EURIE
EURASIA HIGHER EDUCATION SUMMIT

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SELECTED PROCEEDINGS OF EURASIA HIGHER EDUCATION SUMMIT

EURIE 2018

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Istanbul Aydın University Publications

ISTANBUL AYDIN UNIVERSITY

Center for Applied and Theoretical Research on Higher Education

SELECTED PROCEEDINGS OF EURASIA HIGHER EDUCATION SUMMIT EURIE 2018

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Message from the Editor

Welcome to the Selected Proceedings of the EURIE 2018 Eurasia Higher Education Summit, which took place on February 14-16, 2018 at Lütfi Kırdar Convention Center in Istanbul, Turkey.

EURIE 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 created to expand the networks and collaboration opportunities for the participants.

EURIE 2018 was the third annual Eurasia Higher Education Summit, which has quickly become the new meeting point for international higher education, connecting the dynamic higher education sector in the Eurasian region with the rest of the world.

EURIE 2018 was attended by 2600 participants representing 71 countries, including 150 exhibitors and 80 speakers who took part in 40+ sessions over 3 days.

The conference theme in 2018 was "TRACKING THE NEW PATH IN INTERNATIONALIZATION", focusing on four subthemes: New patterns and trends in student and staff mobility; renewed emphasis on international learning; new regions and new players in international education; and new technologies in higher education.

With plenary talks, panels, seminars, roundtables and workshops, the participants had a chance to enhance their knowledge, to exchange ideas and best practices, and to be inspired by compelling and informative presentations. They had the opportunity to hear from sector leaders their vision and insights in higher education policy and practice from global, regional and national perspectives.

The conference particularly encouraged the interaction of the practitioners of internationalization, i.e. international office directors, international student advisers, marketing or admissions professionals, with the researchers on the topic, who engaged in thought-provoking conversations. It also brought together higher education institutions with international associations, public sector representatives, and service providers in the higher education sector.

EURIE 2018 thus provided a valuable platform to learn about and reflect upon the current state and future possibilities of international education, as well as the achievements and challenges of the higher education sector with its numerous stakeholders.

After we wrapped up a succesful conference, we offered EURIE 2018 presenters the option of submitting a written article that captures and expands upon their presentations. 25 presenters kindly obliged. We would like to express our deepest appreciation to these authors whose contributions are presented in these selected proceedings.

I also would like to thank the Center for Applied and Theoretical Research on Higher Education of Istanbul Aydın University, which assisted in the publication of the Proceedings. I trust that these Proceedings will be a useful resource on the debates in international education, particularly in the Eurasian region.

Ayşe Deniz Özkan
EURIE Conference Program Coordinator

EURIE 2018 CONFERENCE PROGRAM
DAILY SCHEDULE

Feb 14, Wednesday

Time	Activity	Location
9:30-10:45	Opening Speeches and Ceremony	Anadolu Auditorium
10:45-11:05	Keynote Speaker: Prof. Feridun Hamdullahpur (President and Vice-Chancellor, University of Waterloo) *"Higher Education Under Microscope: Why is Innovation in Higher Education Essential for Our Future?"*	Anadolu Auditorium
11:05-11:15	Special Guest Speaker: DeeDee Trotter “Nothing is Impossible”	Anadolu Auditorium
12:00-17:00	*Exhibition Hall open*	*Rumeli Hall*
13:00-16:00	Workshop: Taking Internationalization beyond the International Office and Erasmus Trainers: Ayşe Deniz Özkan (Istanbul Aydın University) and Christopher Bland (Coventry University)	Pearl Room (Registration required)
13:00-16:00	Workshop: Current and Future Trends in Supply and Demand for International Education in Eurasia: Big Data and Best Practices Trainers: Benedikt Wirmer and Levent Gaşgil (StudyPortals), Efe Carlık (Koç University)	Jade Room (Registration required)
13:00-16:00	Workshop: You(th) Make the Difference – Impact of the Youth Program and Non-Formal Learning in Erasmus+ Trainers: Zeynep Tuğçe Çiftçibaşı Güç (Abdullah Gül University) and Çağlar Yenilmez (Istanbul Bilgi University)	Amber Room (Registration required)

February 15, Thursday

Time	Activity	Location
9:00-17:00	*Exhibition Hall open*	*Rumeli Hall*
9:30-10:15	Panel: How to Promote Your Regional University on the International Stage David Taylor (Businet) Ertan Koyuncu (İzmir University of Economics) Chair: Jutta Schnell (Nuertingen-Geislingen University)	Ruby Hall
9:30-10:15	Panel: Erasmus+ Program: Youth Strategy for Employment and Entrepreneurship Raluca Diroescu (Erasmus+ Strategic Partnerships Coord.) İbrahim Demirel (Turkish National Agency) Zeynep Tuğçe Çiftçibaşı Güç (Abdullah Gül University) Chair: Hür Güldü (Turkish National Agency)	Emerald Hall
9:30-10:15	Panel: Internationalization in Russia and the CIS region Irina Stepanenko (Begin Group) Alla Mazina (Peter the Great St. Petersburg Polytechnic University) Amina Saburova (Nazarbayev University) Chair: Zaytsev Alexey (Ural Federal University)	Sapphire Hall
10:30-11:15	Panel: The Role of the National Agency in Internationalization: Campus France Noureddine Manamanni (Campus France, Paris) Beatrice Delpouve (Campus France, Turkey) Chair: Beatrice Delpouve (Campus France, Turkey)	Ruby Hall
10:30-11:15	Panel: Education for Peace in Fragile Contexts Tejendra Pherali (University College London) Nevila Xhindi (Mediterranean University of Albania) Chair: Özüm Sezin Uzun (Istanbul Aydın University)	Emerald Hall
10:30-11:15	Panel: New Players in International Education: India & Malaysia Ahmed Kamal (Jamia Hamdard University) Nor Haniza Sarmin (Universiti Teknologi Malaysia) Chair: Mohd Ismail Abd Aziz (Ministry of Higher Education, Malaysia)	Sapphire Hall
10:30-11:30	Roundtable: Women's Leadership in HE Moderator: Aylin Baysan (Queen Mary University)	Pearl Room
11:30-12:15	Panel: International Learning, University Strategic Plans, and Faculty/Student Mobility Anthony O'Malley (Saint Mary's University) Özlem Erden (Indiana University) Chair: Ivor Emmanuel (UC Berkeley)	Ruby Hall

11:30-12:15	Panel: Internationalization of HE in the MENA Region Abdelali Kaaouachi (University Mohammed I Rabat) Sultan Abu Orabi (Association of Arab Universities) Chair: Dr. Mustafa Aydın (Istanbul Aydın University)	Emerald Hall
11:30-12:15	Panel: Transnational Education: From offshore delivery to truly global education Antonina Levatino (INED) Bryn Jones (Heriot-Watt University Dubai) Chair: Christopher Bland (Coventry University)	Sapphire Hall
11:30-12:30	Roundtable: Education for Sustainable Peace Meeting of UNESCO Chairs and Research Centers Moderator: Özüm Sezin Uzun (Istanbul Aydin University UNESCO Chair Education for Sustainable Peace)	Jade Room
12:30-13:45	Seminar: European Perspectives in HE Funding and Quality Assurance Thomas Estermann (EUA) Eva Ferreria Garcia (ENQA) Chair: Gerald Reisinger (IAUP International Association of University Presidents)	Ruby Hall
13:00-13:45	Panel: Voluntary and Forced Mobility: Internationalization and Mobility Flows in the Mediterranean region Sultan Abu Orabi (Association of Arab Universities) Celal Nazım İrem (İstanbul Aydın University) Chair: Hmaid Ben Aziza (UNIMED)	Emerald Hall
13:00-13:45	Panel: Pushing the Boundaries of Doctoral Studies: International, Multidisciplinary and Innovative Ph.D.s Zoubeir Lafhaj (Lille Ecole Centrale) Marie Vogel (Ecole Normal Superieure de Lyon and Galatasaray University) Chair: Beatrice Delpouve (Campus France, Turkey)	Sapphire Hall
13:00-14:30	Roundtable: STEM Education Moderator: Hamide Ertepınar (Istanbul Aydin University)	Pearl Room
14:00-14:45	Panel: Leveraging Strategic Partnerships Johannes Mueller (University of Cologne) Ivor Emmanuel (UC Berkeley) David Oliva Uribe (EUMex-Connect) Chair: Paulo Zagalo-Melo (Western Michigan University)	Ruby Hall
14:00-14:45	Panel: Student Mobility and Migration Trajectories: Established Markets Meet New Players William Lawton (Higher Education Consultant) Saskia Jensen (Goldsmiths, University of London) Chair: Yasemin Soysal (University of Essex)	Emerald Hall

14:00-14:45	Panel: Innovative Approaches and the Use of Technology in HE Gerald Reisinger (IAUP International Association of University Presidents) Olgun Çiçek (European Leadership University) Chair: Bilge Kağan Özdemir (Council of Higher Education, Turkey)	Sapphire Hall
15:00-16:00	Roundtable: How to Utilize and Support International Staff in your University's Internationalization Moderator: Özlem Erden (Indiana University)	Pearl Room
15:00-16:00	Roundtable: How to Run Successful International Summer Programs Moderator: Clare Newstead (Notthingham Trent University)	Jade Room
15:00-16:00	Roundtable: How to Use Social Media for your University's International Marketing Moderator: Mart Aro (Dreamapply) Rapporteur: Martina Di Pasquale (Dreamapply)	Amber Room
15:00-15:45	Seminar: International Cooperation in Research and Innovation Philippe Vialette (DG for Research&Innovation European Commission) Tuğba Arslan Kantarcıoğlu (TUBITAK, Marie Curie Actions)	Ruby Hall
16:00-16:45	Seminar: Zero Gravity: An Inspirational Entrepreneurship and Innovation Thinking Program Facilitator: Atahan Işık	Ruby Hall
16:00-18:00	EURAS Session and Assembly Dr. Mustafa Aydın (EURAS)	Emerald Hall

February 16, Friday

Time	Activity	Location
9:00-16:00	*Exhibition Hall open*	*Rumeli Hall*
9:30-10:15	Panel: Understanding International Student Mobility: Current Research Findings Yasemin Soysal (University of Essex) Hector Cebolla (UNED The National Distance Education University, Madrid) Chair: Stefan Bildhauer (University of Cologne)	Ruby Hall
9:30-10:15	Panel: Internationalizing Your Campus with Cambridge International Education Burcu Benderli (Cambridge Assessment International Education) Rhona Armour (Cambridge Assessment International Education) Chair: Olgun Çiçek (European Leadership University)	Emerald Hall
9:30-10:15	Panel: Quality of English Provision in HE Ayşen Güven (British Council) Bora Can (British Council) Chair: Nevfel Baytar (ASBU University)	Sapphire Hall
10:30-11:15	Panel: Understanding Students' Study Abroad Decision-Making Process: Inside the Applicants' Mind Maria Victoria Calabrese Gomez (ETS Global) Prof. Zeynep Atay (Boğaziçi University) Chair: Prof. Ayşegül Daloğlu (METU)	Ruby Hall
10:30-11:15	Panel: Teaching Turkish Language Around the Globe Erika H. Gilson (Princeton University) Mehmet Yalçın Yılmaz (Istanbul University) Chair: Şeref Ateş (Yunus Emre Institute) **This session will be conducted in Turkish.*	Emerald Hall
10:30-11:15	Panel: Current State and Trends in English-Medium Instruction in HE Mustafa Akıncıoğlu (Oxford University) Kari Sahan (Oxford University) Chair: John Mckeown (MEF University)	Sapphire Hall
11:30-12:15	Panel: Internationalization of Curriculum: Institutional Level Paulo Zagalo-Melo (Western Michigan University) Leslie A. Bozeman (IUPUI) Chair: Anthony O'Malley (Saint Mary's University)	Ruby Hall

11:30-12:15	Panel: Brexit and Implications for Student Mobility Diana Beech (HEPI) Mark Nicoll (De Montfort University) Chair: Carl Stychin (The City Law School, City University of London)	Emerald Hall
11:30-12:15	Panel: From Third to Next Generation Universities: A New Paradigm Ihsan Sabuncuoğlu (Abdullah Gül University) Oğuz Babüroğlu (Arama Consulting) Tunç Evcimen (Arama Consulting) Chair: Burak Arıkan (Kadir Has University)	Sapphire Hall
13:00-13:45	Panel: Internationalization of Curriculum: From Disciplinary to Course Level Clare Newstead (Nothingham Trent University) Iris Ramme (HfWU Nuertingen-Geislingen University) Chair: Fabio Grassi (Roma La Sapienza University)	Ruby Hall
13:00-13:45	Panel: University Strategic Planning for Internationalization: The METU Experience Hale Işık Güler (METU) Betül Bulut Şahin (METU) İbrahim Yorgun (METU) Chair: Hale Işık Güler (METU)	Emerald Hall
13:00-13:45	Panel: Student and Staff Mobility from Turkey: British Council, DAAD and Nuffic-NESO Perspectives Semra Yalçın Doğan (British Council) M. Murat Kemaloğlu (DAAD IC Istanbul) Merve Kalyoncu (Nuffic Neso Turkey) Chair: Aylin Baysan (Queen Mary University)	Sapphire Hall

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Higher Education under the Microscope: Why is Innovation in Higher Education Essential for Our Future

Feridun HAMDULLAHPUR

Three inflexion points

The university has gone through three distinct inflexion points over the course of history. These shifts have had a tremendous impact on how we educate, train, and research. Understanding these inflexion points is vital in exploring what it means for higher education to innovate for the future.

The first inflexion point was the founding of the first, modern university in Bologna, Italy.

Today, the University of Bologna is a world-renown institution. In 1088, Bologna became the first university dedicated to the formal transfer of knowledge from one person to another.

The second inflexion point took place in Germany during the 17th Century with the birth of the research university and a new focus on the creation of new knowledge.

The third significant inflexion point took place at the University of California Berkeley in the 1950s and 1960s with the leadership of Chancellor Clark Kerr.

Chancellor Kerr was a pioneer in education, clearly seeing how a university can take the new knowledge that is generated through research and have it directly benefit society by working with industry partners to find real-world applications for the research and knowledge universities develop.

This was not a popular stance at the time, but quickly became the standard for how a productive, modern research university would operate for the next several decades.

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University landscape today

The post-secondary education landscape has already evolved since the time of Clark Kerr.

This is partially due to the emergence of new technology, but also because of the vast expansion of globalization and a renewed focus on supporting our students.

We find elements of the three previous inflexion points in today's universities, but many things have evolved.

At this moment, we are seeing three significant shifts occurring in higher education. These shifts are: the adoption of experiential education outside of the classroom; the blending of once entrenched disciplines for the creation of more impactful, cross-discipline research; and, the democratization of knowledge outside of a few, select institutions and countries through the widespread availability and accessibility of information.

Post-secondary education growth

As these trends continue to develop, the post-secondary education sector has become a massive enterprise around the world.

Globally, more than 200 million students are studying at 22,000 universities, colleges and higher education vocational institutions. At no point in history have so many people been part of higher education or research.

There are 7.76 million researchers worldwide with 87 per cent of those researchers residing in G20 nations, according to UNESCO. The number of disciplines is also exploding with over 15,000 undergraduate and graduate programs in Canada alone.

Students and researchers are also becoming more mobile than ever. In 2012, the OEDC reported there were 4.5 million students enrolled outside of their home countries.

The needs and wants of students are also shifting dramatically during this newest inflexion point.

At the University of Waterloo, we have learned that students are seeking ways to develop into leaders and differentiate themselves from their peers to get their careers moving strongly and quickly. As administrators and leaders, it is vital that we think about what kind of environment we can create to support our students, faculty, and researchers.

There are various pathways for universities and colleges to take in serving students and researchers, but one thing is clear: you must innovate. You cannot just produce one type of graduate out of one institution.

The question is: What is the role of higher education in developing exceptional minds?

The answer is: A pivotal one.

Role of higher education in building prosperity

Our global community faces risks to stability and prosperity on so many fronts it can be daunting to simply imagine what the most pressing matters actually are.

Cybersecurity. Unemployment. Water and food crises. Climate change.

These risks are real and will have a profound impact on how we live our lives. Education is at the heart of all strategies being developed to meet these challenges.

Strides in technology, however, have given the impression that it alone can bring solutions to our world's problems. The issue with this is we often forget something vital to this equation.

Technology does not produce prosperity. People do.

Preparing our youth

What we've learned at the University of Waterloo is that to train future driven leaders we cannot focus on teaching technical skills alone. We must instill our students with creativity, imagination and communications skills.

The next step is establishing how we foster these seemingly intangible skills to our students. It begins with passing on a deeper understanding and connection to the world and imparting a vision that transcends borders, cultures, academics, and disciplines.

Establishing the right environment

For students to develop the skills and experiences needed to take on the new economy, the ideal university environment needs to inspire innovation, not just talk about it.

An innovative environment starts with academic excellence in disciplinary and interdisciplinary programs. Without academic excellence, our students will not have the basic knowledge development needed to thrive.

Next, excellence in research and scholarship must be a priority. Students need to be exposed to cutting-edge research to be competitive and to be active in the future of their discipline.

The final aspect of this environment is offering students a “window to the world” with experiential learning.

Developing leaders with experiential learning

The way students are taught has shifted to a more integrated, experiential learning-focused environment where students are choosing to learn from co-operative education job placements in addition to a classroom. At Waterloo, experiential learning is at the heart of our innovation culture.

Through Waterloo’s co-op program, students first come to campus and learn in the classroom.

The student then utilizes that classroom knowledge in a co-op work term where they not only apply their knowledge in a real-world environment, but then learn from their time with their employer.

When they come back for their next in-classroom term the student’s level of experience and expertise is already well above what it would be if they did not have an experiential education experience like co-op.

This process then repeats several times, compounding and intensifying knowledge development as the student goes off again to another fulfilling co-op work term.

The intangible, soft skills that are developed, such as time management, teamwork, and an understanding of how a real work environment operates, are invaluable to both the student and the employer. Employers know that University of Waterloo graduates who took part in co-op enter the workforce ready to go immediately, reducing the cumbersome and costly task of onboarding new hires.

Through top-level academics, research, and workplace-integrated learning like co-op, universities have the opportunity to transform the student experience into something bigger than being work-ready.

What we've seen is that co-operative education produces stronger graduates, both academically and in critical thinking. Our students are also instilled with the confidence and curiosity needed to start and lead their own companies.

Waterloo was recently ranked the top university in Canada for venture capital-backed entrepreneurs, successful exits and startups valued at $1 billion.

Nowhere else in the world, outside of Silicon Valley, can you find world-class educational facilities intertwined with technologically trained students in an innovation hub, like Waterloo. This comes directly from the environment based on excellence in academics and research, and a passion for experiential learning.

Global challenges

As an institution of higher education, Waterloo is dedicated to ingraining our students with the skills and experience to take on global challenges like: next generation computing, human-machine interaction, climate resilience, prosperity and scarcity, and, healthy aging through biotech and biomedical innovations.

At the University of Waterloo we know that solutions to these challenges are not going be found by one person, one discipline, one institution, or, one country.

However, our institution is committing our attention, time, and resources to groundbreaking research and training our students to be at the forefront of solutions that will shape our future, not just react to it.

To make a global impact on these challenges we are breaking down disciplinary boundaries and encouraging cross-disciplinary collaboration in research and learning.

We have dedicated resources and the talents of our faculty, researchers, and students through the creation of institutes such as the Institute for Quantum Computing and the Waterloo Artificial Intelligence Institute.

There is no single key to successfully finding solutions to our great global challenges, but we believe it is the role of a modern university to take the steps necessary to help develop the solutions our society is in dire need of leveraging.

Conclusion

Universities need to go beyond fostering talented employees and workers.

We need to offer an environment that will develop our future leaders regardless of whether you are a research-intensive university, liberal arts institution or a vocational school.

Excellence in academics, a dedication to impactful research, and the adoption of experiential learning are at the heart of this innovative future.

I encourage you to think of education not only as the transfer of knowledge, but also the desire to impart leadership, confidence, a broader sense of the world, and inspiration in your students.

European Perspectives in Quality Assurance

Eva FERREIRA

Quality assessment and quality assurance in European Higher Education

Quality in education is related with the idea of adapting the internal procedures to obtain the final objectives of the higher education institution. Brennan and Shah (2000) make a very clear general definition: *Quality assessment is a way of linking the private micro-world of the institution with the public macro-world of society, economics, cultures and politics.* To account for quality assurance, the external agencies need to check the procedures to verify that, as Westerheijden et al (2007) point out, they fulfill *Fitness for purpose* as well as *fitness of purpose.*

Bologna Declaration (1999) was to encourage European cooperation in quality assurance of higher education to develop comparable criteria and methodologies. In the Berlin communiqué (2003), the Ministers of the Bologna Process signatory states invited the European Network for Quality Assurance in Higher Education (ENQA, Report 2005), '*through its members, in cooperation with the EUA, EURASHE, and ESIB*', to develop *'an agreed set of standards, procedures and guidelines on quality assurance'* and to *'explore ways of ensuring an adequate peer review system for quality assurance and/or accreditation agencies or bodies, and to report back through the Bologna Follow-Up Group to Ministers in 2005'*.

Recommendations:

• European standards for internal and external quality assurance, and for external quality assurance agencies.

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• Cyclical review within five years of European quality assurance agencies.
• Emphasis on subsidiarity, with reviews being undertaken nationally where possible.
• European register of quality assurance agencies.
• European Register Committee.
• European Consultative Forum for Quality Assurance in Higher Education.

Expected results:

• Improvement of the consistency of quality assurance across the European Higher Education Area (EHEA).
• Common reference points for quality assurance in higher education institutions and quality assurance agencies across the EHEA.
• Ability to identify professional and credible agencies.
• Strengthened procedures for the recognition of qualifications.
• Enhanced credibility of the work of quality assurance agencies.
• More exchange of viewpoints and experiences amongst agencies and other key stakeholders • Mutual trust among institutions and agencies.
• Mutual recognition.

ENQA, in cooperation and consultation with its member agencies and the other members of the “E4 Group” drafted the document "Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)", which was adopted by the European Ministers of Education in 2005. These standards were adapted in 2015 and also adopted again by the European Ministers of Education in 2015 at Yerevan.

European network for Quality Assurance in Higher Education (ENQA)

ENQA was created as an umbrella nongovernment organization for European quality assurance agencies, first as a network (2000) and constituted as an association in 2004. The first location was in Finland and moved to Belgium in 2011, where is located nowadays. It has a simple structure, a board, a secretariat and a general assembly. ENQA has in April 2018, 51 members in 28 different countries. It also has 54 affiliates in 31 countries.

ENQA makes reports to assure and assess the European agencies to improve how they account for the ESG in the European Higher Education Area. To do that, we make cyclical reviews of quality assurance agencies in the EHEA. Moreover, ENQA cooperates within E4, it is a consultative member in the Bologna Follow-up Group since 2005 (QA as one pillar of EHEA since the beginning in 1999). It is a founding member of the European Quality Assurance Register (EQAR) and an active partner in European and international projects.

ENQA defined a new vision in the strategic plan 2016-2020, of seeing in 2020 a European Higher Education Area where students have access to high quality education and can achieve qualifications that are respected worldwide. As the largest association of quality assurance agencies committed to agreed European standards, ENQA has the mission to drive the development of quality assurance by representing agencies internationally, supporting them nationally and providing them with comprehensive services and networking opportunities. ENQA also promotes the enhancement of quality and the development of a quality culture in higher education, and it adheres to the values of transparency, independence, collaboration and integrity.

The association is a representative of the diversity of quality assurance agencies throughout Europe; supports the continuous development of independent and trustworthy quality assurance agencies operating in line with agreed standards throughout Europe, and provides advice and to represent the interests of its members in the policy-making process. It aims to be a key source of reliable information, expertise and know-how on quality assurance and a reference point for European quality assurance in the international context. Therefore, it is a fruitful network for agencies throughout Europe and it aspires to be the preferred partner for reviews against agreed European standards.

The situation of quality assessment in 2018

13 years have passed after the 2005 report; it is time to check whether or not the goals ENQA had in 2005 are compliant in 2018. The main recommendations made in the report have been, one may say, substantially or even fully compliant. That is, the formal European quality institutions we wanted have been organized and the rules of quality are generally assumed by the HEIs. The expected results once the recommendations were implemented are still in progress. As Stensaker (2003) points out, positive effects of external quality monitoring are the increase of institutional transparency; the increase of attention towards the quality of teaching; more autonomous role for the institutional management; a more important role of stakeholders and students. However, it also has negative consequences as the fact that higher education institutions have become more 'bureaucratic' and that academics often reported that they felt like being 'inspected'.

The future of quality assessment

Gornitzka and Stensaker (2014) point out that, since Bologna, European countries have developed in a reasonable manner the two first steps of the system of EQA regulation. First, at a national level, a formalization and professionalization of regulation along with the establishment of specialized government agencies have been done, with a semi-independent status. Second, the developments of European standards and the introduction of a network of national quality assurance agencies as well as a set of common standards as the centerpiece of a European-wide and multi-level EQA regime have been established.

However, the developments towards an emerging global market-based system of EQA regulation has to be better developed in terms of recognition between countries, between QAAs and between HEIs.

Some conclusions and open questions

Although a lot of work has been done and the HEIs and governments rely on the agencies' reports to improve the higher education's quality, still, the credibility should improve. Moreover, the mutual recognition among different agencies and the common procedures to promote the international programs and mobility has to be enhanced in order to make the European Higher Education Area to be a reality rather than an intention.

Do we need stronger European political agreement for higher education? At least, we need simplification of procedures, being able to promote joint programs. We need to find an equilibrium between diversity and common standards. Moreover, as the HEIs are implementing their own internal systems of quality, agencies can rely more in institutional accreditation and focus in risk-based assurance procedures.

We need to look at the future and promote, under a common point of view, the collaboration with the society as with the industry to build work based / dual learning. The QAs, in general, must help HEIs to update their programs in order to move with the new challenges of the world. In this context, what should be the future role of quality agencies? In my opinion, agencies must go further from quality assurance and we must be able to provide better qualitative information about programs and institutions focusing in their strengths and their added value to the society.

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Trends in University Funding in Europe and the Impact on Universities and Management*

Thomas ESTERMANN

This article describes trends in funding of universities in Europe. Funding models for public universities vary significantly across Europe, but it is possible to distinguish between main types of income sources and describe current trends in university funding.

A limited variety of income sources, with a majority coming from public funding

European universities generate income from a variety of sources, which can be broadly categorized as "public" and "private". Figure 1 shows the average distribution of the different types of income sources that are available to universities. Direct public funding, allocated by national or regional public authorities in the form of block grants, continues to be the most important income source for universities in Europe, representing, on average, close to three quarters of an institution's budget. Student financial contributions (such as fees) represent a significant income source in some countries, while in others it plays a minor role. Additional revenue sources may include contracts with business and industry, consultancy or philanthropic funding, and represent together more than 10% of the budget of a majority of universities. The European Union also offers significant income to many universities mostly through Structural and Investment Funds, the Framework Program for Research and Innovation and Erasmus+.

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*This article draws on the following EUA publications: DEFINE, EUDIS, PFO 2017, Autonomy Scorecard 2017

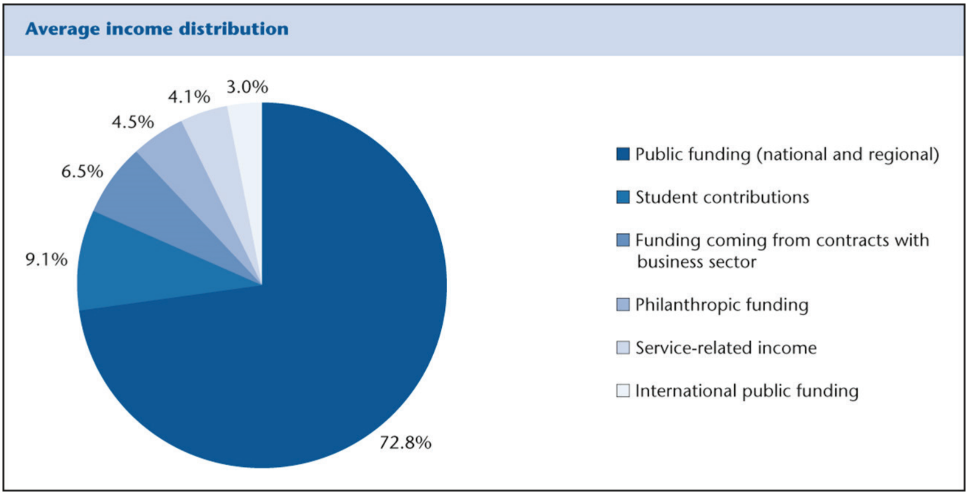

Figure 1. Income sources for universities

Diverse public funding trajectories

Between 2008 and 2016, European countries have had different approaches to public funding of universities. They can be categorized in four groups:

- Frontrunners, which are systems that have maintained their financial commitment to the university sector to a faster pace than the growth of student numbers over the period, like Austria, Norway or Sweden;
- Growing systems under pressure, where investment in the sector is not keeping up with the expanding student population – notably in Denmark, France or Germany;
- Declining systems under pressure, exposed to negative funding and demographic patterns – essentially in Central and Eastern Europe;
- Systems in danger, that have reduced funding while student numbers were growing, like Ireland.

In the aftermath of the economic crisis, 2012 was the most difficult year for universities in Europe. After that, a certain degree of recovery can be detected, as more countries started to re-invest in the sector. However, overall recovery remains slow, and many university systems operated in

2016-2017 with lower funding than in 2008. Austerity measures and budget cuts have long-term effects, and public authorities have shown limited capacity to restore funding levels.

Main allocation of public funds to universities through block grants

In most systems in Europe, universities receive basic recurrent public funding for their core activities through a block grant covering several categories of expenditure such as teaching, ongoing operational costs and/or research. Universities are responsible for dividing and distributing such funding internally according to their needs. The overall amount of the block grant may be determined in different ways, such as through negotiation, on a historical basis, via a funding formula or through a performance contract. Often these elements are combined but vary across systems.

Formula funding with increasing use of output indicators

The amount of public funding to be allocated via the block grant may be determined according to different methods. Many systems use formula-based block grants as the main way of delivering public funding.

Most formulae include a combination of input- and output-related indicators as well as several other indicators linked to specific policy goals – e.g. internationalization, gender aspects, interaction with society, etc.

Formula funding comes with great diversity, both regarding the amounts distributed and the composition of the formula itself. In many systems with formula funding, input indicators such as student numbers (at Bachelor and Master level) often play the most important role in determining the amount of funding a university receives via a block grant. The corresponding output-oriented indicators (number of Bachelor and Master degrees), are used less frequently and/or have often less weight in a formula. It is interesting to note the importance of some output-oriented criteria, which are usually linked to research output: doctoral degrees, European funding and external funding are considered the most important criteria, followed by teaching-related output criteria of Master and Bachelor degrees and the number of credits obtained.

Performance contracts less often linked to funding

While performance-based elements in funding formulae always relate to past-performance, performance contracts are agreements about future performance setting goals to be achieved. The goals can be specific to the university and aligned with its strategy or they might be derived from more general higher education and research policy goals of the ministry. They can be defined in detail, but usually not all elements are strictly linked to the performance of a university. Several countries in Europe use performance contracts although only a few of them link them to funding (Austria, Ireland, Italy, Netherlands, Latvia, and several German Länder).

Increasing demands on efficiency and effectiveness

Increasing societal demands, enhanced competition for public resources and changing funding modalities augment the pressure on universities to work more efficiently and effectively both in terms of management and academic practice.

Public authorities are eager to get more for the money invested in universities. Therefore, higher education institutions are actively seeking to improve their operations at the institutional level. Discussions about operational efficiency are taking place in many European countries. Measures include collaborations to drive down costs, such as joint procurement, asset sharing and shared services, as well as those concerning academic practice such as the rationalization of curricula, control of student numbers or collaborations to offer joint programs and undertake joint research.

Huge diversity in using tuition fees to fund universities

Tuition fees make up for the potentially largest private income source to universities, but trends differ to a large extent throughout Europe. Universities are rarely in a situation where they control tuition fees for Bachelor students, with slightly more margin for maneuver at Master level.

Universities are typically granted more autonomy in setting tuition fees for international students. This part of the student population is discussed differently, with less emphasis on the social and societal dimensions. It is therefore rare that universities are not able to charge fees for these students (only Norway and the German states).They are more often free to decide on fee levels (in

14 systems both at Bachelor and Master levels, compared to four systems at Bachelor level and seven systems at Master level when looking at national/EU students).

Evidence collected by EUA in its work on university funding points to incremental differentiation in tuition fee policies and segmentation of the student population (full-time/part-time, home/international, in-time/late completion, socio-economic status, academic merit, etc.), rather than major reforms in the field. The use of income-contingent loans, whereby students repay tuition fees once they have reach a certain income level after they complete their studies (rather than upfront), also raises new questions regarding the cost-sharing model.

Increasing importance of European funding

The unique position of universities at the heart of the knowledge triangle, specifically in fostering the advancement of research, education and innovation, makes them important beneficiaries of various types of EU funds, ranging from European Structural and Investment Funds (including regional development and social funds) to the EU's Framework Program for Research and Innovation (Horizon 2020) and the Erasmus+ Program for Education, Training, Youth and Sport. These programs address different priorities and respond to specific logics. To fully capitalize on assets that universities offer for the benefit of culture, society and the economy, it is necessary to increase the linkages between education, research and innovation in the next generation of EU funding programs by seeking a stronger alignment of policies for education, research and innovation.

Funding trends and their impact on university management

The various trends described above are having a strong impact on institutional management. Funding has become a highly strategic, top level responsibility. The different steering mechanisms require institutions to develop a stronger institutional profile and strategic position. As a consequence, governance models and management have been adopted in many European universities. Many of the performance-based funding tools have led to a stronger strategic recruitment policy and an emphasis on increased human resources development. While competition between universities and other providers has increased, collaboration between institutions, the creation of networks and mergers are some of the consequences of common trends of funding across Europe.

University Internationalization, Instrumental Realities and Institutional Values: The Strategic Plan

Anthony H. O'MALLEY

In our era of globalization universities cope with challenges that range from exciting and demanding to puzzling and, occasionally, overwhelming. Revenue streams are challenged by demographic changes in the admissions cohort. There are spiraling costs. There is increased global competition in the education sector, or more accurately, the new globalized education industry. There are changing perceptions in government circles and among the general public about the social value of traditional university education (as opposed to professional training). There is the complete dominance (with few if any competitors) of an entirely market-oriented understanding of all dimensions of institutional life, which has forced many universities to instrumentalize their goals and values in order to restructure and reconceive themselves as, basically, businesses: faculty are transformed into service providers, university students into customers, administrators into management, and internal budgetary allocations into "revenue positive" initiatives.

In this era of complete instrumentality, universities attempt to cope with this multi-dimensional globalization by internationalizing their student body, their curriculum, managerial "best practice", and their research through both public sector and inter-institutional linkages. There is much positive one could say about this internationalization, if it were allowed to be integrated through a proper strategic plan. But much current internationalization is both opportunistic and instrumental. That is, the university's internationalization initiatives are often either tied to government or public/private opportunities that arise through the initiatives of agencies or offices outside the university. These initiatives primarily serve the goals of these agencies or offices, and the university can only hope that participating in such unforeseen opportunities will advance the institution's interests and prestige.

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The principal feature of such opportunities is that the university enters into a highly volatile dependency and has very little control over the terms and conditions of these opportunities. Alternatively, the pursuit of university inter-institutional linkages often becomes a revenue-based use-use instrumental relationship.

Because the majority of these opportunities arise on a purely circumstantial basis and are guided by varying degrees of instrumentality, they are only partially, or negligibly, integrated with the university's vision of itself as an educational institution. In our instrumental age, and given the lack of university control, the potential revenue generated by such opportunities trumps all other considerations forming part of the university's vision.

The central problem with the current situation is that a university will find it difficult to build a Strategic Plan, incorporating its collective vision of itself as a unique institution of higher learning, around such serendipitous internationalizing opportunities, over which, as we said, it has little control over both development and goals. There are other problematic outcomes of engaging in purely instrumental opportunities: instrumentalism as a modus operandi is commonly greeted with skepticism by faculty; there is variable success with international student integration; it is difficult to assess internationalization effects on the university's student body; university staff (e.g., registrars) are unclear about their role in the internationalization process; and there is difficulty sustaining faculty, student, and administrator mobility, even with inter-institutional MOUs.

An alternative pathway out of this volatile and principally reactive predicament of universities in the era of globalization is to create a Strategic Plan (and an associated Academic Plan) specific to one's particular university—building on the historical strengths of the institution, integrating its long term higher education goals, and mapping out realizable pathways to these goals—and pursue opportunities only if they can be fully, or at least reasonably, integrated into this Plan.

After many years of opportunity-hunting and instrumental prioritizing with respect to international projects—all of which had variable relevance to the Academic Plan then in effect—my university, Saint Mary's University (SMU) in Halifax, Nova Scotia, Canada, created a Strategic Plan which incorporated a major internationalization component setting out goals specific to our vision of SMU as an institution of higher learning. These goals included: intercultural competence, creation of knowledge networks, reciprocal knowledge transfer, peace promotion through intercultural understanding, increased tolerance of diversity, international dialogue and international cooperation, and goals based on increasing the variety of human experience and meaning.

One inter-institutional linkage, which grew out of this vision was the current ongoing agreement with Beijing Normal University, Zhuhai (BNUZ). This linkage integrated, in terms of the Strategic Plan, administrator best-practice summer schools, administrator exchanges, faculty collaborative research projects, faculty teaching exchanges, student summer schools on language and culture, an articulation (2+2) dual degree baccalaureate program, a visiting speakers series, and reciprocal student recruitment. An outstanding success, this international linkage, under the umbrella of the Strategic Plan, ensured that our institutional internationalization goals could be long-term and thematically focused on University goals, and that we could coordinate resource allocation to the various dimensions of this linkage, and similar linkages, on the basis of Strategic Plan goal relevance.

Based on the BNUZ experience, and others currently in formation, Saint Mary's has found that spending time through University consultation to create an institution-specific Strategic Plan provides a deeper, long-term rationale for volatile and dependent, short-term instrumentalism. It also engages with the Canadian national international education strategy—"preparing citizens for the global marketplace"—from the point of view of the University's vision of itself as an institution of higher learning. Lastly, it has provided an initial basis for contemplating, in cooperation with other universities, a North American, or potentially Canadian-EU, Bologna-type process involving a harmonization rationale for articulation agreements.

To summarize the Saint Mary's experience, we can point to the following advantages of internationalization integrated through a University Strategic Plan:

- University goals as an institution of higher learning become central to university internationalization,

• Instrumental initiatives have direct relevance to the university's goals as set out in the strategic plan,

• Ad hoc faculty agreements are aligned with strategic plan goals before signing,

• Resource allocation is clearly indexed to strategic plan goals,

• Faculty-administrator-student mobility is integrated into strategic plan goals, and

• All university internationalization initiatives become integrated, sustainable, and coherent.

From Bilateral Partners to Multilateral Networks: How to Establish and Run Multiple Strategic Partnerships

Johannes MÜLLER

The international network of the University of Cologne (UoC) has grown over time and consists today of some 400+ partnerships and cooperation agreements concluded over the last 50 years. This is typical for many established research universities. However, academic international relations have changed substantially during the last decade: While until the end of the 20th century quantity and diversity of international partners seemed an accepted measure of successful internationalization, today quality, intensity, mutual benefit and above all sustainability of exchange relations have become more important than quantity. Establishing strategic partnerships is one way to create intense, beneficial and sustainable academic relations. In this essay, I will share the experience of the University of Cologne with building its "Global Partner Network" as a successful example of how to turn traditional partnerships into "strategic" ones and how to forge a multilateral network out of a number of particularly active bilateral relations.

A strategic partner should be characterized by cross-faculty cooperation (i.e. covering a broad range of disciplines), exchange activities both in research and in teaching (i.e. involving both faculty and student exchange). Strategic partnerships should build on and create synergies, develop solid structures for a long-term partnership and they should reciprocally consider each other as all-embracing internationalization partner. For their particular character, strategic partners should be limited in number, as even large universities will not be able to manage more than a handful of strategic partnerships, if they are really worth the name. But how do we find such partners?
The most important step is to identify both available and suitable partners. What is needed, are partners at eye level: The perfect strategic partner is similar in size, matches structure and scope (with view to organization, research portfolio and study programs), is comparable in reputation and prestige (as a nationally and internationally leading university, UoC was looking among the

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top 10-20 % of a given region, but not exclusively aiming at the most famous institutions) and is already linked with your university by various cross-faculty contacts and cooperation projects. In order to find the best possible partner, we convoked several “regional roundtables” with view to strategically important areas inviting scholars from all faculties particularly active in a given area. In this way, after a process of soundings lasting two years and a half, the following universities appeared the most appropriate candidates for strategic partnerships in UoC’s focus areas: in China Sun Yat-sen University/Guangzhou, in Japan Keio University/Tokyo, in the USA University of Colorado at Boulder, in South Africa University of Cape Town and in Europe KU Leuven in Belgium, Radboud University/Nijmegen in the Netherlands and Charles University/Prague in Czech Republic. The idea behind this choice was to identify one particularly attractive partner in strategically important intercontinental regions (China, Japan, USA, Sub-Sahara-Africa) and to combine these with three European partners in order to be able to apply for EU-funding where possible.

We then designed a new type of contract for what we called “Global Network Partnerships”. In contrast to the traditional Memorandum of Understanding or Agreement of Cooperation, the Global Network Partnership Agreement includes concrete definitions of fields of cooperation, concrete definitions of common goals, concrete financial commitments and in some cases even a priority clause, mutually assuring that each university would first refer to the Global Network Partner, when looking for a cooperation partner in a given field and region. This way, we created a new type of partnership, very ambitious in scope, but also mutually attractive.

Based on the existing academic relationship, we approached the selected partners and introduced them to the new concept of Global Network Partnership, inviting them to jointly develop and sign a Global Network Partnership Agreement. Surprisingly, reaction was positive in all cases and negotiations led to new and more fields of cooperation than just to codifying existing projects. Obviously, the desire to deepen existing partnerships instead of establishing new ones was shared by most of our partners. We also agreed about regularly updating and modifying the agreement according to the development – the agreement is supposed to promote and endorse any promising collaborative initiative, not to confine or restrict activities to listed projects. In the wake of the negotiations with view to the Global Network Partnership many new fields of cooperation were identified and several supplementary agreements were concluded (e.g. with view to student exchange, joint degree programs or particular research projects).

In all cases, the proceedings for the Global Network Partner Agreement also led to a better understanding of each partner's particular situation – e.g. the respective administrative culture, strategic tradition, research policy etc. Frequent contacts and mutual visits induced an atmosphere of trust, familiarity and sympathy among representatives on all levels. This proved crucial for the realization of the various cooperation projects, especially when faced with difficult situations or problems: sometimes a phone or video call to a familiar person is more effective than endless e-mail correspondences between academic instances.

However, even after a strategic partnership is forged, it has to be filled with life and must be implemented. While it was relatively easy to keep going with European partners, as they are physically closer and mobility on all levels does not constitute a problem, to preserve the momentum of the initial euphoria with the intercontinental partners was much more difficult.

Three areas can be identified, which need to be monitored and optimized to achieve the best results:

Governance

Strategic Partnerships, as the highest category of international academic relations, should be monitored by the presidency/rectorate. At the UoC, the Global Network Partnerships are supervised by the Vice Rector for International Affairs. In order to follow up partnership activities and consequently further develop cooperation and academic collaboration, two individual coordinators were appointed for each Global Network Partner: One from administration (e.g. International Office), the other from faculty, preferably a senior scholar particularly involved with the respective partner. Thus, continuity and constant commitment, also experience and familiarity with colleagues at the partner university can be ensured.

Communication

This is a twofold issue: Internally, keeping partnerships alive depends on continued interest, hence on continued promotion and communication among faculty. For soliciting interest and curiosity it is usually not sufficient just to distribute information. In the case of Uoc, top-down communication e.g. via newsletters or messages prepared for distribution through deans or commissions is rather a road into oblivion. Instead we aim at carefully selected target-groups and resort to one-to-one counselling, in order to involve new potential cooperation partners. The dual team of administrative/academic coordinators proved very efficient for this. Likewise, a regular communication with colleagues from the partner university is important, possibly including systematic updates on academic news and potentially interesting national or international call for proposals. At the same time, external communication should also involve the international public sphere, as a pleasant side effect of a successful strategic partnership is international prestige. Hence we try to publicize our efforts by national and international press releases, websites and social media.

Finance

Even if Strategic Partnerships are not (only) about money, they can't work without resolute financial commitments and generous allocation of resources. Partnership activities are mainly based on mobility, which is where the bulk of funding goes to. This funding is conceived as "seed money", as in most cases funds are meant as financial incentives to start a cooperative project and to reach a level that allows applications for third party funding. Given the inevitable financial constraints, funding is often tendered, which provides another tool to govern the development of strategic partnerships: by promoting joint teaching projects or particular research areas or given activities like PhD instruction or Postdoc exchange etc.

I did not mention multilateralism yet. For good reason: We didn't thing about it in the beginning. Global Network Partnerships were designed as comprehensive bilateral relationships as part of UoC's individual international network. However, the very construction of these partnerships implies a certain amount of multilateralism: Partners were chosen based on structural similarity and compatibility of research topics – leading to overlaps of interests in several areas also within the group; multilateral application for third party funding (e.g. EU-projects) was a stated aim of all partners; mutual trust includes open communication about international network activities etc. Hence, very soon it became obvious that partners should not only know about each other, but also talk to each other and cooperate in certain areas. UoC is promoting joint projects and we are running a few multilateral activities involving more than one Global Network Partner. But we do not stress multilateralism particularly – it is an option and an open invitation, not a requirement or something we urge our partners to cultivate. In that sense, we consider the development of sustainable bilateral strategic partnerships as one way to develop multilateral academic networks.

Student Mobility and Migration Trajectories: Established Markets Meet New Players

William LAWTON

Introduction

The landscape of international mobility in higher education is of course always in flux. The number of students that cross national or territorial borders for HE study continually rises and in 2018 probably surpassed 5 million (OECD, 2017 and Study Portals, 2017). It is easy to forget, however, that this represents a small and mostly privileged fraction of HE students worldwide. In 2014, 2.2% of the 207 million HE students in the world were mobile (OECD 2017 and UNESCO 2017). The fact that almost 98% of students never leave their own countries to study explains why transnational education (offering higher education in countries other than the one in which the awarding institution is based) has become a growth industry.

The proportion of students who are internationally mobile may become even smaller as a consequence of another structural trend: growth in international mobility is slowing in relation to overall demand and participation. The OECD and British Council have charted the slowdown in mobility growth – from almost 6% annually between 2000 and 2015 to an estimated 1.7% annually between 2015 and 2027 (OECD, 2017 and British Council, 2012, 2013, 2018).

A further trend is the rise of new national and institutional actors in higher education and their impacts on international mobility flows. This shift in the global mobility landscape is a clear manifestation of the broader shift in geopolitical power to the east. In higher education terms, current mobility trends point towards a fundamental rebalancing in power, away from countries that have traditionally been the main exporters of higher education, and towards new states that are articulating and realizing their own HE domestic goals and export aspirations.

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How mobility is changing

While this shift is underway, it remains the case that most mobile students still head to OECD countries to study abroad. This is true for Turkish students, who prefer the US, Germany and UK, in that order (Turkey is of course also an OECD country). But if there is a recurrence of the travel and visa restrictions between Turkey and the US in late 2017, it is likely that the US may become a less popular destination for young Turks.

Canada especially has jumped ahead as an international destination: 269,000 students entered the country in 2016, a 22% increase in one year (Pie News, 2017). The greatest increase in numbers was from India, and this was largely at the UK's expense. But the most startling indication of the UK's decline as a destination is that it hosted fewer Indian students than China in 2016 (Times of India, 2018). This unprecedented decline followed a change in the law in 2012 to remove the right to work after graduation for international students (Government of UK, 2011).

The shift of Indian students from UK to China is indicative of a bigger structural trend than self-inflicted political misfortune in the UK. Mobility is no longer just east to west; it is now south-to-north and south-to-south. This is largely because investment by Asian governments is changing the balance of power. China, with 440,000 foreign students, is the third most-popular study destination in the world and is already a 'new player' in international higher education. It receives many students from Indonesia and Korea, and should reach its target of 500,000 international students by 2020.

Malaysia has a target of 250,000 international students by 2025; the EURIE 2018 conference heard that it hosts 170,000 already. It is possible that the ASEAN regional integration project may encourage student mobility within that region and help Malaysia to reach its goal. The increasing importance of intra-regional mobility reaches beyond Asia: there are more students from the Middle East region studying in the UAE than in the UK or Australia.

Why mobility is changing

For any country, the number of international students that enter will fluctuate according to policy changes on fees, subsidies, and student visas. Further variables are exchange rates, changes in perceptions of the quality available, perceptions of safety and security, and perceived employability after graduation. These factors, and a range of cultural and geographic issues, also affect individual decision-making on whether and where to study abroad. A good discussion of this is in Mellors-Bourne (2015).

The most overtly political of these drivers are student visa regimes and related rules on employment and residency status after graduation. While such regulations are never static, they are currently subject to the widespread political reaction against globalization, manifested variously as populist economic nationalism, anti-free trade protectionism, racist anti-foreign sentiment and/or hostile immigration rules. The UK government is committed to less immigration, and international students are collateral damage in this wider political phenomenon.

Moving further outwards to the geopolitical level, mobility is changing because the balance of world economic and political power is shifting to the east. A basic driver of student mobility is the imbalance between lack of capacity and/or quality in the country of origin, on the one hand, and the perception of quality and prestige in the country of destination, on the other. China and other countries are reversing this imbalance by simultaneously increasing capacity and quality. This is done through national policies with dedicated investment.

National policies and hubs

National higher education plans often include the concentration of research resources into fewer institutions. Examples are Project 985 in China, launched 20 years ago (see also China's 'Double World-Class Project') and Project 5-100 in Russia, started in 2013. These government initiatives are about 'maximizing competitive positioning' and are inescapably motivated by the international rankings. India has promised different versions of such a policy since 2007 (to establish 'world-class universities', then 'innovation universities' and now 'institutes of eminence' – see Hindustan

Times, 2018), so far without consequence. The President of Turkey made a similar announcement in 2017 (Council of Higher Education, 2017).

Another widespread government initiative that has a dampening effect on outward mobility is the establishment of regional education hubs, situated within larger economic free zones that are subject to fewer laws and regulations. Education hubs are part of the national toolkit in international higher education. The phenomenon is notable in the Gulf, Southeast Asia, Korea, Botswana and Mauritius. Hubs are designed primarily to attract foreign universities into the country, to develop the domestic higher education system and research capacity, and to keep more brains at home. They quite reasonably wish to reverse decades of their status as a source of students for other, more developed countries. This includes reversing the direction of flow of international students.

Responses to mobility risk: Transnational Education (TNE)

Universities in the traditional Anglosphere student destinations need to adapt: it is not business-as-usual. It is not just that the number of international students may start to taper off; it is also that they may travel closer to home because the number of countries competing to host them is increasing.

A traditional response to the risks that attend international student mobility is the provision of transnational education (TNE), by which is meant education delivered in a country other than the one in which the awarding institution is based. A classical example, among many models, is a UK university delivering its degrees at a campus in Malaysia or China.

Predictions on the rapid growth of TNE (Lawton, 2013) have been borne out: between 2012 and 2014, the number of students on UK TNE grew five times faster (13%) than the number of international students coming to the UK (2.7%) (HE Global, 2016).

The traditional TNE definition refers to an export-import arrangement but as was discussed, countries in Asia are developing their own capacity. For those countries, a one-way producerconsumer relationship no longer serves their national or institutional aspirations. Forms of TNE that are more equal and partnership-based are preferred. Many prospective university partners are looking for double-degree collaborations – with mobility in both directions (Lawton, 2016).

Conclusions

The shift in world power to the east suggests that the outward mobility of students from the east will slow down. New destination countries are already challenging the traditional ones. More successful higher education at home produces a rebalancing so that inward mobility starts to match outward. These countries are transitioning from importing to exporting higher education.

Changes in global mobility flows are not happening casually. The rise of Asian higher education is planned and coordinated – in some places better than others. National higher education plans that include substantial investment produce big impacts on domestic provision and research output. China, already a global power, exemplifies this national policy approach. But where governments announce plans without funding, expect less: the full costs of 'Study in India' fee waivers announced in 2018 are expected to be borne by Indian universities.

While Asia surges ahead and the number of countries competing to host international students rises, a populist and anti-globalist movement is afoot, notably in the UK and US. Many factors impact on mobility, including costs, perceived benefits, political stability and unnecessary things like Brexit. But in the longer term, the structural shift in geopolitical power is having a profound impact.

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Education from Transnational to The Truly Global: The Journey of Heriot Watt University

Bryn JONES

Heriot-Watt University can trace its roots back to 1821 and the foundation of the Edinburgh School of Arts as the world's first Mechanics Institute. The School of Arts offered a practical and relevant curriculum to its students and was a pioneer in bringing higher education to working class men and women. Almost 200 years later, Heriot-Watt has a global footprint and operates from five campuses in three countries: Scotland (Edinburgh, Galashiels, and Orkney); Dubai (established 2005); and Malaysia (established 2014). However, it still maintains a focus on business, engineering and science curricula which are relevant to students and graduates, and to the communities in which they live, work, and contribute.

Heriot-Watt University is a leader in UK transnational education (TNE). There were 701,010 TNE students studying at UK universities in 2015-16 (UUKi, 2018) and 82% of British universities have some TNE provision (UUKi, 2018). However, more than 75% of UK TNE students are associated with programs offered by just 11% of universities (UUKi, 2018). With ca. 5000 students studying on-campus in Dubai and Malaysia, a further 10,500 students registered with a network of 43 Approved Learning Partners (ALPs) in 35 countries, and about 14,000 postgraduates undertaking Independent Distance Learning (IDL), Heriot-Watt sits comfortably within the small group which offer TNE education at scale. In addition to TNE provision, the University's Go Global campus-transfer program offers a distinctive global experience to all campus-based students. Through Go Global, any student can choose to spend a semester, a year, or more, at another campus where the same program is offered. Piloted in 2015-16, with 108 campus transfers, Go Global has grown to 450 transfer applications in 2017-18. Heriot-Watt's international outlook, and record of accomplishment in TNE and student mobility, have been recognised by The Times and The Sunday Times Newspapers who have awarded it the title International University of the Year in the 2018 Good University Guide.

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Heriot-Watt's approach to delivering TNE across campuses and different study modes (e.g. studying with ALPs or by IDL) is underpinned by key principles which can be summarized as offering identical academic standards but a diversity of learning experiences. This means that learning outcomes, core curriculum, and academic standards are consistent across different locations and modes of study. The student experience may be tailored to meet the needs of cohorts studying in different locations and through different routes. However, it must always be sufficient to allow students to achieve the learning outcomes.

These principles mean that there is only one Heriot-Watt University degree. Heriot-Watt does not distinguish between its degrees based on location or mode of study. It does not need to do this because it can demonstrate that learning outcomes and standards are the same.

Of course, there can be challenges in applying these principles. One area of tension is around curriculum consistency versus contextualization. Given the need to ensure (and demonstrate) that learning outputs and academic standards are identical in each location and mode of study, it is reasonable to ask whether the teaching teams are expected to teach exactly the same material in exactly the same way. The answer to this question is that this would limit local academic creativity and innovation and would constrain integration of locally relevant research and policy. It would also undermine local initiatives to enhance and enrich the experience of our students. This would not be the university that Heriot-Watt University aspires to be.

Rather, policy explicitly permits variation in content and assessment and we empower academics throughout the institution to innovate and adapt content, assessment, approaches to learning and teaching, learning and teaching materials and resources, and learning activities, and to reference to their own research outputs. Only the learning outcomes (core curriculum) must be the same. Communication across teaching teams is key.

Heriot-Watt's progressive approach to managing TNE, part of which has been described above, has been recognized externally e.g. "The University has understood globalism to be a structural feature of organization as a whole and has devised a common academic structure for governance and management of all its schools in all locations" (QAA, 2014, p. 16) and "The University, in short, had reflected not just on what home arrangements meant for remote locations, but what global scope meant for management of the whole organization, of which the home campus is merely the largest and longest established, and made changes accordingly" (QAA, 2014, p. 16). However, this is not the end of the University's TNE journey. It is a snapshot of progress as, driven by the need for inter-disciplinary and inter-cultural approaches to addressing global challenges, Heriot-Watt is transforming itself from a successful provider of TNE with traditional branch campuses into a truly globally integrated university delivering high quality learning, teaching and research across its international footprint (Figure 1).

The implications of such a transformation are pervasive. In teaching, Heriot-Watt aims to develop citizens of the world, and graduates, who are specialist, creative, global and professional. A Heriot-Watt education will continue to deliver highly employable graduates who are excellent in their chosen specialism. However, greater global integration of learning and teaching will foster opportunities to embed cross-campus exercises and projects (virtual mobility) which simulate modern working practices and support the development of communication, inter-cultural, team working, and creative problem-solving skills. Masters' students in Edinburgh and Dubai already share a design project using cloud-based Building Information Modelling tools, and collaborative projects are already undertaken by undergraduate cohorts in Malaysia and Edinburgh.

These virtual mobility experiences will become mainstream and will support internationalization at each campus and for all students, including those for whom a physical campus transfer is not attractive or possible e.g. for personal or cultural reasons. They also help students to identify as part of the Heriot-Watt community, regardless of mode of delivery or campus location, and the sense of belonging as they graduate encourages continued contact through the Watt Club, which is believed to be the oldest alumni society in the UK.

The introduction of a program of shorter inter-campus visits will likely increase the number of students with experience of a physical campus transfer. Perhaps 50% of undergraduates will have such an experience. And some degree programs, like the new MSc in Business Strategy Leadership and Change have mobility built-in. This MSc, for example, offers a semester in Malaysia, a semester in Dubai (including internship) and a semester in Edinburgh (research project).

In research, a globally integrated university will support excellence where it is best placed for success. This will reflect factors such as:

- Alignment of research areas to national strategies and policies
- Access to research funding
- Access to talent
- Access to industry where it is most active
- Access to geography and climate
- Access to more diverse networks and partners

As it is not possible to resource everything everywhere, the outcome is likely to be the development of centers of excellence at the most appropriate campus locations, with these centers coordinating institution-wide research groups. Heriot-Watt's brewing and distilling expertise, for example, is very appropriate for Scotland. Dubai has advantages for solar power research.
Diverse campus locations also provide opportunities for a globally integrated university to provide better services for students and staff. By exploiting locations on different continents, always-on support in areas such as admissions, IT and wellbeing can be provided. Heriot-Watt has already taken this approach for some types of IT support, with staff being based in Edinburgh and Malaysia and the Dubai Campus drawing on both locations. The Dubai Campus has also become a base for institutional recruitment staff with a Middle East and North Africa remit, and a business development hub representing the global university and, in partnership, wider Scottish trade interests.

Challenges exist for those in leadership roles. Leadership must lead the global university rather than just one campus. This applies at multiple levels and needs to be underpinned by global structures. Leaders themselves might become more distributed. A Deputy Principal, a Dean, or Head of School does not have to reside in a specific location although some practical challenges remain. Heriot-Watt has already made significant steps in this direction with Dubai-based academic staff being successful in being appointed as Deans and Associate Deans in open competition with colleagues across the University. However, at present, most heads of academic units and professional services are based in Scotland.

The challenges of delivering a truly globally integrated university are many and varied but they are mostly challenges are of culture. Colleagues at all levels need to think and communicate globally as well as locally and they need to model the behaviors for others to adopt. They need to recognize where campuses can add value to the university beyond their (usually) teaching origins and, lastly, they need to overcome the challenges imposed by geography, time zones and different working weeks to build the social capital to which facilitates business interactions. Heriot-Watt supports this by facilitating interactions between its leaders at regular global leadership fora.

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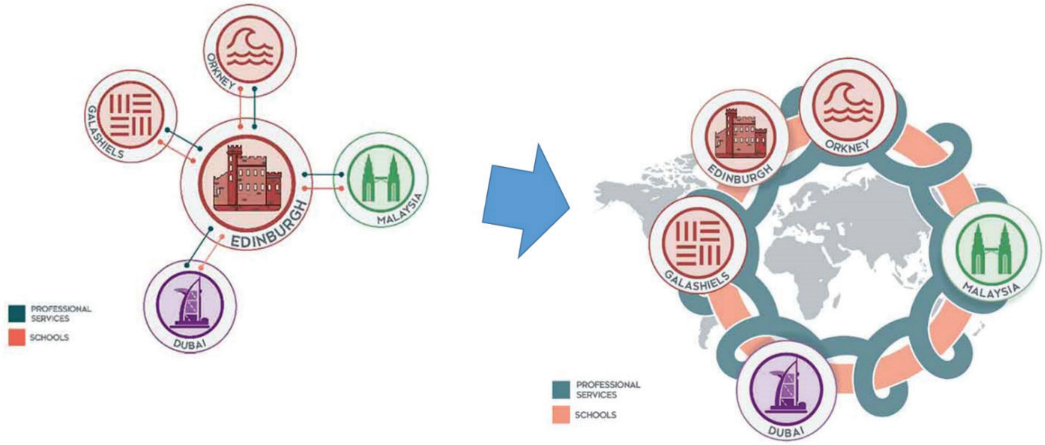

Figure 1. A traditional branch campus model (left hand side), where academic and professional services communications and interactions are mainly routed between the branches and the 'main' campus versus the globally integrated university (right hand side) in which all campus locations engage in multi-lateral interactions. Both the academic units (Schools) and professional services need to adapt to support the new structure.

Like Studying Abroad at Home: Insights from a Survey Among Students of German Transnational Higher Education

Antonina LEVATINO

The cross-border mobility of educational programs and institutions, commonly known as transnational higher education (TNHE), represents an important dimension of the internationalization of higher education. Its main characteristic is that students can get a foreign degree without having to move into the country of the educational provider.

The relationship between TNHE enrolment and tertiary students' and graduates' mobility has raised interest among stakeholders, policy-makers and scholars from different disciplines. It remains, however, the object of an open debate. On the one hand, it has been often argued that TNHE could represent for students a valid alternative to migration into the country of the educational institution attended, and for countries which open their education market to foreign providers, a way to convince their students to stay in their home country (Larsen and Vincent-Lancrin, 2002; OECD and World Bank, 2007; Vincent-Lancrin, 2005). On the other hand, others argue that TNHE may increase brain drain (Chiang, 2012; Lien and Wang, 2012), by exposing more young people to an international educational experience that might influence their migratory behavior after graduation. Furthermore, mobility is often embedded in TNHE programs, often offering short stays abroad, thus promoting organized short-term student mobility.

The relationship between TNHE and (im)mobility remains largely unexplored. Existing literature on the relationship between TNHE and mobility is essentially speculative (Chiang, 2012; Larsen and Vincent-Lancrin, 2002; OECD and World Bank, 2007; Vincent-Lancrin, 2005), based upon numerical simulations (Lien and Wang, 2012) or conducted at a macro level (Levatino, 2015; 2016; Tsiligiris, 2014). A number of micro level studies have recently been conducted to better understand TNHE students' views and motivations (MacNamara and Knight, 2014; Pyvis and Chapman, 2005, 2007; Waters and Leung, 2013; Wilkins and Huisman, 2011).

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These studies are not specifically focused on TNHE students' attitudes towards migration, however.

Many of the trickiest questions that arise from TNE expansion are connected with the more general question of who offshore students are and why they decide to enroll this way. By analyzing original data collected among students enrolled in German TNHE and by following a mixed-methods approach, this paper focuses on the students' different motivations for choosing this new form of enrollment, on their attitudes towards migration into Germany and towards higher education institutions in their home country. In light of these attitudes, it then explores why they chose TNHE and the meanings this enrollment acquires for them. In order to achieve these goals, the theoretical conceptualization of migration as a function of aspiration and capability provided by Carling (2014) and de Haas (2011) is operationalized. The analyses identify several groups of TNHE students with fairly heterogeneous motivations and attitudes.

A portion of respondents did not report any aspiration to study in Germany. It appears that for the majority of people in these two groups, TNE is not a substitute for mobility, but rather an attractive alternative to national universities. Expanding the educational supply, TNHE seems to be a way to overcome the limitations, problems and discrimination that exist in the home countries' higher education systems. Interestingly, the results show that some of the respondents who did not wish to study abroad experienced a sort of 'internationalization of aspirations', which led to a desire to go abroad after graduation.

Some of the respondents who reported no aspiration to move declared that in fact they were not able to do so. The low reported aspiration to study abroad could be a way to post-rationalize and justify their immobility. Nonetheless, it could also be that, as suggested by Schewel (2015), they display a sort of 'acquiescent' attitude, i.e. they are unable to study abroad, but accept these constraints without resistance. The quantitative analysis showed that women have fewer aspirations to go abroad than men. Female respondents also reported a stronger perception of the family constraints than the male respondents. This result, together with the lower aspirations, seems to indicate that women tend to be more prone to accept their parents' decisions, lending tentative support to the "acquiescent immobility" hypothesis. It could also be that, in some countries (like in Oman and in Egypt), gendered norms about immobility are interiorized, so that they are not even contested; individuals automatically adapt their preferences to them. This gendered dimension of student immobility is worthy of future investigation.

Another group of respondents reported fairly ambivalent feelings towards mobility, displaying doubts, fears and hesitation. TNHE seems to constitute for them a ‘softer’ form of student mobility, through the organized and ‘safer’ periods abroad that it entails.

A large group of students really wanted to go abroad to study but could not go because of external constraints (money, visa requirements, parents’ constraints, health problems and language issues). For these students, TNHE seems to be the “closest thing to going abroad”, as eloquently explained by one respondent. For the majority of people in this group, TNE seems to provide the only opportunity for them to shift from being merely “aspiring migrants” to “would-be migrants” (Xiang, 2014), and to organize and change their lives in practical ways to prepare themselves for migration. They seem convinced that enrollment in TNE will provide them with a set of resources they need (language, a transportable degree, soft skills, information, networks, etc.) to make their migration possible.

In light of these results, it seems clear that TNHE students have different attitudes towards student mobility and heterogeneous motivations for enrolling. Apart from those students who wanted to stay in the home country but who, in the absence of TNE, would have been "obliged" to study overseas, TNHE does not seem to constitute an alternative to "student mobility", but a way to generate new migration aspirations or to enable people to acquire the resources they need to migrate. Further research should be devoted to verifying what happens to TNE students after their graduation.

According to De Jong and Gardner (1981), the difficulty in explaining migration can be attributed to the scarcity, in migration studies, of questions about why people do not move. In this regard, the study of TNHE not only sheds light onto a largely unknown phenomenon, but also constitutes promising avenue of research to enrich our understanding of student mobility choices.

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Understanding Students' Study Abroad Decision-Making Process: Inside the Applicants' Mind

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Study abroad programs

Boğaziçi University (BU) Study Abroad Programs consist of Erasmus+, Mevlana and Exchange. Students joining Erasmus+ study at partner universities mainly in the European Union (EU). Agreements are made at the department level between partner universities. In Mevlana, they study at partner universities in select countries outside of the EU, and agreements are made between universities. Programs may include all or a specific list of departments. In the so-called Exchange Programs, students visit partner universities around the world in countries such as Australia, Canada, China, India, Japan, Singapore, South Korea, and USA. Bilateral agreements are made between universities. Programs may include all or a specific list of departments in these cases also.

Selection and placement

The BU students who wish to study abroad apply to the Office of International Relations (OIR). The OIR then nominates the "eligible" applicants to the universities with which BU has exchange agreements.

The 5-step nomination process is as follows:

1. Student submits Online Application for nomination to study abroad programs
2. Office of International Relations announces placement results
3. Student submits Letter of Confirmation
4. Student passes review of Grade Point Average (GPA)
5. Student applies to the relevant program.

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To be eligible for application, the undergraduate students must have completed at least two semesters, and graduate students must have completed at least one semester at BU (excluding the years spent in English Prep School). A minimum GPA of 2.50/4.00 for undergraduates, and 3.00/4.00 for graduate students is required. In order to be able to apply to a specific partner university, the student must satisfy all of the requirements specified by that partner (such as language and GPA). In addition, the student must continue to be a student at BU at least for one more semester (excluding summer terms) after returning home from abroad.
Among the BU students that go abroad each year 3% o are graduate (MS/MA/PhD), and 97% are undergraduates.

Incoming students

A number of the incoming students were asked about their reasons for studying abroad, i.e. coming to BU. The most popular answers were as follows:

- Get to know different cultures (most popular answer)
- The only way to travel abroad (for some Turkey was the only country without visa requirement)
- Live in a big city
- To improve her/his Turkish
- Advise from instructor at home university

Their reasons for choosing BU are indicated below:

- Recommended by a friend who spent a year at BU
- Speaks only English, so choice was limited (medium of education is English in BU)
- Advisor suggested BU

Their main concerns in coming to Turkey were based on cultural differences. Most were concerned about the people “on the street”. They were not sure if their behavior would be

considered as “polite or rude”, or if they were behaving correctly. There was chaos on the streets, but they were fine with it. They all agreed that it was different from being on holidays.
When students incoming from the European countries were asked if they were discouraged when they chose Turkey, almost all said “Yes, by everyone including mother, grandmother, and even people at home university”. The reply was “not at all”, when the students from the Middle East were asked the same question.

Outgoing students

The BU students who had been abroad on one of the above mentioned programs were also interviewed and asked about their reasons for wanting to study abroad. The most popular answers were divided into three categories: personal, academic and other. These are indicated below:

Personal:

- To see how universal am I?
- Can I survive in a foreign environment?
- Want to live in a country with less “stress”!
- Want to get away from the political environment!
- Want to live abroad in the future, so this is the first step
- To realize a lifelong dream (e.g., Living in the dream city Paris)
- To see a different culture
- The only way to travel abroad without financial concerns
- To see one’s own potential

Academic:

- To learn/improve a language
- To get a “better” education in a high ranking, prestigious university
- In order not to be an irregular student at BU

- To meet the right people and leave a good impression so it will be easier to apply for graduate studies
- Looks good on the CV when applying for traineeship or job

Other:

- To live in a city for a long time and survive rather than just visit it for holidays
- To "rest" a little after the hard work at BU
- To spend a semester for travelling purposes only
- Study and travel at the same time with the advantages of being a student (free museums, cheap tickets)

All were encouraged to go abroad by their families and those close to them.

When asked if their expectations were met, the replies were as follows:

- All the students were happy to have gone abroad!
- They found the life "stress-free" in all the countries
- Those who went to Nordic countries were unhappy with the weather and everlasting darkness, but happy with the education
- Those who went to Mediterranean countries enjoyed the life and culture very much but education was not up to their expectations
- They were all happy to live in an environment where they could freely express themselves
- Nobody interfered with their life, nobody judged them
- One female student said she felt like a Person rather than a Woman
- They all said they gained SELF-CONFIDENCE and learned to stand on their own feet!

In short, the outcome of the survey carried out with the incoming and outgoing students was: "STUDY ABROAD" means freedom to the young people all around the world!

Strategies to Organize and Manage Academic Aspects of Professional Exchange Programs

Özlem ERDEN

Introduction

Professional exchange programs as a growing phenomenon attract individuals from all over the world due to its potential for promoting participants' intellectual development and providing competitive skills in the job market ('New International Exchange', 2007; Sowa, 2002). Today, people often associate exchange programs with students. However, professionals also participate in exchange programs to improve their skills.

Professional exchange differs from study abroad programs because, as the term suggests, it involves direct exchange of professionals between two or more institutions (Fung & Flippo, 2002). On the other hand, study abroad programs or student exchanges can be one-directional due to the difference of higher education system. It is not wrong to say that the only similarity between professional and student exchanges is the motivation of promoting cross-cultural understandings because each exchange program regardless of its target population has their specific goals to achieve.

In addition to the numerous merits for individuals, institutions also benefit extensively from professional exchanges because these exchanges help them improve their capacity to produce, circulate and apply knowledge (Simpson, 2012). Therefore, partnership plays a vital role in developing research capacity and learning new practices in the professional world. Given these, meeting the personal interests of the participants and protecting the professional etiquette of host and sending institutions are priorities while planning the academic components of professional exchanges.

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Otherwise, receiving negative feedback from program participants are inevitable when program organizers do not orchestrate the balance between culture, professionalism and social etiquette.

The aim of the study

In this essay, I suggest practical strategies to organize and manage the academic components of professional exchanges to improve the quality of participants' program experience. These suggestions are formulated based on the evaluation of survey results conducted during and after each program. Additionally, I use the program organizers' insights on the teacher, international administrator and faculty exchange programs on how to facilitate the efforts of successfully organizing, managing and finalizing professional exchange programs.

Method

Evaluation of Professional Exchange Programs

Program organizers used two surveys to understand the participants' satisfaction with the academic activities. Each section of the surveys includes items about orientation activities, cultural activities, staff's responsiveness, academic activities and events, and benefits of each academic, orientation and cultural activity on participants' professional development. These surveys also included open-ended questions to allow participants to reflect on the program activities. Program organizers evaluated participants' responses to the open-ended questions in the staff meeting. Based on the discussion of the survey results and responses to the open-ended questions, the findings are grouped into three categories: Suggestions such as pre-departure preparations, orientation strategies, and strategies for academic program planning.

Findings

Strategies for Preparing Successful Academic Planning

I present findings as strategies in three sections based on the categories mentioned above. The first section explains some useful pre-departure preparations to help participants build realistic expectations before their arrival. The second section suggests orientations strategies to help participants become familiar with the resources, staff and facilities, and create a relationship with the professionals at the host institutions. Final section proposes strategies for the academic program planning and networking activities without deviating from the program objectives.

Pre-Departure Preparations

Professional exchange program participants not only think about learning new skills but also have worries about the upcoming changes in their social life. However, they tend to explain their social needs through highlighting their personal goals. This section, therefore, suggests strategies for decreasing participants' social concerns before their arrival.

Online platforms for early introductions. After going through application and selection process, participants' worries about starting a new chapter in their life become the concern of program organizers. Individual communications are the most common ways to help participants transition to their new environment. Program participants mention that individual communications help them ease their worries. However, they also underline that online meeting platforms such online classes, forums, or chat boxes are more effective than individual communications because discussions in online platforms engage them with the other participants and know the people, who share similar interests.

Orientations Strategies

Program participants appreciate cultural orientations. They highlight that they feel welcomed and reduce their anxieties regarding achieving their goals when they meet people from the different departments of the host institution. Therefore, collaborating with the other staff members and visiting the other facilities and departments are essential, as well as using the host department's resources.

Program organizers should be careful with the amount of information provided during orientation. Otherwise, participants complain that they are overwhelmed with the information that they receive during orientation. Participants suggest that orientation programs should continue throughout the program rather than a week and the content should be divided as cultural and academic orientation. According to participants, cultural orientation refers to the process of learning about how people behave and regulate social life, whereas academic orientation is about the academic system of the host country and institution. However, they also mention that cultural and academic orientation overlap so that program organizers should guide them when cultural and academic issues are related to each other.

Cultural Orientation. Participants like anyone traveling abroad, inevitably, experience culture shock and have difficulty in understanding why people behave in the way they do. Participants underline that they make sense of the culture through having a role model rather than receiving information. Therefore, the best strategy is to take participants to the places such as libraries, shopping centers, and restaurants where they can observe and experience cultural practices.

Academic Orientation. Participants are not often willing to change their codes of ethics because these codes help them become successful as professionals. Program organizers may suggest participants using the host institution's codes of ethics, but participants feel stress when they challenge their codes of ethics without acknowledging that the change in their professional etiquette is a natural part of their program experience. One way to help participants easily transition from their code of ethics to another is to begin the academic orientation by preparing a social contract that focuses on developing a new code of ethics. In this activity, participants talk about their work environment and culture in addition to discussing how to establish a common sense and making a list of rules in communicating with each other. Through preparing a social contract, participants realize the necessity of changing their professional approach to establish a network.
Academic orientation should also include meetings such as welcome receptions. Participants mention that these meetings work as an ice-breaker before they professionally start their program activities. They not only socialize but also overcome their worries regarding how to connect with people in these meetings.

Strategies for Academic Program Planning

After completing pre-departure preparations and orientation activities, participants aspire to accomplish their personal goals. Unquestionably, participants enjoy the guidance of an experienced person such a faculty member or academic specialist. Assigning a mentor for each participant help them receive academic support, as participants can receive responses to their discipline-related questions.

Participants highlight that having personal time and space is essential to process their new knowledge and skills. Therefore, the most crucial strategy is to prepare a flexible academic program, and allow time and space for them to assess their new learnings. In relation to their request to have time and space, participants want to have more practical skills as they continue hearing about new developments in their field. Arranging a practicum, observation site, or fieldwork in or outside the host institutions play an important role in creating the requested time and space because self-guided program activities encourage participants to take ownership of their research plans.

Assigning a mentor is the first step of networking for participants. It provides international insights. In addition to establishing a mentor and mentee relationship, participants are aware of the fact that the other participants are great resources for gaining international experience. Therefore, they request to spend time with the other participants to learn from their expertise. One way to meet their request is to offer weekly meetings. During these regular meetings, participants have the opportunity to share their new knowledge, present about their country, and discuss useful strategies in their fields.

Conclusion

This study shows that the keys to organize and manage successful professional exchange programs are dependent on institutional preparations. As findings suggest, preparations for professional exchange programs take longer than implementation. However, it is important to know that these preparations are about not only putting financial and human resources together but also helping program participants emotionally and professionally prepare themselves to get ready for the program. Participants' reflections on pre-departure and orientation experiences even come to a similar conclusion that their earlier experiences shape their program experience. Given that, program organizers should ensure that providing support to their participants is a continuous cultural, professional and academic effort.

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The Importance of Collaboration in Promotional Efforts

Ertan KOYUNCU

The issue of promoting regional universities at the international level is crucial in current market conditions. Fortunately, it is also becoming much easier since there is a growing range of platforms, including social media, internet, education fairs, etc. The key point is to capitalize on, and emphasize a university's differentiating characteristics which are conducive to a competitive advantage, including location. In this context, Izmir is an exemplary city, with its rich traditions, a collective sense of identity, a generally high educational level and intellectually stimulating environment.

In 2010, the 9 universities in Izmir formed a collaborative platform called "Study in Izmir". The primary objective of this platform is to collaborate in promoting Izmir's academic identity, as a university city, and a quality study destination, which is attractive and welcoming to international staff and students. The governing principals of the platform include: Active participation of member Universities; voluntarily participation; and a body made up of 2 representatives from each member. The areas of operations of the platform include: Promoting Izmir as a city of international education as part of its branding strategy; contributing to the marketing of the city as an attractive destination; and ensuring good living conditions for international students.

Izmir University of Economics (IUE) as the first university established by a foundation in the Aegean Region, has always been an active and leading member of this platform, attending all meetings and events, participating in international education fairs, and organizing Izmir's first "International Students Day", and also "International Students Conference". Despite its smaller student population compared to state universities in the region, IUE has one of the highest number of international student and faculty exchange agreements (218 in total). The
Platform believes that, like full-time international students, short-term exchange students also play an important role in universities' and city's promotional efforts.

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Therefore, IUE, like other members of the platform, gives particular importance to the enrichment and diversity of academic programs via the participation of Erasmus and international students. The key characteristic differentiating IUE from some other universities is that the medium of instruction in all programs is English. In addition, the University enjoys a good technological infrastructure which can be utilized and emphasized in promotional efforts and campaigns. The university and International Affairs Office combine their efforts to capitalize on these factors to foster its competitive advantage, potentially increasing the number of international full-time and exchange students.

In recent years, more students have become interested in study abroad programs than in previous decades. This ever-increasing demand offers a great potential to higher education institutions, especially in the targeted countries, including Turkey, seen as a desirable study destination. However, increased demand causes increased supply, which causes greater competition. In this context, higher education institutions need diversification in their promotional efforts. IUE, since its foundation, has focused on innovation in higher education. All IUE undergraduate students are obliged to learn a second language as part of their curricula. In 2015, IUE transformed all classrooms to “smart classrooms”, and this new technology provides a more advanced educational environment to all departments of the university. IUE’s campus is Turkey’s first “smart campus”. The entrepreneurial spirit is emphasized and a significant percentage of students start their own businesses after graduation. Consequently, IUE was awarded Turkish Industry and Business Association’s (TUSIAD) entrepreneurship flag in 2013, 2015, 2017 and 2018. Izmir Chamber of Commerce, the organization that founded IUE, offers a wide network of businesses for internship and employment opportunities to its students and graduates.

Internationalization has a key role among IUE’s core values. Since its foundation, IUE has made great efforts to promote international partnerships, the Erasmus program and to attract international students and academics. Annually, IUE welcomes many exchange students from Erasmus partners in EU or global partners worldwide. IUE hosts international students from 58 countries and international academics from 10 countries, providing a culturally diverse campus to all students. Some native Turkish academics have a background from study abroad, and the rest are expected to have at least 1 year experience abroad through programs such as post doc studies or teaching mobility.

Due to these numerous approaches creating a competitive advantage in teaching and learning environment, and the promotional efforts by the collaborative platform of “Study in Izmir” as mentioned in this article, IUE has become an attractive campus for all domestic and international students.

Campus France: The Hallmark of French Higher Education in the World

Noureddine MANAMANNI[1]
Béatrice DELPOUVE[2]

Campus France is the French national agency for the promotion of higher education, international student services, and international mobility.

Campus France operates under the oversight of the French ministries of Foreign Affairs and of Higher Education and Research. It cooperates closely with French institutions of higher education and their associations and conferences.

With the overall goal of raising France's visibility among students and scholars, Campus France has the following missions:

- To enhance and promote the value of higher education and research in France;
- To manage international mobility programs for students, scholars, and research scientists;
- To welcome and support international students;
- To analyze and monitor international mobility;
- To manage and bring together partner networks.

With 256 full-service offices and branches, Campus France is present in 121 countries.
The local offices are part of France's international cultural network. Missions of the offices are:

- To help international students choose a program and comply with administrative and regulatory requirements;

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- To promote French higher education within local universities and to organize events in host countries.

Through the Campus France Forum (358 institutions) French institutions of higher education make recommendations on the promotion of higher education to the Campus France Board of Directors.

A unique national policy for all the students in France

The French government subsidizes a very large share of the actual cost of public higher education (from €8,000 and €14,000 per student per year). No distinction is made between international students and French students: the admission requirements, the degrees awarded, and the attractive tuition rates are the same. Higher education degrees, based on the European structure of Bachelor, Master, and Doctorate, are regulated by the government, ensuring international recognition. Degrees recognized on a national level by the French government are equivalent from anywhere in France regardless of the institution that grants them.

The quality of the French higher education system is recognized around the world. Its wide variety of institutions offer excellent opportunities for learning and research in every subject and at every level.

Campus France in numbers

- 325 000 international students in France in 2016-2017
- 93% international students recommend France as a study destination
- France is the first non-Anglophone country to host international students
- More than 1 300 programs taught in English
- 42% of the PhD candidates in France are international1
- CNRS is the 1st organization research in the world
- France is the 5th largest economy
- France has 29 companies among the top 500 in the world
- Startup nation #FrenchTech

• 1st European country represented in the Top 100 companies the most innovative

• Excellency in Higher Education & Research with 63 Nobel Prizes and 11 Fields Medal

• Best value for money

• 1st world destination for tourists

• Over 170 000 alumni in France Alumni social network which enables international students to maintain contact with France once they graduate and return home.

French is a language for employability and an international career

Spoken in all five continents and the official language of many states and international organizations, French is the world's fifth most widely used language, with 274 million speakers. After English, French is the most widely studied language in the world. It is the world's third most common business language and second most common language of international news (OIF, 2014). Speaking English nowadays is not enough, therefore coming to France in order to improve the language and have a new way of thinking, become a key element for better employability of the young people.

France is an appealing destination for international students

For the third time in six years, Campus France commissioned Kantar Sofres to conduct a quantitative study to determine "the image and appeal of France" in the eyes of the international students who come to France to study at the postsecondary level. Online poll conducted from July 10 to October 26, 2017, with a sample of 14,245 international students who chose France for their international educational experience. Like the previous surveys in 2011 and 2013, the 2017 poll covers questions about students' decision processes, their level of satisfaction with their stay and the benefits of the experience. Also in the 2017 poll, students' level of awareness of and interest in France Alumni were measured.

Overall results: Students' views of France and French higher education have held steady and even improved:

• 9/10 international students would recommend France as a study destination;
• 9/10 international students are satisfied with their stay in France – 52% completely so;
• 9/10 students expressed their satisfaction with the value of their degrees and the quality of the education they received;
• 9/10 students affirm the cultural and touristic appeal of France;
• 8/10 students have a good perception of academic support in France and reported regular contact with instructors.

The quality of education is the top criterion of international students and the top reason they choose France.

Students' top reasons for choosing France are:

• Quality of education: 46% of respondents;
• Gaining proficiency in French: 41% of respondents;
• France's cultural appeal: 38% of respondents;
• The reputation of institutions and faculty members: 34% of respondents;
• The value of degrees: 32% of respondents.

More information can be found at the link below:
https://ressources.campusfrance.org/publi_institu/etude_prospect/sofres/en/note_54-2_en.pdf

Campus France is responsible for encouraging foreign students' and researchers' mobility to France

The agency sets up many scholarship programs, from the publication of calls for applicants to the reception in France of the beneficiaries of the program.
Campus France also supervises the departure of French experts abroad and the arrival and reception of foreign dignitaries or experts in France.

Campus France has unique expertise in the design and management of customized scholarship programs, from both a logistical and academic point of view, on behalf of public and private partners.

Campus France designs and implements customized scholarship programs for foreign students and researchers who wish to continue their studies or do research in France. Campus France is essentially the contact for many public (ministries, European Commission, agencies, etc.) and private (major French and foreign companies) entities that fund or intend to develop a scholarship program.

In order to promote French higher education, encourage international student mobility and strengthen cooperation between institutes, Campus France plans and organizes events in France and abroad.

The events organized by Campus France have different objectives:

- Promoting the recruitment of foreign students and young researchers by French institutes of higher education and research bodies;
- Encouraging academic cooperation and partnerships between French and foreign educational institutes;
- Facilitating the first steps toward a career for graduates of the French system of higher education;
- Improving the reception of foreign students in France.

Campus France is in Turkey

Campus France Turkey (CFT) is located in three cities, Ankara, Istanbul and Izmir. CFT tailored to the local context, providing platform in Turkish language and a customized approach with the local partners, such as the High Schools and the Universities. Students are welcomed at the French Institute to meet Campus France counsellors to guide them to choose their educational pathways in France. Before leaving the country, Campus France helps the students to prepare their visa formalities. 1300 Turkish students are going to France each year and more than 3800 are currently in France. http://www.turquie.campusfrance.org/

Campus France Academy is a new concept at CFT, a unique program designed for helping Turkish students to become students in France. It is a special four-week program to learn how to become a student in France with language and attitude needed to understand the French methodology.

Turkey is a country where so many Alumni are sharing their activities and experience in France and are very happy to maintain their links and business with French organizations. CFT is there to facilitate the Alumni to keep in touch. https://www.francealumni.fr/fr/poste/turquie/

Keys for Effective Collaboration with Mexico: How to Enhance Win-Win Synergies

David OLIVA URIBE[1]
Beatriz VIZCAINO[2]

Effective international collaboration is based on the generation of trust. One of the main obstacles in seeking new collaborations is the lack of information on potential partners. Asian universities, usually have been looking for partnerships in the USA, Canada and Europe. Although these regions are very attractive and have world-class Higher Education Institutions (HEIs), it has become more and more competitive and the number of possibilities to establish partnerships has been reducing since for HEIs it is not possible to establish an unlimited number of agreements. Therefore, it is important to seek for new regions for collaboration and potential partnerships.
Mexico offers excellent conditions for Eurasian universities to establish international collaboration. Its Higher Education System is composed by 3,800 HEIs with a total student population of 4.4 million students, including 334,000 master and PhD students. Mexico offers Vocational, Bachelor, Master and PhD programs in all knowledge disciplines. 35% of the Mexican HEIs are private and the public HEIs are divided in: Technical and Polytechnic Universities, Teacher´s University, The National University of Applied Sciences, Federal Universities, and State Universities.

Just to provide an example, UNAM (Mexican National Autonomous University) has more than 300,000 students and is ranked 122 in the world. The National University of Applied Sciences is focused on Engineering Sciences with almost half a million students.

As mentioned before, Mexico’s HEIs cover all knowledge disciplines. 40% of the students are enrolled in social sciences, management and law academic programs. Almost 40% of Mexican students are enrolled in STEM programs.

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In the last years, the preferences of the Mexican HEIs and students has been changing towards to an openness in international mobility and collaboration. 10 years ago, most of the international academic and research mobility was done with American and Canadian HEIs. Now, Mexican institutions are interested to look for academic partnerships worldwide. For instance, in the year 2016, the Mexican government granted 65% of the scholarships for Mexicans students to do a Master or PhD study in a European country. In addition, the academic mobility for undergraduate students in Europe has increased 50% in a period of 5 years.

A key strategy to start collaboration with Mexico and Latin America is to seek a matching region as a starting point. For instance, Mexico is divided in 32 states offering a great diversity of working topics, regional development level and interests. Every Mexican state has proposed a strategic development plan with support of human capital development strategies associated to its own state innovation model. At EURIE 2018, EUMex-Connect presented the specific case of Hidalgo State, which is in the Centre of Mexico. Hidalgo has defined state economic regions, called economic vocations. Each one has identified its main strengths and declared them as priority areas. Hidalgo has a network of 23 public HEIs that are located all around the state and they support the development of human capital to add value and enhance those areas. Hidalgo as a state is searching for international partners outside North America. Hidalgo offers several advantages for international mobility: It is a well located, close to Mexico City; several HEIs offers full academic programs in English and it has a good quality lifestyle with an efficient public transportation system. In addition, Hidalgo has attracted investment and there is a close relationship between industry and HEIs. EUMex-Connect is currently collaborating with the State Council for Science and Innovation of Hidalgo to develop international strategies and to conduct the search for potential partners in Europe and Eurasia.

This interest of Mexican HEIs to extend their international presence represents a great opportunity for the Eurasian region. EUMex-Connect is an agency offering services for international collaboration in education with headquarters in Brussels, and offices in Helsinki and Mexico. EUMex-Connect works with HEIs, as well as States or Regions in Mexico, and Latin America to promote effective academic and research collaboration in Europe. In March 2018, after the successful experience of EURIE 2018, EURAS - Eurasian Universities Union and EUMex-

Connect have signed a collaboration agreement to enhance collaboration in education and research with Europe, Asia, and Latin America.

Conclusions

Mexico is a potential partner for academic collaboration that represents a market for internationalization of 4 million of students. The Mexican Higher Education System covers all academic topics and has strong research-oriented universities. Higher Education in Mexico is a priority, at federal and state level innovation and development strategies. EUMex-Connect will work together with EURAS to promote collaboration between Eurasia and Latin America.

EURAS and the Eurasian Higher Education Landscape

Mustafa AYDIN

EURAS- Eurasian Universities Union was established in 2008 as a non-profit international association of higher education institutions (HEIs) within the Eurasian region. Today, it has nearly 100 member higher education institutions in 45 countries. EURAS aims to enhance the quality of higher education in the Eurasian region, to develop regional academic cooperation schemes and to create strong linkages for the Eurasian higher education sector to the rest of the world. To realize these aims, it supports networking platforms, student and staff mobility, organization of scientific events and social-cultural activities among its member institutions. Additionally, it encourages these regular meetings and activities by sharing of knowledge and best practices regarding higher education. It also increases the visibility of the Eurasian higher education sector, the interests and concerns of the HEIs in this region by representing them at various international education platforms and events.

The Eurasian region has always been an important region historically and has been the cradle of many civilizations. In the 21st century, it still retains its importance because it has 2/3 of the world's population and 65% of world's natural resources. Sustainable economic development, protection of the environment, an equitable distribution of wealth are the major economic challenges faced in this region. In addition, this region has a rich diversity of nations, ethnicities, cultures, languages. Another challenge is to find a way to foster dialogue among these differences, prevent conflicts and encourage regional cooperation. When all of these aspects are taken into consideration, general educational issues and particular aspects of higher education remain a top priority to overcome the aforementioned challenges and to create a more stable and prosperous region.

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First of all, the purpose of higher education is to create a highly skilled labor force to develop the economy in a sustainable way. But today's and tomorrow's skills are quite different than previous demands of the society. We must not only deliver technical skills but also provide soft skills that encourage creativity, innovation, and entrepreneurship. Secondly, we must import the values of understanding of each other's' cultures, respect for human rights and law, caring for the environment and our common humanity.

The higher education systems in many countries in the Eurasian region are undergoing major transformations for adapting to not just technological changes but also to the imperatives mentioned above. Taking a snapshot of various higher education systems in the region – such as China, India, Malaysia, Russia, Dubai, and Turkey – would be a good starting point to showcase the enormous size, potential and the dynamism of the higher education sector in the region.

China is investing heavily in its higher education system. Ministry of Education of the People's Republic of China has systematic efforts to raise the quality and the rankings of the selected institutions of the nation. The aim of the country is to have globally competitive universities that match the rising global stature, economic and political power of China. Educational Statistics in 2017 show that there exist s 815 HEIs (URL1) which enroll 27.5 million students (URL2). Over the last six years, the national ranking of China in higher education is 30th overall by a rise of 10 places (Williams & Leahy, 2018) in global ranking list of the Universitas 21 (U21).

India shows a potential for the development through its large higher education system. The main aim of Indian higher education is to equip its young population with the necessary skills to overcome pockets of poverty. Currently, 35.7 million Indian students get their upper-level training from 799 HEIs (URL3). However India has surprisingly ranked 49th overall among other U21 countries in the world (Williams & Leahy, 2018).

In Malaysia, 1.25 million students get their higher education training in 661 HEIs in total (URL4). Its ranking was determined as 26th in the world list of U21 (Williams & Leahy, 2018). Since 2000, the higher education system has developed rapidly in the nation. Especially by offering graduate education, it was aimed to enlarge the higher education capacity of the country. Additionally, TNE partnerships was emphasized and with the help of these Malaysia has managed to attract significant numbers of international staff and students. Until 2020, Malaysian higher education participation rate is planned to be increased from 40% to 50% by reducing the intake of undergraduates and enhancing their graduate enrollment (Chapman & Chien, 2014).

Russian Federation has also designed some programs to help its selected universities to rise in the global rankings and to increase its research output and thus to retain a competitive edge in the technological race. 818 HEIs are recently giving higher education to 4.39 million students in the nation (URL5). Russia has placed 33rd in the ranking list of U21 (Williams & Leahy, 2018).

Dubai has also been trying and succeeding in becoming a regional higher education hub by creating international partnerships and satellite campuses. According to the statistics provided by Knowledge and Human Development Authority (KHDA, 2017), there are currently 60.310 students who are enrolled in 56 Higher Education Providers (HEPs).

In Turkey, the higher education system remains embedded in the European Higher Education area. Quality assurance and internationalization are the two pillars of the new higher education policy. While the research output and innovation coming from the university-industry partnerships need to be improved, Turkey has made strides in providing larger access to higher education. According to the statistics of the Council of Higher Education (URL6), there are currently 7.5 million students who receive their post-secondary education training in 206 HEIs. Turkey has been 41st country in the ranking list of U21 (Williams & Leahy, 2018).

Overall, improving the quality, providing equitable access to higher education and internationalization remain a top priority in the region. It is very important, at this juncture of change and growth, for educational authorities in the region to work together, to learn from each other and to keep up with regional and global trends and developments. As EURAS, we support these efforts by creating platforms for sharing knowledge and best practices and encouraging collaboration among the HEIs in the region.

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Recent Trends in Higher Education in India

Ahmed KAMAL

Introduction

India has a diverse system of higher education (HE) and over half a dozen type of educational institutions offer higher education. Even universities are of different types: Central Universities (Federal), State Universities (Provincial), public funded (both by Federal and Provincial governments), Private Universities, Deemed Universities, Medical Universities, Technical Universities and Open Universities. Even some reputed research- focused institutions with limited number of courses have been designated as 'Deemed to be Universities'. As per the latest statistics, there are a total of 850 Universities in India (Central Universities – 47, State Universities - 384, Private Universities - 296, Deemed Universities – 123) (https://www.ugc.ac.in/oldpdf/Consolidated%20list%20of%20All%20Universities.pdf). The funding pattern of these universities also differs based on the type. However, in recent years there has been a major private investment in higher education in India. In some cases, it is still a debatable issue, whether this investment is for business or for Corporate Social Responsibility (CSR).

Enrollment scenario

In India, higher education is considered as a privileged facet due to its large young population and accordingly about 7% of the youth (18–24 age group) is estimated to join the university system. The higher education in publicly funded universities is usually cost effective and very much subsidized, however the fee in private higher educational institutions (HEI) is much higher. The present trend is partly due to the increase in per capita income of the parents who are ready to afford a higher fee, if quality education is available to them.

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A Policy Document published by the Government of India indicates that there is a linear growth in student enrolment in India over the years. This growth is complemented by the growth in HEI and is depicted in the following Table 1.

Table 1

Universities	27	711
Colleges	578	40,760
Student enrollment	0.2 million	33 million

Over 33 million students are enrolled in HEI in the year 2014-15 with significant percentage of girls. The gross enrollment ratio of boys and girls was found to be 24.5 and 22.7 respectively. This clearly shows that in spite of various social and religious taboos, parents are keen to educate their children and encourage them to take up higher education. Moreover, it is observed that girls opt for all the streams of courses including technical and engineering fields, whereas a few decades back these were considered to be a male domain. However, there is significant gap between male and female ratio of teachers in the HEIs and this data is shown in Table 2 for the year 2014-15.

Table 2

Indicators	Boys	Girls
Enrollment	17 million	16 million
Gross enrollment ratio (GER)*	24.5%	22.7%
Teachers	Male 61%	Female 39%

Note: Gross Enrollment Ratio (GER) in higher education in India is calculated for 18-23 years of age group. Total enrollment in higher education, regardless of age, expressed as a percentage to the eligible official population (18-23 years) in a given school year.

As far as streams are concerned, arts, humanities and commerce remain the mainstay, whereas medicine accounts for less than 5% of enrollment (Table 3).

Table 3

Stream	Percent of enrollment
Arts	37.41%
Commerce and Management	28.61%
Science	17.59%
Professional and technical courses	16.27%
Medicine	4.02%

Constitutional and legal provisions relating to education in India

In India, various apex institutions have been empowered by Acts of Parliament to regulate the standards of education. The University Grants Commission (UGC) is empowered to coordinate and maintain minimum standards of university education across the country. There are statutory bodies such as National Council of Teacher Education (NCTE), Medical Council of India (MCI), Dental Council of India (DCI), Indian Nursing Council (INC), Council of Architecture (CoA), Bar Council of India (BCI), Pharmacy Council of India (PCI), Indian Council for Agricultural Research (ICAR), Rehabilitation Council of India (RCI), Central Council of Homeopathy (CCH) and Central Council of Indian Medicine (CClM) etc., which regulate the standards of education in their respective professional or technical fields.

Education missions

In a revolutionary step the Right to Education Act, 2009 (RTE Act) has imposed legal obligations on the Central and State Governments to provide every child between the ages of 6 to 14 access to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. Government of India has time and again launched various educational missions at different level of education. Regarding higher the Rashtriya Uchchatar Shiksha Abhiyan (RUSA) (translates as National Higher Education Mission) of 2013 is a Centrally Sponsored Scheme to provide norm-based and outcome-dependent strategic funding to state higher educational institutions. The main aim of RUSA is to improve the overall quality of state institutions by ensuring conformity to prescribed norms and standards, adopting accreditation as a mandatory quality assurance framework, promoting autonomy and improving governance framework in State Universities.

Education quality

In 1994, the National Assessment and Accreditation Council (NAAC) was created with the mandate to assess the standards of quality and accredit Universities and affiliated colleges. NAAC has a credible mechanism of assessment and accreditation and it grades university on seven distinct criteria as listed below.

- Criteria I - Curricular aspects
- Criteria II - Teaching, Learning and Evaluation
- Criteria III - Research, Consultancy and Extension
- Criteria IV - Infrastructure and Learning Resources
- Criteria V - Student Support and Progression
- Criteria VI - Governance, Leadership and Management
- Criteria VII - Innovations and Best Practices

The HEI that fulfils the minimum eligibility criteria submits its Self-Study Report (SSR) to the NAAC. This is a guiding document for the Peer Team, which visits an HEI for its assessment and accreditation. Institutions are graded on seven point scale of A++, A+, A, B++, B+, B and C and D is considered as non-accredited status.

The All India Council for Technical Education (AICTE) coordinates development of the technical education and the National Board of Accreditation (NBA) assesses and accredits technical institutions in the country.
Quality Council of India (QCI), though not directly entrusted with the role of accreditation of HEIs, offers some role in the accreditation and quality assurance of hospital services, and education and training.

Ranking of HEI is also becoming popular in India. Government of India (Ministry of Human Resource Development) with NBA launched national ranking of HEI (National Institutional Ranking Framework, NIRF) in 2016 and since then there has been total three cycles (NIRF 2016, 2017, 2018). These rankings have become very important and prestigious in the academic fraternity and recently the government announced that HEI that are receiving government grants will compulsorily need to be evaluated under NIRF. International ranking agencies such as QS and Times Higher Education are also vigorously pursuing Indian universities and colleges for opting their ranking framework and among them QS has become very proactive. Recently, it has launched an India-specific ranking I-GAUGE. These rankings have been given credence by the UGC, as it included these rankings in the 'institutional autonomy framework'.

Overall, the Indian higher education institutions appear to generate quality consciousness. Some factors, which are still affecting the Indian HEI in their quest for high rankings include their inability to attract international faculty, lack of ecosystem for innovation and lack of benchmarking. It is hoped that with several new initiatives by the Government particularly to offer graded autonomy is very likely to bring a big change in the quality of Indian education system.
Jamia Hamdard has primarily been a healthcare education institution for higher learning. It is perhaps one of the oldest institutions offering medical education in complementary system of medicine (Unani). In the year 2012, with the approval of Medical Council of India (MCI) the first batch of MBBS started in the Hamdard Institute of Medical Sciences & Research (HIMSR). The medical and clinical needs of students are met with the institution's associated hospital Hakeem Abdul Hameed Centenary Hospital. Admissions to medical course are conducted through national level entrance test (NEET). In fact, Jamia Hamdard was one of the first few institutions, which joined NEET in order to follow a transparent and merit-based admission system.

To maintain quality standards as prescribed by the NAAC and UGC, Jamia Hamdard, has taken some important initiatives to raise the quality of research and teaching programs. Consequently, it has been able to attract talented students and faculty from all over the country. Currently, students from over 30 nationalities are enrolled in the University in different courses.

The University is spread across around hundred acres of land in the heart of South Delhi. It has ten schools which offer more than 22 undergraduate and 45 post graduates professional programs apart from PhD and post-doctoral studies in various disciplines and all its programs are approved by various regulatory bodies like MCI, PCI, NCI, CCIM, AICTE etc.

Major accreditations

Jamia Hamdard was granted Deemed to be University status in the year 1989. In just about less than thirty years, it has etched an important niche among best institutions in the country. It was the first University to be accredited by NAAC in Delhi-NCR region in the year 2003 and re-accredited twice since then in 2010 and 2017. The University is ranked 23rd amongst the Indian Universities in 2018 by NIRF, MHRD. The School of Pharmacy was ranked 1st in the country in 2017 and 2nd in 2018 by NIRF. The Medical School is ranked 11th in the country by NIRF in 2018 ranking.

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Students’ Mobility in Higher Education to and from Morocco

Abdelali KAAOUACHI

Abstract

In last decades, Internationalization of Higher Education has intensified. International Student Mobility is one of the most important components of Internationalization of Higher Education. The aim of this paper is to explore the topic of Students’ Mobility in Higher Education to and from Morocco. For this end, we analyze data from different sources (data from UNESCO's Institute for Statistics, data from Campus France, statistics from Moroccan Ministry of Higher Education). We show that there is a decrease between 2002 and 2016 in terms of students in outward mobility, and France always remains as the first destination of the Moroccan students. Some factors are reviewed for students’ choice to study abroad. In terms of inward mobility, conversely there is very important growth between 2006 and 2014. Some reasons are cited that have placed Morocco to become the most favored destination, especially for African students.

Keywords: Internationalization of higher education, international student mobility, outward mobility, inward mobility, Erasmus + program.

Introduction

In last decades, Internationalization of Higher Education has intensified with a large spectrum of activities, including: An international curriculum (in terms of both skills and content); an international environment and experience (food, community and entertainment); inward and outward student mobility (which may include exchange, study abroad and fee-paying international students); inward and outward staff mobility; 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,

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dual degrees, split-site programs, validations, franchises and articulations); international operations (delivering teaching or research in a different location internationally) (Egron-Polak, 2012).

International Student Mobility (ISM) is one of the most important components of Internationalization of Higher Education. ISM refers to students' physical mobility from one country to the other. There are different ISM schemes: 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 at least 4 million students going abroad to study around the world. This represents 2% of all tertiary enrolments (UNESCO, 2014). The top destinations for mobility are: United States (hosting 18%), United Kingdom (11%), France (7%), Australia (6%), Germany (5%). The top origin countries are: China (18%), India (6%), South Korea (4%) (UNESCO, 2014).

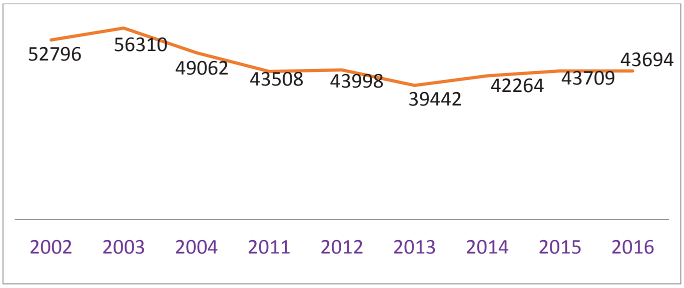
The aim of this paper is to explore the topic of Students' Mobility in Higher Education to and from Morocco. Specifically, in terms of outward mobility, we study evolution of statistics on student mobility, destination countries, factors for students' choice to study abroad. Concerning inward mobility, we're looking to the evolution of statistics on student mobility, the top origin countries, reasons for attracting foreign students. The methodology is based on data analysis from different sources (data from UNESCO's Institute for Statistics, data from Campus France, statistics from Moroccan Ministry of Higher Education).
This paper comprises three sections. Following this introduction, Section I gives an analysis of student mobility abroad Morocco (outward mobility). Section II looks at foreign students in Morocco (inward mobility). Section III addresses challenges affecting the issue of student mobility to and from Morocco.

Mobility of students abroad Morocco (outward mobility)

This section gives evolution of student numbers continuing their studies abroad Morocco, destination countries for these students, factors for students' choice to study abroad. This concerns diploma or degree mobility and short term study mobility.

Diploma or degree mobility

The following graphic traces the evolution of the number of mobile students abroad over the period 2002-2016.



Graphic 1: Evolution of the number of mobile students abroad Morocco (2002-2016).

This graphic shows that 43,694 Moroccans study abroad in 2016. Also, there is a decrease between 2002 and 2016. This places Morocco in the second position in Africa after Nigeria (with 75,539 students in mobility).

The first destination of the Moroccan students is France (25,223 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 quality of teaching in France; the possibility to have student jobs to help finance studies; the fact of having contacts (friends and family).

Furthermore, other frontiers are opening to Moroccan students up like Spain (3071 students), Germany (2631 students), Italy (2104 students), Ukraine (1978 students), United States (1393 students), Canada (1125 students), Russian Federation (1047 students). 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).

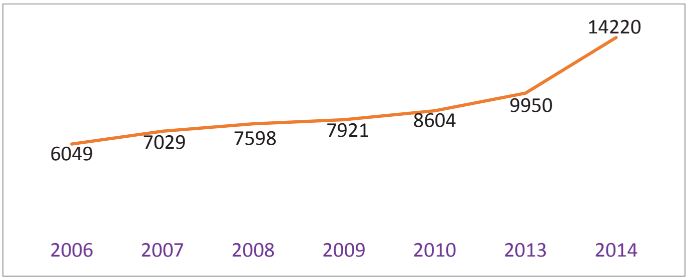
The same previous factors apply for the other destinations. Another factor concerns some countries of Eastern Europe where some institutions accept students without very selective procedures in some sought-after disciplines such as medicine, pharmacy, and engineering.

Short term study mobility under ERASMUS

ERASMUS is an European Union exchange program established in 1987 that provides financial support to students to study abroad. Thus, for one semester or for one academic year, students go abroad to study in European institutions. For the 2016 call for projects, Morocco had 87 projects accepted (65% acceptance rate). The grant awarded for the funding of the mobilities is EUR 4,483,000. Exactly, 1,220 mobilities were granted to Morocco, including 857 outgoing mobilities and 363 incoming mobilities, which places it in the second position in the region after Israel. In detail, 561 mobilities concern students and 659 mobilities concern staff. These mobilities concern 90 European universities in 23 countries. The destination countries which have a great parts of Moroccan students, for the year 2016, are: Spain (297 mobilities), France (151 mobilities), Italy (119 mobilities), Pologne (109 mobilities), Germany (78 mobilities), Belguim (63 mobilities), Finlande (56 mobilities).

Foreign students in Morocco (inward mobility)

Morocco has become in recent years a country highly coveted by foreign students from almost all countries of the world. In 2014, Morocco has welcomed 14,220 foreign students. Over the entire period 2006-2014, there is a very important increase in the number of international students, from 6,049 in the year 2006 to 14,220 in the year 2014.



Graphic 2: Evolution of the number of foreign students in Morocco (2006-2014).

Morocco is therefore an important host country for international students. 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: Mauritania (809), Guinea (515), Senegal (488), Mali (485), Comoros (402), Niger (372), Cote d'ivoire (325), Djibouti (274).

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 160 students from 28 nationalities on campus.

This dynamic of attracting international students are due to many reasons, which place Morocco to become a 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 the training offers 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 cost of living compared to other countries.
- Less bureaucracy to obtain a visa compared to European and American countries.
- Geographical location of Morocco.

Challenges affecting the issue of student mobility to and from Morocco

Morocco is placed in the second position in Africa for sending students abroad, especially toward France. It is placed in first position in Africa in attracting international students in particular those from sub-Saharian countries. But there are some challenges that affect the issue of students' mobility in Moroccan higher education:

- The first challenge concerns the manner to implement internationalization dimension in the actual strategic reform of HES (2015-2030). In this direction, it is necessary to recognize the importance of mobility and attraction for the country. The quality of training and research can be increased by introducing internationalization in priority list of HES.

- The second challenge is related to the maintaining of a reasonable rate of students' outward mobility in the face of the creation of foreign branch campuses in Morocco which is partly the reason for the decrease of outward mobility.
- The third challenge is related to the subject of not losing the best and brightest students of the country. It is necessary to anticipate the resolution of the brain-drain problem.

- The fourth challenge calls for the use of English language as a medium of instruction in higher education. In this sense, it remains to implement the linguistic policy that was established by the strategic vision of reform of HES (2015-2030).

- The fifth challenge concerns improvement of the quality of teaching by introducing a real quality assurance mechanism that can be led by the Moroccan Agency of QA.

- The sixth challenge connects with intensifying research studies on the topic of students' mobility in Higher Education.

All these challenges can be met by putting in place a global strategy for the internationalization of Higher Education in Morocco, in particular with regard to the mobility and attractiveness of international students.

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Higher Education in Brexit Britain: What the UK's Student Population Could Look Like in the Future

Diana BEECH

On 23 June 2016, the people of the United Kingdom (UK) voted to leave the European Union (EU) by a ratio of 52 to 48. Almost two years on, the terms of Brexit are yet to be clarified and uncertainty still prevails for UK universities. It is not yet known, for example, if the UK higher education sector will still have access to the European talent it needs after Brexit, both in terms of staff and students, or if it will still be part of the European Research Area (ERA) and have access to EU funding and mobility schemes. This essay, nevertheless, draws on a range of existing data and research to make some predictions as to what UK university campuses could look like in a post-Brexit world.

At present, there are 438,000 international students in the UK, which account for 19 per cent of the total UK student population. Despite the prospect of Brexit, this number looks set to grow in the short term. According to data from the Universities and Colleges Admissions Service (UCAS) – the centralized service that students use to apply to universities in the UK – as of 24 March 2018, 46,040 EU students had applied to study at UK universities and 65,440 students had applied from outside the EU. This is the largest number of applications ever received from international students, totalling well over 110,000 combined.

There could be multiple reasons behind this surge in international interest in UK higher education. First, EU student numbers have been growing in the UK ever since the UK Government removed student number controls, which had previously limited the amount of EU students universities were able to recruit. Since the Brexit vote in 2016, the UK Government has guaranteed 'home' fee levels and access to student loans for all EU students applying to start a higher education course in the UK in the academic year 2018/19 for the duration of their studies. So, this really could be the last chance for EU students to enroll at a UK university on the same terms as their predecessors.

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Second, the depreciation of the pound (sterling) since the EU referendum has made UK degrees cheaper than they were previously for students from elsewhere in the world. And, third, the UK could also be benefitting from the 'Trump effect', having witnessed a 52 per cent increase in applications from prospective students from Mexico compared to the same point last year.

This flow of international students is not, however, guaranteed in the long term. Research into The determinants of international demand for UK higher education conducted by the Higher Education Policy Institute (HEPI) – the UK's only independent think tank devoted exclusively to higher education – and Kaplan International, in conjunction with London Economics, reveals that, after Brexit, the UK university sector could lose up 57 per cent of EU students (equivalent to 31,000 new incoming students each year) as fee levels go up and access to the UK's student finance system is restricted. As well as hailing a loss in income for the UK higher education sector of almost £40 million in the first year alone, this predicted drop in EU student numbers means that UK campuses could lose some of the cultural diversity they have become accustomed to – presumably with only EU students from more affluent (likely Western European) backgrounds willing to come to the UK to study at higher 'international' fee rates.

What UK universities will lose in EU student numbers, however, they could gain in student numbers from elsewhere in the world seeking to profit from the weaker pound. Economic modelling in the HEPI-Kaplan study suggests that over 20,000 additional international students could come to the UK to study after Brexit owing to more favourable exchange rates, bringing in almost £227 million in extra income for the sector. Yet, the extent to which UK universities will be able to capitalise on this renewed interest from international students in UK higher education depends heavily on what happens in the UK's domestic political agenda.

In its 2017 General Election manifesto, the Conservative party – the UK's governing party – pledged to 'reduce immigration to sustainable levels' and to bring 'annual net migration in the tens of thousands'. It specifically stated that 'overseas students will remain in the immigration statistics… and within scope of the Government's policy to reduce annual net migration'. Prime Minister Theresa May – formerly Home Secretary (2010 to 2016) – appears intent on sticking to this manifesto commitment. However, over the past year there have been multiple calls – including from members of her own cabinet – to encourage her to drop students from this planned migration cap. On 24 August 2017, the current Home Secretary Amber Rudd commissioned the Migration Advisory Committee (MAC) to 'assess the impact of international students in the UK' with a view to forming an evidence-based decision on whether the policy should be implemented. The MAC is due to report its findings to Government by September 2018, so UK universities will inevitably be hoping that the MAC presents evidence in international students' favour to allow them to grow their numbers unreservedly.

There is no reason why this should not be the case. The UK has always been a pioneer of international higher education, having educated – as highlighted by previous HEPI research – more serving world leaders and heads of state than any other country in the world. Even before the MAC review was commissioned, HEPI had begun further work with Kaplan International and London Economics to look at The costs and the benefits of international students by parliamentary constituency in the UK. It found – based on data from a cohort of international students studying in the UK in the academic year 2015/16 – that international students benefit every area of the country and that their benefits (£22.6 billion) greatly outweigh their costs (£2.3 billion).

The total net benefit of international students to the UK economy was found to be £20.3 billion, which equates on average to a £310 gain per resident member of the UK population. In some constituencies, such as Sheffield Central, the benefits were seen to be as great as £1,960 per resident. Even in areas of the country without many international students in their midst – like Northern Ireland or the Scottish Highlands – residents still felt a net gain of £70 per person. Given the tensions caused during the EU referendum campaign, with university communities in the UK generally voting overwhelmingly to Remain in the EU while more rural communities voted to Leave, UK universities will want to do their utmost to ensure these benefits are felt and recognised by all sections of the UK's society going forwards.

Irrespective of whether UK universities are able to take on more students from elsewhere in the world in the future, however, fresh research from HEPI into Demand for Higher Education to 2030 reveals that the UK higher education sector will still be able to count on a strong supply of students from the UK's domestic market. This is due to a number of reasons. First, the number of 18-yearolds in the UK is set to grow by 23 per cent over the next twelve years, leading to a demand for approximately 50,000 new places across the sector. Second, providing participation rates in higher education continue to grow at a similar rate to what they have done over recent years, this could mean UK universities need to prepare themselves to provide at least a further 350,000 full-time, undergraduate places by 2030. Even subtracting from this the anticipated reduction of approximately 50,000 EU students caused by Brexit, this still leaves a net increase of 300,000 new places for UK universities. And, if boys were ever to match the participation rates of girls (although there is currently little evidence of them beginning to do so), then this number could be as high as 500,000.

For UK universities preparing to weather the storm of Brexit, this may appear good news. However, higher proportions of 'home' students can only compensate for the potential loss of international students in terms of total student numbers; they cannot compensate for the loss of revenues from higher international student fees, neither can they counteract the loss of diversity brought about the multiplicity of languages, cultures, customs and traditions that international students bring with them. To ensure UK universities are not just set to grow in capacity, but also continue to maintain a diverse student body, the scale of the transformation needed now is substantial. The onus is therefore on the UK Government, first and foremost, to remove international students from their net migration target. Then, UK universities, their public relations teams and their representative bodies must also take up the duty to convince prospective applicants from the outside world that a higher education in the UK still offers a world-class experience, as well as assure UK residents that we are all better off by embracing internationalism – irrespective of the UK's position inside or outside the EU in the future.

Innovative Methods in Higher Education - Case of University of Applied Sciences Upper Austria

Gerald REISINGER

About university of applied sciences upper Austria

The University of Applied Sciences Upper Austria is a national leader in its field, with 5,900 students educated in four schools, Engineering, IT, Medical Technology, Social Sciences, and Management. We offer internationally recognized, practice-oriented degree programs at four locations in the heart of Upper Austria. As part of our commitment to developing international links, we maintain contacts with some 260 partner universities around the world. Our research and development centers are continually developing cutting-edge products for a wide range of practical applications. This solid combination of theory and practice has brought us regional and nationwide acclaim.

We run numerous bilateral partnerships, ranging from student mobility to dual and multiple and modular degree programs. We are committed to new methods of teaching and we see them as drivers of quality, efficiency, and increased competitiveness – if, and only if done well.

Innovation in education has many advantages

Making use of innovative approaches in teaching is being praised as a solution to many HEI problems nowadays. Innovative teaching technologies are attractive to students, and they are fun to teachers who are stuck in their dilemma of repetitive action. They seem to be efficient for university leaders because content created once can be "recycled" easily and used for different groups without extra effort.

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Innovative teaching technologies like YouTube videos, classroom streaming, virtual classrooms etc. might appear as “international per se”, because the domain of many of those technologies is the internet which is borderless per definition. Universities that present innovative methods in teaching may gain advantage in the competition for talent, attracting more and better students.

Target groups are more and more heterogeneous (old/young, language, part time/full time), and their prior knowledge differs (experience vs. theoretical knowledge, career changers). The pace of technological advancement provides many new opportunities for didactics in teaching. Learners expect study methods that fit their current lifestyle (different types of learners, ongoing education, part-time students, pure online learners, work-life-balance). Many learners are technics-affine and educated in new media.

Primary and secondary education is changing: in fact still largely “ex cathedra driven”, but new didactical methods are on the rise. People are used to apply excellent technical media quality.

Changing times

Students who expect independent self-regulated learning (learning processes are initiated, planned, and evaluated by the learners) sit next to those who are used to teacher-centered learning (learning processes, requirements, etc. are determined by the teacher).

Higher education is under cost and time pressure; more knowledge has to be transmitted within much shorter time slots. Thus, we need efficiency in teaching. But this is in contradiction to the statements above (individual teaching vs. “mass” teaching).

Finally, higher education has become a competitive market. Innovative methods of teaching have become a means of increasing awareness and recognition it the competition for talented students worldwide.

Root causes for bad performance of innovation (in HE teaching) (borrowed and modified from Robert G. Cooper)

Table 1

Causes for bad performance	Applied to innovation in education
Speed demons and racing to the market	Competition among institutions: Who is the most innovative? Who is first? Consequence: poor quality
No reflected reaction to frontrunners urgent requests	Some students demand for more interaction and videos Industry calls for immediate "employability" and up-to-date IT and presentation knowledge; innovative teachers ask for resources. Consequence: scattered initiatives, inefficiencies
Resource crunch	Resources (knowledgeable people, IT resources, technical equipment) are scarce, scattered and compensated by improvisation. Consequence: poor quality
Resistance of the main players	Universities are generally hesitant in adopting innovative approaches. Faculty, administration (and students alike) sometimes have troubles to leave their ‚comfort zone'. Consequence: Resource crunch (see above)
Wrong project selection criteria Heading for the "low hanging fruits"	Projects with big expected impact are overrated, or approaches that were successful in other contexts are simply copied. Consequence: poor quality, inefficiency
Legal matters underestimated	Copyright issues, IT security, observability of performance are not yet resolved. Consequence: high risk, disappointment, friction

The University of Applied Sciences Upper Austria's solutions to these problems

First, we have staffed a cross-faculty task force, which collects the state-of-the-art, which researches and recommends innovative teaching methods, and which has laid the groundwork for a clear FH Upper Austria E-Learning strategy. This allows us to allocate resources, to intertwine individual activities, and to apply a more strategic approach. Also, our board is regularly informed about initiatives brought up by this group and has the ability to steer, monitor and control.

We invest in state-of-the-art technologies such as video equipment, VR environments, content management software in order to provide an attractive environment for experimental learning (of teachers and students alike). On the operational level, we have an E-learning commissioner on each campus, who consults, supports and applies.

We build up capacity and competence and we reward initiatives: e.g. our "Teaching days" initiative, our E-learning guideline, plenty full with examples and tried-and-tested methods and their honest outcome. We allow and stimulate experimental work on innovative teaching methods across faculty, schools, and programs. And we show appreciation for innovative teaching approaches, e.g. with our annual award for innovation in teaching at FH Upper Austria.

- We develop metrics to measure the success of innovative initiatives: we collect students' feedback on e-learning courses, we check whether grades have changed, and we monitor our own input resources in various projects.
- Also, we provide a legal framework: in our E-learning strategy, we refer to regulating copyright issues, comment on examination modes, integrate e-learning into our statutes, curricula.
- And finally, we have implemented a research group on higher education teaching and learning which feeds us with up-to-date knowledge on what is going on in the area of innovation in teaching.

Suggestions for interested partners

Based on our experience, we recommend the following actions:

- Use the trust and relationships within university networks to exercise on innovative technical and non-technical teaching methods among member universities.
- Build up an experimental e-learning group, which uses allied forces of universities to co-develop sustainable models of innovative teaching.
- Collect best practices, experience and measurable output criteria and share those within the university networks.
- Identify and bundle research activities in higher education research.

New Generation University 4.0: The Case of European Leadership University

Olgun ÇİÇEK

Abstract

Higher Education (HE) is fast growing worldwide and universities are going global in this respect. Technology is booming and universities are trying to adopt "Industry 4.0", "Business 4.0" concepts. This process encompasses technology development, enhancement and innovation in the products, services and processes.

Newly founded European Leadership University (ELU) in North Cyprus is one of its first kind to operate as a new generation university 4.0 in the Island to catch up with the new generation technology enhancement and practices in the business and social life.

This paper will highlight the ELU's new model on university-industry partnership as a Business School, and the use of digital technologies in the teaching and learning process. It will present concepts like work-based learning, and employment-based learning.

Introduction

European Leadership University (ELU) was established in Famagusta, North Cyprus in September 2015. ELU's academic programs are approved by the Ministry of Education as well as Higher Education Planning, Coordination, Accreditation and Evaluation Council (YODAK).

The European Leadership University prides itself on being at the cutting edge of the education industry, trend setting the future of education, while helping to shape its evolution and revolution through a disruptive innovative approach to learning.

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The European Leadership University is currently developing its main hub in North Cyprus, while planning to open satellite campuses in the Netherlands and the UK in the future. ELU will offer students the opportunity to enjoy everything a university campus community has to offer while enhancing their education and learning through our innovative hybrid learning model & pedagogy.

ELU intends to be a bridge between the academic world and the corporate world, linking education with what is needed now in today's fast changing workplace and being recognized as graduating high caliber 'fit for purpose' individuals whom will be at the head of the next generation of managers.

Higher education future challenges

An example of using disruptive innovation to rethink tertiary education provision is the European Leadership University (ELU). Its founding premise is to argue that traditional organizations cannot disrupt themselves; rather, new organizations need to do this. ELU focuses on education to employment (E2E) – a key part of the McKinsey recommendation – instead of a focus on research, which many traditional universities are still modelled on. Challenges are as follows;

- Technology/Digitalization by all means (AI & VR)
- Student Involvement & Experience
- Skills acquisition
- Employability
- Teaching Methodology
- Social Media
- Robots at Universities
- Internationalization

The decade ahead

The rise of hybrid universities will not disrupt the role of traditional providers to the point of extinction. But there is a clear agenda for change, and successful traditional providers in the future will be the ones which respond flexibly to the changing environment. The key element is simple to suggest, but hard to do in practice. It's essentially for learning organizations, businesses and students all to engage with each other more.

The McKinsey research suggests several desirable outcomes – all from the top-line points of universities, businesses and students needing to communicate with the others more effectively, collaborate more and stop seeing university education as a linear process where the 'job offer' only comes at the very end.

The Students of the Future:

- Next generation of students
- New expectations and needs
- New recruitment strategies

Rethinking the Faculty:

- New employment terms for professors
- New course delivery methods
- Universities' financial constraints

The Future of Learning:

- Advancements in Technology
- Reshape Curricula and Course
- Value of Higher Education

University 4.0 (Fourth Generation University)

- What are the required skills and knowledge that University 4.0 should equip the future generations with?
- How should University 4.0 change its learning design (curriculums, teaching methods, assessments) in the light of technological and social disruptions?
- How should the Fourth Industrial Revolution affect the administration, research, development and innovation agenda of University 4.0?

• How should University 4.0 collaborate with the industries and governments to foster innovative ecosystems?

4th Generation of University (Key Ingredients)

• The university becomes a dynamic open innovation space;

• Part time positions for industrial 'residents', artists, and employees of governmental, societal or other knowledge institutions;

• Part time employment for scientists in positions outside the university;

• BSc and MSc student teams and PhD participations in benchmark or worldwide games for societal challenges;

• Inter-disciplinary teams with pressure cookers session, like hackatons;

• The focus of the university is partly global, but it has a strong local network and is the (co)driver of its local ecosystem, (Glocal);

• The role is not just creating value but merely to enable to let the (local) network create value, so the university is an enabler and motivator.

Conclusion & Future Topics

In conclusion, ELU is eager to adapt the new model of student centered learning vs traditional business education to a more fully-aligned model.

As a result, education will be a less passive experience. It will be the platform from which graduates can step seamlessly into their first job. Future students will demand;

• Digital Teaching & Learning

• Digital Degrees

• Digital Badges

• Student-centered Learning

• Competency-based Learning

• Work-based Learning

• Blockchain in Higher Education

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Current State and Trends in English-Medium Instruction in Higher Education

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Mustafa AKINCIOĞLU[2]

Introduction

The spread of English as the international language of science and academia has contributed to the rise of English as a medium of instruction (EMI) in higher education institutions worldwide. By offering programs taught in English, higher education institutions seek to internationalize their profile. EMI programs allow universities to attract qualified international staff and students from diverse linguistic and cultural background, with English serving as the lingua franca. Moreover, EMI programs allow students to access the latest research in their field, as English has become the dominant language of scientific publication. Given the spread of EMI in this globalized context, this paper provides an overview of English-medium instruction (EMI) in higher education.

In this paper, we first present a working definition of EMI. We then unpack this definition, revealing the complexity and diversity of EMI as a global phenomenon. We then explore research related to EMI, including published and ongoing studies conducted by members of the EMI Oxford research group, based at the University of Oxford, Department of Education. This paper has two primary aims: (1) by problematizing the definition of EMI, we aim to highlight the challenges, variations, and pervasiveness of EMI in higher education today, and (2) by highlighting the variation with which EMI is implemented, this paper argues that certification and training programs are needed to equip EMI instructors with the pedagogical tools needed to teach effectively in EMI contexts.

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What is EMI?

EMI is defined as “the use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English” (Dearden, 2014, p. 2). While at first glance this definition may seem comprehensive, closer analysis reveals shortcomings in terms of its ability to capture the diversity and magnitude of the spread of English as the language of instruction in higher education.

In problematizing this definition, we begin by questioning the limitation of EMI to locales where English is not the first language of the majority of the population. Given that global migration trends have created multilingual and multicultural spaces in places deemed to be within Kachru’s (1985) inner circle, naming the first language spoken by the majority of the population in a particular area becomes a more complicated task. There are cities, districts, and neighborhoods within the United States, and Great Britain in which the majority of the population speak a first language other than English: should educational programs taught within these contexts be considered EMI? Moreover, the mobility of international students and staff has created linguistically diverse spaces within higher education institutions in countries that would otherwise be consider English-speaking. Consider a classroom at an English or American university in which the majority of students are international students or non-native English speakers; consider also that the lecturer speaks a language other English as his or her first language. Would this qualify as an EMI classroom, even though it is located in the US or UK? We argue that it should be considered EMI, as the linguistic diversity within the classroom presents unique challenges for teaching and learning that might not appear in monolingual classrooms.

The definition of EMI also requires further consideration in contexts where English is neither the official language nor the first language spoken by the majority of stakeholders. Here, we argue that further consideration is needed to understand how and to what extent English is used as the medium of instruction. Particularly in contexts where teachers and students (or at least the majority of students) share a first language other than English, must English be the only language of instruction in the classroom? Regardless of whether or not one thinks English *should* be the only language used in the classroom, ongoing research conducted in Turkey by one of the authors of this paper suggests that English is rarely the only language used for teaching and learning in such EMI classrooms. Rather, data derived from classroom observations and interviews with stakeholders at Turkish universities suggest that the L1 often serves central functions in the EMI classroom, including beneficial and facilitative pedagogical purposes. The fact that codeswitching and multilingual practices are inherent to the EMI experience in certain contexts suggests a need for further research and pedagogical training.

In the paragraphs above, we have described two different EMI contexts. In the first—regardless of whether it is located in an English- or non-English speaking jurisdiction—the EMI classroom is characterized by an international group of students and teachers coming from a diversity of linguistic backgrounds; in the second scenario, the students and lecturer share a non-English first language but are using English as the language of instruction given the importance of English as the international language of business and science. Both cases present complex linguistic landscapes, given the varieties of English and range of proficiencies that may be present in the classroom, and highlight the diversity with which EMI is implemented worldwide.

The two cases that we have described are not comprehensive but rather serve to problematize current conceptualizations of EMI. In both cases, as well as in the multitude of additional EMI contexts existing globally, EMI presents unique linguistic challenges that are often ignored and for which teachers are rarely equipped. In the following section, we argue that pedagogical training programs are needed to prepare university lectures for the linguistic challenges of the EMI classroom.

Certification in EMI

In a 2014 study on EMI as a global phenomenon, which included data from British Council staff members in 55 countries, the majority of respondents indicated that there were not enough qualified EMI teachers and not enough written guidelines on how to teach through EMI in their contexts (Dearden, 2014). These findings are supported by one of the author's ongoing doctoral research, which suggests that insufficient guidelines govern the implementation of EMI in university settings, resulting in a diversity of linguistic and pedagogical practices within the same institution. The variety with which EMI is implemented suggests a lack of consistency, raising questions of quality and educational outcomes.

To illustrate this point, we highlight the professional background of EMI university lecturers. Whether they teach mechanical engineering or ancient history, EMI lecturers are experts in their specific subject area but rarely receive training in EMI, pedagogy, or linguistics. A forthcoming study co-authored by one of the authors of this paper investigated EMI teachers' attitudes towards certification. The study found that most EMI teachers had been teaching for less than ten years and did not have a certification to teach EMI. As a result, we argue EMI lecturers are often unaware of the linguistic challenges that may persist in EMI classrooms or the linguistic choices that may improve the effectiveness of teaching and learning in EMI settings. A number of studies have been conducted to address this gap, including a collaborative planning project that sought to improve cooperation between language professionals and subject lecturers in university contexts (Macaro, Dearden & Akincioglu, 2016). We argue that certification could provide quality standards for EMI practitioners.

Moreover, a certification process would encourage the institutionalization of EMI, by which we mean that stakeholders at EMI universities—including students, teachers, administrators, and the wider community—would internalize the role of English as the medium of instruction in order to achieve specific strategic aims of the university. This process would require a clear articulation of the role of EMI within the university's vision statement, policy documents, course design, and institutional culture.

As we have argued, the current definition of EMI is too narrow to encompass the diversity of contexts in which English is used as a medium of instruction in higher education. As the number of EMI programs continues to expand globally, universities must adapt to support the diversity of linguistic needs on campus, particularly in terms teaching through a second or foreign language. Teaching through EMI requires more than English language proficiency, although this is typically the sole hiring consideration for EMI programs. As we envision it, certification for EMI instructors would provide an official qualification verifying competence to teach subject material through EMI, including training in pedagogy appropriate for multilingual, multicultural classrooms.

Furthermore, we argue that certification for EMI instructors requires the full involvement of other educational stake holders, including program managers and policymakers, and could be offered through a framework that ultimately aims to utilize the institutionalization of EMI.

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ROUNDTABLES

Final Declaration of EURIE 2018 Roundtable Meeting About "STEM Education"

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The meeting entitled as "EURIE 2018 Roundtable Meeting about STEM Education" within the scope of EURASIA Higher Education Summit took place at Istanbul Lütfi Kırdar Congress Center on February 15th, 2018. Forty-three academicians comprised of several deans from various faculties of education participated in the meeting. The main aim was to discuss K-12 level STEM Education in Turkey, as well as to develop new insights based on this topic. In this sense, participants presented their valuable opinions and findings of their research about STEM education.

In the meeting, three points were emphasized:

a. A theoretical framework of STEM Education is necessary;
b. There is a need for developing a nationally unique understanding of STEM Education by means of evaluating the most two important problems of Turkish educational system: accessibility and quality;
c. Turkey still remains underdeveloped in capturing innovations in K12 education.

For the contributors of the meeting, the roundtable provided a discussion platform to share their opinions regarding the tasks needed for STEM Education at faculties of education in Turkey. Participants discussed the gaps in STEM Education in Turkey based on the following dimensions:

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a. Students or learners begin their higher education journey fundamentally with the deficiencies in their conceptual understanding and essential skills.

b. Pre-service teachers are forced to gain the concept of STEM without constructing their awareness about scientific inquiry and being licensed with a teaching certificate without having to learn scientific practices.

c. Due to the fact that STEM has become a popular approach in education, some people may define themselves as "STEM experts", although they do not actually do research in STEM.

d. Although "integrated STEM" is suggested worldwide, there is the fact that researchers in the field of STEM do not work cooperatively in Turkey.

e. Turkish Ministry of Education (MEB) is not encouraged to work with a group of academicians for fulfilling the forthcoming targets of the national education system of Turkey regarding STEM. In addition, the recommendations of academicians are not heeded.

f. STEM Education is currently not maintained starting from pre-school education within the integration of educational scaffolders, i.e., college-school collaboration.

In the context of the aforementioned points, it has been decided to convene again with the participant academicians to consider STEM Education in detail and to contribute to the solution of the current problems related to the field.

Insights from the UNESCO Panel and Roundtable Meeting "Education for Peace in Fragile Contexts" at EURIE 2018 Summit

Özüm Sezin UZUN

The Preamble to the Constitution of UNESCO declares that "since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed". Education is definitely one of the key means in making a difference in the minds of humans. In line with UNESCO's support to the full and equal opportunities for education for all, we acknowledge the role of education in building lasting and genuine peace. For this purpose, we believe that UNESCO Chairs on Education, higher education institutions, scholars and non-governmental organizations should take active role in promoting peace education in order to contribute peaceful settlements.

Istanbul Aydın University UNESCO Chair in Cultural Diplomacy, Governance and Education and UNESCO Chair on Sustainable Peace for Education organized a panel and roundtable, entitled "Education for Peace in Fragile Contexts", on 15 February 2018 at EURIE 2018 Summit.

The panel provided a platform to discuss the role of education in building peace from more theoretical perspectives with our two distinguished speakers. The first speaker was Dr. Nevila Xhindi, from Albania. Dr. Xhindi introduced the peace building process in Albania. The other speaker was Dr. Tejendra Pherali, from University College London, Institute of Education. Dr. Pherali talked about the interactions between education and peacebuilding in fragile environments, sharing his experiences from Somalia. Dr. Özüm Sezin Uzun, UNESCO Chair Holder on Education for Sustainable Peace, moderated the panel.

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At the roundtable, UNESCO Chairs, representatives from non-governmental organizations and scholars discussed the role of education in constructing values and attitudes, the role of higher education in building peace and the best educational practices in building peace.

Dr. Uzun, Chair Holder on Education for Sustainable Peace, stated that conflict resolution has been increasingly paid attention to, not only in the field of International Relations but also in the education. Some of the significant reasons lie in the increasing numbers of intra-state conflicts in the post-Cold War period. The conflicts at the societal and individual levels have been necessitating to understand the reasons of conflicts, to manage them and furthermore to prevent the future ones. Dr. Uzun also underlined different concepts, related to conflict resolution, that they also represent different phases of peacebuilding. The first is conflict settlement, named as Track I. This is mainly reserved for the official and formal activities of diplomatic and governmental actors. The second is conflict resolution, known as Track II, refers to more informal and unofficial efforts by non-governmental actors through conducting problem-solving workshops or round table discussions. The Track-III refers to all initiatives undertaken by actors involved in training, capacity and skill building, trauma work, humanitarian help and development work. Conflict transformation and reconciliation in the post-conflict, on the other hand, requires being more attentive about the likelihood of the roots of conflicts and promoting inclusiveness rather than exclusiveness.

At the roundtable, the challenges in the conflict settlement, conflict resolution and conflict transformation; the relationship between education and peace building and maintaining and lastly the impacts of the social context on peacebuilding through education were discussed.
Prof. Dr. Celal Nazım İrem, UNESCO Chair Holder on Cultural Diplomacy, Governance and Education, underlined the importance of liberal education in order to increase awareness on some normative issues that are required for the peace education such as tolerance, universal human rights, empathy and equality.

Dr. Mustafa Ziya, Head of Türkmeneli Foundation Cultural Center, mentioned that the challenges caused by the curriculum of Iraqi education system, which is deepening the conflictual situation, while separating the communities, rather than promoting unity among different societies. Therefore, it is hard to talk about the positive role of education in serving for peace in Iraq now.

Assoc. Prof. Dr. Dr. Nazan Haydari Pakkan, Vice President of Center for Conflict Resolution Studies and Research at Istanbul Bilgi University, introduced the Center's studies on disadvantaged people and gender-caused problems. She underlined the importance of promoting partnership at their activities.

Dr. Alexei Borisov, UNESCO Chair Holder on Human Rights and Democracy, at Moscow State University, also mentioned their UNESCO Chair activities in order to promote peace education. Dr. Pherali underlined the challenges when liberal education is discussed, it is assumed that education is accessible by everybody. Therefore, its main concern is about normative issues, tolerance, human rights, etc. However, it should be kept in mind that there are inequalities in accessing to education and distributing the resources. In fact, in peace education, the following questions should be paid more attention; how peace is conceptualized, how different identities are accepted and how reconciliation is facilitated. Dr. Pherali mentioned that there are three different ways of inter-relationships between education and conflict. Firstly, education suffers from attacks. Secondly, education can be a problem while creating some social imbalances. Thirdly, education can be an effective way to promote sustainable peace. In addition, he underlined some reservations on the arguments on liberal education because he mentioned that the main problem is assuming the availability of free access to the education. However, the inequalities of distribution of resources create some impediments for the assumptions of liberal education.

Mr. Philippe Vialette, DG for Research and Innovation European Commission, emphasized the role of EU in building peace through encouraging mobility and partnerships. The positive impact of Horizon 2020 in promoting international cooperation was also mentioned.

Dr. Gülay Uğur Göksel, Faculty Member at the Department of Political Science and International Relations at Istanbul Aydın University, shared the results of her studies on Syrian refugees. Dr. Göksel mentioned that one of the biggest problems is caused because of the misinformation about Syrian refugees and negative perceptions of the hosting society. Dr. Göksel underlined the importance of peace education in order to decrease the level of tensions between societies. At the end, the participants of roundtable agreed that peace education is significantly important in order to deal with the conflicts at societal, state and regional levels.

Notes from the EURIE 2018 Roundtable "How to use Social Media for your University's International Marketing"

Märt ARO

The main topic of the roundtable I was moderating was "How to use Social Media for your University's International Marketing". As for all discussions about marketing, one approach is very important: First the question, then the answer. In our case, we needed to ask ourselves: Who is my institution? Even before thinking about social media, it is necessary to recognize that social media is part of a broader strategy, which is the marketing strategy of any entity, in this case a higher education institution. In order to have an effective marketing strategy, we need to know who we are, meaning our brand. Think of your institution as a product you want to sell to prospective students. You know how valuable your university is, and you want all prospective students to see it. This is the pivotal moment mentioned above: Before talking about yourself to others, you should first know who you are.

In this mental exercise, it is very important to think about your brand. As Jeff Bezos, CEO & founder of Amazon, wittily put, "your brand is what other people say about you when you're not in the room". I agree with this statement very much but it needs to be integrated with another point of view, i.e. our personal one. In fact, let's start with our own perspective. If it is true that branding is informing people about what we do and what we offer, we need to think who we are and what we offer. Think of your institution: Is it private or public? Is it mostly focused on research or on professional outcomes? What are your strongest departments, programs, courses? Have you hired worldwide famous professors or personalities to teach? Knowing how to answer these questions is particularly important, if you put yourself in the prospective student's shoes. Imagine of being at a study fair or searching for university programs on the web. There is so much information, and every institution looks great on paper.

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Nonetheless, if an institution "looks" great in everything, this will make it vanish into the crowd. As a matter of fact, each applicant is different on their own. This means that more or less they already know what their life aspirations are; which department they will want to choose; what they are looking for in their new university adventure. Are they looking for a fun place where to network? Are they looking for a private university with great professional connections for career purposes? Are they science enthusiasts that will spend most of their time in the lab? As a university, you need to know what you can offer to your ideal student. Write down what you think or know are your strong points and emphasize those. Those strengths will be the spearhead of your marketing strategy.

At this point, it is necessary to create more dimension in this picture; therefore, a single perspective is not enough. It is time to consider the other half of your marketing observation that is researching on what people (students, in this case) think about your institution (when you are "not in the room". Ask current students or alumni to fill in anonymous surveys about their experience at your school; check on the internet (especially on social media!) what they say about you; and if and how they are recommending your institution. Now you have many more elements that you can work on and use. Remember that peers' endorsement is by far more powerful than any marketing campaign. We can now use smartly social media to boost the university's international marketing campaigns. Combine what you want to communicate about your institution with what your students say about you, and you have the perfect marketing strategy, which can be (and must be) used for a successful outcome.

This approach goes beyond the recruitment phase. It certainly starts during the recruitment phase, but if you know what the "freshmen" expect from you, you also know how to adjust their overall academic experience accordingly, until the very end of such experience. In this way, you will create a virtuous cycle where your current or past students will spontaneously say great things about your school, and you will be able to enjoy the benefits of such strategy without spending a big budget. It can be considered free advertising. From social media you can also gather the weak spots of students' academic experience and try to fix them. You have the chance to manage their expectations before and at the moment of coming to your institution. So, it is less likely that they will complain about any downsides that they will encounter during the study period. For any organization that offers some value, offering the best service possible is the best marketing campaign of all, as a rule.

Starting from these questions and answers, you will know what your niche is, and will be able to inspire pride and a feeling of belonging towards your university. This is how the brand of the most famous institutions in the world were born.

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