberately designed with the student at the centre incorporating TK, PK and CK to achieve desired educational outcomes.

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EMI Quality Framework: What Constitutes high-quality English Medium Instruction?

Julie DEARDEN[1], Tom SPAIN[2]

In this panel presentation at EURIE 2020, Julie Dearden and Tom Spain of Oxford EMI explored what constitutes high-quality teaching and learning in English Medium Instruction at university level and why a mono-directional way of teaching is no longer sufficient. High-quality EMI was presented within the MAST framework for Internationalisation of Higher Education (HE) which sets out the 4 main areas that a university has to consider when going international: Management, Admissions, Student outcomes and Teaching and learning, set out in the international EMI Quality Mark (UK Naric & Oxford EMI, 2018).

When a university 'goes international' this invariably involves teaching academic subjects such as Engineering, Maths, Business Economics, Sciences, Humanities through the medium of English. English Medium Instruction (EMI) is seen as the primary means by which universities achieve internationalisation as EMI makes university programmes accessible to international students. In her global report, Dearden defined EMI as "The use of the English language to teach academic subjects in countries or jurisdictions in which the majority of the population's first language is not English" and EMI as a "growing global phenomenon" (Dearden, 2015a).

There is a substantial amount of research literature documenting the growth of EMI in universities around the world (Dearden, 2015b; Kirkpatrick, 2014; Wächter & Maiworm, 2014). EMI is growing in Europe, in Asia and Turkey is a good example of this growth. According to the Council of Higher Education (YÖK) there were 125,138 international students in 2017-18. In their 2018-2022 Strategy Document the Council of Higher Education set a target of 200,000 international students (Stacey, 2018). Students are attracted to Turkey by its culture, high-ranking universities and scholarships.

There are many reasons why teaching and learning an academic subject at HE level through English is not the same as doing so through a home language. Some of the differences are obvious; classes have students from diverse lingua-cultural and educational backgrounds;

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teaching and learning is taking place via a foreign language. One important factor which makes EMI teaching different is that when students enrol on an EMI course, they have dual objectives: to improve their English for employment opportunities at the same time as studying their academic subject in a high-quality institution (Dearden, 2018).

So how do university teachers cope with EMI and what skills do they need to teach an international class? Of course, university teachers need to be proficient in English to teach their subject through EMI, but it is perhaps even more important for them to be language-aware. This means that university teachers need to understand the vital role that language plays in the lecture hall, the complex nature of language and, at a very basic level, how to modify their input i.e., their teacher talk, slides and any texts which they are using. It also becomes necessary for teachers to find out much more about their students in an international class. In addition to knowing their students' level of English in order to modify their own input to correspond to that level, teachers also need to have a deeper understanding of the students' level of subject knowledge and academic culture. When teaching a monocultural class it might be assumed that the teacher has a good knowledge of the students' academic background, but this may no longer be the case in an international class.

As one of the students' aims in an EMI university is to improve their own English, then teachers need to provide learners with opportunities to effectively participate in the discourse. Linguists know that, in order to learn a language, learners need input, output, interaction and effective feedback. (Krashen, 1998; Long, 1985; M Swain, 2005; Merrill Swain, 1998; Van Patten, 1996). This means that students need to be given the opportunity to speak, exchange ideas and use the relevant academic and subject-specific vocabulary and language they need to master in order to become an engineer, scientist or historian. It therefore follows that teachers need to create time during lectures where student participation is encouraged. This leads to a very different way of teaching from traditional, mono-directional lecturing. In order for students to become active participants, teachers need to not only create the time but also set the right tasks and ask the right questions to promote learners' higher order thinking skills.

It is important to move the focus away from 'transfer of information' so that university lectures become more student-focussed, encouraging cooperation and facilitating independent learning.

Research shows that active learning at university level is effective. A meta-analysis of 225 studies which compared traditional lectures with active learning at universities reported on exam scores and failure rates in undergraduate STEM subjects (Science, Technology, Engineering, Mathematics), finding that exam scores improved by 6% in active learning classes and that students in traditional lecture classes were 1.5 times more likely to fail exams than students in classes with active learning (Freeman et al., 2014). The European University Association (EUA) also found from research that active learning works across disciplines, genders and contexts, that it is transformational and long-term, and that students and teachers therefore need to re-think what it is to learn (EUA 2019).

This move towards a more student-focussed, interactive style of teaching and learning becomes even more important in an EMI HE context. In an EMI university, interactivity is also a way to check if students have understood the complex ideas conveyed by the lecturer. If the class is interactive, if the students are speaking and participating, this gives the lecturer the opportunity to check to what extent students have understood the concepts which are being taught. Interaction becomes a tool for comprehension-checking. This is admittedly important in all classes but in an EMI class knowing whether or not a student has understood may be more complex than in a class conducted in a home language. If a student does not understand, the teacher needs to know if the student has a problem understanding the English language or the academic concept itself.

Teaching in EMI poses many linguistic and pedagogical challenges, requires more preparation than teaching in a home language and as suggested, also requires a change in pedagogy. Therefore, training and support become essential. University lecturers are highly-qualified subject specialists and yet, unlike other teachers, rarely receive any initial or ongoing support for teaching even in their own language. Training should equip teachers with language awareness, the tools to move the focus away from transfer of information and to make lectures more student-focused. It should explore how to allow time in an EMI context for greater student participation whilst still covering all the curriculum, ensuring that EMI lectures are content-rich. The change to EMI teaching is challenging but also rewarding when it brings with it a change in pedagogy.

Finally, by creating a Community of Practice, teachers can continue to exchange ideas and give mutual support long after a training course has finished.

This ongoing support is highly important in universities which are internationalising. Academics are under huge pressure not only to be world-class researchers but also to implement successful EMI teaching and learning. They deserve support in this challenging venture.

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Cooperation Between the International Office and the Academic Department to Create Viable Faculty-led Programming: Administrative and Faculty Perspectives

Stephen HILL[1], Michael WILHELM[2]

A study abroad program that is "faculty-led" is a credit bearing experience for degree-seeking students that takes place wholly or partially in an international setting outside of the students' home country. Student participation in the study abroad experience is concurrent with enrollment in at least one academic course. Apart from the international experience and the availability of academic credit, there can be considerable diversity in programs in terms of program duration and timeframe, locations visited during the program, academic offerings, non-academic activities and offerings, and program costs incurred by the students. In this essay we discuss the roles that faculty members and university administration can take to facilitate successful faculty-led study abroad experiences. We assert that strong engagement and interaction between faculty, administration, and students is pivotal for program success. These roles and engagement/interaction opportunities are described in the context of the portfolio of faculty-led student abroad experiences offered to students at our university, the University of North Carolina Wilmington (UNCW) in the United States.

As the "faculty-led" naming convention would imply, faculty are expected to take an active, hands-on role during all phases of the study abroad experience. Faculty members that wish to lead such programs will first propose and design the program. Proposals are often driven by faculty interests (e.g., research related to a specific region, country, language, or culture) or the availability of preexisting institutional partnerships with international universities. In this phase of the process, faculty propose a study abroad location, determine the timing (often Summer or in conjunction with university breaks) and duration of the experience (typically ranging anywhere from one week to five weeks), identify which course or courses will be taught as part of the program, select additional faculty for participation (from the faculty member's institution or from a foreign host institution), construct the program budget (primarily driven by the cost that is to be paid by students as a fee for program participation) and develop a plan to market the program to prospective students.

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Table 1 shows typical, basic program design characteristics for two UNCW study abroad programs that are designed primarily for students studying Business. The faculty member will then actively market the program to students, answer student questions and concerns about the program, and work with student participants to ensure they are prepared for the experience (i.e., that they have obtained a passport, purchased airfare, sought financial aid, etc.) While abroad during the experience, the faculty member works to ensure participant safety and to monitor program activities.

Table 1: Sample Faculty-Led Program Details

Program Characteristic	Program A	Program B
Location	London, United Kingdom	Prague, Czechia
Course(s)	1 or More "Business Courses"	1 3-hour Elective Course
Duration	5 Weeks	8 days abroad, 2 months domestic
Time Frame	Summer	Spring (Abroad during break)
Unique Feature(s)	Opportunities for independent travel in UK/ Europe	Students perform faculty-guided consulting project for Czech firm
Program Cost*	$2,800	$2,000

*Note: Program Cost does not typically include international transportation costs and other incidental costs. Course tuition may be included, dependent on course and timing. Typical program fees will cover on-site transportation, student and faculty accommodations, and health/emergency medical insurance.

The list of activities described above may appear daunting. However, a strong and supportive administration can serve to minimize the hurdles faced by a faculty member during all phases of the study abroad experience.

For example, UNCW's Office of International Programs (OIP) provides faculty members with considerable assistance in the development of program budgets and promotional materials.

The OIP organizes frequent participant recruiting events and programs are actively promoted in freshman seminar classes, in the residence halls, and through social media. The OIP directly handles the application process to validate that students are qualified (academically and by disciplinary status) to join the study abroad program. OIP also requires that all student participants attend mandatory pre-departure workshops and safety trainings in person prior to departure.

The university administration has further demonstrated its recognition of the importance of the international experience. Comprehensive internationalization, in terms of seeking international students to attend UNCW, encouraging UNCW students to study abroad, and incentivizing UNCW faculty financially to globalize course content and engage in research and active promotion of academic programs with bilateral international partner institutions, has been embraced by the administration as a strategic priority. Such a priority is realized by efforts that range from an annual commitment to recruiting a diverse body of international students, ensuring that a passport application facility is available on-campus, and providing faculty stipend for leading education abroad programs, seed grants to encourage international conference presentations, and summer stipends to develop new courses with a global focus.

The success of faculty-led study abroad programs is ultimately a function of the three program stakeholders: faculty, administration, and students. The interaction and engagement between these stakeholders (conceptually illustrated in Figure 1 below) fosters an environment in which these programs have an opportunity to flourish. Students benefit from the engagement of the faculty and administration and ultimately benefit from the experience afforded them via a study abroad program. Such faculty-led experiences have led many students to pursue more-immersive study abroad experiences of greater duration as upperclassmen, employment with multinational firms, or graduate study opportunities abroad.

Figure 1: Faculty, Students, and Administration Interaction/Engagement
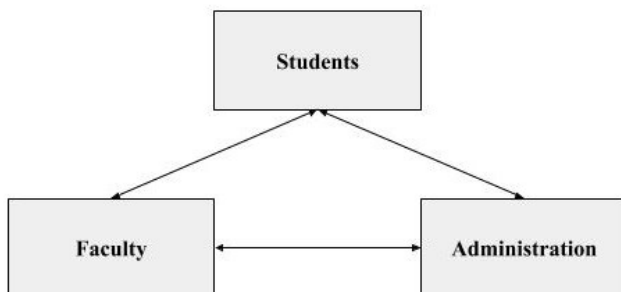
Despite the success that UNCW has had in developing faculty-led study abroad programs, it remains to be seen what impacts the global Coronavirus (COVID-19) pandemic will have on the successful execution of these programs in the future. While many students and parents have always been willing to accept some degree of risk while participating in such programs, faculty and administrators must be acutely aware of any ongoing or unexpected risks and be fully prepared to develop procedures to mitigate such risks. The COVID-19 pandemic continues to impact countries differently. For program offerings in the spring and summer of 2021, the OIP and the faculty are carefully monitoring the U.S. Department of State travel advisories country by country now that the Global Level 4 Health Advisory has been rescinded and country-specific travel advisories are once again in place. The new "normal" includes not just budget, marketing and logistical planning, but conversations with the faculty around country case counts, percentage of positive tests, availability and costs of international flights, single room supplements, and the feasibility of carrying sufficient personal and collective protective equipment. As fall classes begin, we know that student and faculty demand remain strong for these programs and that the international office and its partners and affiliates around the world are ready to meet that demand. Everyone involved is committed to the resumption of these programs during the current academic and fiscal year, but the virus will ultimately decide when it is possible.

"What Do Students Look for When Choosing Mobility and How Can We Ensure Quality in Short and Long Term Mobility Programs?"

Søren Iversen HANSEN[1]

The short answer to the question, which makes up the title for this paper, is "*it depends on the student*".

Let me begin somewhere else. My paper is based on local surveys and research by Erasmus+, which primarily concern EU-students. Data collection by QS Quacquarelli Symonds Ltd., London (QS) shows that there are culture specific differences and deviations with regard to mobility motivations depending on which continents the students come from. However, it is also concluded by QS that there are overall more similarities than differences.

My job as international coordinator at the Department of Teacher Education at VIA University College (VIA UC) is interesting because I get an insight into our students' motivations to engage in mobility. We have about 150 students registered as mobility students every year. Over the past five years, it has been highly prioritized at the strategic level to increase mobility options for students at VIA UC. From January 2021, all 18.000 VIA UC students must have at least one "international element" in their bachelor program. This is an opportunity to be innovative in terms of new types of mobility.

There are at least two very good reasons to allocate resources to facilitate international mobility for students. First, it can be seen as an important part of a collective effort to work for a more sustainable future - and world peace.

Secondly, the 2019 Erasmus+ Higher Education Impact Study shows that approximately 75% of all European students find it important.

The study also shows that Erasmus+ students discover what they want to do in life while abroad – and that they are exposed to new teaching and learning methods and aim to progress to higher levels of education more than non-mobile students.

In the study mentioned above, there is one additional important finding: former Erasmus+ participants find a job more quickly than non-mobile students.

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Considering these positive outcomes, I think it is important to ask: "Why do the mobility numbers then remain so relatively low – at only 5-15-10-20 %?

There are many well-known barriers which are known to play key roles, and I will only list the most important ones:

If there is an absence of political will at the highest national level - and institutional or personal factors, they will constitute obstacles for mobility.

As an educational institution, it is possible to a high degree to affect institutional factors, and to a low degree affect personal factors. The institution can develop an action plan for internationalization and follow up with a strategy to implement the action plan. Take small steps with a few faculties at a time in order to scale up in the long run. Lack of sufficient mobility windows is a well-known barrier at the institutional level. Therefore, it is of importance to be aware of providing a certain flexibility in terms of when mobility can take place. It is very unlikely that one single mobility window will be enough in a bachelor program. At VIA UC we have three mobility windows spread out over three different semesters in order to accommodate different types of mobility. There are windows in 4th semester, 5th semester and 7th semester.

An obstacle at the institutional level is concerning difficult integration into the structure of home study program. At VIA UC, we are aware of this obstacle and deal with it in a practical way when it comes to credits. We acknowledge and realize that the modules taught at home are different from the ones taught at our partner universities – and that is one of the most important reasons to study abroad – to learn something different!

When our students return from their studies abroad, we facilitate the possibilities to ensure a washback effect of student mobility. We establish forums for sharing mobility experiences and professional outcomes. Every student who has participated in mobility is expected to share the outcome of the professional experience with study mates in selected and relevant classes. Therefore, we have informed the lecturers about the students' mobilities. We also encourage the students to give the bachelor project an international angle and use the professional outcome in that way. If the students want to collect data for their project abroad, we support them in that decision.

Another obstacle is finding suitable English-language courses at partner institutions. In order to achieve an acceptable professional outcome of mobility, it is imperative that the courses

are taught in a language that the student masters – most students look for courses in English. A dialogue and close collaboration with partner institutions with regard to developing relevant courses in English may be the way forward, but sometimes it is a bumpy road because most institutions are bound by strict regulations as to which courses to offer international students.

On the personal level, students are referring to two major obstacles:

1. Mobility results in an additional financial burden on an already tight budget.
2. Being separated from partner / children is very difficult.

It is difficult to find a quick fix for the financial burden, but one thing that may be helpful for the students, is to know at an early stage when the mobility windows are placed in the bachelor programs. This may help them to save up in due time.

Another important factor is to inform the students about various grants and help them in the application process.

As to not wanting to "be(ing) separated from partner / children" is a choice and a priority made entirely by the student. To accommodate all students, it is important to develop different types of mobility so that students will be able to choose between longer and shorter mobility. At VIA UC, we have developed short-term mobility programs lasting from 3 to 6 weeks, and they are popular.

If we look at the student body at higher education institutions in Denmark, we will see an interesting and significant picture of Danish youth: An astonishing 70 % of all Danish students' upper secondary students take at least one sabbatical year before initiating their studies in higher education institutions. A majority of them go abroad as backpackers, volunteers, au pairs and the like.

50 % of all Danish upper secondary students take two sabbatical years. This means many of the students attending university level education have already experienced being abroad for a longer period, however, not in professional context.

In order to find out what students are looking for with regard to mobility and if there are certain types of students who are more willing to do mobility, it can be relevant to turn to a qualitatively research-based Ph.D. project from 2013 carried out by Head of Mobility Mette Skovgaard Ernlund at University College Syd, Denmark.

In her research, she has examined students' motivations for studying or doing their internships abroad. Ernlund has identified four archetypes or mindsets and some "pull and push factors". The length of this article does not allow for an analysis of the Ideal types, but I can highly recommend looking into Ernlund's research.

The lesson to be learned from her research is that being aware of the notion that the students' motivations are embedded in archetypes and combined with the knowledge from research concerning barriers and last, but not least, knowledge about the students' mobility preferences, provide an important foundation for making more qualified attempts to design future student mobility.

Quality is of course an important factor in education and mobility. How can we ensure quality in higher education short and long-term mobility programs? There is no doubt that clear and effective evaluation procedures are of utmost importance in order to keep and improve the quality of mobility. Knowledge of strengths and weaknesses of partnerships are likewise key factors when it comes to improving quality in mobility.

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Perceived Country Image and International Students' Choice to Study in the United States

Babu GEORGE[1]

Introduction

Country of Origin (CO) effect refers to the influence of the generalized perceptions about a country has on a person's evaluations of the country's products and/or brands (Lampert & Jaffe, 1998). This is often a significant impact upon consumer purchase intentions (Elliott & Cameron, 1994). Depending upon whether it is positive or negative, country image could become an asset or a liability (Chattalas, Kramer, & Takada, 2008). Unfortunately, sellers could do very little to change the macro level factors that contribute to changes in a country's image internationally.

For quite some time, the image of the United States has been undergoing a sea change, both among those who live within it and those living internationally (Yilmaz Sener, 2018). Some of the recent developments in the internal politics in the country and radical shifts in the international geopolitical and trade dynamics have caused a difference in the perception of international students about the United States (Wang & BrckaLorenz, 2018). Media reports about the attitude of residents and various administrative agencies towards visitors too contributed to this change in perception.

This paper investigates the role of country image in the educational choices of international students, particularly their decision to study in US based universities.

Background

Overall, for the last several years, international student enrolment in the US based tertiary institutions has been on a decline; changing country image is attributed as a factor causing it, at least in the popular press.

Based on what little current research exists on this topic, there exists marked differences in these trends, while comparing enrolments in different modalities, disciplinary areas, and levels (Deng & Ritchie, 2018; Falcone, 2019).

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This is plausible because certain aspects of the country image such as perceived safety and security are less relevant for online students than for those who come to study in the States. Students with different levels of intellectual development and maturity might process these perceived imageries differently. Say, a graduate or doctoral student (in certain disciplinary areas) might deemphasize certain perceptions in comparison with undergraduate students.

It is also likely that differences in the perception about certain regions might moderate overall country perceptions (Lim & Brunner, 2015). Certain regions are perceived to be migrant friendly and diversity embracing than other regions (Daigle, Hoffman, & Johnson, 2018) and, particularly for on-campus students, this might factor in their decisions. So are differences in their perceptions about particular universities. Prior first-person visits, especially as a student, too might condition their imagery. International students originating from different countries may have different images about the United States, say because of their historical bilateral relationships, and these differences too need to be factored in.

Last but not the least, some of the extant research indicates that, if a country is known for a product category (e.g. Switzerland for watches, Japan for robotics, etc.), generalized country images would not dent that perception. Thus, a plausible scenario is that, given the widely acknowledged superior value of higher education in the United States, even negative changes in the overall image of the country might not significantly impact its image as a higher education destination. A moderating variable here could be the competition in the source markets. Say, if there is a strong system of higher education in the international student originating markets, generalized negative perceptions about the United States might be more pronounced. Research shows that Chinese made cars face a remarkably greater negative CO effect in European markets than in, say, Africa (Holtbrügge & Zeier, 2017).

Evidently, beyond the simple halo effect (i.e., projection of a generalized country image to a particular product category), there are so many other nuances that need to be brought into the debate. This study will help us understand some of these finer variations in the international students' perceptions about the United States and how these differences influence their destination choices for higher education.

The Study

In order to better understand the problem and the extant level of research addressing it, extensive literature review was carried out. Later, qualitative, open-ended, interviews were held with groups of international students - both those who are already within the United States and those studying in various countries. To make the study manageable within time and resource constraints, only a convenience sample of countries where the researcher has his associates or contacts were selected for investigation.

The findings point to the nuanced role of the country of origin of the higher education product in determining student choice. While country image seemed to be a moderator in various cases, it was downplayed to insignificance when students sought admission to top tier universities. On the other hand, students who chose to study in relatively lower tier institutions in the US decided to do so at least partially based on the country image. In their communities / countries, the dominant perception was that studying in the US was a valuable experience, regardless of the college in which one would go to study. These relationships were true for both on-campus and on-line program enrolments. It was also observed that changes in the perceived image of the United States influenced students from other developed countries far more than those from developing or underdeveloped countries. For instance, students from the African continent were unpleased with some of the developments, but that did not impact their choice to come to the US and study. Overall, students preferred to study in big cities, either those in the East Coast or in the West Coast; The Mid-West remained a less preferred choice for the students.

Conclusion

Country of origin effect upon product evaluations is a major topic in the international business research (Andéhn, Nordin, & Nilsson, 2016). However, studies have largely remained focused on tangible products and to a very little extent on services such as healthcare and tourism (Aichner, 2014). Research linking CO with education as a product is rather scant. In this study, we examined safety and security related aspects of the country image of the United States and how this influenced international students' choices.

This paper makes a contribution in terms of filling this vacuum and that it opens up doors to a new stream of research in this arena. In the next phase of this project, based on the open-ended interviews and the literature review conducted so far, alternate hypotheses for the broad research problem and its key sub-problems will be developed. A questionnaire-based

survey was designed and administered among current and potential international students. The questionnaire will have item statements that measure country image, in addition to probing questions on various other factors that are hypothetically related to country image. Relevant respondent demographics will also be gathered. The survey will be first administered among a small sample of international student respondents to ensure that its content is understood without ambiguity. Minor adjustments in content and structure might have to be made based on this.

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The International Student Experience: A Data-driven Approach to Enhancing Student Satisfaction at Institutions of Higher Education

Ravichandran AMMIGAN[1]

Introduction

Over the past two decades, there has been a significant surge in the number of international students enrolled at institutions of higher education around the world. According to the Organisation for Economic Co-operation and Development (2019), 5.3 million foreign students were engaged in tertiary education in 2017, indicating a jump of 165% in enrollment since 1998.

This added presence of students has prompted university administrators to rethink how support services must be structured to effectively address the needs of an increasingly diverse student population. While institutions offer curricular and co-curricular programs to support student success, not all services and resources are designed to specifically cover the distinct challenges faced by international students, which usually relate to language barrier, acculturative stress, and immigration issues. Moreover, many institutions fail to fully integrate and engage international students with the larger university community, which is a missed opportunity to further advance internationalization and foster intercultural understanding for everyone on campus (Hanassab, 2006; Montgomery, 2010; Spencer-Oatey, 2018).

In an increasingly competitive global market for recruiting and retaining students, it is important that institutions remain informed about the perceptions, preferences, and experiences of their international students (QS Enrolment Solutions, 2018). Understanding satisfaction ratings with various aspects of the institutional setting through a data-driven approach can provide university administrators, practitioners, and researchers with a platform to make evidence-based recommendations and decisions for enhancing students' experiences and success. It can also serve as an impactful mechanism for promoting meaningful collaborations across campus as part of a comprehensive support model for both new and continuing international students.

Based on a recent study by the author (Ammigan, 2019), this paper investigates various

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student satisfaction variables as predictors of institutional recommendation for over 45,000 international students at 96 different institutions globally. Using data from the International Student Barometer (ISB), it demonstrates which dimensions of the university experience are most significant on students' propensity to recommend their institution to prospective applicants.

Student satisfaction and institutional recommendation

Satisfaction ratings provide institutions with a sense of what students are experiencing in various campus settings and environments. An important strategic priority at many institutions of higher education has been to improve student satisfaction and experience, which is seen as a critical recruitment and retention strategy for providing a high-quality education and remaining competitive in the student recruitment market (Baranova, Morrison, & Mutton, 2011).

The concept of institutional recommendation is closely related to satisfaction in the sense that satisfied students are more likely to recommend their institution to future students (Mavondo, Tsarenko, & Gabbott, 2004). It is very likely that these students would return to their institution themselves to pursue higher degrees, become engaged alumni, and offer job placement opportunities to current students.

The study

The purpose of this large-scale, empirical study was to investigate the relationship between international student satisfaction and institutional recommendation. Specifically, it examined associations between different aspects of the arrival, learning, living, and support service environments and students' prospect of recommending their current institution to future applicants.

Using multiple linear regression analyses, 80 satisfaction variables were regressed against institutional recommendation as the main dependent variable in this study. The International Student Barometer (i-graduate, n.d.), considered the most widely used benchmarking tool for tracking the international student experience globally, was used as the data collection instrument.

Of the 45,701 international undergraduate students in the sample, 46% were from the UK, 46.2% were from Australia, and 6.9% were from the U.S. Students held 204 different

nationalities from countries, nation-states, and sovereign territories, with 18.5% from China. Over 90% of all participants were 25 years old or younger. Twenty-three different programs of study were represented, with a majority of respondents studying Business (22.5%).

Key findings

Institutional satisfaction and recommendation

A multiple linear regression model tested whether students' satisfaction with various dimensions of experience (arrival, learning, living, and support services) influenced how they would recommend their institution to other students. The analysis, shown in Table 1, indicated that each of the four satisfaction variables were statistically significant on recommendation, with the learning experience impacting recommendation the most.

Table 1: Impact of satisfaction variables on institutional recommendation

Satisfaction variables	β	t
Satisfaction with Learning*	0.23	20.28
Satisfaction with Arrival*	0.12	11.26
Satisfaction with Living*	0.11	10.04
Satisfaction with Support Services*	0.13	9.94

Note. *p<.001.

Predictors of university satisfaction and recommendation

Several variables within each dimension of experience were found to impact both overall university satisfaction and recommendation for international students. Table 2 indicates which of these variables were common across both dependent variables, stressing the importance of resources and support services around these aspects of experience.

Table 2: Variables impacting overall satisfaction and recommendation

Overall Satisfaction	t	Recommendation	t
Quality of lectures*	6.93	Making friends (local)*	6.39
Expertise of lecturers	5.84	Studying across cultures*	4.81
Studying across cultures*	4.97	Organization of course*	4.62
Organization of course*	4.87	Leading to a good job*	4.22
Suitable accommodation	4.22	Networking	4.08
Academic content*	4.19	Opportunities for work	4.03
Leading to a good job*	4.00	Academic staff English	-3.91
Quality of external campus*	3.35	Teaching ability of lecturers	3.88
Experience local culture	3.05	Academic content*	3.87
Cost of living	2.73	Quality of lectures*	3.70
Social facilities	2.66	Quality of external campus*	3.61
Cost of accommodation	-2.60	Accommodation Office*	3.24
Improve English skills*	2.35	Immigration/visa advice	3.18
Access to academic staff*	2.30	Transport links	2.75
Finance department	2.17	Career guidance	2.52
Eco-friendliness attitude	2.12	Access to academic staff*	2.52
Social activities	2.07	Improve my English skills*	2.48
Physical library*	2.06	Physical library*	2.45
Making friends (local)*	2.01	Financial support	2.41
Accommodation Office*	1.70	Social activities	2.14

Note. *Common variables across overall satisfaction and recommendation

Implications

Findings from this study lead to a few important implications, from a recruitment and retention standpoint, for both academic and service units across campus.

Having an understanding of what matters to international students allows administrators and practitioners to introduce necessary institutional strategies, practices, and interventions that support the international student experience and guide the allocation of adequate resources to enhance student success. Five recommendations are offered to facilitate this process:

1. Strategic reinvestment—incorporate resources into the student experience at all levels of operations, such as the service mission, faculty engagement, and organizational leadership, so that adequate services and resources can be implemented to support student initiatives.

2. Collaborative programming—implement culturally sensitive initiatives and interventions in partnership with key academic and co-curricular stakeholders to support international students in their academic, social, and cultural adjustment to campus during times of high stress.

3. Strategic communication—establish a holistic communications plan and promotional campaigns to effectively reach, liaise, and optimize engagement among international students.

4. Training and development—build intercultural competence among faculty, staff and students, aimed at understanding the experience of international students and improving views of campus services for that community.

5. Assessment and benchmarking—regularly assess the experience of international students, through assessment tools developed in-house or by external providers, to ensure quality in the assistance provided in both academic and non-academic settings.

Conclusion

International students significantly contribute to higher education, not only financially but also as an indicator for developing global and intercultural competence for all students, faculty, and staff (Andrade, 2006; Urban & Palmer, 2014). This paper supports the argument that ensuring a positive experience among international students can complement an institution's recruitment

and retention strategies, along with advancing its diversity, inclusion, and internationalization efforts. However, for these benefits to exist, institutions must be intentional at implementing essential support services and interventions to sustain such initiatives.

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International Career Services in Germany:
Opportunities, Challenges, and Key Takeaways for
Developing Career Support Programs for International Students

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Within the last decade, Germany's university career service offices have expanded to providing international career services (ICS). These I define as specialized career services that seek to address the needs, concerns, and expectations of international students. Though terminology may differ slightly, the concept remains similar across over a quarter of the German universities currently providing such services targeting international students interested in a career in Germany. Some ICS may also focus on international career opportunities for German students or cater to both target groups. In this essay, which is based on my presentation at the 2020 EURIE conference, I refer to ICS as solely career support for international students. I will begin by profiling the motivations for providing career support for international students in Germany, highlight challenges international students face, and round out the essay with lessons learned from my experience in spearheading and developing an international career service at a German university.

Attracting and retaining international talent

Before diving into the motivations for funding the establishment of ICS, it is important to set the scene. Germany has swiftly become a popular destination among international students and is continuing to gain in attractiveness. Over 300,000 international students, which make up around 10% of the total student population, come primarily from China, India, Syria, Austria, Russia, and Italy (Wissenschaft Weltoffen Kompakt, 2020). International students keen on finding work in Germany post-graduation benefit from a generous post-study work visa, which provides 18 months to look for a job corresponding with their studies. During the job search period, they are given unrestricted access to the German labor market so they can finance their life while they look for professional work.

Despite these generous conditions, only roughly half of international graduates stay in the country post-graduation (Hanganu, 2015). With the German taxpayer footing the bill for the

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students' education at public institutions in most Länder, losing half of the German-educated brains (and their contributions to the social system) is a crushing reality that has gained multi-level attention in recent years.

Multifaceted policy motivations

Driven by low retention numbers, the motivations for providing career services specifically for international students in Germany are multifaceted but can be categorized as primarily political and social. The political motivations involve multiple policy agendas, including research and innovation, (higher) education, and international development. Initiatives may involve the internationalization of science and higher education institutions (HEIs), the recruitment of skilled workers, and the societal integration of (academic) migrants (Wissenschaftsrat, 2016). With a recent ballooning in the demand for socially responsive HEI's, most universities in Germany are publicly financed and carry a certain number of social responsibilities for their output. Pinpointing specific policy approaches, goals, and outcomes are muddied by Germany's federal structure, in which both the federal government and each individual state government can provide funding for international career service initiatives. For example, the project I managed was funded by the Bavarian state government and a private economic organization, with the goal of integrating international students primarily into the Bavarian economy, and more largely (if need be) into the broader German labor market.

Encircling challenges

The challenges faced by international graduates in Germany seeking work opportunities naturally differ for each individual student, but language skills serve as the primary grouping variable. Students who study in German are more acclimated to German culture, customs, and everyday life, leading to greater access to opportunities than their non-German-speaking counterparts. This language issue is partly driven by the steady increase in English-language master programs, which leads many international students to believe that they can find work in Germany with their English skills only. To be professionally successful where English is not the lingua franca, students must learn German. They need realistic expectations of the time commitment necessary for learning German.

Piggybacking on this is the primary issue of not knowing how one's applicant profile (education, experience, skills) applies to the German labor market context. Often students know that there are generally labor market shortages but are surprised to learn that the market for humanities

or social sciences degrees is saturated and the job chances bleak in Germany. Coupled with a lack of understanding about the formal (and informal) job application requirements, processes, and procedures, students frequently graduate without first attaining work experience in Germany and may even expect to begin in a role similar to the one they held in their home countries. In my experience, the cultural misunderstanding about the value of a degree is immense–simply having a degree in Germany does not necessarily guarantee employment. Like other industrial nations, a variety of other factors need consideration towards developing and maintaining employability. Preparing graduating students for the realities of their job search and matching their expectations to market demands is still happening far too late in the student life cycle. Even for students who speak German fluently, cultivating and maintaining social and professional contacts can be challenging because of the lack of socialization into German culture and general unfamiliarity with expectations around professional relationships. This disintegration and, in certain instances, isolation, can impede labor market entry and on-the-job success. Lastly, information about residence and labor law (e.g. knowing that getting a post-study work visa is up to awareness of the legalities of certain questions at interviews), is the final pre-employment challenge students face. Taken together, with students not receiving the support they need, it is no wonder only half stay and end up contributing to the German economy.

Designing and developing international career services

In my role of designing and developing an ICS, I followed a four-step, student-centered system. I began with creating and administering a survey of the entire student population about their needs and expectations of an ICS; developed programs and tested initiatives; and implemented student feedback immediately to improve programming. The survey focused on expectations and ideas for the ICS and helped in understanding the student population's reasons for studying in Germany, their career plans and goals, challenges and successes with the internship and job search, and understanding of legalities of working in Germany. I also asked about specific programming ideas and continued to do so regularly through a systematized project evaluation system. The data from the survey directly informed program design and development. The resulting four-pronged approach included detailed information material, individual coaching, workshops and trainings, and alumni networking events.

Key takeaways for program management and assessment

The first aspect I cannot emphasize enough is the value of an "insider" view. Career coaching is like therapy–not every bonds well, and each person needs to find the therapist that fits best to them and their needs. However, for students unable to choose their career advisor, having someone in that position who *really* understands what they are up against, is invaluable. International students cannot ask their parents for help in crafting a resume for the German labor market, with information available in expat forums outdated, at worst detrimental to a students' success. International students have different needs than German students, therefore having someone who has empathy and understanding for their situation is incalculably valuable. An international career advisor (ICA) who is not fluent in English and has not experienced the challenge of looking for work in Germany as a foreigner, person of color, or migrant, may have difficulty shaping programming that truly helps and speaks to the target audience. It is important to respect student voices in evaluation and assessment and re-adjust to ever-changing needs. There is also a need for continuous professional development for ICAs.

Career information and instruction in English is key, even for students whose German was exemplary. English is still more commonly taught as the primary second language in school systems around the world, and some still preferred to hear the information in English. Just because a student speaks German fluently and is familiar with life in Germany does not mean that they are educated on the details of job searching in Germany. The prior knowledge among the students I worked with varied noticeably and was most times not dependent on the level of spoken German. Thus, I found that utilizing a structured seminar series in both German and English helped bring participants onto the same page. Ultimately, to reduce the time spent explaining the basics repeatedly, I required that students attend an "introduction to applying in Germany" training and "German labor market 101" seminar before coming in for an individual session.

My philosophy around career services is that alumni should be an appetizer, not an afterthought; they should be the backbone of your ICS. I organized panels that brought together students and alumni around applying for work in Germany, instead of being field- or subject-based. To create these panels, I used social media sourcing, which later came in handy for matching students with alumni for informational interviews. It is important to mention that faculty support is necessary for connections to the labor market, especially in niche areas.

Looking forward: binational employability and brain sharing

There are a variety of challenges in creating international career services: administrative infrastructure and collaboration pushback; access to student contact information; little university-industry partnership infrastructure at universities (versus universities of applied sciences); and aversions to supportive, yet hand-holding programming such as coordinated internship programs. These institutional-level issues need to be remedied at the institutions themselves, however two areas for improvement could benefit from widespread, country-wide collaboration: pre-arrival preparation and binational employability support. Students need a form of online, pre-arrival preparation about the labor market realties in Germany so that they have the information necessary to make informed decisions about their studies. Lastly, students are increasingly interested in binational employability, which refers to the ability to move a career between two countries. They need access to information and support that allows them to plan careers spanning their home country and Germany. Some German universities have laudably responded by providing seminars about returning to Asia or Africa after students complete their degree. The "brain sharing" and binational employability preparation is part of the future of international career services in Germany and deserves more scholarly and practitioner attention.

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Internationalization of Higher Education in Morocco: Progress and Challenges

Abdelali KAAOUACHI[1]

Abstract: Internationalization of higher education is a main mechanism allowing improvement of the quality of different services offered. It has been one of the major national trends and governmental agendas in many countries in the past few years. The purpose of this paper is to study the issue of internationalization of higher education in Morocco. More precisely, it describes and analyses progress concerning various aspects of internationalization of higher education, namely those concerning the internationalization vision at national level; the outbound and inbound student mobility; the internationalization of the curriculum; the presence of foreign providers; the international partnerships. The methodology is based on documentary research (national reports related to higher education), and on data analysis from different sources (data from UNESCO's Institute for Statistics, data from Campus France, statistics from Moroccan Ministry of Higher Education and from different universities…). Through description and analysis results, some challenges will be delineated at the end of the paper.

Keywords: internationalization, higher education, outbound and inbound mobility, internationalization of the curriculum, foreign providers, international partnerships.

Introduction

In last decades, internationalization of higher education has been one of the major national trends and governmental agendas in many countries.

The intensification of the focus on internationalization is a result of globalization. Internationalization of education is the process of integrating an international/intercultural dimension into the teaching, research, and service functions of the institutions (Knight, 1994). Internationalization of higher education includes a large spectrum of activities: An international curriculum (in terms of both skills and content); an international environment and experience (food, community and entertainment); outbound and inbound student mobility (which may include exchange, study abroad and fee-paying international students); inward and outward staff mobility;

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engagement with international networks; international collaborations (with universities, businesses, governments, NGOs or others); research collaborations (at level of individual subjects or at institutional level); teaching (joint, dual degrees, spilt site programs, validations, franchises and articulations); international operations (delivering teaching or research in a different location internationally) (Egron-Polak, 2012).

The aim of this paper is to explore the topic of internationalization of higher education in Morocco in terms of progress and challenges. The methodology is based on documentary research (national reports related to higher education), and on data analysis from different sources (data from UNESCO's Institute for Statistics, data from Campus France, statistics from Moroccan Ministry of Higher Education and from different universities…).

This paper comprises seven sections. Following this introduction, is the first section which gives a snapshot of the higher education components in Morocco. Section two describes internationalization vision of higher education at national level. Section three studies outbound and inbound student mobility in Morocco. Sections four, five and six address respectively the internationalization of curriculum, the presence of foreign providers, and the international partnerships. Section seven examines challenges affecting the issue of internationalization of higher education in Morocco. And finally, the paper will be closed by some references.

1) A Snapshot of Higher Education Components in Morocco

Higher education in Morocco includes three components: public higher education, private higher education, higher education institutions under public private partnership. Public higher education is divided into two types: the first type concerns 12 public universities which are made up of 119 faculties and high school, while the second type comprises 77 training institutions under the pedagogical tutelage of ministry of Higher Education and under the administrative tutelage of diverse ministerial departments. As for private higher education, it is made up of around 200 schools and institutes as well as a university network formed by Al Akhawayn University which has a special status (public with private management), and five other private profit universities. Higher education under partnership includes universities and institutions that are not-for-profit foundations created as part of the drive to internationalize higher education.

Thus, there was the creation of five universities under the framework of public private partnership (formed by 16 establishments) and three engineering schools (Central School of Casablanca, National Institute of Euro-Mediterranean Applied Sciences, Mediterranean Institute of Logistics and Transport of Tetouan).

2) Internationalization of Higher Education in Morocco: vision at national level

Higher Education in Morocco is under the implementation of a strategic vision for the period 2015-2030, which is implemented by law 51-17. The internationalization component is concerned by several provisions: facilitate the mobility of student at international level; ensure the mobility of Moroccan researchers to internationally; call for familiarization with good practices, successful international experiences and international standards; develop partnerships and international cooperation; strengthen Morocco's positioning in the international system; seek the adhesion of Morocco to the internationalization of knowledge, technology and innovation.

Otherwise, the Ministerial plan for the period 2017-2021 emphasizes the development of the international cooperation strategy in Axis 6 through many projects:

- Project 1: Focusing and strengthening current cooperation programs with foreign countries;
- Project 2: Create of new partnerships in the fields of higher education and scientific research;
- Project 3: Consolidation of the cooperation with the regional environment in the framework of south-south cooperation;
- Project 4: Strengthening the mobility of Moroccan students and professors.

Since the year 2000 began, higher education has been the subject of several reforms. The latest reform is the strategic vision 2015-2030 which is very promising for in-depth reform of this sector. Several articles of this vision concern the internationalization dimension, but without establishing a specific and integrated vision for it. Hence, internationalization has not been articulated as a priority in Moroccan higher education system. At local level, most institutions do not have a clear internationalization strategy which aligns with its development project.

## 3) The Outbound and Inbound Student Mobility in Morocco

International student mobility is one of the most important components of internationalization of higher education. It refers to students' physical mobility from one country to the other. There are different schemes of international student mobility: short term study abroad, diploma or degree mobility, educational immigration.

Student mobility has received particular attention from countries around the world and the numbers of students pursuing their studies abroad are steadily increasing. According to UNESCO data, there were over 5.3 million students going abroad to study around the world, in the year 2017.

Some researches on student mobility show that the most valuable advantages students gain abroad are cultural experience, individual growth and academic knowledge (Kumpikaite and Duoba, 2010). Certainly, these competencies have a great influence on finding a job in the labor market. On the other hand, policymakers are also interested in international students because they can become highly skilled immigrants in the future. So, it is important to explore the topic of inbound and outbound student mobility in Morocco in terms of describing the situation and exploring some challenges.

The outbound student mobility

This part gives evolution of student numbers continuing their studies abroad Morocco, destination countries of these students, factors for students' choice to study abroad. The following graphic traces the evolution of the number of mobile students abroad over the period 2002-2017:
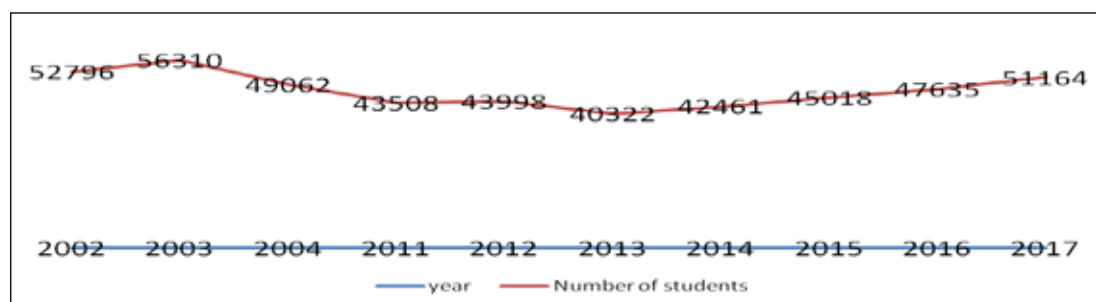
Graphic 1: Evolution of the number of mobile students abroad Morocco (2002-2017). Source: UNESCO (http://uis.unesco.org/en/uis-student-flow)

This graphic shows that 51,164 Moroccans study abroad in 2017.

The Moroccan demand for an international education is significantly higher when compared with the outbound mobility numbers of other Maghreb countries: Algeria (25,729), Tunisia (22,352), Libya (11,574), and Mauritania (4,567). Also, there is a decrease between 2002 and 2017. This places Morocco in the second position in Africa after Nigeria (with 85,251 students in mobility in 2017).

The first destination of the Moroccan students is France (29,733 students)**.** There are many factors for students' choice to study in France: the French language for delivering courses; the recognition of the diploma; the prestige to study in France; the free university education and no school fees; the non-selectivity of students to access; the quality of teaching in France; the possibility to have student jobs to help finance studies; the fact of having contacts (friends, family…), etc.

Furthermore, other frontiers are opening to Moroccan students up like Ukraine (3,538), Germany (3,097), Italy (2,261 students), Spain (1,700 students), Russian federation (1,643 students), United States (1,578 students), Canada (1,377 students), Romania (917 students), Belgique (810), UK (669) and Turkey (649). This shows the emergence of new attractive destinations. This diversification of destinations may probably reflect changes in Moroccan society accompanied by favorable economic conditions. In fact, the standard of living and the overall education level have increased with economic growth allowing more diversified and less concentrated openness to France (Balac, 2008).

The same previous factors apply for the other destinations. Another factor concerns some countries of Eastern Europe in which some institutions accept students without any selective procedure in some disciplines such that medicine, pharmacy, engineering...

The inbound student mobility

Morocco has become in recent years a country highly coveted by foreign students from almost all countries of the world. In 2018, Morocco has catered 20,410 foreign students. Over the year 2006-2018, there is very important growth of international students. It grew by 6,049 during the year 2006 to 20,410 during the year 2018.
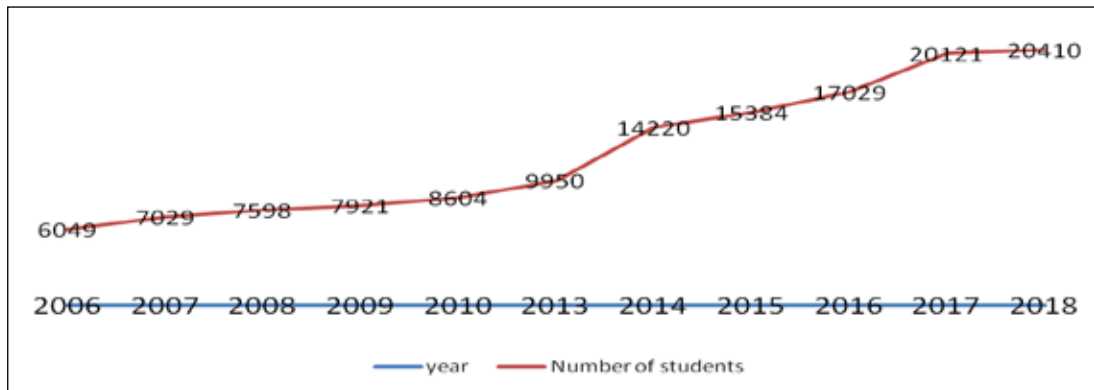
Graphic 2: Evolution of the number of foreign students in Morocco (2006-2018). Source: UNESCO (http://uis.unesco.org/en/uis-student-flow).

Morocco is therefore today a host country for international student migration. Students from several countries are present in public and private higher education institutions in Morocco, including 40 countries in Africa, 66 countries in Europe, 43 countries in Asia and America, 16 Arab countries and 12 other countries in the Pacific Islands. Particularly, Sub-Saharan Africa leads with the largest presence: Mali (2,343), Ivory Coast (1,344), Guinea (1,337), Congo (1,217), Mauritania (1,150), Gabon (1,104), Senegal (921), Niger (794), and Chad (769).

Every year, 4,000 new foreign students enrolled in Moroccan public institutions. The private sector attracts students even from western countries, for example, in Al Akhawayn University, there are more than 160 students from 28 nationalities on campus.

This dynamic of attracting international students are due to many reasons which place Morocco to become the most favored destination, especially for African students: the availability of scholarship from the Moroccan Agency for International Cooperation which awards grants to foreign students; the presence of more international branch campuses of foreign universities and schools; the diversity of training offer and training pathways; the French language in delivering courses; the low tuition fees in private sector and the free education in public sector; the lower living costs than other countries; the less bureaucracy to obtain a visa than for European and American countries; the geographical location of Morocco.

4) The Internationalization of Curriculum

The pedagogical engineering architecture of higher education is based on LMD system which has been adopted since the year 2003. This system will be gradually replaced by the Bachelor system which will start in the month of September 2021. This new system is designed to integrate the ECTS[1] format and the 21st Century skills especially in the first year. It is a major transformation which will affect higher education and which will make it more internationalized.

Another aspect of internationalization concerns the focus toward foreign languages, in particular English language. Several courses are given in this language, especially in doctoral cycles. The 2015-2030 strategic vision stipulates the strengthening of the use of foreign languages, with wide use in all training cycles.

In addition, the trend of delivering courses is converging towards the introduction of e-learning and the promotion of foreign MOOCs, those of French and American universities.

Finally, since the year 2017, Morocco has adopted a quality assurance system which aligns with international standards. This made it possible to assess the quality of training programs according to a specific approach in line with international practices.

All these efforts show that Morocco is seeking to internationalize its training offer in order to meet the needs of an increasingly globalized market.

5) The Presence of Foreign Providers

For a very long time, higher education in Morocco has operated with two components: public institutions and private institutions. A decade ago, there was implementation of a new type of institutions (universities and institutions with public private partnership). The following list is not exhaustive:

- International University of Rabat founded in 2010 with the support of the Moroccan State;
- Euro-Mediterranean University of Fez where the creation was approved by the Union for the Mediterranean in 2012;

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1 The European Credits Transfer System.

- Mohammed VI Polytechnic University in Benguerir founded in 2017 by the OCP group. It delivers research programs in partnership with the most prestigious foreign institutions, such as the Massachusetts Institute of Technology, HEC Paris, the various political science institutes in France or the Royal United Services Institute for Defense and Security Studies in London;
- Mohammed VI University of Health Sciences (Casablanca) founded in 2014 which has partnerships with institutions in several countries (China, France, UK, USA);
- Abulcasis International University of Health Sciences (Rabat) founded in 2014 which cooperates with various organizations and universities both nationally and internationally;
- INSA International (Fez) which belongs to the French group INSA;
- The Ecole Centrale of Casablanca which integrates the international network of Central Schools;
- Mediterranean Institute of Logistics and Transport (Tetouan) created in 2003 with the parterneship of University of Valenciennes and Hainaut-Cambrésis, and the school Ponts ParisTech.

This implementation of a new type of institutions allowed speeding up the establishment of a purely international training offer and the development of more dynamic scientific research via collaborations with several foreign structures.

With the creation of this new model of institutions, Moroccan students are benefiting from different forms of international education without leaving their country.

6) International Partnerships

Moroccan universities are very dynamic in the field of cooperation. They have set up various types of partnership, for example in the framework of the bilateral cooperation with several countries and international organizations: European, American, African, Arab and Asian. In addition, several cooperation agreements have been signed: More than 700 agreements concluded between Moroccan universities and their foreign counterparts (65% with francophone universities).

There is also an active participation of Moroccan universities in calls for projects in training and research (Erasmus +, H2020 ...). As results of all these partnership programs, we can list the following:

- Mobility of students, professors and staff;

- Development of double degrees and co-supervised thesis;

- 50% of indexed publications are produced with foreign researchers;

- Involvement in international research projects;

- Development of a national cooperation management platform (projects, agreements and conventions, foreign students and mobility, reporting, etc.);

- And many results for ERASMUS+ programme: International Credit Mobility (more than 4,000 mobility, the 2nd partner in the Southern Mediterranean region and the 8th/135 in the world); Capacity Building of Higher Education (37 projects CBHE, the 2nd partner in the South Mediterranean region); Erasmus Mundus Joint Master Degree (5 projects EMJMD).

7) Challenges on the Issue of Internationalization of Higher Education in Morocco

The findings of this study show that Morocco has made several efforts on the issue of the internationalization of its higher education. These efforts are very encouraging and can open very promising paths for internationalization of higher education in the country. But there are some challenges that affect enhancement of the international dimension:

- Integrating the internationalization dimension in the actual strategic reform of educational system for the period 2015-2030. In this direction, it's necessary to recognize the importance of this dimension and to integrate it in the processes of implementing the clauses of this vision. The international dimension must be merged in all aspects of higher education policy at the national level, as well as into the core activities of higher education institutions. In this sense, it will be necessary to establish guidelines for developing and implementing a coherent and integrated internationalization strategy.

- Seeking the manner of incorporation of foreign languages for instruction in higher education. This is necessary to broaden the spectrum of countries sending students to Morocco, especially English-speaking countries.

- Looking for the manner of integration of the 21st Century skills in higher education. This is the real challenges that await the country, especially at a time when it is preparing to establish the new educational architecture based on the bachelor system. This new architecture is based on several modules relating to soft skills.

- Evaluating the added value of institutions created within the framework of the public private partnership, in terms of the constitution of human capital and the productivity of scientific research.

- Evaluating cooperation projects and launching the activity of disseminating the achievements of these projects while preserving their continuity in time.

All these challenges can be met by putting in place a global strategy for the internationalization of higher education in Morocco.

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Powerful Collaboration Through a Unique Wide Network

Mustafa AYDIN[1]

Since its establishment in 2008, EURAS has become a unique network of Higher Education Institutions in the Eurasian region. As a non-profit international education association, promoting cooperation among over 110-member universities and partner institutions from all across the West and Central Europe, Balkans, Caucasus, Middle East as well as the whole of Asia, EURAS focuses on working for the global advancement of educational standards in the Eurasian region.

By building a platform for regional universities to reach international educational services, establishing cooperation and networking among members, improving academic standards of education, supporting innovation and entrepreneurship, encouraging student and academic staff mobility, promoting policy development and strengthening leadership of Eurasian universities by sharing knowledge and exchanging best practices, EURAS has proven itself as one of the most effective, resourceful and prestigious university platforms of the world.

EURAS, as one of the fast-growing higher education associations, not only connects universities in the region, also connects universities and all the higher education institutions belonging to different geo-political and cultural backgrounds and seeks ways to enhance their dialogue, understanding and cultural exchanges.

EURAS has become the global hub for internationalization of higher education by supporting and endorsing the largest higher education event in the Eurasian region since 2016, 'Eurasia Higher Education Summit'- EURIE Summit, which focuses on improving the international collaborations and academic cooperation activities via unique networking and sharing the latest trends in internationalization, innovation and quality. EURIE has become our biggest event and our proudest accomplishment, bringing together more than 2500 higher education professionals from all around the world to Istanbul for our annual summit. EURIE will highlight the importance of our region and will enable us to improve the quality and the attractiveness of our higher education systems in Eurasia.

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Another activity is "EURAS Academy" and "EURIE Professional Training" which we organize in different countries and universities of the region. EURAS Academy program is serving as a guide for enhancing the perspective on a particular topic each time, such as internationalization or quality assurance. Furthermore, the program strictly aims to be interactive for maximizing the efficiency for all of the attendees. EURAS Academy mainly covers Professional Training sessions and workshops that will help the participants to follow innovative approaches, benefit from the real experiences of peers to make constant improvements in accordance with the newest trends and methods in higher education.

EURAS's another contribution to its members is EURAS Academic Journal. The international journal is a quarterly, open-access, peer-reviewed journal that has a multidisciplinary basis in which every issue in every quarter of a year has a different subject matter. EURAS academic journal is one of the prestigious journals in the region, which supports academic publications of member universities and publish them after the review process.

As EURAS, we also keep our members and partners updated with the latest trends, news and highlights in the higher education sector by EURAS Member News and newsletter, EURAS Express, with well-prepared content for our members, partners and colleagues with reviews on members' news, new developments in higher education around the world and information about upcoming events, conferences.

We will continue our work in 2021 with new ideas and projects, such as EURAS- Passport, which aims to facilitate procedures and thus increase the international mobilities of member institutions and affiliates. Mobility of students and staff will be encouraged and a platform will be provided for regional universities to increase their internationalization outcomes and successes.

Another new project we are proposing is EURAS-SCHOLAR, to strengthen the leadership of our EURAS members, whereby knowledge and good practices will be shared by looking at member organizations and global cases.

Within EURAS-Innovation, an innovation network will be established between member universities and R&D companies, industrial companies, the public sector and other related organizations.

A student platform will be established under the name of EURAS Student / EURAS new generation, and we plan to organize conferences and activities among member institutions' students.

As it has been for the last 12 years, EURAS keeps its focus on progress, expansion and project development. As EURAS family, we believe that creating a strong network among our members and supporting each other through our progressive work for being an effective higher education institution is the key to the success we achieved today.

SDSU Georgia: How the Largest Public University System in the United States of America Came to Tbilisi

Halil GUVEN[1], Eddie WEST[2]

Introduction

Georgia is a "resource-poor" country in terms of oil and gas and depends on agriculture, manufacturing, and tourism to develop its economy. It has a critical shortage of science, technology, engineering and mathematics (STEM) professionals educated to current international standards, graduating from its institutions of higher education. To address this problem, the Government of Georgia and the United States Government, through the Millennium Challenge Account-Georgia, with funding from the U.S. Millennium Challenge Corporation (MCC), an independent U.S. government agency with a board chaired by the U.S. Secretary of State, contracted with San Diego State University (SDSU) to collaborate with three top public universities in Georgia: Tbilisi State University (TSU), Ilia State University (ISU), and Georgian Technical University (GTU).

The overall goals of the SDSU Georgia project are: 1) accelerating recovery of the Georgian higher education sector; 2) helping economic development via workforce development; and 3) providing US-style higher education via accredited bachelor degree programs in critical STEM disciplines. Quality assurance of the project's outputs is provided via the mechanism of internationally-recognized accreditations.

San Diego State University has an established physical presence in downtown Tbilisi. A dedicated SDSU Georgia Dean in Tbilisi oversees strategy and operations, and a large team of staff members is focused on academic programs, facilities, student extracurricular activities, career services and partner relationships.

Tables 1, 2, and 3 document the timelines for international accreditations of the TSU, ISU, and GTU degree programs which SDSU Georgia has helped develop.

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Accreditations are to be provided by the Accreditation Board for Engineering and Technology (ABET) and the American Chemical Society (ACS).

Table 1. ABET/ACS-Track STEM Degree Programs Offered at Tbilisi State University

Accreditation Year	Program Name	Degree to be Awarded
Under Review	Chemistry / Biochemistry	TSU ACS-certified Bachelor of Science
2025	Computer Engineering	TSU ABET-accredited Bachelor of Science
2020	Computer Science	TSU ABET-accredited Bachelor of Science
2020	Electrical and Electronics Engineering	TSU ABET-accredited Bachelor of Science

Table 2. ABET Track STEM Degree Programs Offered at Ilia State University

Accreditation Year	Program Name	Degree to be Awarded
2021	Computer Engineering	ISU ABET-accredited Bachelor of Science
2024	Computer Science	ISU ABET-accredited Bachelor of Science
2024	Electrical Engineering	ISU ABET-accredited Bachelor of Science
2024	Civil Engineering	ISU ABET-accredited Bachelor of Science

Table 3. ABET Track STEM Degree Programs Offered at Georgian Technical University

Accreditation Year	Program Name	Degree to be Awarded
2024	Computer Engineering	GTU ABET-accredited Bachelor of Science
2024	Computer Science	GTU ABET-accredited Bachelor of Science
2023	Electrical Engineering	GTU ABET-accredited Bachelor of Science
2022	Civil Engineering	GTU ABET-accredited Bachelor of Science
2021	Biomedical Engineering	GTU ABET-accredited Bachelor of Science
2023	Construction Engineering	GTU ABET-accredited Bachelor of Science

ACCOMPLISHMENTS

Though grant funding of the 5-year MCC Compact ended on July 1, 2019, SDSU-Georgia will continue its operations in Georgia through at least 2023, when undergraduate student cohorts who've begun their bachelor's degree programs during the preceding four years will graduate. By this time, it is expected that the Georgian partner universities will have their own Accreditation Board for Engineering and Technology (ABET)-accredited and/or American Chemical Society (ACS)-accredited STEM programs, in either Georgian or English languages. This will be the ultimate proof of capacity-building success in STEM fields in Georgia. Our Georgian partner universities will thereafter take over the role of graduating students from internationally accredited STEM programs in Georgia.

Modern state-of-the-art infrastructure was introduced by MCA-Georgia through the SDSU Georgia project with funding from the MCC Georgia Compact II:

Tbilisi State University's (TSU) campus features 3,456 square meters of new labs for both electrical engineering and chemistry. The renovated labs include specialized top-of-the-line instruments, like the Nuclear Magnetic Resonance (NMR) magnet system, one of only around 40 in the world.

Ilia State University's (ISU) campus, a new four-story 4,890 square meter building was constructed and equipped, featuring labs which are modeled after the civil, electrical, and computer engineering facilities at San Diego State University's campus in California, with top-of-the-line equipment, as well as additional reading rooms and student spaces throughout the building.

Georgian Technical University (GTU) features vast facilities which include 777 square meters of laboratories renovated by MCA-Georgia, including an advanced electrical engineering power electronics lab.

SDSU-Georgia helped launch a transformation in STEM education in the Georgian higher education landscape. New structures have been introduced to enhance instructional quality and effectiveness; continuous improvement processes have been introduced as part of the international accreditation requirements; university-industry collaboration in the form of events and advisory boards and committees have been established. Industry Advisory Boards provide visibility on current needs and trends to improve curriculum development. Board members

advocate for the university within their own organizations, as well as become engaged with the university and stay educated about the criticality of its STEM undergraduate programs. Moreover, these activities offer networking opportunities that enable employers to see the high quality of the program and students, which enhances university-industry connections and lead to increased access to high quality careers after graduation.

The total cost of the project (until all SDSU-Georgia cohorts graduate) will be approximately $64.5 Million U.S. Dollars. The expenses of the project can be broken down into 5 major categories:

- Student Support Programs: covering costs for learning centers, mentors, internships, student life enrichment and support activities, and student life
- Faculty Compensation and Personnel: covering SDSU, Georgian, and other faculty and staff compensation, Georgian pensions, and other taxes
- Travel Costs: covering faculty travel expenses
- Student Recruitment: covering materials, supplies, travel, and other costs incurred for the recruitment of five undergraduate student cohorts
- Capacity Building: covering the support of new program development and provides required resources and faculty training, as well as ABET support to partner universities

SDSU GEORGIA'S LONG-TERM FUTURE

With the grant funding that launched and sustained SDSU Georgia almost entirely accounted for, the university and its Georgian stakeholders are currently developing a long-term sustainability plan. During the 2020-21 academic year (July 1, 2020 through June 30, 2021) San Diego State University will conduct a feasibility study to determine the viability of different collaboration models with select Georgian and international universities.

San Diego State University's newly adopted Strategic Plan calls on us to "Expand SDSU's academic infrastructure and partnerships to meet the needs of broadly diverse learners in our region, across the nation, and the world." One key activity specified to support this aim is "continued collaborations for SDSU Georgia", which the aforementioned feasibility study will detail.

Specifically, the university will be examining the viability of dual or joint degree programs in partnership with Georgian universities, and summer programs for local and visiting international students. Moreover, SDSU will explore how the considerable knowledge, expertise and assets we have developed over the past 5 years operating in Tbilisi can allow us to establish a broader Eurasian base of operations, to forge mutually beneficial partnerships with other universities in the region, in the service of international cooperation and local economic development.

Internationalization to and from China in Innovation:
An Italian Integrated Cooperation Perspective

Claudio PETTI[1]

This brief essay will describe the experience of the Department of Engineering for Innovation (DEfI) concerning setting up and developing integrated research and students' mobility cooperation with China.

In the recent years, this cooperation generated three EU Marie Skłodowska-Curie actions involving more than 20 partners inside and outside EU and China; one Erasmus+ project; two Chinese Provincial Projects and 1 Italian Regional Project, as well as one of the first International PhDs of the kind. These projects generated and were generated by significant and long-term integrated mobility of faculties, students and, more recently, staff. Overall, in the past six years more than 15 faculties have been passed 1 to 12 months-long research periods together, more than 30 Master students and 10 PhD students have passed intense semesters of courses, internships and research. 30 Chinese entrepreneurs visit the Department. Altogether, all these exchanges meant about 12 person-year of joint work, study, initiatives and, above all cultural exchanges and long-standing friendship.

These results have been obtained by means of a multi-disciplinary, comparative and cooperation-led design of research cooperation, the complementary use of funding schemes and end-to-end welcoming strategy set up for students and colleagues, on which the presentation at EURIE 2020 and this essay have been focused:

- Multi-disciplinary, comparative and cooperation-led design of the research cooperation means to devise broad but connected research topics, combined by a common research question and/or challenge, which brings together several perspectives to which each partner can contribute. Cooperation-led means that the topics are framed within national/regional agreements needs and/or themes, stated as of joint interest into these agreements or other relevant institutional settings.

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An example of this perspective is the E.N.T.I.C.E. project that, with the aim to study the nature of technological innovation in Chinese enterprise (at the time a need in EU-China innovation cooperation shaping), performed a multi-level research. From International Technology Transfer and Intellectual Property Issues (system-level) to Individual Creative Cognitive Processes (individual-level), through Absorptive Capacity (firm/inter-firm level) and Human Resource Management (intra-firm level), according to the key research strengths of the Consortia's partners, which undertook lots of comparisons in the related fields during the exchanges.

- The complementary use of funding schemes means to foster cooperation activities using several funds lines. For example, whereas exchanges of faculties and doctoral students for joint research are funded by EU Marie Skłodowska-Curie actions, Master-level students incoming exchanges are funded through Erasmus+ KA107 ICM funds and same-level outgoing exchanges (not funded for destinations like China), internships and theses through Regional Funds and Individual Research Groups funds.

- The end-to-end welcoming strategy is the result of the systematization of experiences accumulated through the exchanges. The pillars of this strategy are a pre-arrival and soft-landing assistance package (for which a partner and Country-specific Exchange Handbook has been realized) and a number of proven procedures and templates to cater for all the needs of students and colleagues. Just to list the ones beyond standard assistance: *functional tours* of the city at the arrival to be acquainted with the most important services available in the accommodation/university neighborhoods; individualized selection of traineeships and joint theses plans, various kind of certificates to proof extra-curricular activities; convivial and social events at the arrival and at the coming back, etc.

Above all a dedicated, experienced and Chinese-speaking resource to organize, facilitate and monitor exchanges' academic, professional and personal experience.

A concrete case of this approach is the Inter-Asia Project in the Management Engineering field. The project, undertaken in 2018-2019 a.y., involved 8 incoming Master Students from China and 4 outgoing Master Students from Italy, upon Regional Funding expressly made available.

Overall, the students Attended and completed 12 courses within the Department of Engineering for Innovation's Master of Engineering Management and JNU School of Management's Sino

International MBA. Chinese fellows attended Digital Business, Innovation Management, and Technological Entrepreneurship. Italian fellows attended Operation Management, Strategic Management, Human Resource Management, Financial Management, Financial Markets and Investment Strategy, Strategic Brand Management, Market Research, Business Negotiation, Management Consulting.

Nine out of the twelve students involved, collaborated to research activities with respective faculties and labs on the following topics of joint interest and ongoing specific collaborative projects (marked with 'P' in the list below):

- Brand and Territory Promotion by means of Touchable Video
- Innovation in Chinese Private and State-owned Companies (P)
- Literature Review on Managerial Cognitive Processes
- Study on Internationalization modes of Chinese Multi-nationals (P)
- Analysis of Sectoral Technology-Roadmapping Practices (P)
- Exploration of Italian MNEs Technology Transfer Channels to China (P)
- Impact of Social Media on IPO Evaluations

Four of them results in 4 joint supervised theses, all discussed and completed with the highest mark.

This is not just a perspective or a unique experimentation, but a well-proven method, which can be applied in other contexts, first by a number of lessons learned from experience that can be summarized into the following points:

- To devise a clear 'theor-ational schema', that is: bottom-up chosen topics coupled with top down theoretical and project management schema, driven by an over-arching research question, which specifies into a number of more or less strongly-related ones (this depends on the kind of research as well as on the focus of the collaboration. Please see the picture below, excerpted from E.N.T.I.C.E. project, for which the above-described theoretical model-like project management schema has been first realized.

- Use exchanges to develop, tighten and enlarge relationships. In order to do so effectively these are the key tenets to keep in mind:

o   Clear and concrete institutional agreements made to institutionalize existing cooperation rather than the first step towards creating one;

o   VISA Type-based planning of activities (very important to not incur in issues or delays);
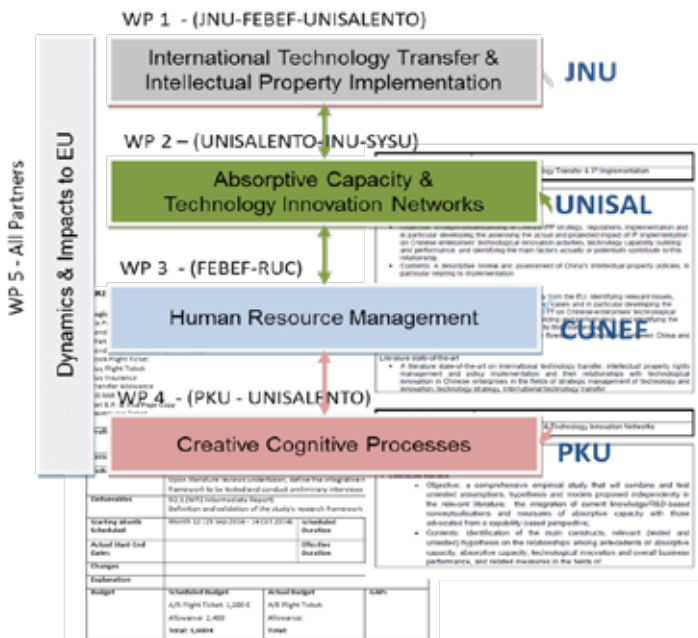
The E.N.T.I.C.E Project Theor-actional Schema (author's own elaboration)

o   Tight collaboration between respective administrations (that is what transform an occasional exchange in a replicable, scalable and structured cooperation);

o   Participant's selection criteria based on profile and research activities/proposal compliance with the collaboration/project at hand (not to be taken for granted, many people like to travel, less are doing it consciously);

o   Involvement of other colleagues and partners (share contacts, facilitate new relationships and use mobility as a facilitator of further mobility and projects);

o   Joint ideas extension/development, funds scouting & applications (ideas first, then every partner puts its own stake into it, and eventually apply for the lines of funding needed and available in each respective environment).

The conditions of applications and the opportunities to apply this model into other contexts have been already proven by extending cooperation from China to Asia, with new projects and cooperation, following the same principles exposed and exemplified in this brief essay.

Interesting in these regards are the recent extension of the cooperation to Vietnam, which after just little more than a year is now at the same stage cooperation with China was after three years from the first contact. Another example is the 'connected China-Kazakhstan Erasmus+ KA107 ICM 2019 project, which doubled the number of students and staff exchanges funded from the two Countries in the inter-Asia project, to which is a follow-up.

To conclude, all the cooperation perspective hinges and can be summarized in a seed, share and include attitude. Since if it is true that for a cooperation two sides are needed, making it grow and produce long-term, enduring benefits is a collective effort, which often finds unexpected friends along the way and can bring you, and most important your colleagues and students, where you never thought to go, and that's electrifying.

Quality Assurance Agency UK and International Accreditation: Lessons from the Higher Colleges of Technology UAE

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Abstract:

This short paper highlights the new initiative launched by the Quality Assurance Agency of the UK to offer international institutions a quality review resulting in recognition in the form of seal of accreditation by QAA. The paper highlights a case study of the UAE's largest higher education institution – Higher Colleges of Technology that has applied and successfully achieved international accreditation.

Established in 1997, Quality Assurance Agency (QAA) is an independent not for profit organisation entrusted with monitoring and advising on quality assurance in the United Kingdom and beyond. QAA has expanded its international portfolio and offers several services that includes membership services, research and consultancy, bespoke projects, transnational education and international quality review.

International Quality Review (IQR) was launched by the QAA to offer independent peer review to assess international institutions outside the UK against the 10 European Standards and Guidelines (ESG) leading to institutional accreditation. So far, six institutions outside the UK have completed the process from different countries including China, Macau, India, Kuwait and the United Arab Emirates.

QAA's IQR accreditation offers several benefits to international institutions seeking global visibility and potential partnerships with UK universities. Accredited universities can make use of the QAA Global Accreditation logo on their website and other marketing materials. QAA IQR accreditation is based on the review of the self-critical report of past, thorough review by independent reviewers leading to further improvement and enhancement for the future. The short joint presentation at the EURIE Conference aimed at showcasing the IQR initiative by QAA.

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In parallel, a success story of the benefits of IQR accreditation from the largest government-funded system of Higher Education Institution HEI in the United Arab Emirates was presented.

IQR is a five-stage process namely 'application –scoping –review –accreditation –mid-cycle review'. Each of the stages requires active engagement between the applicant institution and the QAA. Individual stages of the IQR process are detailed through an example of an applicant institution – Higher Colleges of Technology (HCT).

HCT is the largest federally funded applied higher education institution in the UAE with sixteen technology equipped campuses spread across the country offering work-ready credentials to the UAE nationals. HCT is licenced by the Ministry of Education, UK and all of its programs hold national accreditation from the Commission of Academic Accreditation CAA – the Quality Assurance of UAE. Most of the programs offered by HCT also hold international accreditation from leading international accrediting bodies.

HCT was trying to seek international instutional accreditation from a reputed accrediting agency. In 2018, HCT's leadership decided to apply for the IQR. The first step was to meet all of the QAA's eligibility criteria that include holding operations for over three years, being accredited and recognized nationally and financially viable with appropriate facilities, to name a few. QAA also requires an endorsement of the national agency for the application of international accreditation. A nominal fee is charged at this stage by QAA to ascertain eligibility. HCT received the results in a couple of weeks and that led to preparation and planning for the next steps. This first step helped HCT in an early understanding of the criteria and the process and assisted in readiness for the long journey ahead. Moreover, at this stage, a thorough risk assessment was carried out to ascertain the value QAA accreditation can bring to HCT. It also provided an opportunity to carry out an internal fact check in terms of mapping existing processes, practices and systems in alignment with the European Standards and Guidelines ESG. This step provided an opportunity to appraise the strengths as well as to identify gaps that can be filled before the next stage which is critical to the process.

Stage 2, labeled as the "Scoping" stage is the most critical step. In this step, a member (or a team) from QAA visits the institution to ascertain whether or not the institution is ready for the full review by independent reviewers.

From HCT's perspective, this was a unique opportunity to have the insights from the experts, to seek their inputs and clarity around the criteria as well as understanding the expectations of

the reviewers during the actual visit. HCT prepared documentation that was uploaded to the QAA portal and available to the review team prior to the scoping visit. HCT made full use of the opportunity and sought clarity and clarifications from the QAA experts. The outcome of the scoping visit was shared after a few weeks with the institution's leadership. The positive outcome led to triggering the next stage. HCT prepared for a short mock review visit and the review team visited a number of campuses and met several stakeholders. This exercise was most beneficial for preparation for the final stage – The review stage.

The review stage started with the preparation of a Self-Evaluation Document (SED) to demonstrate that HCT meets all ESG standards completely. HCT used this opportunity to document the self-critical journey starting from the past, the pitfalls, and lessons learnt and improvements that have been made over the years. This unique exercise has been most fruitful in terms of filling the gaps as the process unfolded. Every unit in the institution was consulted and their journey was documented by a team tasked to prepare the SED. During the process, all self-identified gaps were filled and improvements were recorded.

After the self-evaluation document was submitted with all supporting evidences, QAA appointed a team of independent reviewers (qualified and QAA trained) to carry out the site visit and validate the contents of the report. They carried out meetings with key stakeholders – leadership, students, faculty, support staff, quality assurance teams, alumni amongst some other focused interviews. The team met with the stakeholders as a group and the duration of meetings was between one hour to ninety minutes. An interesting aspect was that the outcome was not shared after the visit and the report was shared after six weeks for factual accuracy. Once the contents were verified, the report was finally proofread, and the final version was shared with the institution. The report contained both the areas of good practice areas of further improvement.

Some of the highlights of benefits associated with QAA IQR for HCT are summed as follows.

As a result of successful IQR and accreditation HCT was able to:

    a.   benchmark its performance/processes against international standards and best practices.

    b.   Embed a self-reflective and self-critical approach in documenting various institutional activities

    c.   Engage and collaborate with different stakeholders to gather data for SED & the visit

    d.   Recognize strengths and best practices as well as the identification of opportunities for further improvement.

HCT's leadership believes that the accreditation is just the beginning of the pursuit of excellence and it will assist us towards continuous quality improvement, and we value QAA as our journey partner. QAA- IQR is surely a way to go for international institutions outside the UK seeking approval of quality.

Further information regarding QAA IQR can be obtained from:

https://www.qaa.ac.uk/training-and-services/iqr

Higher Colleges of Technology UAE can be reached at http://www.hct.ac.ae/en/

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