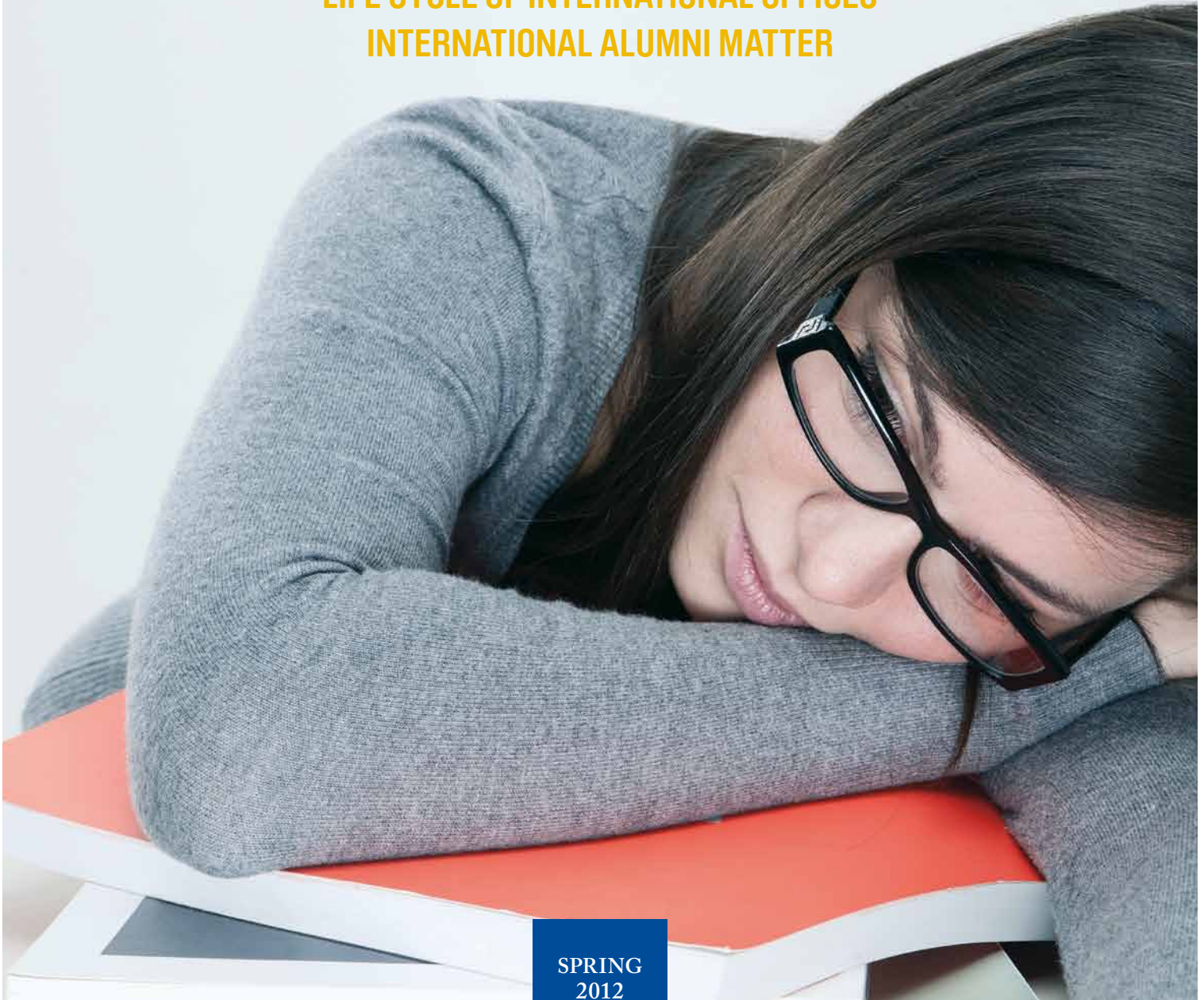


FORUM

Discussing international education

WHERE IS STUDENTS' MENTAL HEALTH GOING?
AFRICA: A NEW DAWN OF INTERNATIONALISATION
LIFE CYCLE OF INTERNATIONAL OFFICES
INTERNATIONAL ALUMNI MATTER



SPRING
2012

Editorial



CHANGING CLIMATES, SHIFTING PRIORITIES

Over the past few years, higher education in Europe has gone through considerable change and will face new challenges in the near future. Many of these changes are having positive effects, not only on intra-European cooperation, but also on collaboration with universities in countries on the African continent, both north and south of the Sahara, as well as in other parts of the world. However, there is one aspect in particular of the current climate that gives rise to significant concern, not least for those of us who believe in the exchange of ideas and people between institutions on a global level. The financial crisis that has hit many countries has naturally led to a reduction in public funding for higher education. This in its turn has led institutions to make cuts in the range of programmes they are willing to offer to prospective students. These cuts, I would maintain, have often been made on a short-term profitability basis, leading to a reduction in or the removal of disciplines that do not 'pay well', *ie* disciplines in the humanities – not least languages – and also in the social sciences. I used the words 'short-term' above advisedly as, in my view, these disciplines are among those that in the long term do in fact 'pay well' if we are interested in improving international, interracial and interpersonal understanding, as witnessed by many of the great humanist thinkers of

the renaissance and the enlightenment. Let us hope we can convince those holding the purse strings. The EAIE has an important role to play here.

The importance of language and culture for international understanding looms large in the interview with Professor Dzulkifli Abdul Razak of Albukhary International University in Malaysia, a unique institution catering for students from disadvantaged backgrounds. What is particularly interesting are his thoughts on North-South exchanges and the fact the North (Europe) has tended to ignore the knowledge and cultures of the South (Asia, Africa) through lack of understanding. His ideas of what internationalisation is and how institutions might approach it are thought-provoking, especially in the context of the Malaysian government's plans for higher education in their country.

James Jowi spins further on this thread in his discussion of internationalisation from an African perspective, underlining how vital the internationalisation of African higher education is for the development of African countries and how essential it is that institutions recognise it as being central, not peripheral, to their activities.

A third contribution to the theme comes from Latin America in Daniel Zavala's discussion of the value of mobility programmes for students in Mexican universities.

He concentrates on outgoing students, but it would be of value to consider the gain for incoming student groups as well.

A further comment on international relations approaches the subject from a slightly different angle. With their starting point in the Special Interest Group INTAL, Philip Conroy and Sandra Rincon discuss international alumni relations and the many fields where these alumni might contribute.

A topic which does not always come high on the agenda when discussing international higher education, but which should definitely not be overlooked, is the issue of students' mental health. Hans-Werner Rückert, of the newly formed Professional Section PSYCHE, argues that universities need to take a holistic view of students and provide comprehensive services – a valid standpoint given the inter-cultural problems that may arise in international mobility programmes.

Finally, in contradiction to many of the other articles, Mildred Talabi argues that it is probably not worth going to university anyway in light of the forthcoming tuition fee rises in the UK. One answer might be – you do not know until you have tried.

— *Michael Cooper, Editor*
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*"International office?
What international office?"*

LEONARD ENGEL, EAIE EXECUTIVE DIRECTOR



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Rousing views on the future of higher education

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MESSAGE FROM THE PRESIDENT: A SEASON OF CHANGE

GUDRUN PAULSDOTTIR 

EAIE President

Spring is here, in some parts of Europe more than others, but the signs are definitely here. For me, living in the northern part of Europe, I take these signs very seriously. The appearance of the smallest spring flower fighting the elements can really make my day.

Earlier, while still in the midst of winter, the EAIE Leadership met for our annual Joint Leadership Meeting (JLM), where all the Professional Sections, Special Interest Groups, Committees, the Board and the General Council meet for four days to discuss strategic issues and decide on the activities for the year. The Leadership consists of around 80 people and the JLM provides a fantastic opportunity to meet all those engaged in different fields of interest, discover new areas of cooperation and in general share information and knowledge.

FOCUS OF THE 2012 JLM

The main strategic discussions of the JLM took place in two plenaries. In the first plenary, we tried to establish what characterises a Professional Section: a very interesting exercise that of course gave no straight answers but some very good input. In the second plenary, we made use of our dynamic working groups and addressed topics such as membership benefits; the format for the SAINTs – a network of experienced senior advisers; community service in connection to the conference; the 4th pillar of the EAIE – our advocacy and policy development work; and overlaps and missing pieces within EAIE activities.

The outcomes of the plenaries will be addressed both in the revised vision, strategy and action plan for the Association and through direct actions. Some other decisions made during the week will appear as new features at the EAIE Annual Conference in Dublin this September.

We were hosted by University College Dublin (UCD) on their lovely campus and we had excellent support from the staff and very good rooms for our activities. The Professional Sections and Special Interest Groups took time to scout around for locations for their various social events that will take place during the EAIE Conference.

ELECTION TIME

As you may know, we have elections every two years for the boards of the Professional Sections, the EAIE Board, the General Council and for the position of Vice-President. The 2012 elections are taking place in April and the outcome will be confirmed in May, with the changes taking place during the conference in September. The elections are a vital part of the EAIE, ensuring a regular change of people in leadership positions. This is how new ideas and perspectives make an impact on how the Association is developing and ensures that what we do is relevant to our members and others who attend the EAIE's activities.

BRAND NEW WEBSITE

In March, we launched our brand new website. I must say I'm very pleased with it and I urge you all to visit and have a



look around (www.eaie.org). As a member, you can now access a whole host of extra features within the exclusive 'Member centre' including many of the EAIE's informative publications. As you know with websites, the work is never finished, so do keep checking for future updates – we have many more exciting features in store for you.

As always when I think about the achievements we make and the value we bring to the arena of international higher education, I feel so grateful to all of you, Leadership and members, for your dedication and enthusiasm. Thank you all for your valuable work and contributions; you make it easy to represent you. All of the good things I hear about the EAIE when meeting partners, governmental representatives and other organisations are thanks to you. I very much look forward to seeing you at some point during this coming year at an EAIE event.

BREAKING NEW GROUND: THE FIRST EVER EAIE ACADEMY

LOUISE STANSFIELD 
EAIE Professional Development
Committee Chair

As a member of the EAIE, what does the word Academy mean to you? Depending on where you come from in the world, it may conjure up images of a girls' college offering training in manners and etiquette or a military college with tough drills and regime. But just in case you don't already know or haven't heard about it, the EAIE Academy is a flexible training programme for higher education professionals, featuring a wide range of in-depth courses held at one location over one week in the spring and autumn of each calendar year.

Running a number of courses within the Academy framework allows participants to combine topics of interest and undertake a period of intense learning in an international setting. On top of the daytime learning experiences, participants can join in the social networking events or even take an additional evening session to expand other areas of interest. A true learning and networking event!

The first ever EAIE Academy was held in Valencia in November 2011 and attracted participants from 20 different countries (including Russia and Canada). The Academy featured new courses such as benchmarking internationalisation in addition to old favourites like credential evaluation, international admissions, running the international office and more. A winning combination!

The next Academy is due to take place in April at the University of Gothenburg, Sweden, and has attracted even greater numbers than the first. Although registration has now closed for the spring Academy, be sure to mark your calendars for the autumn Academy in Porto!

FEEDBACK FROM PARTICIPANTS

"... an excellent way to network with other people working in international education. The Academy gives you time out to discuss, reflect, plan and improve through engagement with other international officers."

"The Academy provides real potential to offer a different type of learning experience and give participants a bigger and better training."

THE NEXT ACADEMY IS IN PORTO MORE COURSES, MORE SUN

www.eaie.org/autumn-academy-2012





WRITE FOR THE EAIE!

EAIE BLOG

The EAIE blog is your way of sharing ideas and opinions on any aspect of international higher education, without the formalities of print. Unveiled at the beginning of March, the blog is intended to develop into a comprehensive resource of information, tips, news and opinions for all international educators to utilise. Take a look at the new blog: www.eaie.org/blog.

FORUM MAGAZINE

Feeling inspired to provide your analysis of current developments in international higher education in the form of an engaging printed article? Perhaps you would like to start a debate with a rousing 'Opinion Piece'? Or you might like to inform your peers of the latest policy updates emerging in your field? Whichever topical subject inspires you to put pen to paper, we will happily consider your contribution to a future edition of *Forum* magazine!

OCCASIONAL PAPERS

Need more than a double-page spread to share your detailed knowledge of a specific theme of international higher education? Our *Occasional Paper* series are book-length publications which allow particular topics to be

explored in greater depth than allowed for in *Forum* magazine. If you have an idea for the next EAIE *Occasional Paper*, let us know!

INTERNATIONALISATION HANDBOOK

Do you have any proven methods for solving issues in the internationalisation of higher education? The *Internationalisation Handbook* provides a hands-on practical guide for professionals and institutions engaged in internationalisation. Contribute your case studies and experience to the Handbook, and play a leading role in assisting others in the internationalisation of their institutions.

JOURNAL OF STUDIES IN INTERNATIONAL EDUCATION

Publish your scholarly articles with confidence in this prestigious publication, published by Sage on behalf of the Association for Studies in International Education (ASIE). The Journal brings together the latest research and reviews surrounding all aspects of internationalisation of higher education, and thrives on new authors for diversity.

If any of these publications inspire you, visit our website, www.eaie.org/publishing to take the next steps in getting your work published by the EAIE.

Books & websites

ACA has released a new title in its monograph series *ACA Papers on International Cooperation in Education*. The publication – **European and national policies for academic mobility. Linking rhetoric, practice and mobility trends** – was produced in cooperation with Nuffic and DAAD, with the financial support of the Lifelong Learning Programme (LLP) of the European Union. The publication explores and analyses student (and staff) mobility policies and strategies at both the European level and across the 32 countries participating in the Lifelong Learning Programme. It includes a historical account of the evolution of EU mobility policies over the past 25 years, a comparative overview of national-level approaches to mobility, as well as in-depth presentations of the national mobility policies of eight selected countries. The book can be ordered from www.aca-secretariat.be.

A second publication by ACA, **Mapping mobility in European higher education** has also been released. This publication is the result of a study commissioned by the Directorate General for Education and Culture of the EC, conducted between October 2009 and June 2011. The study provides extensive data and information on student (and staff) mobility into, out of and between 32 European countries, which are collectively referred to as the 'Europe 32' region. The study distinguishes between the higher education studies done by foreign nationals (foreign students) and by genuinely mobile students. It also differentiates between mobility for a full degree programme (diploma mobility) and mobility in the course of ongoing studies (credit/temporary mobility). The publication can be ordered from www.aca-secretariat.be.

Key Data on Education in Europe 2012 is a joint publication from Eurydice and Eurostat based on data collected through the National Units of the Eurydice Network, Eurostat, and the PISA 2009 international survey. The report looks at the main developments in European education systems over the last decade and provides a comprehensive picture of the organisation, management and functioning of 37 education systems in Europe. The study is available to download from <http://eacea.ec.europa.eu/education/eurydice>.

Developing Strategic International Partnerships: Models for Initiating and Sustaining Innovative Institutional Linkages.

Edited by Susan Buck Sutton and Daniel Obst, this publication compiles a panorama of mutually beneficial partnership programmes from across the globe, and features recommendations, models, and strategies for initiating, managing, and sustaining a range of international linkages. You can order a copy from www.iiebooks.org.

Open Doors 2011: Report on International Educational Exchange

provides a comprehensive statistical analysis of academic mobility between the US and the nations of the world. Funded by the Bureau of Educational and Cultural Affairs of the U.S. Department of State, *Open Doors* features graphic displays, maps, tables, figures and to-the-point policy-oriented analysis, providing an essential resource for those concerned with the worldwide movement of students. Order your copy from www.iiebooks.org.

U.S. Students in Overseas Degree Programs: Key Destinations and Fields of Study,

a new report from the Institute of International Education (IIE), presents findings from the first ever survey on US students pursuing full degrees abroad at the postsecondary level, their specific level of study, and their chosen field of study. The report also provides an overview of the internationalisation strategies employed by the 13 countries that participated in the survey and policy recommendations for the international higher education community. Download a copy at www.iie.org/en/Research-and-Publications/Publications-and-Reports.

These announcements are collected from publicity materials and messages sent to the EAIE. Inclusion in this list does not imply endorsement by the EAIE. Do you have a recently published book or interesting website that you would like to share with EAIE members? Send an e-mail to publications@eaie.org.

CHANNELLING KNOWLEDGE: THE SAFSA MENTORSHIP PROGRAMME

INGRID GEHRKE 
SAFSA Board member

In 2010, the EAIE Professional Section *Study Abroad and Foreign Student Advisors* (SAFSA) conducted an online survey among their affiliates in order to rethink their services. When asked about ideas for development, several of the young professionals expressed a keen interest in networking opportunities, and some of the more experienced professionals were looking for ways to give their knowledge back to the organisation and its members. In trying to bring these needs together, the idea of the SAFSA Mentorship Programme was born, and in 2011, the programme was approved by the EAIE Board.

DEVELOPING SUPPORTIVE RELATIONSHIPS

The programme aims to provide a platform for both newcomers to the field of international education and experienced advisers to develop supportive relationships. Within the programme, the newcomers (mentees) have the opportunity to not only benefit from the expertise and advice they receive from the experienced professionals (their mentors), but they are also able to gain a stronger connection to the field and develop a deeper understanding of the EAIE and SAFSA. The pilot project was designed to run for one year, commencing at the EAIE Conference in Copenhagen in September 2011.

Within a few days of the programme being announced, over 30 people applied and the feedback was very positive. Most of the applications came

from Europe, representing a good mix of Northern, Southern, Eastern and Central European countries. Two Australians and one mentee from New Zealand, who expressed specific interest in the European way of internationalisation, complemented the group.

A BROADER PROGRAMME

What became clear right from the beginning was the fact that the needs could not be limited to the SAFSA's professional area alone, since most international educators are required to perform multiple tasks related to internationalisation. So even though it was called the SAFSA Mentorship Programme, it was in fact a wider-reaching EAIE programme. Several 'pairs' raised this when asked for feedback in January 2012: Why not make this a programme for all the EAIE members?

FUTURE PLANS

The participants of the pilot project hope that this networking initiative will continue, and so does the EAIE Leadership. During the Joint Leadership Meeting in Dublin in February 2012, the EAIE President established a small taskforce which will present ideas on how the experiences of the first round can help to develop a mentorship programme as a new benefit to newcomers as well as experienced international educators in the field. SAFSA hopes that the seed has been planted!

"I feel that I can ask [her] everything as she is very service minded. She has a knowledge which is very valuable to me and I am looking forward to seeing her again. The programme helps me in the way that I have someone 'out there'."

—Mentee feedback

ACCESS AND MOBILITY

Mens sana in corpore sano:

WHERE IS STUDENTS' MENTAL HEALTH GOING?

Statistics show that mental illness among students is on the rise. International students have even more challenges to deal with than their native counterparts. This issue is put in the spotlight here, together with a look at what universities can actively do to help their students.

HANS-WERNER RÜCKERT 
PSYCHE Board member

Student mental health – there’s good and bad news. The good news is: students are (statistically) better off than the rest of the general population. In Germany, data from a recent health survey showed that 31% of the population between the ages of 18 and 65 suffer from some kind of mental disorder compared with 11% of the student population.¹ This notable difference can be seen for most countries in the EU and the US (although the years of assessment differ), as Figure 1 shows.

The bad news, on the other hand, is a growing prevalence of mental illness among young people observed over the last 15 years. A proportion of this might be due to greater attention being given to mental health in general, through more diagnoses and more treatment options. However, these explanations aside, there seems to be a real increase in the numbers of young people suffering, a problem which cannot be ignored. No other disease impairs the ability to carry on with the studies like mental health problems: 91% of those afflicted report an inability to pursue their course work.²

RECOGNITION OF THE ISSUES

Between 2000 and 2004, a considerable increase in students with mental health problems was reported in a survey comprised of 18 UK universities: Bristol saw a 29% increase, Leeds saw a 59% increase and Southampton saw a 69% increase. At Cambridge University in 2004, there were a reported 43 suicidal students, 56 suffering from bulimia/anorexia, and 70 with self-harm problems. The Times newspaper

concluded in an article in 2005: “*It is estimated that one in four students will experience some form of mental distress during their time at university...mental health is no longer a minority issue.*”

Students suffering from mental disorders are mostly diagnosed with depression, anxiety and problems with self-worth regulation. Compared to young people of the same age not studying, there is a much higher prescription rate of anti depressive medication.

Beyond Europe, according to the National Survey of Counseling Center Directors, 10.4% of the US student population between 2008 and 2009 sought help for mental health issues. The main problems noted were:

- depression
- stress/anxiety disorders
- relationship issues
- alcohol and drug use
- eating disorders
- attention deficit syndrome/attention deficit hyperactive syndrome.

The use of psycho-stimulant drugs (neuro-enhancement) was reported as being very common in extremely competitive US colleges. There was also an increase in students entering college with pre-existing mental health issues, and severe problems seemed to be on the rise. The massacre at Virginia Tech, Alabama in 2007 was a shocking signal, as were six suicides at Cornell University in six months (2009/2010). The 2008 WHO report found that 50% of the students contemplated suicide versus 15% of the general population.

Figure 1 Twelve-month prevalence rates of mental health problems

Societal group	Percentage (%) of those with any type of mental disorder
Population USA 2005	32.4
Students USA 2008	15
Population EU 2004	35.0
Adolescents EU 2003–2008	9.5–22
Population Germany 2006	31
Students Germany 2006	11

THE BURDEN OF STRESS

According to data provided by a recent survey in Germany, students perceived too high achievement demands, the examination phase at the end of the semester, 'bulimic' learning instead of deep-structure learning and a lack of practical relevance as major sources of stress. Financial problems or – in the case of international students – problems with health insurance, job permits or residence permit problems all increase the perceived stress level.

IDENTITY DEVELOPMENT

Being a student involves finding solutions to issues like separation from family, questions of purpose in life and orientation towards goals, relationships, a balance between work, study and private life, and finances. Developing the ability to positively cope with crises builds self-efficacy and self esteem. If things develop in a positive way, goal attendance goes hand in hand with personal growth. Both lead to flexible identity conceptions with adequate ego-strength and frustration tolerance. In the case of negative progression, identity developments are shortened, resulting in pseudo-identity or identity diffusion. The MMPI factor hypomania is a good indicator of this: it is a measure of anxiety and unrealistic optimism. Surveys in the US showed an increase among students from 5% in 1938 to 31% in 2007. Given the fact that university graduates are the managers, CEOs and political leaders of tomorrow, this is an alarming result.

INTERNATIONAL STUDENTS' MENTAL HEALTH

International students face the same life events and stresses as other students, but must also deal with additional pressures, without the support system of friends and family close at hand. The transition from one academic system to another can be confusing. Adjusting to a foreign culture can bring about a sense of loss in regard to native language, security and the self. Culture shock, loneliness, problems of language proficiency, financial dependency

and expectations from the supporting families can increase the likelihood of developing mental health issues. Things get worse when international students come from a cultural background where psychological difficulties are regarded as a stigma, fostering a tendency to turn psychological stress into physiological disorders. For them, the threshold for making an appointment at the counselling center is often too high.

PRACTICAL SOLUTIONS FOR UNIVERSITIES

The importance of adequate psychological support for students has been stressed by the Trends reports of the European University Association (EUA): *"The value of student support services needs to be better recognised, supported and developed in the interests of all students. In particular guidance and counselling services play a key role in widening access, improving completion rates and in preparing students for the labour market."*³ Trends report 2010⁴ provided the following figures: 91% of higher education institutions offer academic orientation services, 83% offer career guidance and 66% offer psychological counselling. The growth rates observed since 2007 have been an increase of 17% for career guidance and 11% for psychological counselling. But simply having a counselling centre is not enough.

Universities need to develop a holistic view of students with an emphasis on the fact that successful academic learning is interrelated with personal growth and development. The enormous competition among higher education institutions worldwide in recruiting international students calls for a special sensitivity to their well being and success. Thus, institutions are well advised to implement a mental health and learning support policy, involving:

- Training and awareness raising strategies, including the awareness for psychological stress which international students might be faced with.
- Promoting student mental health in ways which pay respect to cultural and religious diversity.

- Supporting students with mental health difficulties in culturally sensitive ways.
- Supporting staff and international education providers.

Basic information should be readily available about the counselling and guidance system of the institution. Explaining concepts like psychotherapy and psychiatry by providing examples of distress and how to cope with distress is another way of raising mental health awareness. Staff members need to be aware of indicators for distress like erratic attendance, avoidance of participation in class, withdrawal from social contact, health complaints and the like. It is desirable to integrate counselling aspects into the teaching and training of faculty. Close connections between the international office and the counselling centre are important, since many international students looking for help address those agencies they have been in touch with before and upon arrival. Counselling and psychological services need to network with other student service/support agencies, the university administration, programme and curricula developers and academic staff to ensure that mental health and learning support issues are given adequate attention on all levels. **E**

For all those interested in the guidance and counselling of both domestic and international students in higher education, the EAIE has developed a new Professional Section, *Psychological Counselling in Higher Education (PSYCHE)*. Find out more at www.eaie.org/PSYCHE.

1. According to statistics from the Deutsches Studentenwerk.

2. Isserstedt, W., Middendorff, E., Fabian, G., Wolter, A. (2007). Die wirtschaftliche und soziale Lage der Studierenden in der Bundesrepublik Deutschland 2006. In *Sozialerhebung des Deutschen Studentenwerks*, 18, (p. 395). Bundesministerium für Bildung und Forschung (BMBF).

3. Crosier, D., Purser, L., & Smidt, H. (2007). *Trends V: Universities shaping the European Higher Education Area* (p. 52). EUA Publications.

4. Sursock, A., & Smidt, H. (2010) *Trends 2010: A decade of change in European Higher Education*. EUA Publications.



Photo: Bill Perry (shutterstock)

ACCESS AND MOBILITY

Internationalisation: **A LUXURY OR AN OPPORTUNITY?**

Giving students an opportunity to develop through an international mobility programme is a life-changing experience that will not only teach them academically, but will also transform their personal goals and life perspectives.

*But do all students have access to these transformational experiences? Are governments doing enough to ensure equal access to these programmes? Are universities writing policies to do so? **Daniel Zavala** investigates the situation in Mexico.*

All mobility programmes require a great amount of both financial and human resources to support them, including the need for people to work on agreements that allow students to 'move' between educational institutions no matter the geographical region they live in. This movement of students requires funds to cover transportation, tuition and living costs. These expenses (that should be seen as investments) sometimes turn into obstacles that limit students in their pursuit of experiencing a mobility programme. This is especially the case in Mexico, where most of the higher education students attend a public university, and this economic issue represents a great barrier for internationalisation efforts.

MOBILITY FOR ALL

As institutions try to gain a deeper understanding of academic mobility, sometimes they forget one simple aim: mobility programmes should be available for all students despite their economic circumstances. Bearing this in mind, Universidad Juárez del Estado de Durango, a public institution for higher education in the northern region of Mexico, tried to go further in understanding international mobility. The university conducted a study seeking to conclude from a socioeconomic aspect which kind of students are experiencing international mobility, and the way their international study periods are being funded.

MOBILITY PROGRAMMES SHOULD BE AVAILABLE FOR ALL STUDENTS DESPITE THEIR ECONOMIC CIRCUMSTANCES

International mobility is a relatively new concept for the university which included internationalisation as a part of its academic model back in 2007, and started sending its students to universities around the world in 2008. From 2008 to 2010, only 24 students were part of international mobility programmes at Universidad Juárez del Estado de Durango. With the beginning of a new administration headed by the Director, Luis Tomás Castro Hidalgo, this number has grown to 67 students at present.

For the study, the university analysed the situation of the 45 students enrolled in mobility programmes between 2011 and 2012. The first part of the study was based on an analysis of the economic situation given in each student profile to determine their socioeconomic status, with three basic categories: low-middle-class, middle-class and upper-middle-class. For the second part of the study, the university analysed the funds used to finance the programme, in order to determine whether the institution was granting equal access to mobility programmes for all their students despite their socioeconomic status.

WHO TYPICALLY JOINS THE PROGRAMMES?

The results obtained by the analysis of the information show that most of the students (59%) come from a low-middle-socio-economic background, 39% come from a middle-class background and only 2% of the students could be classified as falling into the upper-middle-class category. This information provides some answers to our first question. It shows that no matter where you come from, or what your economic background is, there are opportunities for those students who seek them.

WHO FUNDS THE PROGRAMMES?

At this point it is clear that internationalisation is available to all of the students, and that a socioeconomic background should not represent a barrier, but further investigation is needed in order to understand

students' families (2%). At first sight it could be said that the Federal Government is highly interested in supporting the internationalisation process for higher education, and that is a great truth, but it should be noted that universities themselves play an important role in securing the finance. Universities put a lot of hard work and human resources into the development of projects that will allow them access to the financial support.

JOINT COLLABORATION

The Mexican Federal Government is well aware that students should acquire a global vision that will allow them to compete, not only against people from their own regions or countries, but with people from all over the world. Competencies should be learned if this objective is intended to be achieved. Universities and governments need to work together in the construction of an academic model that educates under a global perspective. So our second question could be answered with an affirmation that governments and universities are working to develop international opportunities for their students. There may not be a written policy for internationalisation that guides us all, but efforts are being made, projects are being developed and students are learning and surpassing their former expectations.

However, there are still plenty of things to be done and to be understood regarding mobility programmes, such as an analysis of the way universities are taking advantage of the visions and ideas formed by their students once they return home, the way those students are taking part in the 'real world', and the way their international experiences are changing their lives.

International mobility has indeed changed over the years, creating new opportunities for universities such as ours in Mexico: it is changing from a luxury for those students who can afford it to an academic opportunity for those students who have earned it. **E**

the origin of these academic efforts. This is where the second part of the research found its place. Under the perspective of financial resources, the university identified three main financing options: funds given by the Federal Government specifically to international mobility programmes (76%); funds received with the help of higher education associations (in this case Consorcio de Universidades Mexicanas CUMex),¹ which also came from the Federal Government (22%); and the individual funds from

1. The Mexican Consortium of Universities

IN CONVERSATION WITH

DZULKIFLI ABDUL RAZAK

SARAH FENCOTT 
EAIE Publications Coordinator



Professor Dzulkifli, Vice-Chancellor of Albukhary International University in Malaysia, devotes his time to international higher education. As the First Vice-President of the International Association of Universities, an active member of numerous international education committees and advisory panels, Professor Dzulkifli is a committed professional with vast experience in internationalisation. Here, he explains his views on achieving a balanced form of internationalisation, and the importance of incorporating indigenous values and local wisdom when designing higher education systems.

In one of your published articles entitled ‘Mapping the future: an inclusive approach to internationalisation,’ you wrote about the challenge of agreeing on a truly international mental map before we proceed to internationalise our universities. Can you explain what you meant by this?

DR: In that article I was trying to put internationalisation in a global context. I talked about internationalisation in what I see as more of a Western interpretation: the mobility of students (and staff) generally occurs with students from the South travelling to the North rather than the other way around. It is almost like one-way traffic. And it seems to me that we have established a kind of mental perspective when we talk about globalisation – that it is the South looking up to the North in order to bridge the gap. In international terms, North and South must be able to meet centrally, and the exchange of knowledge and students must become more balanced if we are to create a truly inclusive form of internationalisation for universities around the world. This more balanced way of thinking about internationalisation needs to be embraced by all sides, as a common ‘mental map’ before successful internationalisation can really begin at the universities themselves.

Why do you think the movement of students is typically a one-way process from the South to the North?

DR: People who travel from the South to the North, are, for the most part, more familiar with the English language – many are bilingual, and therefore the transition is quite a comfortable process because

they can communicate, and they do understand the culture somewhat. Coming to the South from the North often involves going to a place where you do not understand the language or the culture, and this can be a very daunting task.

If you look back at history, during the Dark Ages there was a period of around 1000 years when Asia was most prolific. Innovative thinking occurred in areas such as astronomy, mathematics and sciences, however Europe remains somewhat oblivious to this fact, simply labelling the period as ‘the Dark Ages’. As such, we have missed a whole gap of culture assimilation as far as non-Europeans are concerned. Too little recognition has been given to the rightful place of indigenous values and local wisdom that forms part of

UNTIL THE WEST BEGINS TO TRULY UNDERSTAND THE ADVANTAGES OF ASIA, INTERNATIONALISATION WILL REMAIN UNBALANCED

the non-West, and until the West (North) begins to truly understand the advantages of Asia, beyond the simple idea of it being exotic and experientially different, then internationalisation will remain unbalanced.

Our conference theme for this year is rethinking education, reshaping economies. What future role do you see higher education playing with regards to developing economies?

DR: Higher education in developing economies is in very high demand. Malaysia is perhaps a good example. Just a couple of decades ago, we had two

EXPERIENCING THE ASIAN CULTURE CAN HELP TO OPEN UP THE MIND TO DIFFERENT WAYS OF DOING THINGS

public universities in Malaysia. Now we have 50 public universities and 45 private universities. There is a lot of demand for higher education and it is opening up different opportunities, particularly in the private sector. While this is something that we acknowledge and we are proud of, the issue still remains – what sort of education are we offering to people in developing countries? My question concerns the model of education. It seems to me that in this part of the world, in Malaysia in particular, we have the notion that education is a kind of ‘one size fits all’ model, and therefore we miss out on a lot. We miss educating about indigenous knowledge; we miss so much about the cultural relevance of our community as we try to mainstream higher education. So it is good on the one hand to encourage more people to go into higher education and to develop the sector, but if higher education means just one way of working, through just one model, then we have not succeeded in diversifying higher education. This also has an implication in terms of the mobility that I mentioned earlier. If the people from the North want to come to the South, they will just end up learning the same things that they can learn in the North, so what then is the reason for them to come to the South? I hope that in the South the model can be made a little different, taking into account the local relevance of the community and of the country, so that a different viewpoint is communicated within that education system. Then, the sharing process between the North and South becomes even more relevant and useful.

I think that the increase in universities in developing countries is important and a good thing, but the development needs

to be tweaked to the needs of the developing countries to ensure the universities are providing the best possible service.

Your institution provides free education to students from underprivileged backgrounds, and requires students to undertake planned welfare and service activities throughout their period of study in order to nurture the development of caring and giving individuals. Do you feel this concept can, or in fact, should be replicated elsewhere?

DR: I am not aware of any other university of this nature, at least within the Asian continent. I know of a couple in India, but these are run quite differently from how we run AIU. We really want to make AIU international. Our students come from 46 different countries, 80% of them are international and 20% are Malaysian. All of the students come from a disadvantaged, marginalised background, below the poverty line. This is deliberately so, because we want to reach out to people who have not had any opportunity to go into higher education due to financial or other reasons. AIU provides scholarships, accommodation and meals – everything that the students need. Our aim is to build a kind of global community within AIU. Going back to the exchanges that I mentioned earlier, people learn from one another and building a culture that is truly international is very important, and should be replicated elsewhere if possible. It gives me pride to be able to build this community at AIU. Although it is still very young, with currently 700 students, we aim to grow to around 3000 in the next few years, representing up to 80 different nationalities.



The Malaysian government had previously set a target of attracting 100 000 international students by 2010 in its efforts to position Malaysia as a major international contender in the global higher education arena. Do you know if this target was in fact reached?

DR: The plan launched by the Ministry of Higher Education aims to position Malaysia as an international centre of excellence. They are establishing promotion centres overseas, opening offshore Malaysian university branch campuses and increasing transnational education collaboration. I personally have misgivings about this initiative, because I see that Malaysia – like many other countries – looks at education very much as an income source only. I mentioned earlier that our education system is not very much different from the European education system, and therefore it seems that attracting students to Malaysia is not about ‘introducing’ Malaysia to them from an educational standpoint, but more to have people coming to our universities for the purpose of increasing revenues. International students are charged more than the local students, which I think economically makes sense, but we are missing the opportunity of educating students who come to Malaysia from a cultural point of view. At present, they will have an education similar to what they would have in the UK, or other European



countries. While this ambitious project by the government sounds very promising, I just put a note of caution as to whether we are doing everything for the right reasons.

What do you think that Europe can learn from Asia when it comes to recruiting students?

DR: Rightly or wrongly, I think we have a different kind of cultural emphasis, for example, in Asia, people are more community oriented, they work more in groups rather than as individuals. That alone has a lot of implications in terms of decision making, and how people interact and the values they share with one another. Experiencing the Asian culture can help to open up the mind to different ways of doing things, to diversification in terms of culture and values. One of the interesting things about AIU is exactly this – 46 nationalities coming from very poor backgrounds, all trying to find a comfort level amongst themselves. They learn how to negotiate their way through their study with respect and with a good understanding of one another. Their cultures are very different: some of the students' countries have been at war for many years and some come from much more peaceful backgrounds. This negotiating process for students with very different backgrounds and temperaments is most important, in addition to academic learning. At AIU, we allow the students to

use 30% of their time to go out and have some kind of social engagement, to learn from one another as much as possible in terms of exchanges of culture. We also try to embed the four pillars of education within AIU that were advanced by

We are trying to tell people that university is all about humanity, human beings and human values. This is how the university ought to be and I feel that we have lost this. When we talk about university nowadays, it has become a very commercial

**WHEN WE TALK ABOUT UNIVERSITY NOWADAYS, IT HAS
BECOME A VERY COMMERCIAL SET UP**

UNESCO some 40 years ago: learning to do, learning to know, learning to be, and learning to live together. It is this last one that has been missed out totally in education. Learning to live together is crucially important now in this age of globalisation and internationalisation.

As an individual, you are heavily involved in numerous education committees and advisory panels, in addition to your role as Vice-Chancellor at AIU. How do you find the time to balance all of your interests?

DR: Well I look at it all as still being part of the education process. Here at AIU, we are trying to promote a certain idea that hopefully will make the world better. So going out and taking part in this exchange of information outside of my role as Vice-Chancellor gives me the space to learn from others, and hopefully for others to learn from us. At AIU, we are trying to advance the concept of a 'human university'.

set up, with regards to revenue generation. Whilst this is important, it should not overshadow the human elements of a university, particularly in the context of internationalisation. Until we bring back this idea of a human university, we will probably miss out on a whole chunk as far as university education is concerned.

My activity in this particular sense is trying to engage people, trying to find out what is acceptable, what is not acceptable in the hope that we make university education more relevant for the future. And if I need to travel and work long hours in order to do this, then this is what I must do, there's no choice! **E**

Photos courtesy of Albukhary International University, Malaysia



AFRICA:

A NEW DAWN OF INTERNATIONALISATION

James Jowi looks at what internationalisation means for Africa, calling on African higher education institutions to acknowledge internationalisation as a central part of their activities, however daunting it may seem.

In the past few years, internationalisation has gained much currency and is impacting the activities of universities globally. The overwhelming forces of globalisation have played a part in driving this development. Though Africa has been influenced by global forces for many years, its higher education system is now caught by the increasingly complex realities posed by internationalisation and globalisation.

"Pray the Devil back to hell!" These were some of the opening words by Leymah Gbowee in her keynote speech during the 2010 EAIE Conference in Nantes, France. This was the powerful voice of an enigmatic African woman who, one year later, received the prestigious Nobel Peace prize and thus added more honour to a continent always put at the footnote of world happenings.

Important to the very few Africans in that forum was Leymah's convincing challenge to universities on their global responsibilities, which, if accepted, could make the world a much better place to live in. Her main call was for Western universities to collaborate fairly with their African counterparts. She pictorially narrated the challenges facing the higher education sector in Africa and the transformations that partnerships were already creating. I celebrated her as a champion of fair internationalisation.

ISING TO THE CHALLENGE

In one of the sessions during the 2011 EAIE Conference in Copenhagen, Philip Altbach, Professor at the Centre for International Higher Education, Boston College, US, expressed his worries about the future of higher education in Africa compared to the transformations in other parts of the world. He enumerated the many challenges facing the continent.

DEBATES ON INTERNATIONALISATION HAVE
BEGUN TO PICK UP ON THE CONTINENT



Photo: Lisa Thornberg (istock)

Something needed to be done. Consequently, during the Copenhagen conference, the EAIE Board had very successful discussions with representatives of higher education organisations in developing countries including the Association of African Universities (AAU) and the African Network for Internationalisation of Education (ANIE), which I represented. This led to further constructive discussions between ANIE and the EAIE on how to support the developments of internationalisation in Africa.

AFRICA NEEDS TO TAKE CHARGE

While internationalisation is growing in importance and becoming central to higher education activities, policies and planning, it has created new realities for Africa. These new realities are compounding the challenges of increasing demand, quality concerns, low capacities, governance and research concerns facing the comparatively young and growing sector. In the past few

years, debates on internationalisation have begun to pick up on the continent, seeking to address the realities of this inestimable phenomenon. African universities are now starting to recognise the importance of internationalisation, a phenomenon that in a real sense has been part of the system since its inception. To a large extent, internationalisation in Africa has been externally driven and now requires that Africa decides on its agenda for internationalisation and the strategies to pursue it. This approach could enable African universities to develop strategic responses to the risks and challenges of internationalisation and, in essence, maximise the opportunities.

INTERNAL INTERNATIONALISATION

In addition to institutional initiatives, African governments and regional organisations are now taking deliberate steps to revitalise the higher education sector and develop structures that would foster internationalisation within the continent. Africa's starting point would be to strengthen university collaborations within the continent to consolidate their areas of strength and develop a viable higher education and research area which they can then use to engage with the rest of the world. With this strategy, Africa can change its position as a bystander and

mandate is to advance research, professional development, information sharing, and advocacy on internationalisation of higher education in Africa, is providing a new platform for engagement with internationalisation in Africa. In its third conference held in Abuja, Nigeria in 2011, ANIE brought together African university leaders and policy makers to discuss new policy directions for internationalisation in Africa. The priority areas they identified were for African universities to work together with development partners to strengthen their institutional capacities for research, enhance utilisation of ICT for teaching and learning, and to develop the next generation of African scholars.

It has been touted that the 21st century belongs to Africa. This now seems elusive, however, in different aspects, Africa is rising. After decades of slow growth, Africa has the chance to continue rising. Africa has historically faced many odds and still continues to face quite a myriad of them, which have implications on how it steps into the future. Higher education presents one of the opportunities for continued growth. Internationalisation both within Africa and between Africa and other parts of the world also becomes key in this.

POSITIVE OUTCOMES WILL BE REALISED WHEN AFRICAN UNIVERSITIES ACKNOWLEDGE INTERNATIONALISATION

become a real player in the global knowledge society. It is already becoming evident that through regional protocols and frameworks, especially within the SADC region and within the East African Community, student mobility and university cooperation are beginning to take root.

A NEW PLATFORM FOR AFRICAN ENGAGEMENT

The decision by Africa's higher education sector to establish the African Network for Internationalisation of Education (ANIE) in 2009 has given new breath to internationalisation in Africa. ANIE, whose main

While there are ongoing debates on the potential of internationalisation in Africa, noting its challenges, risks and opportunities for the continent, it has now dawned that internationalisation is a reality that Africa has to deal with. Positive outcomes will be realised when African universities acknowledge internationalisation, not as a peripheral but a central part of university activities. ANIE will continue working with its African and international partners to promote the understanding and development of internationalisation in Africa. The terrain is daunting, but can be treaded. **E**



IRISH HIGHER EDUCATION: LIGHTING THE FIRES OF CREATIVITY



DUBLIN CONFERENCE 2012

The countdown is on for the 2012 EAIE Conference in Dublin. In preparation, we take a look at Ireland's significant position in the world of international higher education, and all it has to offer students who grace its shores.

Ireland has a long tradition of valuing education. Nearly one and a half thousand years ago, when the rest of Europe had fallen into the Dark Ages, Irish monasteries preserved the West's inheritance of civilization, attracting students from the far corners of Europe to study at Ireland's centres of learning, and to keep the flame of knowledge burning. This tradition continued through the centuries as Irish teachers travelled to the farthest and poorest corners of the world.

In the modern era, education and research has played a crucial role in radically transforming Irish society. From the starting point of a fundamentally agrarian society, Ireland has become the most globalised nation on Earth,¹ the world's second

largest software exporter and a base for the world's leading pharmaceutical, life science, ICT and financial services companies. Decades of investment in the education and research system have played a crucial role in this transformation.

Ireland's education system is now highly regarded internationally. US President, Barack Obama, has labelled the Irish system "world class" and has called Irish-educated graduates "among the best educated and entrepreneurial in the world".

Eight Irish higher education institutions, including all of Ireland's universities, are ranked in the top 5% of institutions globally.² Ireland's Institutes of Technology are internationally recognised as industry-focused and responsive to enterprise needs.

EDUCATION AND RESEARCH HAS PLAYED A CRUCIAL ROLE IN RADICALLY TRANSFORMING IRISH SOCIETY



05

FACTS & FIGURES

- 4.2 million population (2006)
- 1.3 million people in education and training (2011)
- 124 000 international students (2010/2011)
- First in EU for higher education participation
- First in world for availability of skilled labour (IMD, 2011)

WEBSITES

www.educationinireland.com: the portal for international students interested in studying in Ireland.

www.heai.ie: the website of Ireland's higher education authority, the national planning and development body for higher education.

www.sfi.ie: SFI is Ireland's national foundation for scientific research.

Specialist institutions in the medical field have acquired global reputations. Ireland is also a leader in the development of national and European qualifications frameworks and has a highly regarded, government-backed quality assurance agency which recognises a number of Irish private colleges.

A NATIONAL POLICY SUPPORTIVE OF INTERNATIONALISATION

As a global economy, Ireland fundamentally relies on its connections to the wider world, and the Irish government sees a more internationalised education system as a crucial means to maintain and strengthen these connections.

Ireland currently attracts more than 125 000 students each year – around 95 000 studying English, and 30 000 in the higher education system. Ireland is recognised as an excellent destination for international students: QS recently ranked Dublin as one of the 10 best cities in the world to be a student.

Investing in Global Relationships 2010–2015 is Ireland's five-year strategy to enhance the internationalisation of Ireland's education system, to double the number of international students in Ireland and to make Ireland a world-leading centre of international education.

This strategy sets out 10 strategic actions to improve Ireland's competitiveness, the key elements of which are being implemented, ranging from a new national brand to promote Irish education overseas (Education in Ireland: world class standards, warmest of welcomes); definition of priority countries and individual market strategies; a re-formed visa and immigration system which is supportive of high-quality education providers and welcoming to international students; a new scholarship programme aimed at the BRICS; enhanced inter-governmental relationships; strong engagement in EU programmes and new statutory protections for international students.

For Ireland to succeed in this environment, internationalisation is being developed as a long-term and sustainable process, based on high-quality and balanced engagement with international partners. This includes facilitating greater outward mobility and international experience of Irish staff and students, widening and deepening collaborative institutional and research links, internationalising curricula, further developing Ireland's involvement in transnational education (*ie* the delivery of Irish education overseas), continuing to engage in EU and multilateral initiatives, and contributing to overseas development.

DUBLIN CONFERENCE 2012



06



07

A STRONG RESEARCH SYSTEM

Ireland has placed significant emphasis on enhancing its research and scientific capabilities, which has significantly enhanced the quality and standing of the country's higher education institutions. Following over a decade of significant investment in scientific research, Ireland is now ranked in the top 20 of global research performers across all disciplines (compared to a position of 34 in the early 2000s), and in terms of attractiveness for R&D projects, Ireland is now positioned fifth in the world.

The new industries of the 21st century will be a product of the fusion of science with arts, creativity and innovation. Ireland is particularly known worldwide for the creativity of its people and has been home to four Nobel prize winners in literature, as well as innumerable other writers, artists and musicians of world-renown. The Irish education system has always had huge strengths in arts, humanities and the creative disciplines, as well as in business and law.

A SAFE, FRIENDLY AND WELCOMING COUNTRY

A crucial part of Ireland's offering is the safe, friendly and welcoming environment. Ireland is rated as the third safest country in the world according to the 2011 edition of the annual Legatum Prosperity Index.

Ireland was also voted the friendliest nation in the world by the Lonely Planet twice in the past four years.

Ireland is also an exciting and interesting place to study. It is a young country, with over 40% of its population under the age of 25. There are activities for every student, regardless of their interests. Ireland has everything a modern western European country offers, but also has a unique and ancient culture, from traditional Irish music to native sports. Ireland's rugged landscape and ancient heritage is stunning, and the attractions of the rest of Europe are also close at hand. Ireland is a hub for low cost airlines, which means that Paris, London and Berlin are at most a couple of hours away, and easily affordable for students.

Overall, it is the government's hope that a period of study in Ireland represents not just the opportunity for a world-class education, but a life-changing experience that will light the fires of creativity, innovation and engagement in the hearts and minds of students. **E**

Interested in seeing what Irish higher education institutions have to offer? Make sure to sign up for one of the Campus Tours during the EAIE Conference in Dublin this September! Featuring a range of institutions to choose from, you will have the opportunity to meet institution staff, view the facilities and get a first-hand impression of the Irish learning environment.

Check the EAIE conference website, www.eaie.org/dublin in May for full details!

- 01. University College Dublin
- 02. NUI Galway
- 03. Dublin College University
- 04. University of Limerick
- 05. Trinity College Dublin
- 06. University College Cork
- 07. NUI Maynooth

*Text courtesy of Keith Moynes, Department of Education and Skills, Ireland.
Photos courtesy of Irish Universities Association.*

1. According to the 2011 Ernst And Young annual survey of globalisation.

2. According to QS.



INTERNATIONAL WEEKS: THE KEY TO SUCCESS

Dirk Van Waelderen looks at the increasingly popular concept of international weeks and provides some useful advice on how a host institution can maximise the benefits gained from hosting one of these events, using an exemplary case study from Hogeschool-Universiteit Brussel.

Many universities or other higher education institutions have, in recent years, initiated some kind of 'international week'. Over the course of a week, employees (academic and administrative) of other institutions visit the local university to undergo training. The focus may be on the visiting staff, however the real success of an international week, and a possible repetition the following year, depends on the involvement of and immediate advantages for the local staff.

CASE STUDY: HOGESCHOOL-UNIVERSITEIT BRUSSEL

In November 2011, Hogeschool-Universiteit Brussel held its second international week for staff members of its partner institutions. Colleagues from universities and colleges across Europe and beyond travelled to Brussels to follow a tailor-made programme throughout the week. The programme itself was a balance of training sessions on the daily administrative issues of an institution of higher education and cultural activities introducing Brussels and the Belgian culture. A number of workshops were also run, set up by the library, the social services and the mobility offices. Complementary to the training programme was a modest social and cultural programme which focused on Brussels and Belgium and involved visits to famous attractions, and tasting typical Belgian products. The climax of the week was the Global

Village, a country fair where students and colleagues were informed about each exchange destination by the incoming students, the former exchange students and the attending international colleagues. This kind of event is an excellent way for the institution to highlight its focus on internationalisation. The international week ended with a closing session followed by a Belgian reception.¹

PLANNING AN INTERNATIONAL WEEK

When developing an international week, it is important to decide in advance the goals and the target group you wish to reach: administrative staff only or other

STAFF DEVELOPMENT

Like many other institutions have found, the international week at Hogeschool-Universiteit Brussel served as highly efficient training for the local administrative staff. One of the main benefits for the staff is the meeting of foreign colleagues. The personal, face-to-face contact with colleagues of partner institutions can enhance and intensify future cooperation. New initiatives for exchanging students and staff, developing joint degrees, *etc* can be the result of the contacts made during the international week. Good practices of the different administrative services of the participating institutions

FACE-TO-FACE CONTACT WITH COLLEAGUES OF PARTNER INSTITUTIONS CAN ENHANCE AND INTENSIFY FUTURE COOPERATION

staff members? Students, or other interested individuals from non-educational organisations? Equally important, and connected with your targets, is the decision on the method of organising the international week. In most cases, the international office will take the brunt of the organisation, but if the international week is a large-scale, institution-wide event, then the direct involvement of teaching staff and other administrative services is crucial for its success. In the case of Hogeschool-Universiteit Brussel, the idea was to limit the target to administrative staff only and also to a maximum of 20 participants.

are exchanged and can improve the quality of future services. The incoming staff will also get to learn about the local culture and become more aware of the differences with their home country. The exchange of examples of new methods, procedures and tools for handling the administration also gives a boost to the innovative and creative activity of an administrative unit after the international week itself. In short, the international week could in fact be seen as a classic way of internationalisation at home.²

ADDITIONAL BENEFITS

There are also other, more inherent benefits for an institution when organising and coordinating an international week. The organisational process of the event can act as a team building activity for the entire international office, when the cards are played right. At Hogeschool-Universiteit Brussel, each major component of the organisation of the international week was delegated by the coordinator to a team member. The individual team player was the main person responsible for a subject, but then shared and divided the different tasks.

ORGANISING THE EVENT STRENGTHENS THE MOTIVATION OF THE TEAM MEMBERS FOR FURTHER INTERNATIONALISATION

This required meetings at regular intervals to check the preliminary progress of the organisation. The international week was only successful due to the contribution and fervour of each individual team member and the continuous teamwork. When having a closer look at the implementation of a successful international week by a team of administrators, a wide number of skills are disclosed. The members of the international office can:

- enhance their organisational skills
- improve their creativity
- practice solving ad hoc problems, often with a certain time pressure
- improve their communicational skills and learn to keep an open mind
- develop their cultural awareness
- invigorate their innovative spirit.

In addition to these skills, organising the event strengthens the motivation of the

team members for further internationalisation. They experience first-hand the advantages of an international exchange. It also clarifies and defines the role of a staff member within a team, which might result in the improvement of the administrators' career perspectives. During the project, in most cases the contact between the team members of the international office will be improved. They need to deal with each other on both a formal and informal level, which positively breaks the status quo of the international office. On a meta-level, the international week also provides an

opportunity (after the project) for the entire office to evaluate its internal cooperation and way of working. When this evaluation is performed well, it should enhance the management capabilities of the coordinator and the performances of the administrative members of the office.³

CONCLUSION

The case study of the international week at Hogeschool-Universiteit Brussel revealed numerous advantages of organising an international week when the target group and the goals are well defined. It proved not only to be advantageous (as expected) for the incoming international staff but also for the development of the local staff. The benefits for the local staff are manifold and can be both on the level of the coordinator and on the level of the administrators.

THE BENEFITS FOR THE LOCAL STAFF ARE MANIFOLD

An international week also increases the international character of the institution both internally and externally, and, since the curriculum of an international week is part of the exchange framework (Erasmus and other), it is usually free of charge – providing an affordable way to train administrative staff in an international environment abroad.⁴

There are, however, still many questions about the concept of an international week and the gains for the local institution. Is the investment in human resources and finances worth the output? What model of an international week best serves the needs of the institution: a modest international week on the level of a study field or an institution-wide international week? Further in-depth research of the (dis)advantages of an international week for the training of administrative staff is required in order to answer these questions. **E**

1. View further information about the international week here: www.hubbrussel.be/HUB_english/HUB_web/HUB-English/News/HUB-English-Nieuwsberichten-Nieuws-actueel/General_News/Second-International-Week-at-HUB.html.

2. Beelen, J. (Ed.) (2007). *Implementing Internationalisation at Home* (p. 96). EAIE Professional Development Series for International Educators. Amsterdam: EAIE.

3. These points are further expanded on in the following:

- Buelens, M. (1992). *Management en effectieve organisatie* (pp. 58-60). Tiel: Lannoo/Scriptum. [in Dutch]

- Torenbeek, J. (Ed.) (2005). *Managing an international office* (pp 8-9). EAIE Professional Development Series for International Educators. Amsterdam: EAIE.

4. Teekens, H. (Ed.) (2007). *Internationalisation at Home, ideas and ideals* (p. 10). EAIE Occasional Paper 20. Amsterdam: EAIE.



INTERNATIONAL ALUMNI MATTER

*The interest in developing strong ties with international alumni has increased over the years as universities continue to embrace all aspects of internationalisation. **Philip Conroy and Sandra Rincon** discuss the benefits of strengthening international alumni relationships and provide proven advice for effectively engaging with alumni abroad.*



Photo: Oleg Prikhodko (istock)

With the increase of international student enrolment, universities are expanding their alumni relations efforts to include their alumni abroad. The recruitment of students from around the world – which is driven by both cultural and economic factors, often to supplement the shrinking domestic student population – is a main motivator for this new focus on alumni relations. As is the growing realisation that international alumni are an important source of word of mouth advertising for university programmes.

THE IMPORTANCE OF ALUMNI

The success of international alumni in their careers contributes to the development and expansion of the university's reputation, which in turn influences the university's rankings. The changing financial landscape within higher education, not only in Europe but around the world, is causing traditionally government-supported colleges and universities to seek new sources of funding. Successful and loyal alumni are one of those new sources, and they represent a community that is just too influential to ignore.

ALUMNI REPRESENT THE FULFILMENT OF MOST INSTITUTIONAL MISSIONS

Whatever the practical reason for developing an alumni relations programme, alumni represent the fulfilment of most institutional missions. Alumni personify the university. The alumnus selected the university and chose to graduate with a specific degree programme offered by that university. Simply put, alumni

matter to the institution and the success of alumni contributes to the reputation and prestige of the university.

COMMUNICATING WITH ALUMNI

How well a university shows its alumni how much they matter to the university determines the degree of connectedness to the institution. Alumni view the relationship with the university as a bi-lateral relationship: the relationship is between two people. Whomever the alumnus is speaking with from the university, *is* the university. Therefore, it is important that faculty and staff of the university realise that the alumnus views everyone from the university as speaking with one authoritative voice.

THE SUCCESS OF ALUMNI CONTRIBUTES TO THE REPUTATION AND PRESTIGE OF THE UNIVERSITY

In the case of international alumni, that institutional voice often comes from the international office, and consequently the international programme officer also becomes the international alumni relations officer.

ALUMNI RELATIONS PROGRAMME MODELS

There are several models of alumni relations programmes. Typical North American programmes are based on strong philanthropy principles. These programmes are centralised in the institution's alumni relations office. In comparison, many emerging European programmes distribute the responsibility for alumni relations throughout the university and tend to focus on career services. However, as the financial landscape for higher education changes

across the European Union, the desire to raise funds from alumni is also changing and is spreading across the continent.

The hallmark of an effective alumni relations programme is developing a two-way relationship, with the university communicating with the alumni and the alumni responding to the university. Serge Sych, Director of Alumni and Corporate Relations at Central European University in Budapest, Hungary, uses the analogy of a newly manufactured automobile to describe an integrated alumni relations programme: the body and engine of the car are the main programmes and structure of the university. The wheels

and the axis form the institutional support axes. These institutional support axes connect the four 'wheels' of an alumni relations programme. The four wheels are: communication and networking (staying in touch); services and benefits (staying relevant); volunteer opportunities (ways to get involved); and philanthropy (ways to support).

COMMUNICATION AND NETWORKING

Keeping connected to alumni, especially those who live outside the institution's home country, requires strategy and creativity. Remember, the alumnus views the relationship with the university as being bi-lateral and whoever is delivering the message represents the university. The alumni relations officer's message should be integrated and

**PERHAPS THE GREATEST BENEFIT TO INTERNATIONAL
ALUMNI IS THE CONTINUED DEVELOPMENT OF THE
INSTITUTION'S REPUTATION**

consistent with the messaging of the institution.

Effective communication with alumni also requires two-way communication based on active listening. *How* alumni want to be communicated to is just as important as *what* is being communicated. A well thought out social networking strategy can be a cost effective and responsive way of developing alumni relations around the globe.

In order to develop effective communication and network strategies, use data to make sound decisions. A database programme is essential to collect and maintain alumni information. Most web-based programmes and social media sites also facilitate tracking the analytics of your communications. Surveying alumni around the globe can easily be done using tools such as *Survey Monkey*. But beware of sending out surveys too often. Consider carefully what type of information is needed; how will it be used; and how alumni will be informed of how their input made a difference.

SERVICES AND BENEFITS

Many alumni relations programmes also offer services and benefits to enhance the programme. Services such as access to the library and fitness centre are often offered to alumni who reside close to the university campus. Some alumni programmes, especially those in North America, offer credit card, insurance, and travel discounts as a service and source of revenue. Services such as these are difficult to offer to international alumni. Perhaps the greatest benefit to international alumni then is the continued development of the

institution's reputation and therefore the increasing prestige of the alumnus' degree. Another important benefit is the network of other alumni in their home country, where an alumni association can play an important role in engaging alumni and keeping them connected to their *alma mater*.

ALUMNI VOLUNTEERING

Among the greatest contributions that an alumnus can make to their *alma mater* is the gift of time. Volunteering offers many benefits. Alumni can assist with organising events, leading networks of alumni, assisting in recruiting new students, and mentoring students and new alumni in career development. Universities should remember that an effective volunteer programme also requires a strong stewardship programme, so they must be prepared to dedicate resources accordingly.

PHILANTHROPIC SUPPORT

The culminating activity for many alumni relations programmes is the willingness of alumni to contribute financially to the university. The philanthropic support for higher education institutions is developing around the globe. Philanthropic support demands a large investment in developing the relationship with alumni: alumni need to be cultivated over the years to financially support the institution.

LAST WORD

The advancement of colleges and universities is a well-developed professional effort in many countries with professional specialists in alumni relations, communications, and fundraising.

These programmes are part of the university's strategy and support the university's mission. Successful international alumni programmes need the support of institutional leadership and need to be incorporated into university strategies and missions. Once the importance of connecting with the international alumni has been established, institutions should choose a model that works for them. Many times, this will require close collaboration among the international office, the alumni office, marketing and recruitment office, career services and student services. Then, a communication plan needs to be developed that will meet the needs of the alumni and keep them connected to the institution. One of the best contributions alumni can make to their *alma mater* is giving their time. An alumni chapter or association, especially for those living abroad, encourages alumni engagement and provides a place where they can volunteer. Whichever methods institutions choose to engage their alumni, they must always let them know how much they matter. **E**

The EAIE Special Interest Group *International Alumni Relations* (INTAL) offers a platform for all those involved in alumni programme development. Over the years it has offered comprehensive training courses on Alumni Relations A to Z and a series of workshops and concurrent sessions at the annual conference. For further information about INTAL, visit www.eaie.org/INTAL.

The upcoming EAIE Conference in September will feature the session: *Alumni relations programmes: navigating the risks* – a must for anyone involved in alumni programme development. Look out for the session when the conference programme goes live on the EAIE conference website in May.

LIFE CYCLE OF INTERNATIONAL OFFICES



Recently there has been a lot of discussion on the (dis)advantages of different ways of structuring international activities within an institution. For many, the issue is linked to the question whether internationalisation should be centralised or decentralised. This article argues that the choices made by a university are often not based on rational reasoning, but are the result of new leaders having their own agenda, and a natural cycle of change.

LEONARD ENGEL 
EAIE Executive Director

Most of us working in higher education are familiar with certain cycles of organisational change within our institutions. Every 5 to 10 years, the structure and set up of the administration comes under review and undergoes reorganisation. It seems to be logical that as the surrounding world changes and demands differ, the organisational structure needs to be adjusted. This is especially true for the organisation of international activities, which has seen many changes and is still an extremely dynamic field. But in practice, the real trigger for change is often due to a change in leadership.

CHANGE FOR THE SAKE OF CHANGE

A new leader brings a different experience and perspective to the table than an institution is used to. An organisation needs new eyes and fresh ideas to prevent itself from coming to a standstill of self centeredness and self righteousness; like anybody who decides to stay in his or her own comfort zone for too long. One of the main benefits of international education is gaining the opportunity to develop and grow as an individual by leaving behind all that is familiar. We tend to believe that this is good for you.

Although it goes without saying that a new vision and different perspectives can lead to changes that were long overdue and shake up an organisation from hibernation, having lived through many changes in leadership myself, I have become a bit cynical about the motives behind the envisioned change. New leaders seem to have an unlimited desire to make an impact and leave their footprint on an organisation. Since academia – with its schools, faculty, departments and professors – is extremely difficult to radically change, the administration of its service and support staff seems to be an easier target.

It takes real courage and vision to actually change the set up of the academic part of a university. Fortunately, there are some good examples, but often the first area targeted for change is the administration, often perceived as overhead costs anyway.

But let's not dwell on the leaders and their sometimes mysterious ways, but on what changes occur in the set up of international offices and what the real rationale behind those changes might be. Recently, a question was posted on a LinkedIn group for international educators that in my mind raised all the right issues:

What are the (dis)advantages of different structures:

- Centralised *vs* decentralised (What is best done centrally versus in the faculties/schools/departments? What would be the ideal size of a 'central' international office?).
- International strategy *vs* student mobility (Same office or separated? What kind of structural links exist between the two? Would it make sense to keep the strategy central and the mobility decentralised?).
- International education *vs* international research (Same office or separated? For example, are the same people in charge of FP7 projects and Erasmus Mundus projects?).
- Does comprehensive internationalisation need a strong central international office, or should an office lose its *raison d'être* and eventually vanish? And if so, how to maintain a coherent institutional strategy?

Relevant questions, without one right answer of course, but it is astonishing to see the limited data available, making it difficult to make an informed decision about which approach to take. It is, however, my understanding that very few of us are able to

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IT SEEMS TO BE TIME TO COME UP WITH A NEW SET-UP FOR THE INTERNATIONAL ACTIVITIES OF AN INSTITUTION

create an ideal organisational structure due to all the politics within an institution. My observations are primarily based on what I know best, the Netherlands.

FROM MARGIN TO MAINSTREAM

In the early years of internationalisation in Europe, a small group of hobbyists gathered together to work on development aid, and beginning in the late Eighties, on Erasmus programmes and the mobility coming from those activities. This involved having a unit at the central level of the institution, not by design, but simply because it originated that way. In most cases, this meant one single unit, but a unit still very much at the edge of the organisation's activities. A bit further down the road, faculty/schools/departments recognised the importance of international efforts and made one of their staff members responsible for looking after their specific international relations and students. This was especially true for business schools and schools of economics, since these were, and still often are, at the forefront of internationalisation efforts at the faculty level. This set-up created a mixed model, with specific people looking after 'international', both on the central and the faculty level, and still very much at the margins of the organisation.

A MANDATE FROM HEAVEN

In the late Nineties, inspired by financial needs in Australia and the UK, all of a sudden marketing and recruitment became part of the international package. Next to the normal, local marketing and recruitment, new staff was specifically focused on the international market. The hypothesis was that those things are completely different and that national marketers have no clue about international marketing. There are some great examples to show that this was actually very true, but today, this is certainly not the case. This phase also saw very strong centralised international offices, where everything international was concentrated.

Activities on the faculty level often were subordinated to those in the international office. It was in line with the institutional strategy in which 'international' had gained priority. The 'international' was a strong central unit with power and budget, directly reporting to the rector or vice provost: internationalisation had become mainstream. The good old times. It almost seemed that the international officers had a mandate from heaven themselves!

THE END OF INTERNATIONAL OFFICES?

In hindsight, one could argue it was a necessary phase in the development. One could also say it was a smart move by the 'international' people to save and expand their territory. In the end though, it turned out to be a move that turned against the 'international' people. Branding and marketing do not go unnoticed, so this differentiated way of doing things was soon discovered to be a bit strange. As a result, international marketers were incorporated in the overall marketing and communication departments. And this raised of course another question: why do we treat international students differently from local students? All of a sudden it became clear that it would be better to treat all students equally. So staff that dealt with international students were incorporated in student affairs, and special services for international students became an integral part of the normal student services. International office? What international office?

The international activities were placed in the units they seemed to best belong and often all remaining specific international activities were decentralised. It was sometimes seen as a proof of how advanced an institution was with the international agenda: if you were fully developed, you did not need a separate international office anymore. People working in those international offices from the early days liked to see themselves as pioneers, but now, internationalisation is perceived as just another aspect of the many things we do in institutions of higher education. Maybe you do not need staff that is specifically focused on 'international' but it should simply be a thing that all staff should have an eye for. The end of internationalisation as we know it, maybe; but certainly it makes for challenging times.

It is the life cycle of international offices and we will have to wait and see if they cease to exist or will again surface and flourish, or what other twist the future will bring. In certain cases, it seems to be time to come up with a new set-up for the international activities of an institution; now you can already hear hesitant voices saying the institution should go back to a full blown centralised international office. However, an organisational structure is, at its best, just the optimal possible solution at a given point in time. It is also very specific to the institution's culture and history. But if we take it seriously, it should answer the questions raised above, which in my experience

AN ORGANISATIONAL STRUCTURE IS, AT ITS BEST, JUST THE OPTIMAL POSSIBLE SOLUTION AT A GIVEN POINT IN TIME

At the same time, on the strategic level it was argued that internationalisation should no longer be something you do on the side, but it should form an integral part of everything we do at a university. From margin to mainstream now meant that the organisation had become fully grown and internationalisation had become something normal.

it hardly ever does because of the politics within an institution. 'International' means more than just a broader market; international staff and students do have different needs to local ones and 'international' in whatever way is here to stay. **E**

OPINION PIECE

Why it's probably not worth

In this Opinion Piece, **Mildred Talabi** provides some rousing views on what a university degree really means in this day and age, in light of the dramatic changes afoot for UK higher education.

I've been thinking recently, if I were a fresh-faced 18-year-old, just out of college with my whole life ahead of me and pondering what to do next, would I go to university? The answer is probably not!

Before I explain, I must insert a disclaimer here that this does not mean that I don't recommend anyone else to, neither does it rule out me sending my future children to university. However, as a university graduate of 2004, the more I think about going to university today, the more I find myself wondering what exactly is the point? My first issue with this age-old institution is the very modern practice of excessively high university fees.

A TAX ON KNOWLEDGE?

As of September 2012, university tuition fees in the UK will be rising to a maximum of £9000, which doesn't include living expenses, cost of books, and all the other associated costs of student life. It is no

wonder the latest UCAS figures¹ show the biggest fall in university applications in more than 30 years!

How it is justifiable to fine, sorry, *charge* people whopping amounts to educate themselves is completely beyond me. Surely this is some kind of stealth tax on knowledge? From the parent perspective, I can imagine how massive a financial burden this must be, especially where there is more than one university-ready child in the household. These ludicrous fees may well see the UK going down the same route as China in the future, by adopting a one child policy to keep things affordable.

FORGET UNI, TRY YOUTUBE INSTEAD!

The second reason I'm somewhat anti-university for now is that thanks to the internet, the world of learning has opened up in so many different and exciting ways. You can pretty much teach yourself anything you want by simply watching YouTube or scouring the pages of Google.

Unlike the somewhat restricted curriculum of a university module, self-taught subjects can be as varied as you like and as long or short as you like. The best part is that most of these online resources are free or low cost so you can save your university fees

**AS OF 2012, UNIVERSITY TUITION FEES IN THE UK WILL BE
RISING TO A MAXIMUM OF £9000**

going to university any more

**THANKS TO THE INTERNET, THE WORLD OF LEARNING HAS
OPENED UP IN SO MANY DIFFERENT AND EXCITING WAYS**

for your mortgage down payment instead. Also, this way you get to teach yourself subjects that actually affect your day-to-day life, such as how to plan and achieve goals, manage your finances, develop a 'winning' mindset and so on.

BRANSON DIDN'T GO TO UNI AND LOOK WHERE IT GOT HIM

Entrepreneurship is not for the fainthearted but the truth is, it's becoming more and more of an attractive option for young people who can't find a job in today's climate. It makes sense – if some big boss somewhere won't give you a job, simply create your own! Richard Branson (business tycoon and chairman of Virgin Group) didn't go to university and look where it got him; neither did Ingvar Kamprad – the founder of IKEA. The same can be said for countless other entrepreneurs who are today living their own version of 'the dream' without first obtaining letters after their name.

AND WHERE DID YOUR DEGREE GET YOU...?

This is a question many graduates I know struggle to answer because what they do now is so far removed from what they studied at university that apart from the hefty debt they're still paying back (myself

included), there's not much else to show for the certificate. Once upon a time, going to university and getting a degree was mandatory for getting somewhere in life but today we have so much evidence to prove otherwise, it's almost entirely old-fashioned to make such a statement.

There are of course benefits to going to university, such as the exposure to student life, better access to certain jobs in certain industries, practical skills of writing and submitting dissertations on time, and of course the reduced travel card fare and student discounts. However, when you weigh this against the literal cost of going to university in these modern times, it's only right to ask the question: would you go to university today? **E**

1. UCAS is the central UK organisation through which applications are processed for entry to higher education in the UK.

**ONCE UPON A TIME, GOING TO UNIVERSITY AND GETTING A DEGREE WAS
MANDATORY FOR GETTING SOMEWHERE IN LIFE**



Talking head

The EAIE speaks with **Pam Fredman**, Vice-Chancellor of the University of Gothenburg, Sweden.



Photo courtesy of University of Gothenburg

Who or what inspired you as a professional to become involved in the internationalisation of higher education?

For me personally, I think it is very important to have knowledge that has no borders at all. I have many years of experience as a researcher of working internationally, and therefore I have seen the true value of the international arena, in sharing knowledge and sharing views across geographical borders and cultural borders. It is, in my view, very important that we start with the students to achieve this. We are all living in a world of globalisation, which means that wherever we go, we have to meet and interact with people from different cultures and different backgrounds. This happens both in our own country and also when we go abroad. In order to interact successfully, and in harmony, we need to have that intercultural perspective. It is my belief that knowledge should be transferred across borders. We all have something to gain from sharing our knowledge.

Of all the actions you have taken in international education, which one are you most proud of or do you think has made the biggest difference?

Gothenburg University is currently helping to fund a new project called the Global University. The project aims to strengthen the collaboration with strategic partner universities located in Latin America, Africa, the Middle East and South Asia, aiming for mutual cooperation between

universities and countries. The Global University aims to improve the mobility of researchers, teachers, administrators, and students, and the overall goal is to achieve a long-sighted view of international cooperation. I don't think that any interaction based on just a few years is a good thing. We require long-standing cooperation to build better relationships, which will bring additional value and quality to things like student exchanges.

If you had unlimited financial resources to spend on international higher education, and limitless authority, what would you want to spend it on?

I would like to see a greater emphasis on the exchange of staff between institutions in different countries. The staff are the ones who will interact with students on both sides, so it is important that they gain the experience of other cultures to bring back to their home institution, and that they act as ambassadors when they are on exchange to educate their partner institutions about their native country and working culture. These exchanges wouldn't have to necessarily be on a full-time basis, they could be done for short time periods during the year. Through the staff exchanges, staff can develop the contacts that they need to develop other partner programmes or exchanges. They really help to build and strengthen relationships between institutions, across borders, and play a very important role in the internationalisation of institutions.

Pam Fredman is a professor of neurochemistry and since 2006 has been Vice-Chancellor of the University of Gothenburg. She has held several leading positions within the university, for example as Dean of the Sahlgrenska Academy. Pam is also the Chairman of the Association of Swedish Higher Education (SUHF) and active in several other national and European university networks, including Chair of the Nordic University Association (NUS), Council Member of the European University Association (EUA), Member of EUA's Research Policy Working Group, and Board Member of the Swedish Agency for Government Employers. Pam has a Civil Engineering degree and a PhD.

The University of Gothenburg has around 38 000 students and 5900 employees. It is one of the major universities in northern Europe and one of the most popular in Sweden. The university's roughly 40 different departments cover most scientific disciplines, making it one of Sweden's broadest and most wide-ranging higher education institutions. In an international perspective, the University of Gothenburg is unusually comprehensive, with cutting-edge research in a number of dynamic research areas. Cooperation with Chalmers University of Technology, Sahlgrenska University Hospital, society at large and trade and industry has been consistently strengthened and intensified over recent years, as have international contacts and collaborative projects with partners abroad. The University of Gothenburg was also one of the first universities to sign the COPERNICUS charter for sustainable development in 1993. The university thus committed itself to sustainable development in research, education as well as environmental management.

Calendar

10 TO 11 MAY

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LOCATION: BA School of Business and Finance, Riga, Latvia

INFO: European Association of Institutions in Higher Education, Brussels, Belgium

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E-MAIL eurashe@eurashe.eu
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14 MAY

EUCIS-LLL Annual Conference 'Social innovation for active inclusion. Lifelong learning contribution for a better tomorrow'

LOCATION: KU Leuven University, Leuven, Belgium

INFO: The European Civil Society Platform on Lifelong Learning, Brussels, Belgium

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13 TO 15 MAY

EFMD 2012 Annual Conference

LOCATION: SKEMA Business School, Sophia Antipolis, France

INFO: European Foundation for Management Development, Brussels, Belgium

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15 TO 16 MAY

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16 MAY

EAIE Annual Conference 2012 online registration opens

www.eaie.org/dublin

27 MAY TO 1 JUNE

NAFSA 2012 Annual Conference & Expo 'Comprehensive Internationalization: Vision and Practice'

LOCATION: George R. Brown Convention Center, Houston, US

INFO: NAFSA: Association of International Educators, Washington, US

TEL +1-202-737 36 99

E-MAIL conference@nafsa.org
www.nafsa.org/annualconference

10 TO 12 JUNE

ACA Annual Conference 2012 'Tying it all together. Internationalisation, excellence, funding and the social dimension in higher education'

LOCATION: University of Helsinki, Finland

INFO: ACA Secretariat, Brussels, Belgium

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18 TO 20 JUNE

3rd OECD CELE Conference 'Enhancing university competitiveness through educational facilities'

LOCATION: Korea Chamber of Commerce and Industry, Seoul, Korea

INFO: Organisation for Economic Co-operation and Development, Paris, France

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E-MAIL master@cele2012korea.com
<http://cele2012korea.com>

20 TO 22 JUNE

WACE International Conference on Cooperative & Work-Integrated Education 'Where East meets West and theory meets practice'

LOCATION: Bahcesehir University, Istanbul, Turkey

INFO: World Association for Cooperative Education, Boston, US

TEL +1-617-373 88 77

E-MAIL michelle_hansford@uml.edu
www.waceinc.org

★ 27 JUNE

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27 TO 29 JUNE

EAN 21st Annual Conference 'Access to Higher Education: is it a right, a privilege or a necessity? (Affordability, Quality, Equity & Diversity)'

LOCATION: University of Zagreb, Croatia

INFO: European Access Network, London, UK

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1 TO 3 JULY

AACRAO 2012 Technology Conference 'Mobilising intelligent data to better serve your students'

LOCATION: Palmer House Hilton, Chicago, US

INFO: American Association of Collegiate Registrars and Admissions Officers, Washington, US

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★ 2 TO 6 JULY

EAIE Training Course 'English in the international workplace'

LOCATION: Dublin, Ireland

www.eaie.org/english-international-workplace

10 TO 12 JULY

56th ICET World Assembly 'The changing global perspective on the role of teacher and teacher education'

LOCATION: University of Cape Coast, Ghana

INFO: International Council on Education for Teaching, Illinois, US

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