

# FORUM

*Discussing international education*



## EMPLOYABILITY

**INTERNATIONALISATION AND EMPLOYABILITY: ARE WE MISSING A TRICK?  
HOW DO EMPLOYERS VALUE INTERNATIONAL EXPERIENCE?  
PREPARE YOUR STUDENTS FOR THE GLOBAL JOB MARKET  
EAIE DUBLIN 2012 CONFERENCE REPORT**

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DUBLIN CONFERENCE REPORT



# Editorial



This edition of Forum marks the launch of a new approach to the content of the magazine, where each issue will consider in some depth a particular aspect of international higher education. The surge of interest in 'employability' suggests that it is a topic worth investigating further and thus it forms the theme of the current issue. We trust that you, as readers, will find this structured approach of interest and we look forward to hearing your comments and suggestions regarding topics you would like to see covered in the future.

**E**mployability is one of the many buzzwords in the current discourse on higher education. Given the employment situation in a number of European countries, particularly for young people, this is not surprising; in one sense, it is a truism that education should be a pathway to employment. However, the term is, in itself, rather vague and thus open to many interpretations. If by employability we mean that higher education should enable the student to make a significant contribution to society by broadening their horizons, by providing them with the ability to think critically and by stimulating them to continually search for new knowledge, then few would object. However if, as often seems to be the case, employability is seen in terms of "what is the minimum I need to know to get a job?", there is a serious risk of higher education becoming little more than vocational training, important in itself but hardly the task of higher education institutions.

The articles included here approach employability from different angles but show considerable agreement as to what it might entail. As international experience in some form is almost obligatory for employment today, Elspeth Jones presents some interesting ideas regarding the non-mobile majority of students. Her recipe is to make use of the diversity that already exists within the home university and to explore further how the curriculum could bring together interculturalism and internationalism.

Paul Blackmore presents an interesting case study from the University of Exeter, which set up a special unit for employability to work with all the academic disciplines and engage with all students in such matters as career planning – an initiative which has generated award-winning results. In this context, the value that students and employers attached to international experience for employment is worth noting and the 2011 Erasmus Student Network student survey

highlights the advantages gained from international networks and the value of language skills. Adam John Newton, a recent graduate, provides a personal account of how his study abroad experience was instrumental for his employment. The QS global employer survey also stresses the value of international experience and language skills.

Both students and employers raise the importance of internships, international as well as domestic, for employability. Irene Sheridan and her colleagues demonstrate how institutions can develop relations with existing partners to provide meaningful internships and engage more fully with the world outside academia.

Pushpinder Bhatia takes a very balanced approach, asking whether employability should be a requisite of all higher education systems. He concludes that, although it is an important 'driving factor', it is not the only one. He notes that a recent UK survey of student views indicated that the quality and focus of the course was rated more highly than employability.

Also in this issue there is a brief glimpse of Istanbul, the 2013 conference location, and a report on the Dublin conference, which marked the end of Gudrun Paulsdottir's stimulating two-year presidency during which she provided the Association with extremely successful leadership, further raising its profile and initiating many positive changes. With Hans-Georg van Liempd now at the helm, I am convinced we can look forward to more exciting developments in the future.

With this, I wish you all an enjoyable holiday season.

— *Michael Cooper, Editor*  
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# Contributors



 **Paul Blackmore**

Paul Blackmore is Divisional Head for Employability & Graduate Development at the University of Exeter. With 20 years' experience of leading multi-function teams and services, associated multi-million pound projects and building strategic partnerships between businesses and universities, he has also built a track record of leading two world-renowned universities from the bottom to the top of national graduate destination league tables. Find out how on page 12.



 **Elspeth Jones**

Elspeth Jones is Emerita Professor of the Internationalisation of Higher Education, Leeds Metropolitan University, UK, and Consultant in International Education. Elspeth has been working in the field of curriculum internationalisation and intercultural competence for almost 20 years and has published widely on the subjects. The article on page 4 is based on her current research on the link between internationalisation and employability.




 **John Molony**


John Molony is Vice President, Corporate Communications at QS Quacquarelli Symonds. Previously, at Macquarie University and La Trobe University in Australia, John was committed to developing innovative student mobility programmes. He established the *Student Mobility* Special Interest Group at IEAA, and sits on the EAIE SAFSA Board. Together with Davina Potts, John provides an insight into the employer's view of international experience on page 21.




 **Davina Potts**

Davina Potts is Associate Director at the Internationalisation Centre for Higher Education Internationalisation, Università Cattolica del Sacro Cuore, Italy. Davina's experience in international education spans Australia, USA, Latin America and Europe. Davina was previously the Australian Government Counsellor (Education) to Latin America, and she led the development of one of the largest international mobility programmes in Australia at Macquarie University.


 **Rachael Merola** is International Development and Communications Manager at Ewha Womans University, Seoul. Rachael has worked in an international capacity at universities in Spain and Korea and undertook study abroad experiences in Cuba and China. She holds an Ed.M in International Education Policy from Harvard University.


 **Irene Sheridan** is Head Cork Institute of Technology (CIT), Extended Campus. Irene has managed a number of Higher Education Authority funded projects at the interface between higher education and enterprise. She is committed to the partnership approach to learning and development and the workplace itself as a valuable centre for learning.

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 **Pushpinder Bhatia** is Founder of Studyabroad.co.in and has worked in the international education industry for over 14 years. Pushpinder has a strong background in student counselling and mobility and has presented at many forums on student outcomes, employability and innovations in the education industry. He has represented and assisted over 200 institutions worldwide with their marketing and recruitment strategies.

 **Emanuel Alfranseder** is President of the Erasmus Student Network and is an expert in higher education policies connected to mobility. Emanuel has profound knowledge of the Erasmus programme from a student perspective and is experienced in statistical analysis and survey design.

 **Julia Fellingner** is Coordinator of ESNSurvey, the Erasmus Student Network's annual survey of over 18 000 students in Europe. She has worked on numerous mobility-related research projects such as PRIME and is an expert in socio-economic analysis, education and mobility.

# INTERNATIONALISATION AND EMPLOYABILITY:



## ARE WE MISSING A TRICK?

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**ELSPETH JONES**

*Consultant in International Education and Emerita Professor,  
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*Countless studies advocate the benefits of international study abroad, but what skills do students actually develop during these periods? And what about those immobile students bound to their native country? Should more be done to enable them to develop similar skills to their mobile counterparts?*

#### CULTIVATING SOFT SKILLS

“Even if domestic graduates never leave their own country, on graduation they will be forced to compete in international, or multinational, work and discovery environments.”<sup>1</sup>

A recent British Council/Think Global survey<sup>2</sup> found that 79% of chief executives and board level directors of businesses in the UK think that in recruiting new employees, knowledge and awareness of the wider world are more important than achieving a high degree grade. Increasing globalisation and the interconnectedness of multinational work environments have intensified the demand for graduates capable of operating in culturally diverse contexts and studies have shown that employer requirements are broadly consistent from one country to another.

In countries from west to east and north to south, universities are seeking to design curricula incorporating the skills employers are looking for. Often described as ‘soft’ or ‘transferable’ skills, they relate to generic personal and interpersonal qualities which are independent of the field of study. Research shows that some of these skills are developed through international mobility experiences and yet the connection between outcomes from these programmes and the transferable skills employers require have rarely been made.

#### INTERNATIONAL MOBILITY

Studies have identified profound transformational learning in students through international mobility experiences in a range of geographical contexts. These include questioning personal identity and sense of self, with significant results being widely reported

in terms of personal growth, self-efficacy, maturity and enhanced intercultural competence. From an analysis of such studies it is clear that the list of skills developed shows a remarkable similarity to those shown to be required by employers in other studies, as Figure 1 shows.

Figure 1: KEY SKILLS COMPARISON

##### Key skills required by employers

- Self-awareness
- Initiative and enterprise
- Willingness to learn
- Planning and organising
- Integrity
- Commitment/motivation
- Problem-solving
- Flexibility
- Self-management
- Team work
- Communication skills
- Foreign languages
- Networking
- Leadership
- Customer service
- Interpersonal skills
- Intercultural skills

##### Key skills developed through international mobility

- Self-awareness, self-confidence, sense of identity, and personal independence
- Being informed, greater interest in global affairs and cross-cultural perspectives
- Organisational skills, project management, decision-making, creativity and taking on responsibility
- Vision, independence, experience, broader outlook and attitude
- Problem-solving, coping strategies and risk-taking
- Patience, flexibility, adaptability, open-mindedness and humanity
- Team work and team leadership skills
- Fluency, accuracy and appropriateness of language competence
- Mediation skills, conflict resolution, sensitivity, humility and respect
- Forging of relationships and networks
- Challenge to personal stereotypes, cultural relativism
- Enhanced intercultural communication, conducting business interculturally
- Cultural empathy
- Non-judgmental observation, respect for local values without abandoning one's own
- Cultural understandings, ways of thinking and adaptation to complex cultural environments

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Given that findings of this kind have been reported from a range of studies, it suggests that students will benefit if we design international experiences into higher education curricula. Yet there continue to be challenges in ensuring that academics, students and employers are aware that international experiences can offer such benefits.

#### OPTIONS FOR NON-MOBILE STUDENTS

Perhaps an even more important challenge is to consider how internationalisation of the curriculum 'at home' can offer similar opportunities for the static majority of

However, this requires us to recognise and value the cultural insights which our students (and staff) can offer by embracing a broad notion of 'culture'. A group of students in a contemporary European university is likely to include people from differing national, religious, ethnic backgrounds, of different genders, sexual orientation or with physical disabilities. Such diversity can offer creative 'intercultural' opportunities, and one route to enhancing intercultural competence – an important objective of curriculum internationalisation – may be on our own doorsteps.

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### WE ARE YET TO MAKE THE MOST OF DIVERSITY IN OUR UNIVERSITIES AND LOCAL COMMUNITIES

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students, *ie* those who do not take part in an international experience as part of their programme of study.

There is growing recognition that the intercultural competence required to operate effectively in global contexts is equally important for living in our increasingly diverse and multicultural local communities. And yet the increasing demand for graduates with first-hand experience of living and working among other cultures suggests we are not making the most of local diversity. We cannot simply rely on the mobile minority of students to respond to employers' needs. The kind of employability skills arising from international mobility should also be available through an internationalised curriculum at home for the static majority of students.

#### UTILISING LOCAL DIVERSITY

To synthesise and simplify the distinctive elements of international mobility experiences, they offer experiential learning opportunities in an inter-cultural context, taking people beyond their standard comfort zones. However, if we view internationalisation as one dimension of diversity in higher education, it is clear that domestic environments could play an equivalent role in offering opportunities to engage with 'cultural others'. Our multicultural classrooms can be a resource to be used purposefully in developing intercultural skills for all students.

For example, international community volunteering has been shown to yield beneficial learning outcomes of the type described here. Could the same be true for local 'intercultural' volunteering, such as with different religious or faith groups, shelters for homeless people or drug addicts, women refuges or with people who have severe mental or physical disabilities?

#### INTERNATIONAL VERSUS INTERCULTURAL

We are yet to make the most of diversity in our universities and local communities to support intercultural learning in domestic settings. As such, we do not know whether internationalisation (or 'interculturalisation') of the curriculum 'at home' can offer parallel development of intercultural competence and transferable employability skills. It comes down to viewing international and intercultural as two sides of the same coin, to incorporating relevant learning outcomes into our curricula for all students, not simply through mobility opportunities, and to introducing assessment tasks which measure whether these have been achieved. We will only be able to promote the value of the internationalised curriculum 'at home' to students and to potential employers when we can demonstrate the benefits and outcomes of such experiences as clearly as they have been demonstrated in the literature on internationally mobile students.

#### FURTHER EXPLORATION

In summary, if the transformational potential of internationalisation for student learning is to be realised beyond the mobile minority, the relationship between 'international' and 'intercultural' needs further exploration within our curricula. A number of questions for further reflection arise:

1. Are curriculum designers and the wider academic community aware of the potential power of the international learning experience in enhancing student employability?
2. Are the students who take part in such experiences aware of this and can they 'sell' this to employers?
3. Are employers aware of the transferable skills which can arise from international experiences?
4. What contribution can internationalisation of the curriculum at home make to employability for non-mobile students?
5. How can we make better use of local multicultural contexts to offer similar learning outcomes as have been demonstrated through international experiences?

Chesterton said, "the whole object of travel is not to set foot on foreign land; it is at last to set foot on one's own country as a foreign land."<sup>3</sup> If international mobility experiences in higher education can bring about such a change in perspective, we owe our non-mobile students similar opportunities. The question for academics is whether we can open curricula to creative approaches which may offer equivalent outcomes through intercultural engagement and internationalisation of the curriculum at home. **E**

This essay is based on a forthcoming journal article by the author: *Internationalisation and employability: the role of intercultural experiences in the development of transferable skills*, to be published in 2013.

1. Zimitat, C. (2008) Internationalisation of the undergraduate curriculum. In: L. Dunn and M. Wallace (Eds), *Teaching in Transnational Higher Education*. London, England: Routledge.

2. Think Global and British Council, (2011). *The Global Skills Gap: Preparing young people for the new global economy*.

3. Chesterton, G. K. (1909) *Tremendous Trifles*.





# EASTERN PROMISE: THE RISE OF ASIA

*The Asian continent has seen an explosion in inbound student mobility in recent years. So just what are the attractions for international students on this, the world's most populous continent? Rachael Merola, based in Seoul, provides an insight.*

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RACHAEL MEROLA

*Ewha Womans University, South Korea*

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Increasingly, students are expected to have the skills and global competencies required for working in an international environment. More and more often, students are looking to Asia to gain these skills, with many viewing working in Asia as a potential career path post graduation. Not only does study in Asia open the doors to potential employment in the host country, it allows students to become regional specialists of that country. Students who have learned to navigate the cultural, historical, and linguistic divides between the East and West have a true advantage that is hugely valued by many employers.

#### GLOBAL PLAYERS

In this era of globalisation, it is Asian countries that are experiencing the highest student mobility. According to data from the Organisation for Economic Co-operation and Development (OECD),<sup>1</sup> while students from Asia still make up 52% of students studying outside their home country, Asia is now becoming a significant host continent as well, attracting students from the rest of the world.

### INCREASING NUMBERS OF INTERNATIONAL STUDENTS SEEK TO REMAIN IN KOREA TO WORK

Students choose to study in Asian countries like China and South Korea because of the increasingly important role that these nations play on the world's cultural, economic, and political stages. Specialist knowledge of these countries offers a significant advantage to students when they are looking for their first job out of university, since many companies have links with Asia. In addition, the networks and connections that they form while studying abroad open up new possibilities for employment later, whether in the host country, back at home, or elsewhere in the world.

While the most popular study abroad destinations continue to be Western countries – the USA, UK, Australia, France, and Germany – their share of international students is declining while Asia's share is on the rise. The latest data from the Institute of International Education shows that

Asia's share of total US students studying abroad has increased from 6% during 2000–2001 to 12% during 2009–2010, while Europe's share has decreased from 63% to 53% during that same time period. Part of this shift may come from the students themselves, who realise that expertise regarding Asia will come in handy in their future employment. Another part may be the result of government efforts to create a globally competitive workforce by encouraging study abroad in countries of emerging importance on the world stage.

#### BETTER EMPLOYMENT OPPORTUNITIES IN THE HOST COUNTRY

Perhaps some students study abroad because they entertain thoughts of working abroad, particularly in Asia, after they graduate. Exchange students studying at Ewha Womans University in South Korea frequently ask about the possibility of working, either while studying or after graduation. In Korea, post graduation employment is a hot topic these days, as increasing numbers of international students seek to remain in Korea to work.

Furthermore, the Ministry of Employment and Labor and the Ministry of Justice in Korea have relaxed employment regulations for international students to make it easier for them to work after they graduate and even while they are still studying. Whether or not students ultimately end up working in their host country, studying abroad allows them to 'test the waters' and explore whether it may be a viable option.

#### GOVERNMENT INITIATIVES

Many governments are also recognising that their domestic students would benefit from skills and knowledge gained abroad. In particular, this can be a way to bolster growing economies, supply trained minds for emerging jobs, and prevent 'brain drain'. Such is the main idea behind Brazil's Science without Borders Program, in which students in all levels of post-secondary higher education are funded to

study abroad in the areas of science and technology. So far the programme has been very successful, and by the end of 2015 more than 100 000 Brazilians – half of them undergraduates, half doctoral students – will have spent a year or more abroad gaining the skills needed for Brazil's labour market. Wealthy and developed Western countries are now following suit, sending students to Asia for the valuable knowledge and skills that they will acquire there. For example, President Obama's '100 000 Strong' initiative aims to increase the number of Americans studying in China to at least 100 000, double the amount in 2010 when the initiative was announced.

#### REPLACING STUDY ABROAD

One might argue that study abroad is less necessary now than it was before. Students may feel that with burgeoning options for online education, and increasingly diverse student bodies, they can gain international experience without having to leave their campuses. However, in addition to the hard skills and language capacities learnt while abroad, perhaps the greatest benefit of all is the 'soft skills' obtained by students through daily life in their host country. This is partly due to the self-efficacy that students gain from confronting the challenges of life in a foreign country. Tackling and surmounting new challenges and unfamiliar situations can increase students' self-confidence and ignite a curiosity about the world and thirst for discovering it that drives them to seek further international experiences.

Ultimately, the rise in study abroad in Asia speaks to the fact that higher education is about much more than the acquisition of facts. It also includes equipping students to survive and thrive in the globalised world throughout their lifetime. As Asian countries continue to rise in importance on the world stage, we can expect students to increasingly look to Asia to gain the international experience and skills that their futures require. **E**

1. OECD (2012), *Education at a Glance 2012: OECD Indicators*, OECD Publishing.

# HOW CAN UNIVERSITIES DELIVER JOB-READY GRADUATES?

*With increasing pressure falling on universities to deliver 'the perfect graduate' for the globalised workplace, one higher education institution in the UK has developed an award-winning employability strategy to equip students with the skills needed for seamless integration into the workplace. Paul Blackmore shares some unique insights into this successful initiative.*

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**PAUL BLACKMORE**  
Exeter University, UK

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There has always been an expectation from students, graduates and employers that the university experience provides an opportunity not just to develop subject-specific knowledge but also to develop extra-curricular skills, self-confidence and subsequently access to improved career prospects. However, higher education massification, increased competition for jobs in a global recession and increasing costs associated with attending university all add up to a greater demand for a 'return on investment' from students and governments alike.

In the UK, the pressures on universities to address these issues have been further escalated following the release of numerous far-reaching recommendations made by the government-sponsored *Wilson Review*.



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## HIGHER EDUCATION HAS FAILED TO DELIVER GRADUATES WHO ARE FIT-FOR-PURPOSE FOR THE GRADUATE LABOUR MARKET

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These recommendations are in direct response to the long-standing complaint from employers that higher education, in general, has failed to deliver graduates who are fit-for-purpose for the graduate labour market. The net result for large employers is that they have had to invest large sums of money towards in-house 'graduate development schemes' in order to raise the competency levels of their new recruits to the professional standard required for the workplace. Of course these issues are even more acute for those small businesses and not-for-profit organisations that do not have the funds to resource graduate recruitment and development teams.

### RESPONDING TO EMPLOYER DEMANDS

Recently, the University of Exeter embarked on a programme of significant investment with the aim of making its students among the most employable in the sector. Traditionally, university careers services have focused mainly on assisting students in navigating the recruitment and selection process. Of course this is only part of the equation representing the complex path to becoming employable and pursuing a graduate career. Acquiring competencies required by employers, understanding the value of enterprise skills, becoming commercially aware, gaining work experience and ultimately increasing one's self-efficacy are all key factors that make up the complex web of employability. To this end, Exeter University invested in the formation of the Division for Employability & Graduate Development (EGD) to support and encourage student engagement in these areas of development, and – most importantly – in collaboration with all academic departments. This development has resulted in systemic change to the

curriculum which has ultimately moved from an approach that supports a minority of proactive students to engaging whole cohorts *en masse*.

Of course this has required additional funding, but by far, the most significant investment is the commitment to embedding accountability across the institution, changing institutional culture, adapting academic processes, and collaboration between central support and academic disciplines. All these changes have been implemented in parallel including the physical move of key employability service providers into dedicated 'Career Zones' at the heart of both the Exeter and Cornwall campuses.

### AWARD WINNING INITIATIVES

The University's initiatives won three awards from the Association of Graduate Recruiters (AGR),<sup>1</sup> in 2012, including the Blue Ribbon Award – recognising 'the best of the best' – which has never before been awarded to a higher education institution. The two main 'preparation for work' initiatives that secured the awards are: the '3-2-1' seminar programme and the 'eXfactor' first year enterprise skills and personal development programme.



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The review aims to make the UK 'The best place in the world for industry-university collaboration'. In terms of improving the employment prospects of students, numerous recommendations contribute to two main proposals:

1. The design and delivery of programmes that are relevant to current and future business needs, ensuring progression opportunities at every level of achievement and a smooth transition between the different environments of universities and business.
2. Opportunities for students to integrate work experience and study, ensuring connectivity between academic study and the world of employment.

Photo: Ola Dusegård (istock)



Photos 01, 02, 03 courtesy of Exeter University

The 3-2-1 sessions are designed to provide whole undergraduate year groups in each discipline with key and inspirational messages regarding careers and employability. The content is aligned with the institutional 'career timeline' which provides students with milestones to pursue and the timeframes in which they need to engage with them. The talks are carefully timetabled in the academic year to have the maximum impact (eg avoiding coursework deadlines, exams) and the content is designed to motivate students to take action and signposts them to essential support services and opportunities.

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**WE HAVE SEEN 20% MORE STUDENTS ENGAGING IN CAREER PLANNING BEFORE ENTERING THEIR FINAL YEAR**

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The eXfactor programme is equally as ambitious in its concept, delivery, and by the way it is embedded in the curriculum. It involves two-days of skills, knowledge development and simulation that allow students to observe, recognise, acquire and articulate the value of key competencies required by the graduate labour market. It focuses on three core personal and professional development strands:

1. Self-confidence and self-efficacy
2. Enterprising skills and attitudes
3. Commercially and culturally aware mindsets

These are all developed through team-based as well as individual exercises in an experiential and fun environment. In 2012/13, engagement in eXfactor will exceed 4000 first-year students and will be delivered as a mandatory part of all undergraduate degree schemes.

These two major initiatives delivered on scale contribute and signpost to a wider career ecological system spanning the University with multiple stakeholders contributing to its delivery. Systematic analysis of the destinations of graduates and surveying of students' occupational preferences have also allowed staff to determine more

accurately which skills the students need to focus on and determine which events and occupations are considered to be the most popular and relevant to students' career ambitions.

#### IMPACT AND RETURN ON INVESTMENT

The 'return' on this significant investment has been substantial. We have seen 20% more students engaging in career planning before entering their final year of study; a 25% increase over the last year regarding student engagement in the University's 'Employability programme'; a wider

demand for bespoke activity within the Colleges; record numbers of attendance at Careers Fairs and a 'year-on-year' climb of 34 places in the Times Good University Guide League Table for 'graduate prospects'.

In a move to build on these achievements and further respond to the *Wilson Review*, the University is currently planning the implementation of a comprehensive Work-Integrated Learning strategy. The aim is to provide all first-year undergraduates with University-approved internships and professional development modules. In taking yet another strategic step-change, the institution aims to fulfil its ambition to become the university of choice for both career-minded students and employers. **E**

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1. The Association of Graduate Recruiters (AGR) represents the graduate recruitment and graduate development teams of the world's largest graduate employers.

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# INTERNSHIPS AS A BRIDGE TO DEEPER ENGAGEMENT

*Internships provide students with the opportunity to experience the 'real world' of the workplace prior to graduating. Students get the chance to add some really useful experience to their CV, to build their network of contacts, to earn some money and to develop a specification for a final year project that might set them apart from the herd.*  
*What's in it for employers?*

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IRENE SHERIDAN, COLM BARRY-MURPHY & DAITHI FALLON  
CIT Extended Campus, Cork Institute of Technology, Ireland

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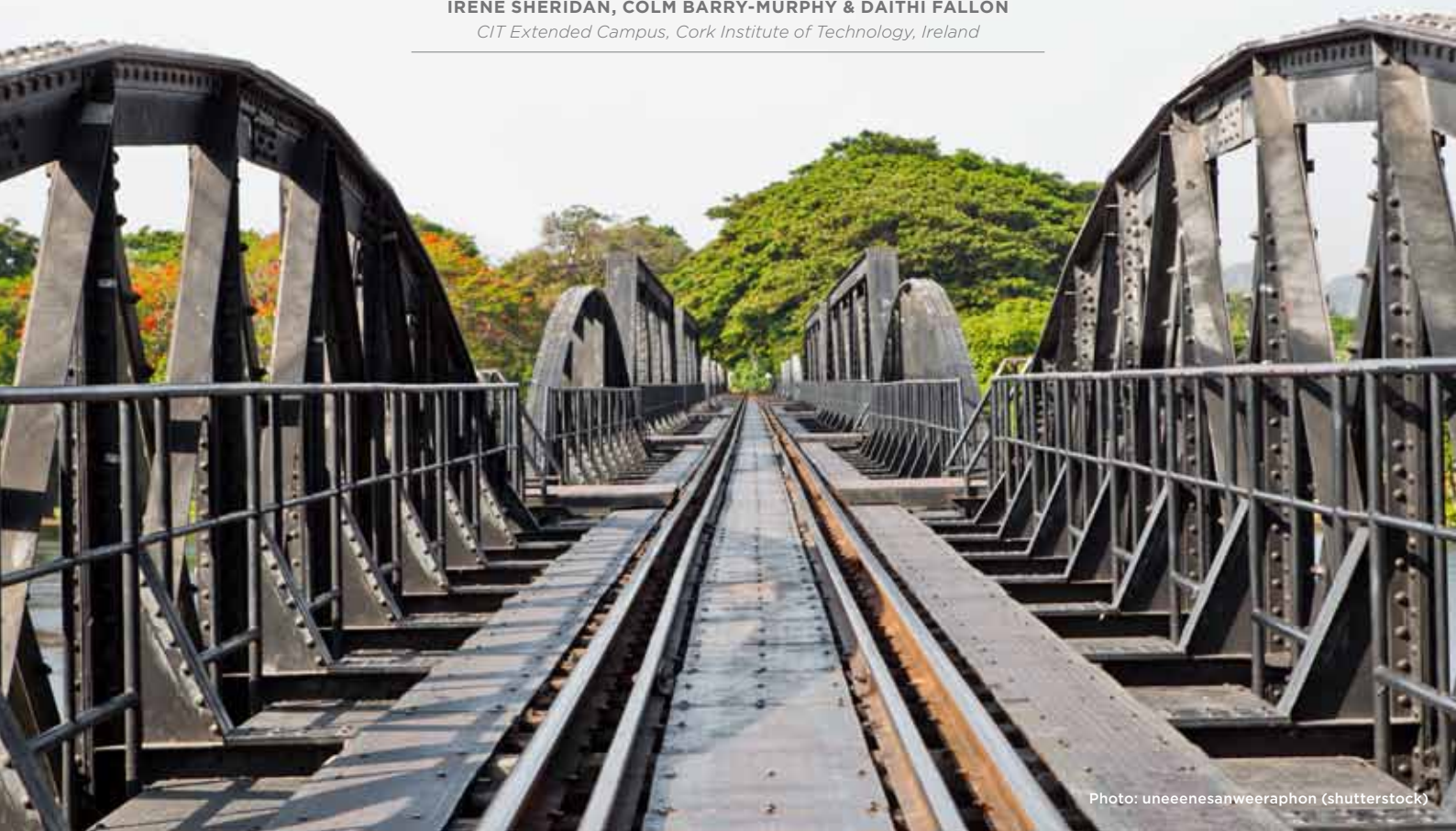






Photo: Corepics VOF (shutterstock)

While on the face of it, it may seem that employers take part in the process of internships as an altruistic contribution to the higher education process, the reality is that the employers see the real benefits for their organisations that involvement brings. Most employers see the internship process as an opportunity for an 'extended interview' with potential employees. Integrating the student into a team for an extended period of time removes much of the risk from the recruitment process. Hosting an internship student from an institution with which they have a relationship, from a course they know and understand, can provide a cost-effective resource if properly planned and managed. It can also inject new thinking and new perspectives into the workplace setting.

#### THE VALUE OF INTERNSHIPS

Internships can, however, be seen as a source of cheap (or even free) labour in a difficult employment climate, but this is a disservice to the majority of employers who take part and take their role in the

formation of the graduate seriously. While the technical competence demonstrated by higher education graduates is generally highly regarded, many reports indicate that communication skills, commercial awareness, the ability to solve problems and practical application of theory require improvement. Employers believe that the internship process has the potential to make a significant contribution to the development of these skills.

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#### INDUCTING AND INTEGRATING AN UNDERGRADUATE STUDENT INTO A WORKFORCE CAN BE A SIGNIFICANT EFFORT FOR AN EMPLOYER

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In order to achieve this goal, higher education institutions need to work closely with employers to define the learning outcomes of the placement process and to ensure that all parties are clear on their particular roles and responsibilities.

#### BARRIERS TO ENGAGEMENT

There is significant variation in the internship process which can make it difficult for employers to engage. Often, courses – even

from the same institution – have varying durations, learning outcomes, assessment methods and credit weighting for internships. When you consider that employers can be engaged in internship processes with many higher education institutions nationally and internationally, it can be a very difficult maze to navigate. While some commentators see interns as an inexpensive way to add to the workforce, in fact, inducting and integrating an

undergraduate student into a workforce can be a significant effort for an employer and many smaller employers don't get involved at all as they don't feel that they could free up the time or the resources to mentor and support the student. For many, the effort to get the student 'up to speed' and the limited contribution that the student could reasonably be expected to make in the timeframe of the internship simply don't add up to good value for the company.



**A BRIDGE TO ENHANCED PARTNERSHIP**

How then do higher education institutions support employers wishing to engage with academia? How do they help them to see internships as a stepping stone to enhanced mutual understanding and interactions which deliver value and improve their bottom line? If we struggle to find host organisations for our students and view placement students as a single separate interaction with companies, we lose out on a whole series of added value. The challenge is to see internships as part of a continuum of engagement and curriculum evolution – usually at an early stage in the developing relationship. They are complementary with

happen by accident – to make it easier for meaningful interactions to happen we need to support and stimulate engagement.

**MAKING ENGAGEMENT EASIER**

Employers looking at academic institutions often experience them as a myriad of separate disconnected entities. Trying to ensure that the business intelligence gained from engagement interactions is gathered and built upon demands good internal communications processes within higher education institutions. Making it easier for business and community groups to engage means developing greater understanding of the priorities and

on the process. Simple things, like how to contact an institution, can act as a barrier and external organisations' perceptions of the inaccessibility of higher education can be reinforced by lack of consistency in responding to queries.

Internships provide a very valuable learning experience and can have significant benefits for the student and the employer. Higher education institutions need to capitalise on the internship interaction and use the opportunity to broaden the engagement potential with the partner organisation. To achieve the maximum benefit for the students, the partner organisations and society as a whole, an improved understanding and clear ambitions and expectations across the business-academic interface need to be fostered. If engagement is part of a higher education institution's mission then it needs to look at itself from the outside, to see if a potential external partner would clearly understand how to interact, what the potential interaction might be and how they could contribute to the generation and application of knowledge spanning the theoretical and practitioner domain. **E**

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**THE CHALLENGE IS TO SEE INTERNSHIPS AS PART OF A CONTINUUM OF ENGAGEMENT AND CURRICULUM EVOLUTION**


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other engagements including enterprise experts as guest lecturers, course development and advisory panels and practitioner-based case studies and projects, which all contribute to an integrated current and relevant learning experience.

Seeing the employer as a partner in the learning process develops an enhanced understanding and tends to lead to other forms of engagement including customised learning opportunities for employees and research and development partnerships. In most economies, the engagement agenda is no longer an optional part of the higher education mission. Higher education institutions are being looked at to contribute to regional economic and social development, while increasingly the higher education institutions and the external stakeholders operate in a global domain. This means that we need to respond not just to the learning and research needs of today but to work with enterprise and communities to anticipate the needs of tomorrow in a complex international environment. This won't

environments within which the different organisations operate. It also requires the higher education institution to be able to understand and project an accessible image of what can be achieved in partnership. In other words, to help organisations to see HEIs as useful partners for learning and research, we need to have exemplars of activity which reflect well



Photo: Troels Graugaard (Istock)

# SHOULD STUDENT EMPLOYABILITY BE THE MAIN GOAL OF UNIVERSITIES?

*Whilst the international higher education arena sets its sights on improving student transitions from study to work, Pushpinder Bhatia calls on universities to remain true to their academic roots in the strive to keep a balanced form of higher education, maintaining high academic standards rather than engaging in a war of employability statistics.*

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**PUSHPINDER BHATIA**  
*Studyabroad.co.in, India*

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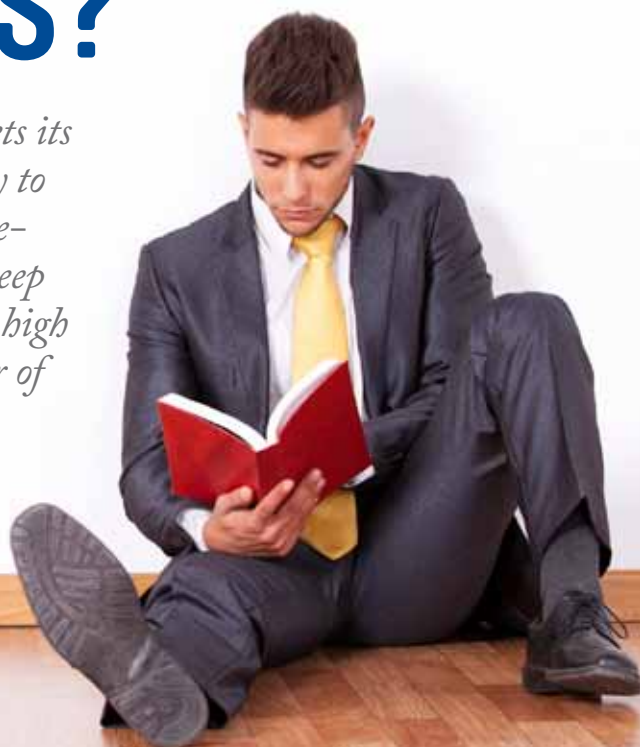


Photo: Helder Almeida (istock)

In today's competitive environment, employability is becoming a major driving force, changing the strategies of many institutions as they try to attract students with inspiring alumni success stories. Yet perhaps the real question we should address is, does education really lead to employability, or rather, should the employability of students be the main goal of universities? It could be said that the reply is more driven by the qualifications one achieves or the programme one chooses to study. Let's face it, not all

programmes are driven towards the objective of immediate employability; many programmes contain a strong academic focus, hence they 'educate you' but do not necessarily make you 'job ready'.

#### **RETURN ON INVESTMENT**

So, is it important to choose a course with employability in mind? The choice is primarily driven by your own agenda in life or your present circumstances. For example, in India, education is treated as an investment which creates an evident

expectation of return on the investment, and this is true in many western countries as well. There are three driving forces that instigate such expectations:

1. The mindset of students in such countries (culturally what is followed).
2. The local competitiveness and the focus on survival which drives students to choose courses that promote strong employability of graduates.
3. The increasing cost of education for degree level programmes.

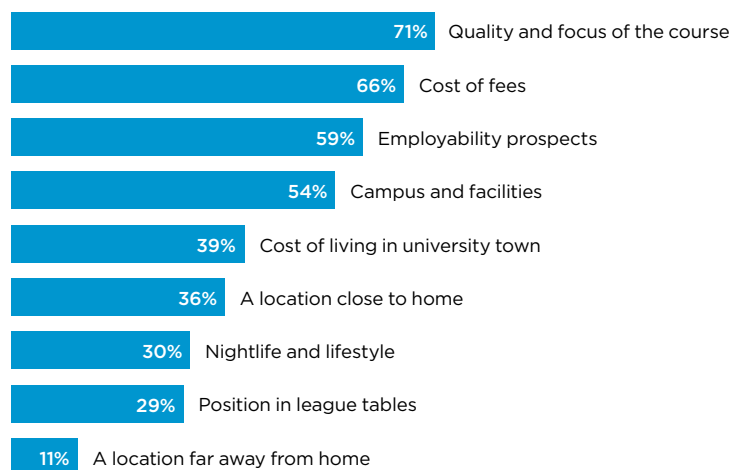
From personal experience of presenting at seminars, parents are increasingly asking the question, will my child get a good job after the course suggested by you? This very question drives many universities to focus on the employability of students, and over the past few years, this change has been seen in the marketing slogans of higher education institutions around the world. They have moved from promoting a very holistic view of education to an 'industry-ready approach'.

#### THE LATEST CHALLENGE

Employability is an important part of the study cycle but should not be the only driving force for education. Yes, students need to be able to put the theory they've learned into practice in real life situations, however *how much* students might earn should not be a factor of consideration for institutions. It is quite common for institutions to publish their students' starting salaries and their on-campus corporate recruitment statistics to boost their reputation but sometimes, the balance can become skewed. It is the institutions which are able to keep the

We notice that the third most important priority is 'employability prospects'. However, it is also noteworthy to see the number one preference in the survey being 'quality and focus of the course'. This is where the balance needs to be obtained between academic strength and soft skills, and universities need to take a focused approach towards strengthening their

Figure 1: UK STUDENTS' TOP PRIORITIES IN 2012



#### HOW MUCH STUDENTS MIGHT EARN SHOULD NOT BE A FACTOR OF CONSIDERATION FOR INSTITUTIONS

balance of imparting quality education through a strong academic focus together with increasing their students' employability which are the real winners. From a global perspective, this is now the challenge for many institutions with rising competition to source students from around the world: the fight to keep the campus multicultural and to make sure they have happy and satisfied students, whose word-of-mouth recruitment carries a lot of weight.

#### STUDENTS' PRIORITIES

Research conducted by David Roylance at Cardiff University, UK,<sup>1</sup> clearly shows the thought process of students in the UK with Figure 1 illustrating the top priorities for students in 2012.

academic content. During personal discussions with corporate heads around the world, many of their views support this research. They can relate to hiring fresh graduates based on their strong soft skills and smart discussions during the interview process, however after a period of employment they realise that a large number of these graduates lack understanding of important fundamentals and are not able to justify their academic credentials when it comes to actual situations and projects. This is concerning as 'smart talk' can give students results in the short-term but for the long-term, only a strong foundation will help them to succeed. A good analogy can be drawn with the film industry: we know that a strong physical appearance and imaginative make-up can help

to create initial success, however it's the fundamental acting skills that sustain the long-term superstar.

In today's competitive business environment, bottom lines are becoming far more important to companies than staff who merely 'talk the talk' and look the part. When universities put a strong focus on the academic side of things and help students to develop a strong foundation of knowledge, it will automatically drive the employer to them.

Whilst it's important to accept that employability is a driving factor in today's competitive environment, one which is seen as 'the need of the hour' for institutions, it should not be a binding prerequisite of the institution to 'plug in'. As mentioned earlier, academic programmes drive the need of employability and not all academic programmes are seen as employment guarantees. Institutions need to maintain a balance between the strong academics of their programmes and the employability of their students. Today's industry needs 'worldly' graduates with a smart attitude and strong academic skills. **E**

1. Roylance, D. (2012). Poll shows students are thinking about career earlier. Retrieved from <http://careers.guardian.co.uk/careers-blog/degrees-students-think-about-careers>.





International Students:

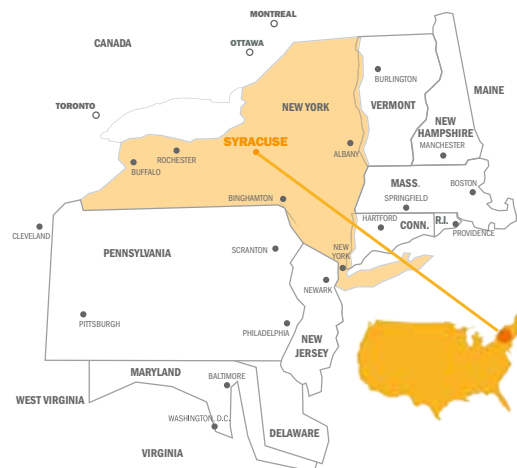
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## CRUNCHING NUMBERS

# THE QS GLOBAL EMPLOYER SURVEY: HOW DO EMPLOYERS VALUE INTERNATIONAL EXPERIENCE?

*According to the latest OECD figures, over 4 million students were studying internationally in 2010.<sup>1</sup> In addition to the population captured in official statistics, many students undertake academic-related activities such as internships abroad. It is believed that such activities provide valuable experiences for the students in terms of their future employability, but what do the employers think?*

JOHN MOLONY, QS, UK  
DAVINA POTTS, Università Cattolica  
Del Sacro Cuore, Italy

As educators, it is important to understand how international study experiences enhance graduate outcomes and how graduates with international education are received in the workplace. Is international education a worthwhile investment in terms of the graduate employment marketplace? A new study by the QS Intelligence Unit provides the first global snapshot of employer perspectives on graduates with international study experience. The QS Global Employer

experience when recruiting?" Globally, 62% of employers confirmed that international education is considered as part of their recruitment process. Looking at the responses on a national level, the results range from 88% of employers in Spain confirming the importance of international education in their recruitment process, through to just 17% of employers in Russia. Regional trends are evident in the responses, with Western European, Middle Eastern and Asian countries featuring strongly

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**62% OF EMPLOYERS CONFIRMED THAT  
INTERNATIONAL EDUCATION IS CONSIDERED AS  
PART OF THEIR RECRUITMENT PROCESS**

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Survey yields a sample of over 25 000 employers from 120 countries and is deployed in 12 languages to create a map of how employers value graduates with international study experience when recruiting.

## INTERNATIONAL EXPERIENCE BOOSTS EMPLOYABILITY

The primary question asked in the study was: "Do you actively seek or attribute value to an international study

in the affirmative cases (see Figure 1). In most countries, a majority of employers surveyed value the experiences of graduates who have studied abroad. This is good news for students and their families who invest in international education. The data also supports the work of educators who encourage students to expand their horizons through international education.

# PROPORTION OF EMPLOYERS ACTIVELY SEEKING OR ATTRIBUTING VALUE TO AN INTERNATIONAL STUDY EXPERIENCE WHEN RECRUITING

Figure 1: By country

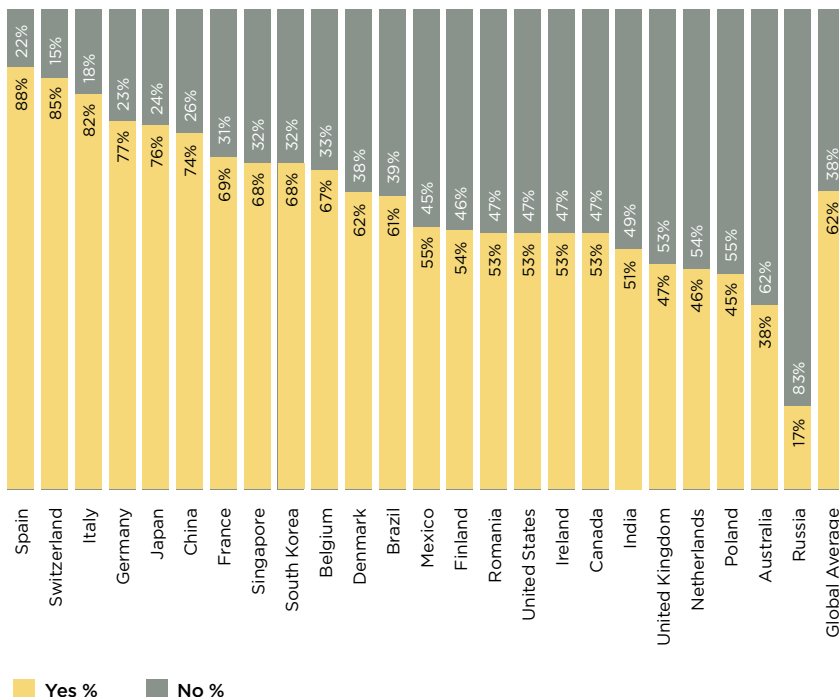
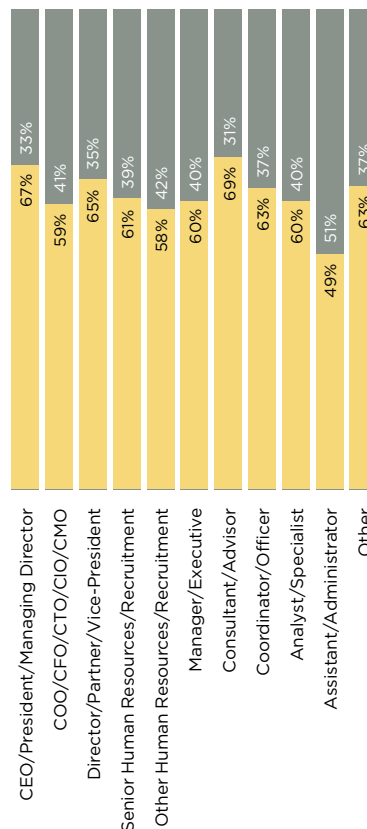


Figure 2: By position



## ABOUT THE QS GLOBAL EMPLOYER SURVEY

The QS Global Employer Survey has been conducted annually since 1991 with a prime role of identifying the higher education institutions that employers favour when hiring graduates. Since the inception of the company's world university rankings in 2004, the results have been used as one of six indicators. Over the last two decades the survey has grown to become the largest of its type with over 25 000 responses being reported in 2012 and, of the various global university rankings, QS' is the only exercise that includes the opinion of employers.

The QS Global Employer Survey Report 2011: How Employers Value an International Study Experience can be downloaded from: [www.iu.qs.com/library](http://www.iu.qs.com/library).

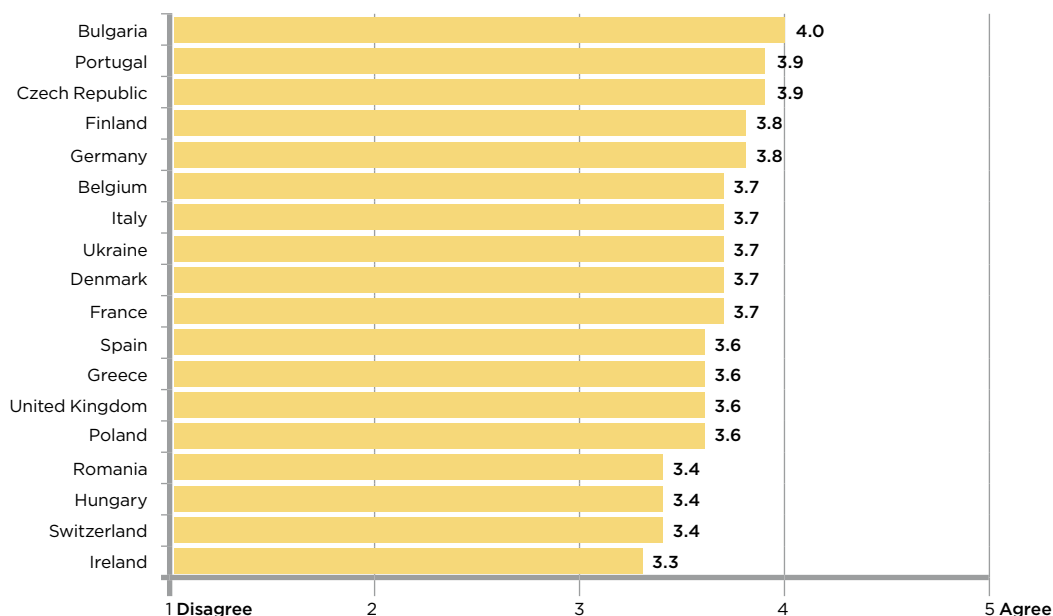
## VARIATIONS FOR ENGLISH-SPEAKING NATIONS

There is a marked difference in the response pattern from a group of mainly English-speaking Anglophone nations including Canada, the UK, Australia, South Africa, New Zealand, the USA and Ireland. Employers from these countries are less likely to attribute value to international study experiences during the recruitment process. Although this study did not consider the reasons for this response, we can speculate that employers in these countries may find a suitable candidate pool without looking specifically at the international study experiences of candidates. Large migrant populations in many of these countries may provide an adequate supply of talent with international competencies including foreign language skills. Or it may be that in some cases, international study experience is less important to employers than other graduate skills and experiences. Research in the USA and

Australia shows that although employers do not value international study more than other graduate attributes, they value the skills that students may develop through participation in study programmes abroad, such as interpersonal skills and adaptability.<sup>2</sup> Additionally, Australian employers are looking for well-rounded candidates rather than particular skills or experiences.<sup>3</sup>

Within companies, the positive response to the question "Do you actively seek or attribute value to an international study experience when recruiting?" was strongest among those at the most senior level of CEO, President or Managing Director (see Figure 2). This may indicate that it is those with primary responsibility for a company's success in the globally integrated economy that are most attuned to the competitive need to source talent with the skills required to navigate in that environment.

**Figure 3: DEGREE OF AGREEMENT WITH STATEMENT:  
'CANDIDATES WITH INTERNATIONAL EXPERIENCE GENERALLY  
OUTPERFORM THOSE WITHOUT'**



#### FASTER CAREER PROGRESSION

After answering the primary question in the survey, those employers who responded in the affirmative were asked to respond to a second set of statements relating to the comparative performance of graduates with international study experience and the relevance of international study to aspects of the recruitment process. Results showed that compared to their peers, graduates who have undertaken international study outperform those who have not studied abroad. Additionally, they are likely to progress faster than their peers (see Figure 3). This finding supports previous European research in the area.<sup>4</sup>

It cannot be assumed that all graduates consider financial returns as the main benefit of international study. Further longitudinal research is needed to understand the impact of international education on long-term career performance.

#### VALUE OF FOREIGN LANGUAGES

One last finding to note is that companies who place value on international study during the recruitment process consider language skills and intercultural communication as very important criteria. This result is particularly strong in Europe, where it appears that graduate employers understand the value of these skills in

that international education can play in providing young people with the skills, knowledge and experiences necessary to make a successful contribution to their organisations. Further research is needed in this area to understand the role of international education policy in supporting workforce development as it is clear that employers in other countries such as Jordan, Vietnam, Saudi Arabia and Taiwan also value graduates with international competencies. At the same time, it is also important to understand the experience of graduates in the workplace and how the impact of international education is perceived to benefit them throughout their careers. **E**

### GRADUATES WHO HAVE UNDERTAKEN INTERNATIONAL STUDY OUTPERFORM THOSE WHO HAVE NOT STUDIED ABROAD

Although there is some indication that a salary premium is paid for international education in some countries, the responses to this question vary widely. It may be that graduates with international education in some countries are not initially paid a higher salary than their peers, but faster progression in the company means that they eventually receive a financial return on their investment. At the same time,

the workplace and seek them out during the recruitment process. This finding confirms that many years of a focused European Union policy on developing the intercultural communication skills of young people supports the needs of European employers. With the exception of a few outlying countries including the UK, Ireland and the Netherlands, European employers acknowledge the role

1. OECD (2012). *Education at a Glance 2012: OECD Indicators*. Paris, France: OECD Publishing.

2. Gardner, P., Gross, L., & Steglitz, I. (2008). CERI research brief 1-2008. *Unpacking your study abroad experience: Critical reflection for workplace competencies*. East Lansing, USA: Michigan State University: Collegiate Employment Research Institute.

3. Prospect Marketing. (2006). *The attitudes and perceptions of Australian employers towards an overseas study experience: Critical reflection for workplace competencies*. Melbourne, Australia: Queensland Education and Training International and the International Education Association of Australia.

4. Janson, K., Schomburg, H., & Teichler, U. (2009). *The professional value of ERASMUS mobility*. Bonn, Germany: Lemmens.

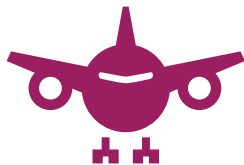


# EMPLOYER Q&A

## WHAT ARE EMPLOYERS REALLY LOOKING FOR WHEN HIRING GRADUATES?

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*An International Employers Forum took place during this year's EAIE Conference, creating an effective dialogue between university professionals and experienced graduate recruiters on how universities can better assist students and graduates in securing employment in today's highly competitive job market. Here's a snapshot of the views of three graduate recruiters that took part.*

**AIRBUS**

Kerrie-Ann Stein-Goujon,  
Head of Employment & Recruitment

**DB ARRIVA**

Charlie Reeve, Graduate Recruitment  
& Development Manager

**ENTERPRISE RENT-A-CAR  
(IRELAND GROUP)**

Leslee Matthews, HR Manager

**What skills are employers looking for in graduates?**

**DBARRIVA:** Employability skills are the 'nuts and bolts' of being able to fit in to the workplace. They are generic skills such as communication skills, problem solving skills, project/time management, customer focus and delivery. Employability at DB Arriva is demonstrating that you have a blend of commercial awareness, self-awareness and resilience to get a job done!

**AIRBUS:** Whilst the technical skills that a candidate brings to the job are very important for Airbus, it is essential that our employees have a well-rounded education and skill set. This means they should know how to work in multi-cultural teams, speak and work in English, and have some degree of international experience, besides exhibiting the personal skills and values that we believe are important, such as team working, communication, etc.

**What ingredients make a successful intern and internship experience?**

**ENTERPRISE RENT-A-CAR:** An intern has the winning edge when they are able to fit into the company as if they are a full-time employee. One recent intern was able to demonstrate a commitment to being successful in the business by completing her training ahead of schedule.

She had great networking skills and made a point of arranging meetings with key stakeholders in the business to improve on her knowledge of the business. She also got involved in volunteering projects during her internship with us.

**AIRBUS:** The ideal intern would exhibit a genuine interest in and knowledge of the company, be willing to work outside of his or her comfort zone, have the ability to quickly develop an understanding of the way the department/company works and be proactive in taking on opportunities to demonstrate his or her skills and abilities.

**Not all universities have the resources to support internships 'en masse'. Are there any other options for them?**

**DBARRIVA:** What would be really powerful is if universities could leverage the influence of their alumni networks to create mentorship programmes. Most universities approach alumni membership asking for a [monetary] donation. If universities want to maximise the engagement of the alumni networks, then start by asking for time. Money can come later, once the alumni have discovered the value of being active members of the network. This is going to become increasingly important for university fundraisers as students leave university with more and more debt.

**AIRBUS:** Alumni contacts within Airbus have supported requests from their university for lectures and presentations, which can then involve the recruitment teams running employability workshops.

**What is the added value of hiring an international graduate?**

**DBARRIVA:** Those with international education have a broader set of experiences, are aware of what it is like to live and work in a different culture and have a better appreciation for diversity in the workplace.

**AIRBUS:** A student with international experience will be better prepared to work in teams with people from different backgrounds and with different views. They are also likely to be more open-minded, flexible and able to adapt to any situation. International exposure opens the mind to different ways of thinking and challenges students to consider innovative approaches and solutions.

**ENTERPRISE RENT-A-CAR:** We feel it's important, both for interns and full time positions, to employ people from a variety of different backgrounds. This really helps our employees develop a true understanding of cultural differences and they can use this knowledge to better meet the needs of our diverse customer base. **E**

# THE ESN SURVEY: HOW DO STUDENTS VALUE INTERNATIONAL EXPERIENCE?

*Taking the debate on the benefits of international experience a step further, this report looks at the value students place on international work and study abroad programmes by utilising the results of a recent survey of more than 10 000 students.*

EMANUEL ALFRANSEDER & JULIA FELLINGER  
*Erasmus Student Network, Belgium*

**T**he ESN Survey 2011, an annual student questionnaire investigating questions of mobility, focuses on labour market related skills and attitudes of students. The survey compares students with academic or working experience abroad to those without such experience. The main objective is to explore differences in the skill-sets of the two groups and whether there are any tangible examples on how studying abroad affects students' employability.

## STUDENTS' CAREER OPPORTUNITIES

Does studying abroad enhance or diminish students' career opportunities? The general answer according to the 2011 survey was: it enhanced them or for those who had not started working yet, there was a positive feeling that it would. The biggest enhancement of studying abroad was seen to be the improvement of one or more foreign languages. This was experienced by many as an important advantage on the job market, especially when applying for jobs in international companies.

The majority of students felt that a period abroad was a strong asset to have on their CV and during job interviews. Employers generally seemed to be interested in the experience and wanted to hear more about it. Many students also enhanced their practical skills and felt they received better education abroad, adding yet another plus to their CV.

Personal and soft skills were found to have developed as well. Students gained self-confidence and felt more open-minded. Intercultural understanding, being used to working in international teams and having knowledge about another culture and market were found to be valued by future employers. According to the students, this would eventually enhance their job opportunities. One respondent stated: "Studying abroad has completely changed me for the better, it has made me who I am – more confident, appreciative, loving, open-minded, forgiving, tolerant, secure – and therefore it has absolutely improved my career opportunities."

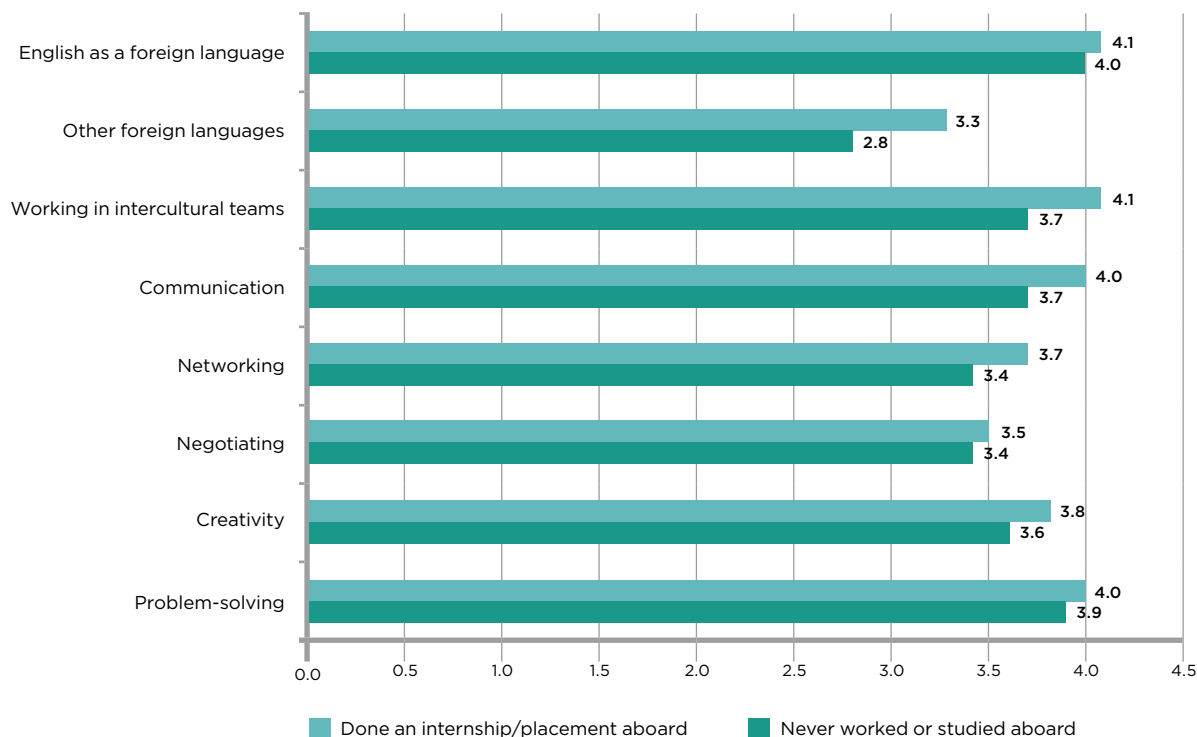
## DRAWBACKS TO STUDY ABROAD

Negative voices mainly stated that a period abroad made it more difficult for them to find an internship in their home country or that it prolonged their studies. This may be due to problems in recognition of courses upon return, or the difficulty of personally presenting oneself at job interviews while abroad. Rising numbers of exchange students in the long run may also diminish the labour-market advantage of studying abroad, as one respondent describes: "Studying abroad is obligatory in Germany when studying for being a teacher, without it I couldn't get my Bachelor's degree. Because everyone has to do it, it won't make a difference."

Apart from these factors, many students said that a period abroad opened up working opportunities otherwise not considered. Students felt more mobile, and would be more likely to consider moving to a country they already knew. Simply knowing that there were more options outside their own country, of which they had not been aware before, was seen as a



**Figure 1: EVALUATION OF COMPETENCIES IN DIFFERENT AREAS**  
(1-very low; 5-very high)



positive benefit. Networks created abroad were seen as a big advantage, with many stating that it helped them in seizing more work opportunities, while some even met potential start-up partners while abroad.

Therefore, from a student's point of view, an experience abroad plays an important role in enhancing one's career, not only by improving students' language skills but just as importantly by creating a wider network and by making students feel more self-confident, open-minded and aware of opportunities outside of their home countries.

#### SELF EVALUATION OF SKILLS

Figure 1 displays the evaluation of different skills carried out by students who have done a placement abroad and by students who have not had an academic or working experience abroad. Students evaluated their skills on a scale from 1 to 5, 5 being the highest evaluation.

For the items 'English as a foreign language', 'other foreign languages' and 'working in intercultural teams', one

would expect higher evaluations for students who have worked abroad, as can be seen in the graph. The results for 'English as a foreign language', however, are slightly distorted as an English questionnaire most likely deterred those students with lower English language skills from responding. Hence, the difference between the two groups in terms of English language skills is rather small. The biggest difference was observed between the two groups when considering knowledge of other foreign languages. Students who had experience abroad evaluated their language skills much more highly than their peers who had not been abroad. Likewise, students who had been abroad rated their ability to work in intercultural teams much more highly than students who had not been abroad.

For some other skill sets, it is more questionable whether a stay abroad has had a direct impact. However, it is not hard to find arguments why studying abroad could enhance communication and networking skills, and the data show

results confirming this line of argument. Students who have studied abroad consider their skills to be higher in areas such as negotiating, creativity and problem solving. However, the differences are less pronounced compared to previously mentioned skill sets.

The figures in this particular study derive from self-evaluations and thus display a subjective evaluation of students' skills. Considering the high number of responding students (5437 students who had studied/worked abroad and 4858 who had not), we can reasonably assume that the subjectivity evens out and draws a rather objective picture. It could also be argued that since the results come from a static survey, the differences could have been present prior to the stay abroad. Nevertheless, the results present evidence of the beneficial effects of an experience abroad and provide a good grounding for further research in this area. **E**



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### 03. PLAN STRATEGICALLY

Arrange employability activities to run during quiet times in the academic year (*ie* not during the busy exam periods) allowing students to focus in more detail on developing their 'soft skills'.

### 04. OFFER MORE THAN JUST A DEGREE

Provide easy access to extra-curricular courses such as language courses to enable students to develop additional skills.

### 05. WORK YOUR ALUMNI

Request skills and time (as an alternative to money) and set up mentorship programmes/workshops for alumni to teach students valuable skills for the workplace.

### 06. INVOLVE LOCAL BUSINESSES

Invite them to work in close partnership with Career Services by participating in university activities, providing workshops, running common R&D projects, sharing expertise and practical approaches with students.

### 07. INTERNATIONALISE INTERNSHIPS

Develop ties with organisations abroad to provide international internship opportunities for students and encourage the combining of studies abroad with internships abroad.

### 08. BE FLEXIBLE

Provide students with the opportunity to undertake 'project work' with companies during their studies, rather than a full time internship for six months or a year.

### 09. ENCOURAGE ENTREPRENEURSHIP

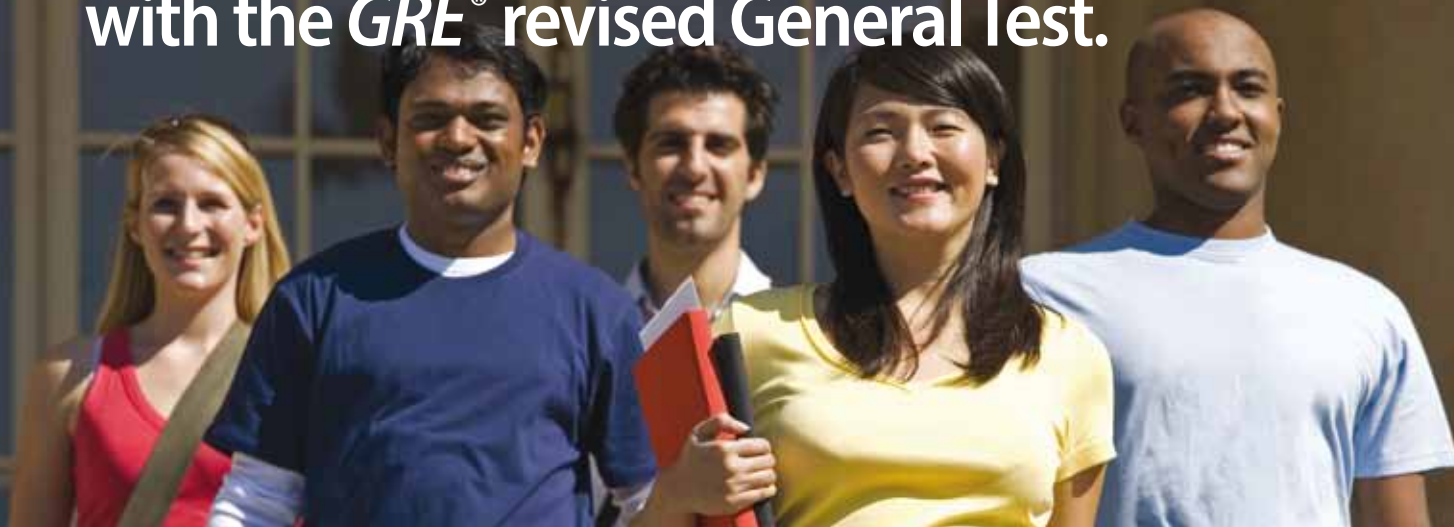
Gain support from industry to help students develop innovative ideas into commercially viable products.

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Jo Ritzen, President,  
Maastricht University  
2003–2011

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# Perspectives

A recent graduate shares his views on study abroad

## What did your study abroad entail?

AN: In September 2010 I moved to Berlin to begin two semesters of study at the Hochschule für Wirtschaft und Recht (HWR), Berlin. It was a double degree arrangement between the universities in Berlin and Bristol which meant I had a set syllabus to follow that would allow me to obtain my Bachelor's degree in International Business Studies from UWE, Bristol, and a Bachelor's degree in Business Administration from HWR, Berlin. Whilst there, I studied numerous business modules, as well as a German language course and a programme on the history, politics, and economics of Germany.

## What did you learn from the experience?

AN: The year in Berlin is probably one of the best of my life so far; no other 12 months has taught me so much about myself and others and how to behave in the multi-cultural and globalised world we now live in. It taught me how to conduct myself in an international environment and how to approach situations with an open mind. People and cultures are different, and this is brilliant: these differences can enable you to develop a much more rounded and accepting understanding of situations and how to solve problems. As well as developing my business and language skills, I got a much deeper insight into the factors which can shape culture in general. Things that you take for granted become a lot clearer when you get an opportunity to look at them as an 'outsider'!

## Did the experience improve your job prospects?

AN: My study year abroad has given me a lot to talk to prospective employers about. It has also given me experiences that I can use to shape my approach to meeting new people and tackling new and challenging environments.

Whilst studying at HWR, I had the chance to visit other German cities and in the semester breaks I was able to explore Europe much more widely. When applying for jobs you will be asked a lot about your experiences and how you judge situations. I have to say that many of my answers to these questions came from my year abroad and so in that respect, I may not be where I am now if I hadn't taken the opportunity of a study year abroad.

## Did your university prepare you for the challenges of the working world?

AN: My university life was mainly focused around prominent theories and learning how to approach and complete tasks in the correct way. However, there was also a big focus on case studies; seeing how these theories and practices work in the 'real world'. University also developed my skills of analysis, interpretation, communication, and presentation. All of these skills are invaluable when you enter the world of work and they cannot be learnt effectively by only reading a book.

## Is there anything that could have better prepared you for working life?

AN: Looking back, I do wonder if I should have combined my study with an internship. Maybe I should have completed six months of study with six months of working? However, this wouldn't have enabled me to get my double degree. University developed my understanding of business as a subject and improved my presentation and people skills but completing an internship would have handed me more practical experience. On the other hand, the graduate scheme at E.ON is full of graduates who haven't done an internship and is geared towards developing our practical experience and making use of our theoretical understanding and skills we gained at university.



Portrait: F. Steenmann

## Quick questions

**Name:** Adam John Newton

**Age:** 24

**Nationality:** English

**Job role:** International Business Management Graduate Trainee

**Company:** E.ON UK

**Degree and university:** BA(hons) International Business Studies. University of the West of England, Bristol

**Favourite city in the world:** Venice or Budapest – both for different reasons and I really can't decide between the two!

**Best book ever read:** *The Three Musketeers*, by Alexandre Dumas

**Mac or PC?** PC

**If you could have dinner with one famous person (dead or alive), who would it be?** Robert Downey, Jr.

# TURNING THE PAGE





*Gudrun Paulsdottir achieved much during her time as EAIE President. Her dedicated involvement with the EAIE, and the consequent knowledge she gained from leading the Association, has provided her with a bird's eye view of the changes taking place in European higher education. Here, she shares her views on the latest chapter of international higher education, and what we can expect of the future.*

**During your role as President and Vice-President of the EAIE, did you notice any significant changes in the international education arena?**

GP: As always in the international higher education area, change is on-going. The increasing pressure on universities to deliver both relevant education and usable research make the environment increasingly competitive. While the universities in the western part of the world are still very traditional in their management, the universities in Asia are getting stronger and more competitive. Very often they take a more pragmatic approach to university management and are more business oriented. We have also seen more governmental interventions and decisions that have had a negative impact on student rights, in Australia and the UK for example. There have been and still are some very serious investments being made in higher education in a number of countries, to increase access to higher education, to increase competitiveness and to create international cooperation, like in Brazil and Saudi Arabia. We have also seen more country-wise cooperation being established, for example the ASEAN network and the cooperation between China, Japan and South Korea to enhance mobility.

**What do you think are the challenges facing higher education institutions in the increasingly global market?**

GP: Higher education institutions (HEIs), particularly in the western part of the world, need to be able to adapt more quickly to the new challenges and demands. The world is changing rapidly and

HEIs are, by tradition, conservative and not very open to change. The older they are, the more difficult it is. This is also one of the reasons why younger universities in Asia and Latin America are emerging and developing quickly. They will bypass western universities sooner than we like. This puts a heavy burden on university leaders and creates a new set of competencies that have not been so important until now. While it is very important to keep the academic freedom and collegial influence, there needs to be a pragmatic approach to the actual running of universities. These two ideals can coexist and the outcome will be very good, but it takes excellent leaders to achieve this.

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#### THERE NEEDS TO BE A PRAGMATIC APPROACH TO THE ACTUAL RUNNING OF UNIVERSITIES

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We do see some new academic leaders emerging with these capacities – they are still very few, however they are doing very interesting things. The University of Aarhus is a good example of this.

**What role, if any, do you feel HEIs should be taking in terms of getting students ready for the world of work?**

GP: HEIs need to integrate more generic competencies into the curricula so that the students become more employable. This means more interdisciplinary education. HEIs also need to connect better to society and be more sensitive to the needs of society. As both the EU 2020 agenda and recent OECD papers show, universi-

ties must become better in working with society, companies, industry and the public sector, with the aim of generating benefits for all parties. More interaction with society during students' education would also be valuable. This allows the students to get a feeling for how the labour market functions and allows them to build networks. HEIs need to remember that only about 10% of the students they educate are going to work in academia when they have graduated – the remaining 90% will work outside of the university world. Some HEIs are very good at this kind of integrated cooperation and are offering very good relevant education, but there is a need for much more of this.

**During your Presidency, the EAIE launched a Global Student Mobility Charter to help better protect mobile students. Where did this idea come from and what impact do you think the Charter will have on student mobility?**

GP: The idea of the Global Student Mobility Charter emerged in the aftermath of the incidents in Australia when both Chinese and Indian student groups became victims of racial threats and attacks. It became very clear at that time that international students do not really have any rights. We have since seen a number of similar incidents, the last one occurring in the UK this autumn. My predecessor, Bjørn Einar Aas, and I brought the idea to

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**THERE ARE A NUMBER OF STRATEGIC DECISIONS THAT CAN BE MADE TO ENSURE THAT THE ENGLISH LANGUAGE DOES NOT TAKE OVER**

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our international network of associations and it was well received. For us it was important to have an international reference group that could help with the wording of the document in order to make it work as widely as possible. The final document is a good starting point. Some may argue that it does not go far enough but we have to consider the existing differences between different parts of the world. Our network of associations has helped spread awareness about the Charter and we are promoting it through various channels. It also received a great deal of media attention at the EAIE Conference in Dublin. The important thing here I think is that we have addressed the issues, we have discussed them in different settings and if this creates some reactions down the line, then we have achieved something.

**With increased student mobility comes the demand for more programmes in English. What effect will this have on non-native English countries which will be providing increasing numbers of their courses in English?**

GP: I'm not so worried about the non-native English countries in this matter. Universities that decide to start teaching in English have all the possibilities to match that teaching with courses in their own language. The importance here is to see the English language as a tool to reach a goal, whatever that goal maybe; increasing the number of exchange students, increase the number of fee paying degree seeking students, enhancing the languages competences of the faculty to make them more active in an international research environment and so on. There are a number of strategic decisions that can be made to ensure that the English language does not take over. I'm more concerned

with the long-time impact that this global use of English may have on the English speaking countries. They may lose identity when English becomes common property. Already today there are some indications to this effect. Students will arrive in an English speaking country with the perception that they already know the country and the culture, which of course is not true. Regardless of how concerned we are about the increase in English taught education in non-native English countries, or the possible loss of identity of the native speaking countries due to the same increase, the main concern should be the quality of the

a large number of members that care and participate in order to make this happen. And that is the fundamental strength of the EAIE; the members, the leadership, the fact that we all count and that we can all contribute and that we all want to do so. Very few associations have this relation with their members and that is the real reason for our success in every area.

**What's next for you after the EAIE?**

GP: In my world there is no 'after EAIE' – once an EAIE'er always an EAIE'er. However, having had the opportunity to lead the Association, with all that it entails,

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**THE MAIN CONCERN SHOULD BE THE QUALITY OF THE EDUCATION WE DELIVER**

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education we deliver. This becomes even more important when teachers and faculties are supposed to deliver education with the same pedagogical skill in a foreign language as they do in their native language.

**In a recent article for University World News, Hans de Wit wrote about the 'international education conference circus'. What is it that makes the EAIE unique in the circus of international conferences?**

GP: I'm very proud of the EAIE Conference; we have managed to create something quite remarkable. We have repeatedly received very good feedback in independent surveys on the quality that we deliver at the conference. There are, as I see it, two main reasons for this: we have managed to keep and increase the quality level in what we offer and we are very sensitive to what is needed, constantly revising and amending what we offer. It takes a lot of work and fortunately we have

has been an exceptional experience that I always will cherish. Fortunately, I still have a few EAIE engagements. As the Immediate Past President I will sit on the General Council for two years, which I very much look forward to. I was also asked to chair a task force for the future structure of the EAIE Professional Sections (PSs) and Special Interest Groups (SIGs). That work is based on the result that came out of the working group that mapped the activities of the PSs and SIGs to see where we had overlaps and gaps. This is a very important task that will hopefully produce some suggestions that the Leadership can discuss in February. The outcomes of those discussions will then define the direction we take with this. I also have my job as International Strategist at Mälardalen University in Sweden. Fortunately, the world of international higher education is constantly changing so there are little risks of getting bored. New opportunities pop up all the time and I'm sure I will be very busy. **E**

## Hot off the press

### **SAGE HANDBOOK OF INTERNATIONAL HIGHER EDUCATION** SAGE Publications, August 2012

An updated version of the *SAGE Handbook of International Higher Education* was published in August 2012. The Handbook serves as a guide to internationalisation of higher education and offers new strategies for its development and expansion. This edition explores:

- Contextual, conceptual, and historical frameworks of international higher education
- Strategic dimensions in international higher education
- Internationalisation at home
- Internationalisation abroad
- The future of international higher education

Order your copy from [www.sagepub.com](http://www.sagepub.com).

### **STUDENT LEARNING ABROAD: WHAT YOUR STUDENTS ARE LEARNING, WHAT THEY'RE NOT AND WHAT YOU CAN DO ABOUT IT** Stylus Publishing, July 2012

What are students actually learning when they study abroad? Michael Vande Berg, R. Michael Paige, and Kris Hemming Lou tackle this topic in their new book *Student Learning Abroad*. The book challenges readers to reconsider long-held assumptions, beliefs and practices about teaching and learning in study abroad and to re-examine the design and delivery of their programmes. To order your copy, contact [catherine.lawn@eurospangroup.com](mailto:catherine.lawn@eurospangroup.com) or visit [www.eurospanbookstore.com](http://www.eurospanbookstore.com).

### **STUDENT INSIGHT HOT TOPICS: THE RISE IN GLOBAL STUDENT SAFETY CONCERNS**

The British Council, October 2012

This paper is an analysis of the perception of threats to the safety of international students while studying abroad, and is based on research from a variety of sources including an online survey designed by Education Intelligence and completed by students, with over 160 000 responses between 2007 and 2012; an online safety poll and chat room discussion at a UK-based online student community and information source; and student focus groups. Visit <http://ihe.britishcouncil.org/educationintelligence> to order your copy.

### **MANAGING REFORM IN UNIVERSITIES: THE DYNAMICS OF CULTURE, IDENTITY AND ORGANISATIONAL CHANGE**

Palgrave Macmillan, September 2012

Exploring how universities are coping with the range of reforms and changes taking place across higher education today, this publication analyses areas such as leadership, quality management, strategic thinking, collegiality and

academic work, from the perspective of different agents within higher education including students, academics and management. Order your copy from [www.palgrave.com](http://www.palgrave.com).

### **TYING IT ALL TOGETHER: EXCELLENCE, MOBILITY, FUNDING AND THE SOCIAL DIMENSION IN HIGHER EDUCATION**

ACA Papers on International Cooperation in Education 2012

This publication addresses the 'inter-relationships' between internationalisation and international mobility, wide access and inclusiveness, excellence and funding. There are ten contributions from leading experts in the debate about European and global higher education, developed out of presentations given at the 2012 ACA Annual Conference in Helsinki. Order your copy by writing to [secretariat@aca-secretariat.be](mailto:secretariat@aca-secretariat.be).

lse.ac.uk/eaie



# ENRICH YOUR EAIE ISTANBUL EXPERIENCE

*Istanbul, the cultural capital of Turkey, has been an attractive settlement for various civilisations since ancient times. It is a bridge connecting not only East and West, but the past and future. Thanks to its rich history, colourful daily life and dynamic spirit, Istanbul offers a once in a lifetime experience to its visitors. Here are our top 10 attractions not to be missed during your stay next September.*

## ISTANBUL CONFERENCE 2013



The Sultan Ahmed Mosque (Blue Mosque)

## 01

**HISTORIC PENINSULA**

Sultanahmet, located at the centre of the historic peninsula, is where most of Istanbul's famous historical sights are located, including the Hagia Sophia and the Blue Mosque. Hagia Sophia was first a Byzantine church, then an Ottoman mosque and now a Turkish museum. The Sultan Ahmed Mosque (Blue Mosque) is known for the blue tiles adorning the walls of its interior. A few hundred meters away is the lavishly decorated Topkapi Palace, the seat of Ottoman power for over three centuries.



Bosphorus

## 02

**THE BOSPHORUS**

The Bosphorus, separating Asia and Europe, is the ultimate treasure of Istanbul, where the city breathes. Both banks of the Bosphorus are decorated by characteristic, wooden waterside mansions. The Maiden's Tower, also known as Leander's Tower, lies on a small islet located at the southern entrance of the Bosphorus. Other attractions worth visiting are the Princes' Islands – a chain of nine islands in the Sea of Marmara. The only transport on these islands is horse and cart, providing peaceful respite from the bustling city.

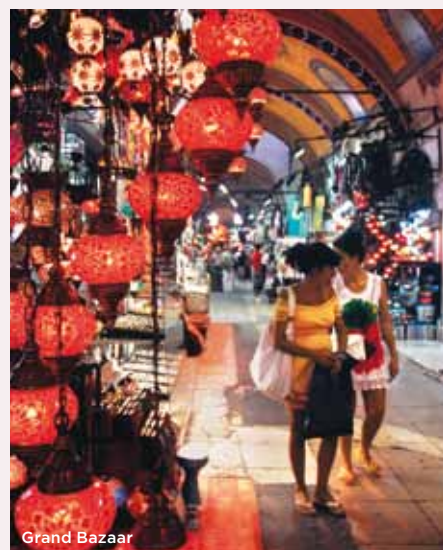


Galata Bridge

## 03

**GALATA BRIDGE**

The Galata Bridge forms the vital link between the two sides of European Istanbul, while its lower deck – directly under the walkway – is home to restaurants, bars and tea-houses with ringside waterfront seating. The Galata Tower – called Christea Turris by the Genoese – is a medieval stone tower, located just to the north of the Golden Horn, overlooking the bridge. One of the city's most striking landmarks, it is a high, cone-capped cylinder that dominates the skyline and affords a panoramic vista of Old Istanbul and its environs.



Grand Bazaar

## 04

**GRAND BAZAAR**

The Grand Bazaar is one of the largest and oldest covered markets in the world, with 61 covered streets and over 3000 shops, which attract between 250 000 and 400 000 visitors each day. The Spice Bazaar (Egyptian Bazaar) is the second largest covered shopping complex after the Grand Bazaar. Set in an 'L'-shaped building, consisting of 88 vaulted rooms, the Spice Bazaar is the centre for spice trade in Istanbul.



## ISTANBUL CONFERENCE 2013



Dolmabahçe Palace (shutterstock)

## 05

**DOLMABAHÇE PALACE**

Dolmabahçe Palace located in the Besiktas district of Istanbul, on the European coastline of the Bosphorus strait, served as the main administrative centre of the Ottoman Empire from 1856 to 1922. Dolmabahçe Palace is the last residence of the Ottoman Sultans and Turkey's founder Mustafa Kemal Atatürk. It is famous for its collection of European antiques, furniture and 4.5-tonne chandelier.



Istanbul Congress Center

## 06

**ISTANBUL CONGRESS CENTER**

Located in Congress Valley, a central region of the city, the Istanbul Congress Center (ICC) is the biggest convention centre in Turkey and a truly impressive venue for the EAIE Conference. Having previously hosted World Bank Group and IMF Annual Meetings in 2009, the ICC resides over seven floors and features 119 500 m<sup>2</sup> of conference space boasting modern architecture and leading design.



Istanbul Modern Art Museum

## 07

**ISTANBUL MODERN**

Istanbul Modern is a museum of contemporary art located in a converted warehouse on the Bosphorus in the Tophane neighbourhood. The Modern features exhibition space on two floors: work from the museum's permanent collection, as well as a shop and restaurant, are located on the top floor, while temporary exhibitions are located on the lower floor, along with a cinema and arts library.



Marzipan, a unique Turkish delicacy

## 08

**TURKISH CUISINE**

Turkish cuisine is among the most varied and extensive in the world, and fine restaurants offering the classics as well as modern interpretations dot the Istanbul culinary landscape. Many of the best restaurants can be found in the areas around the Bosphorus and Taksim, and districts with the big shopping centres such as Nisantasi, Etiler and Levent. Meyhanes, the most typical of Istanbul restaurants, are the place to go to listen to live music, eat mezes and drink raki.



Istiklal Street

## 09

**BEYOGLU**

The vibrancy of Istanbul's culture and entertainment centre, Beyoğlu, is abundantly reflected in its architecture, daily life and cuisine. Istiklal Street is at the heart of this large district, packed with theatres, restaurants, cafes, bars and clubs and almost every visitor to Istanbul is attracted by its bright lights. Flower Passage (*Cicek Pasaji* in Turkish), a famous historic passage on Istiklal Street is famous for its meyhanes and live music.



Turkish bath (shutterstock)

## 10

**TURKISH BATH**

A Turkish bath (Hamam) is the Turkish variant of a steam bath. Hamams have been popular in Turkey for thousands of years, many of them surviving from Hellenic and Roman times. Stick to the tourist-savvy Çemberlitas Hamami, Cagaloglu Hamami and Galatasaray Hamami, where, although the services are offered in Turkish, it's always possible to explain yourself through frantic gesticulation.





Photo: Mtinkheni Gondwe (See description on page 59)



# *Impressions from* **DUBLIN**

THE OFFICIAL CONFERENCE REPORT

ALL PHOTOGRAPHY BY  
CHRIS BELLEW (FENNELL PHOTOGRAPHY)

# EAIE CONFERENCE TAKES

For one week in September, the charming Irish capital was awash with excited chatter on international higher education, as more than 4200 EAIE conference participants from all corners of the world descended on Dublin. Foreign voices and accents teamed with distinctive black and yellow EAIE conference bags dotted the city, with a marked convergence at the conference hub: the iconic Convention Centre on the banks of the Liffey.

It was here, in this superb Convention Centre with magnificent views of Dublin that the EAIE magic took place. With the topical and diverse theme of the conference, Rethinking education, reshaping economies, firmly set in participants' minds, the networking, the knowledge sharing (and the Irish dancing) began in earnest!

## WHAT WAS NEW THIS YEAR?

Year on year, the EAIE aims to improve its conference by adding new features and new offerings. This year, conference participants had their own 'My Conference Section' on the EAIE website where they could build their own agenda, contact fellow participants and download useful conference resources, all within the EAIE website. Over 96% of the conference participants who answered the conference survey actively used this resource.

To give greater emphasis to the highly topical theme of Rethinking education, reshaping economies, and to kick start debates, we provided conference participants with a booklet of essays, composed by a diverse group of higher education leaders and practitioners, entitled the *Conference Conversation Starter*. Each essay explored a different approach to the theme and the feedback from conference participants was very encouraging – 71% of those who read the publication said it gave them a deeper understanding of the conference theme. There is a downloadable version of the publication in the EAIE Member Centre and on the 'My Conference' section of the website.

Another new development was the introduction of a condensed, handy pocket guide providing participants with essential conference information at their fingertips, in addition to the comprehensive conference programme. With 84% of survey participants having rated the new pocket guide as being 'informative', 'very informative', or 'extremely informative', this will become a standard feature at EAIE conferences in the future.



## STEPPING UP THE DIALOGUES

The recurrence of the dialogue sessions following their introduction at last year's conference proved to be a real success, with 84% of participants surveyed being 'satisfied' or 'very satisfied' with them. The first dialogue, based on the conference theme, drew a packed audience. Among the topics discussed, the importance of university-business relations was stressed, and the need to equip graduates with skills for different sectors was highlighted, together with the problem of the 'internship generation'. The other three dialogues also provided an exciting forum for discussion on leadership and modernisation of higher education, Europe and Africa internationalising together, and the future paths of international higher education. More details of these can be found on page 48.

## NETWORK, NETWORK, NETWORK

In keeping with previous years, networking was one of the major aims of conference participants (50% of those surveyed cited it as their main reason for attending the conference). With 11 different

"All over Europe and beyond, little fires have been lit – new ideas, problems to tackle, renewed enthusiasms – and hopefully as our industry continues to grow and evolve, fires like these will lead to better and better experiences for our students and opportunities for our institutions."

— Ruth Davison, EAIE Conference Newcomer, Leiden University



# DUBLIN BY STORM



"I spent most of my time at EAIE 2012 meeting with people, and although I missed out on racing from session to session, I learned a huge amount about other organizations and my own just by talking to people about what they and we are doing."

— Ruth Davison

networking events (not including Expert Community dinners and receptions) there were plentiful opportunities for participants to mingle outside of sessions and workshops, with the most popular events being the Dinner & Dance at the Guinness Storehouse and the Literary Pub Crawls. Have you spotted yourself in the photos we've posted on the EAIE Facebook page?

One recurring comment from participants' feedback was the lack of seating space outside of the session rooms. Whilst we had anticipated this, and provided a designated 'Networking Zone' (the marquee), we fully understand that easily accessible networking space is a major requirement of participants, and we will ensure that this remains a top priority for future EAIE conferences.

The Exhibition proved, yet again, to be an excellent channel for developing new partnerships, with 75% of survey recipients having formed new partnerships as a result of this year's Exhibition. Exhibition space sold out well in advance of the conference, to the point where a waiting list was required. We would like

to thank our Exhibition Partner, ICWE for their invaluable assistance in arranging the Exhibition. We are now open for Exhibitor registration for Istanbul 2013, so do book early to secure your stand!

## CREATING A (SOCIAL) MEDIA STORM

The conference enjoyed substantial coverage in the media, with The Chronicle, Times Higher Education, The Pie and Inside Higher Ed all reporting on various aspects of the conference. Twitter saw an explosion of EAIE tweets, most notably during the plenaries and dialogues. Check the Twitter Fountain on page 47 to get a glimpse of the chatter. The EAIE blog also kept participants informed of the latest hot topics to surface during the conference and provided a platform for greater insight on these topics. Visit [www.eaie.org/blog](http://www.eaie.org/blog) if you missed the posts during the conference.

## UNVEILING A NEW CHARTER

One of the most exciting developments emerging from the conference was the launch of a new International Student Mobility Charter, pioneered by the EAIE.

## WHAT DO THE STATISTICS SAY?

**4211** participants from  
**79** countries  
**125** sessions  
**31** workshops  
**22** posters  
**11** networking events  
**4** dialogues  
**8** campus tours to Irish HEIs  
**350** exhibitors

**89%** of exhibitors rated the opportunity to establish new contacts at the Exhibition as 'excellent' or 'good'

**95%** of exhibitors found the opportunity to consolidate existing relationships was 'excellent' or 'good'





## CONFERENCE EVALUATION

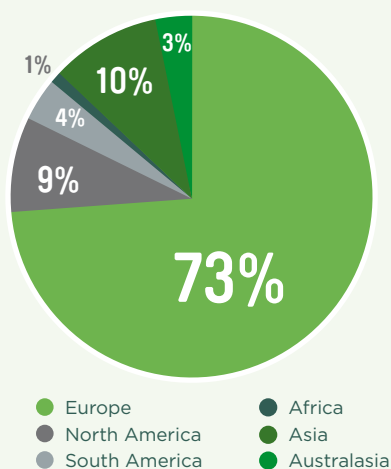
The Charter calls for institutions, regions and governments to facilitate mobility and seek to guarantee that international students feel protected when studying abroad. The Charter was composed by a working group of international higher education associations, led by the EAIE. The full Charter is available for download at [www.eaie.org/mobility-charter](http://www.eaie.org/mobility-charter).

This year saw a change in governance of the Association, with a new Leadership taking up position during the conference. We are incredibly grateful to our Outgoing President, Gudrun Paulsdottir, for all the time and expertise she has channelled into the Association over the past four years; the Association has gone from strength to strength under her skilled leadership. The baton has now been

passed on to Hans-Georg van Liempd, with Laura Howard supporting as Vice-President. We look forward to many more exciting developments under their leadership, which of course include next year's very special conference. EAIE Istanbul 2013 will mark 25 years of EAIE conferences, and work has begun in earnest to make it a success of epic proportions. We hope you will join us there!

## EAIE DUBLIN 2012 IN NUMBERS

ORIGIN OF PARTICIPANTS



TOP 20 COUNTRIES REPRESENTED AT THE CONFERENCE

- |                    |                 |
|--------------------|-----------------|
| 1. The Netherlands | 11. Belgium     |
| 2. Germany         | 12. Denmark     |
| 3. USA             | 13. Spain       |
| 4. France          | 14. Japan       |
| 5. United Kingdom  | 15. Turkey      |
| 6. Sweden          | 16. Switzerland |
| 7. Finland         | 17. South Korea |
| 8. Norway          | 18. China       |
| 9. Ireland         | 19. Canada      |
| 10. Australia      | 20. Austria     |

PARTICIPANTS' SATISFACTION WITH THE PROGRAMME

	Very satisfied	Somewhat satisfied	Neither satisfied or dissatisfied	Somewhat dissatisfied	dis
Sessions	33%	51%	10%	5%	1%
Workshops	53%	35%	7%	4%	1%
Dialogues	43%	41%	12%	3%	1%
Posters	24%	35%	20%	14%	7%
Campus Tours	50%	28%	9%	7%	6%
Opening Plenary	77%	18%	3%	1%	1%
Closing Plenary	68%	25%	4%	2%	1%

94%

of participants are extremely or very likely to attend another EAIE Conference. Will you join them?

# EAIE BOARD AND GENERAL COUNCIL 2012-2014



## THE BOARD

From left to right

**Dora Longoni**, Politecnico di Milano, Italy  
**Kathleen van Heule**, University College Ghent, Belgium  
**Hans-Georg van Liempd**, Tilburg University, the Netherlands  
**Laura Howard**, University of Cadiz - UCA, Spain  
**Ole Faaborg**, UCN University College of Northern Denmark, Denmark

## THE GENERAL COUNCIL

1. **Serge Schroef**, KATHO, Belgium
2. **Karin Svanfeldt**, University of Gothenburg, Sweden
3. **Sabine Pendl**, University of Graz, Austria
4. **Marit Egner**, University of Oslo, Norway
5. **Marjo van der Valk-Kuijpers**, Eindhoven University of Technology, the Netherlands
6. **Kevin Murphy**, University of New Haven, Italy
7. **Bjørn Einar Aas**, University of Bergen, Norway
8. **Herman de Leeuw**, DUO, the Netherlands
9. **Michael Rosier**, University of Hertfordshire, UK
10. **Hans-Werner Rückert**, Freie Universität in Berlin, Germany
11. **Delia de Vreeze**, Wageningen UR, the Netherlands
12. **Marie-José Albert-Batt**, Burgundy School of Business, France
13. **Timo Ahonen**, Lahti University of Applied Sciences, Finland
14. **Marina Tesauo**, University of Rome Tor Vergata, Italy
15. **Gudrun Paulsdottir**, Mälardalen University, Sweden
16. **Marina Casals Sala**, Rovira i Virgili University, Spain
17. **Stephen Orme**, Nuffic, the Netherlands

Absent

**Jeanine Gregersen-Hermans**, Maastricht University, the Netherlands  
**Laura Paternoster**, University of Trento, Italy  
(replaced by Elena Vinci Hytter (#18), Linnaeus University, Sweden)  
**Arnold Persoon**, Nyenrode Business Universiteit, the Netherlands  
**Christian Timm**, Ulm University, Germany



## SUGATA MITRA

"Is learning obsolete?" If ever there was a question that could stir up a lively debate amongst thousands of higher education professionals gathered in one room, this was the question to do so! Sugata Mitra's opening keynote speech gently and humorously challenged the very notion of learning as we know it. What if you could learn everything you need to know from Google? What if students could take their smart phones into examinations? Is your accountant really a qualified accountant? With his daring questions, we gained a glimpse of the futuristic thinking of this accomplished Indian professor. Sugata shared with us his fascinating 'Hole in the Wall' experiment, proving that given even the most basic tools, children can learn through their own curiosity to a remarkable extent. A rousing initiation to the conference and as one participant aptly put it: "An amazing story, and storyteller, but more than that, what a great way to start us off on our week."







### CAROLINE CASEY

Social entrepreneur Caroline Casey captivated conference participants at the Closing Plenary with her personal account of discovering, as a determined and head-strong 19-year old, that she was legally blind. Her ensuing relentless efforts to change society's views of people with disabilities, particularly in the business sector have sparked a new dawn of opportunities for better recognition and inclusion in the workplace. During her speech, Caroline emphasised the importance of the education system, calling on us to rethink the model in terms of disability access, and to refrain from categorising people into "square boxes". Her candour and enthusiasm, blended with an uplifting sense of humour, proved the ideal elements for the closing of the conference; her final words encapsulating her powerful message: "Impossible is an opinion. Please don't let it be our opinion."



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# TWITTER FOUNTAIN

The microblogging world of Twitter was set ablaze with online chatter about the EAIE Conference during September. Did you tweet about your experience? Here is a snapshot of the insightful posts.

## #EAIE2012

**Marie Heraughty @inishmurray**

#EAIE2012 is approaching! Getting ready for an amazing conference gathering more than 4000 #highered professionals

**Dyane Koreman @dkoreman**

Can't wait! "@TheEAIE: Looking forward to fostering new partnerships? Exhibition of #EAIE2012 will open its doors soon [ow.ly/dvGtm](http://ow.ly/dvGtm)"

**Phil Baty @Phil\_Baty**

Pick up your free copies of @timeshighered and the @THEworldunirank supplements at #EAIE2012 @TheEAIE. We are proud media partners.

**Marie Heraughty @inishmurray**

With 4,000+ attending #EAIE2012 where internationalisation should reside is bound to be a subject of debate <http://t.co/JzckXQf7>

**Kim Horsten @kimhorsten**

Sugata Mitra's speech @ Opening Plenary #EAIE2012 moved us a step forward in re-thinking education!

**Lakshmi Iyer @lakshmiyer**

2 computers in a hole in the wall can produce a potential PhD student in biotech at Yale, totally inspiring story by Sugata Mitra @TheEAIE

**The PIE News @thepienews**

Hard to summarise an event as wide-ranging as #EAIE2012 but <http://t.co/TLTwCnQg!> ft @TheEAIE student mobility charter, #globaled

**Andrew P Disbury @DirIntOff**

@TheEAIE #EAIEdialogue2 on leadership and modernisation of #highered is excellent #EAIE2012

**Campus France Paris @campusfrance**

EAIE pioneers a global charter for students' rights @TheEAIE #EAIE2012 - <http://t.co/HViKhay>

**GlobalChronicle @globalchronicle**

Treatment of international students is a hot topic at European conference: <http://t.co/7ky6ZBQD> #EAIE2012 #globalhighered

**WES @wesfans**

The QS World University Rankings 2012/2013 released today at #EAIE2012! <http://t.co/zLNiOz2p> #highered #qswur

**Labour Mobility @labourmobility**

#Google gets 75.000 #applications A WEEK they mentioned at #EAIE2012 #EMPLOI session - some tips to get noticed: <http://t.co/R9GhvWlr>

**Mandy R @MandysMashups**

agree. "@TheEAIE: We need skills, not only certificates to hang on the wall #EAIEdialogue1 #EAIE2012"

**Eric Beerkens @beerkens**

Inside highered's coverage of 'our' dialogue session at #EAIE2012: Game-changers in global education <http://t.co/ajaxt3fr>

**Marlene M. Johnson @marleneatnafsa**

A pleasure to see US Amb Rooney (@usembassydublin) & his wife Patricia at @BritishCouncil #EAIE2012 reception today

**Elena Åseby @easeby**

Wow, truly inspiring! "@TheEAIE: Look past limits! Caroline Casey #EAIE2012 Closing Plenary <http://t.co/t8hkMJ54>" <http://t.co/GAVav4zH>

**Gudrun Paulsdottir @gpaulsdottir**

Thanks to all that contributed to the success of the EAIE Dublin conference! A true pleasure to witness that. @TheEAIE #EAIE2012

**Dr. Rahul Choudaha @DrEducationBlog**

@TheEAIE #EAIE2012 always impressed-interesting sessions, creative communication and bonus of fun!!!! [pic.twitter.com/ayvLHTDt](http://pic.twitter.com/ayvLHTDt)

**Rasmus Åberg @rasmusaberg**

Back home from #EAIE2012 and already looking forward to next year. Thanks to @TheEAIE for great organization!

**Timo Ahonen @tahonen**

From #EAIE2012 in Dublin to #EAIE2013 in Istanbul, EAIE opens doors. Walk on through! <http://t.co/JYQBdbFm> via @insidehighered #highered

# A TIME FOR DEBATE

*The popular dialogue sessions returned for a second year, providing conference participants with the chance to discuss and debate the most current topics in higher education, guided by expert panellists. Here's a summary of the top talking points.*



## DIALOGUE 1: RETHINKING EDUCATION, RESHAPING ECONOMIES

At the 2012 EAIE Conference in Dublin, the first dialogue focused on a variety of topics ranging from whether social justice in education is still affordable, to the 'lost generation' of many young Europeans, to the level of competitiveness of Europe's student 'output'. Panellists from governmental ministries stressed the need for strong governmental roles in ensuring quality, but also the need for flexibility to address shifting labour market requirements.

One key statement posited that Australia will attempt to infuse all study experiences with work experiences in order to enhance the employability of graduates and thus the value of their degrees. Picking up on this statement, a representative from the Irish business community stressed that higher education institutions must adjust their curricula and delivery models much more rapidly than in the past in order to provide graduates with salient job skills.

A European policy-maker suggested that young graduates should be 'job shapers' rather than 'job seekers', to wide audience acclaim, and tighter collaboration was a central topic stressed by panellists. This applied to cross-border as well as cross-sector collaboration models which specifically address societal innovation needs.

The audience contributed a number of perspectives, including concerns that education would become too commercially oriented, and the need for true global collaboration which includes less affluent regions. The dialogue concluded with the shared sentiment that the discussion of the role of international education as a key contributor to a globalising workforce is a topic of great importance which deserves a continued discussion.

— Daniel Guhr, Illuminate Consulting Group, USA

## DIALOGUE 2: LEADERSHIP AND THE MODERNISATION OF HIGHER EDUCATION

This dialogue explored the modernisation agenda of many governments and how this is changing the leadership structures and the cultures of universities. Did institutional leaders view international positioning as competition or collaboration? Panellists pointed out that large international research funders now *require* collaboration between universities and other research organisations. However, there remained a tension between collaboration and the institutional competition endemic to national research funding and international league tables.

Panellists reported that the modernisation processes of greater institutional autonomy and greater public accountability were changing the internal operations of higher education institutions, leading towards the professionalisation of their management. Examples given included national leadership and management programmes, teaching qualifications for academic staff, better services for students, and the opening up of senior academic positions to international competition.

There was some future-gazing about the impact of virtual universities and Massive Online Open Courses (MOOCs) provision on 'real time' universities. Would borderless education mean there would be less reason for students to study abroad? Would it mean the loss of part-time students from the traditional university? The common feeling was that while much groundwork learning might be achieved through online resources and interactive computer-assisted learning (CAL), there would always be a need and a desire for human interaction in the deep learning process. However, the adaptation to new hybrid forms of delivery would require a revolution in pedagogical practice.

— Jennifer Somerville, ESMU, UK





### DIALOGUE 3: BEYOND DEVELOPMENT COOPERATION: EUROPE AND AFRICA INTERNATIONALISING TOGETHER

Recent developments in upcoming (BRIC) countries and the search for new and innovative approaches to global higher education in European countries set the stage for a dialogue aimed at discussing internationalisation by African and European partners, beyond the traditional practice of development cooperation. Panellists from Kenya and China described their efforts to open the doors of their universities to students from other countries. Speakers gave a review of their activities, mainly in their own (African) regions. Especially interesting were the efforts to set up a network of African Science Academies. The speakers advocated more equal partnerships in education and research. However, it did not become clear what the real added value of internationalisation programmes in Africa would be to European universities and students, or, what African and European universities internationalising together would actually mean.

During the discussions a number of best practices of present development cooperation in education were given by participants from European countries and the USA. These were all traditional forms of cooperation aimed at capacity building.

In future dialogues, it would be good to focus more on new ways of cooperation, such as European and American students studying at African universities for periods longer than a few weeks or months to obtain their degrees. However, overall, the dialogue provided an interesting start to an exciting discussion that has plenty of room for development.

— **Fred Paats**, *University of Twente, the Netherlands*

### DIALOGUE 4: WHAT ARE THE FUTURE PATHS FOR INTERNATIONAL HIGHER EDUCATION?

In the fourth and final dialogue of the 2012 EAIE Conference the panellists discussed the emergence of new providers such as the Massive Online Open Courses (MOOCs). Some see them as a real game changer, while others expressed their doubts about the popularity of such courses in countries like China, where students are looking for a broad academic learning experience rather than credits for individual courses. Other types of new providers that were identified were the branch campuses set up by American and European universities, mainly in East Asia and the Middle East.

A second major development was the changing geography of higher education. In terms of student numbers, education quality and scientific productivity, the USA, Europe, Australia and Japan might still dominate the global scene, but an awareness of the increasing importance of Asia and Latin America in global science and higher education was shared by all panellists.

The third and final issue arising during the dialogue was the future path of higher education and the new needs of future labour markets. The general consensus was that future labour markets will need both specialised workers and graduates with a broader education. Countries would therefore need a mixture of highly specialised education programmes and (US-style) liberal education. But in the end, the precise labour market needs will be hard to predict. After all, as one of the panellists noted, it's not only about universities training students in the right skills, it is also about the right skills shaping the labour market.

— **Eric Beerkens**, *Leiden University, the Netherlands* & **Hans de Wit**, *Amsterdam University of Applied Sciences, the Netherlands*

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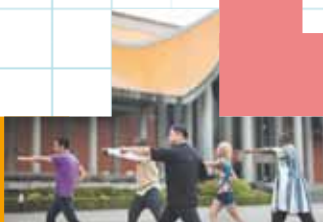
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IN CONVERSATION WITH

# SUGATA MITRA

*An accomplished scientist with an inquisitive mind and a thirst for technology, Professor Sugata Mitra's futuristic thinking has led him to some ground-breaking experiments in the education field. He shared a glimpse of these with us during his opening speech at the EAIE Conference, and here we probe a little deeper into his views on a very different future of learning.*

**ELISE KUURSTRA**EAIE Marketing &  
Communications Manager**SARAH FENCOTT**EAIE Publications  
Coordinator

**In your keynote address, you spoke about the idea that with broadband access to Google, you could pretend to be educated. Could you explain that claim for us?**

**SM:** If you were a doctor or an accountant, you would actually use Google a lot, for doing all kinds of things. I was raising the question "what if you hadn't studied accounting at all, but said that you were an accountant: would Google let you do an accountant's job?" I think it would, with a little bit of effort. You would take longer than a certified accountant because you would be encountering new things, but as you progress, you would also be learning. And if you did it for a few years, you

probably wouldn't need to consult Google any more because you would know the subject.

I then thought, it's not just Google that this concept relates to. When a teacher walks into the classroom on their first day of the job, aren't they only pretending that they are a teacher? Two years down the line, when they've gone through the whole academic year twice and taught a variety of pupils, then they can say they really are a teacher. So all of us are essentially pretending to be whatever our labels say we are until we've had enough experience and then we become those labels.



We hear people say that the importance of university, more than anything else, is to give us the tools to learn, to be analytical and to seek knowledge. Do you think that's a fair statement?

SM: Yes it is, but it's not just universities which can do that. The environment itself does it too, through the internet. Whenever you pull out your phone to check something on the internet for reference, you are always learning. And over a period of time, that will collect together into a body of knowledge, which is almost like you are taking a course. In education circles, we used to talk about Lifelong Learning, but we didn't actually

### WHAT WILL HAPPEN IF THE LEARNER SAYS, "KNOWING IS NOT IMPORTANT"?

know what we were talking about until it started happening, and now, we are surrounded by it.

To add to that, whatever device you are using to access information, not only are you learning from it, but the device is learning from you as it records your preferences and so forth. The two of you are learning together, which is something completely alien to us so far. Could it be that you get to a point where a device like Siri<sup>1</sup> on your phone is enabled all the time? You're asking Siri questions, Siri's answering them and also noting the question. Suppose after two or three years of doing this, I take your phone. Could I then be you? Because the phone knows everything!

Classroom tools and techniques have come a long way over the past few decades from printed books to electronic resources. What do you think has been the greatest development in education?

SM: I heard an interesting comment from someone yesterday. When books were first printed, they were very expensive and therefore in school, only the teacher could have one. As the cost of printing became cheaper, there was a body of teachers who became worried that the textbook would put them out of a job. Of course this wasn't true, it's just that the teacher had to adapt to the fact that every student now had a book.

Things have been happening quietly in education regarding technology, but the examination boards and the teachers have not yet fully taken these developments into account. So as a result, the curriculum lags behind. For example in examinations, students today are not allowed to use their tablet or smart phone. They need to rely on their memory, because the teachers want to test whether students *know* the subject. But what will happen if the learner says, "knowing is not important"? Would that then mean the whole education system comes under question? I don't have a full answer to that. I don't believe knowing should become fully obsolete, but I think certain tasks that we are able to do can become obsolete. Writing and arithmetic are considered the building blocks of learning, but I question whether they have much value any more. Is good handwriting a wonderful skill to have? People don't write anymore. We use other devices for that now.

That poses the question then, what if technology fails?

SM: Well, I would say that is a somewhat Luddite argument. I could take it to an extreme by saying, what if all the pencils broke? So should we then go back to memorising? Failing technology doesn't worry me. What does interest me though is how different portions of the brain are changing. When we used to have to memorise a lot, a large proportion of our neuron connections would have been occupied with that task. As writing and publishing evolved, we started to lose the art of memorising. Whether this is a good or a bad thing, it meant that all those neuron connections became free – to do what? If we extend this argument to say that currently, a large part of our brain is occupied in knowing things; what happens if that knowing is no longer required? What will we then use all of those neurons for? I'm very curious to find out!

How will learning change if we know that at the click of a button we can find out the answer so we no longer need to memorise anything?

SM: It will change our way of learning. For example, how many of us know any phone numbers by heart anymore? Right now, we are still thinking that it's good to know some things in our own minds because the computers can't always produce the answers quickly enough, but what about in the future when they can?



In the short term, learning will not change too much because the education system is not responding quickly enough to the developments in technology. If you ask students right now what they enjoy most about university, many will say the social aspect – meeting friends. Presumably, if you changed learning in such a way that eliminated the need for classrooms, the only thing students would miss is the social interaction. Could it be that the current system we have in place is actually wasting 17 years of our lives? What if people could start working at the age of 10? What if a 13 year old could become an accountant so that by the time he is 16 he really is a good accountant?

There is also another question this raises. What happens to liberal education? Music, culture, literature, *etc.* Do these have to be taught or are these ingrained? If knowing is no longer important, is it no longer necessary to read and appreciate classic novels and poems from the past? Would that not be a big loss? I don't know the answer to this. I can see the scenario however that you acquire your basic motor skills in the first five years of life – mainly by

teaching yourself. Then at the age of five, the assumption is that you can no longer teach yourself, you need assistance, so you're put into school. What if, when you become five, you get your own tablet, which is there with you until you die, helping you through your life? Right now I'm thinking of this as a tablet, but it probably won't even be that. It could be an implant maybe.

There's a lot of talk at the moment about the need for students to become interculturally aware and competent in a global world. How do you think this can be achieved?

SM: Understanding culture takes a lot of time. My personal feeling is that you do it best by immersion. So if you go and

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#### UNDERSTANDING CULTURE TAKES A LOT OF TIME ... YOU DO IT BEST BY IMMERSION

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live in France, then you will understand French culture after some time. I don't think very much can be achieved by reading books about culture. You get a hands-





off view of it, but what will you really understand? India is a good example as it is increasingly globalising so a lot of people are visiting India, not just as tourists but for work. People visiting India will obviously make mistakes with the culture and how they behave, and likewise, Indians will make mistakes with foreigners.

just drop something if it doesn't interest me. So it leaves me more time to spend on the things I find interesting. To me, these can be things which I don't know very much about, or things which might be possible but need further exploration. For example, what if one day, we can no longer access our computer files to listen

### WHAT IF WE LOSE THE ABILITY TO ACCESS OUR CURRENT INFORMATION STORED UP IN THE CLOUD?

What is the best preparation for this? By simply making people aware that there will be mistakes made, either by themselves or others, but that these mistakes should be ignored. That's probably the best preparation you can have: to be open to differences and ready to accept them.

**You've won numerous awards and been involved with various inventions, so what inspires you in your work to keep asking questions?**

**SM:** I don't like to do boring things. Most people I'm sure feel the same, but some people still do them because they are necessary. I tend not to do that. I will

to that piece of music or read that text. We can still read from the Dead Sea Scrolls which originated thousands of years ago, but can we still access the information stored on floppy disks from the 20th century? Not very easily. What if we lose the ability to access our current information stored up in the cloud? Maybe a universal reader of some kind should be inside us so that we never lose it. But it can't be an implant, because what if we lose the ability to implant things? We need something in our genes. How would it be if we took a human genome, which contains huge stretches of genes from our past, and encode Shakespeare's

*Romeo and Juliet* into it? It wouldn't even necessarily have to be a human DNA, we could encode it into the DNA of a tomato, for example. So after some time, as we take seed from the tomato and grow new ones, in any of those tomatoes we can find Shakespeare's *Romeo and Juliet* in a certain part of its DNA. Then if you integrate the reader into the DNA, in theory, we could access this information in the future, as long as there are tomatoes around! While I was thinking of all this, somebody else actually went ahead and did it: they put a whole book inside a genome!

### What is your current focus?

**SM:** I'm very interested in reading comprehension in children. I've been trying to get school teachers from around the world to do an experiment which I've designed. The experiment will show us if children can quickly improve their reading comprehension by several grades on their own. I talked earlier about how writing and arithmetic could be seen as being obsolete, but the ability to read is still essential. So I'm looking at how we should focus on that skill and improve it beyond the current expectations and perhaps even get an eight year old to be able to read as if they were an adult. Wouldn't that be something! **E**

1. Siri is an iPhone device which lets you use your voice to send messages, schedule meetings, make phone calls, etc.

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## 2012 EAIE WINNERS

# INSTITUTIONAL AWARD FOR INNOVATION IN INTERNATIONALISATION



Photo courtesy of Masaryk University

## THE AWARD

This brand new award recognises and rewards higher education institutions which are actively engaged in the practice of internationalisation. It honours institutions which have designed academic or support programmes which enhance the international visibility of the institution; institutions which have established international partnerships and alliances to promote European higher education and integrated internationalisation in strategic planning.

## THE WINNER IS

### MASARYK UNIVERSITY

Masaryk University (MU), the Czech Republic is an excellent example of how to define, implement, evaluate and sustain a clear international strategy; an example for many institutions in Europe and beyond, especially for those in non-native English speaking environments.

The university pursues an active policy of cooperation with universities from abroad and maintains many bilateral links involving mobility and other forms of cooperation. It has built an enormous and impressive list of international partnerships including involvement in many networks and in coordinating and/or partnering in Erasmus Mundus programmes. Masaryk University received the ERASMUS Label in 2011. The internationalisation strategy at Masaryk University is implemented through concise and clever strategic planning with a clear focus on staff development, on international student integration and on international teacher support.



## THE AWARD

The Rising Star Award is for new members of the EAIE who have demonstrated a commitment to international education. The award honours a person who has been a member of the EAIE for fewer than five years and who has already made a notable contribution to international education.

# RISING STAR AWARD

## THE WINNER IS

### RAMON ELLENBROEK

Ramon Ellenbroek is Coordinator for the International Office of the Faculty of Earth and Life Sciences of the VU University Amsterdam, the Netherlands. Previously, Ramon worked at Utrecht University and at the Dutch National Research School for Urban and Regional Research. His present work focuses on the development of double/joint degree and Erasmus Mundus programmes as well as mobility in Bachelor programmes.

Ramon is a young and enthusiastic EAIE member who in a short time has become very active within the EAIE. He is currently Vice-Chair of the EAIE Professional Section, *International Relations Managers* (IRM). He has been a speaker in many sessions and workshops at EAIE conferences, and is an EAIE Trainer. He is one of the initiators of the EAIE-wide mentorship programme and was also a mentor in SAFSA's mentorship programme.



**THE AWARD**

This award was launched in honour of Constance Meldrum, a staunch supporter of the EAIE during her years at the European Commission where she worked diligently for international education. Her substantial bequest to the EAIE supports this award, which recognises inspiring leaders who have made an outstanding contribution to the field of international higher education.

## CONSTANCE MELDRUM AWARD FOR VISION AND LEADERSHIP

**THE WINNER IS**

**BERND WÄCHTER** 

Bernd Wächter is Director of the Academic Cooperation Association (ACA). Before joining ACA in 1998, he held various positions in higher education institutions and organisations, such as the University of Kassel, Germany and the British Council; he was Director of the International Office of the Fachhochschule Darmstadt, worked for DAAD, and at the Brussels Socrates Office as Director of Higher Education. Bernd has published widely on international matters in higher education, and is a frequent speaker at European and international education conferences. He is the editor of the *ACA Papers on International Cooperation in Higher Education*.

Bernd has the ability to put new and upcoming issues on the internationalisation agenda of higher education and seems to be one or two steps ahead of the other key players in the field. He shows detailed knowledge of the field and has an extensive network of partners and key stakeholders. Bernd has undertaken many activities in cooperation with the EAIE, specifically the EAIE-ACA seminars at the EAIE Annual Conference. He is also the initiator of numerous research studies, innovative projects and publications. He is always enthusiastic to share his ideas, knowledge and experience at numerous events and he does this in his own remarkable and vibrant style with humour and passion.

## PRESIDENT'S AWARD

**THE AWARD**

This award is given by the President to a person of his or her choice, independent of the regular nomination procedure of the Awards Committee, for outstanding professional contribution and service to the EAIE.

**THE WINNER IS**

**LAURA RIPOLL** 

Laura Ripoll joined the EAIE in the early nineties. During her journey with the Association, she has been particularly dedicated to mobility, university cooperation and European programmes management. She has been a member of the Professional Section EEPC, later named MOPILE, and she spent a number of years on the Training Committee, later, the Professional Development Committee. More recently she has been a member of the Publications Committee. In total, she has been part of the EAIE leadership for 17 out of the 19 years she has been with the Association. She has hosted a number of EAIE workshops and training courses as well as a Joint Leadership Meeting at the University of Girona in Spain.

**ON A PERSONAL NOTE**

"Laura has always volunteered her time and the resources available to her for the benefit of the EAIE. She has contributed to the development of the Association through her different positions and through the different events that she has organised. She is an exemplary member of the EAIE who has contributed to the Association's success and recognition.

Laura has always had the capacity to bring a good ambiance to any gathering. Her loyalty to the Association and to the tasks at hand has always been remarkable. Thank you Laura for all you have done and contributed to the Association. It has been a true pleasure to work with you."

— Gudrun Paulsdottir, EAIE Immediate Past President

## 2012 EAIE WINNERS

# TRANSATLANTIC LEADERSHIP AWARD

## THE AWARD

This award is given to active EAIE members who have provided significant leadership to educational exchange between Europe and North America with a spirit of mutual understanding and respect. The winners have documented achievements in providing guidance and examples of good practice for individuals active in transatlantic cooperation.



## THE WINNERS ARE

### ANDERS UHRSKOV

Anders Uhrskov (left) has been working for the Danish Institute for Study Abroad (DIS) for over 25 years. Anders is a member of many boards, councils and committees in the field of higher education in Europe and beyond. In recognition of his relentless commitment to transatlantic affairs, he was awarded a Doctor of Humane Letters from Whittier College in 1999 and was Honorary Visiting Scholar at the McIntire School of Commerce at the University of Virginia, 2009–2010. In addition, he was decorated in 2000 by the Danish government with the Knight's Cross of the Order of Dannebrog.

Anders Uhrskov is a leader of international educational exchange between Europe and the USA. He is a strong supporter and leader in education abroad, in cross-cultural communication, in teaching, and in the integration of students' lives into Danish culture. Quite unique is Anders' effort to mediate between the two continents, to utilise the opportunities to learn from each other, to pick best practice examples to improve the quality of teaching, learning and intellectual progress.

### JOHN YOPP

John Yopp (right) is a very well known senior professional in the field of international education. In addition to being an outstanding professor in his own scientific area, he has devoted many years to the international education sector and in particular to the relations between the USA and Europe. As Associate Provost for Educational Partnerships and International Affairs at the University of Kentucky, John has greatly enhanced such cooperation, establishing examples of good practice.

John has presented on a wide spectrum of issues related to transatlantic cooperation at many international higher education conferences over the last 20 years. He has become a well known reference for everyone in the field who wants to base transatlantic cooperation on documented facts, statistics and in-depth studies. John's personality and human empathy have always encouraged young colleagues to ask him for guidance and advice. His availability for initiatives, studies, and discussions continues to highlight the outstanding example of service which John provides.

## PRIZE WINNERS

Congratulations to the following individuals who won a prize during the conference:

### Newcomers' Reception draw:

**Evelien Nienhuis**, *Leiden University, the Netherlands*  
(EAIE Istanbul 2013 fee waiver)

### Membership survey:

**Greg Thompson**, *L'université d'Orléans, France*  
(One year's free membership)

### Conference evaluation: (300th participant)

**Karin Robel**, *Brandenburg University of Technology Cottbus, Germany* (EAIE Istanbul 2013 fee waiver)

### EAIE Photo Contest winner: (photo on page 39)

**Mtinkheni Gondwe**, *Nuffic, the Netherlands*

"The photo was taken on my morning walk from my hotel to the CCD. It was raining gently and from the pedestrian bridge a rainbow was visible just beyond the harp-shaped bridge. A beautiful sight and a promise to the new insights and lessons I was about to gain."

## EAIE MORNING RUN WINNERS

Congratulations to all who took part in the EAIE Morning Run, especially to the six fastest contenders:

### Ladies:

**1st Minna Haka-Risku**,  
*Tampere University of Technology, Finland (00:18:42)*

**2nd Mira Kauppinen**,  
*Tampere University of Technology, Finland*

**3rd Sarah Fencott**,  
*EAIE Office, the Netherlands*

### Gentlemen:

**1st Rasmus Åberg**,  
*Royal Institute of Technology KTH, Sweden (00:19:47)*

**2nd Martin Glogar**,  
*Masaryk University, Czech Republic*

**3rd Mark Lenhar**,  
*CET Academic Programs, USA*

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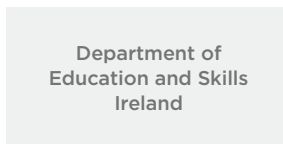
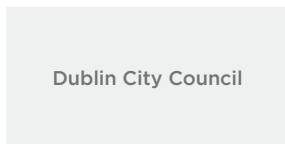
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# Calendar

## 17 TO 18 JANUARY

### Sixth EUA-CDE Workshop 'Interdisciplinary Doctoral Programmes'

LOCATION: Politecnico di Torino, Turin, Italy  
INFO: European University Association, Brussels, Belgium

TEL +32-2-230 55 44  
E-MAIL [CDE-workshop@eua.be](mailto:CDE-workshop@eua.be)  
[www.eua.be/eua-cde-turin.aspx](http://www.eua.be/eua-cde-turin.aspx)

## 17 TO 20 FEBRUARY

### AIEA 2013 Annual Conference 'Reimagining Higher Education in a Global Context'

LOCATION: New Orleans Marriott, New Orleans, USA

INFO: Association of International Education Administrators, Durham, USA

TEL +1-919-668 19 28  
E-MAIL [aiea@duke.edu](mailto:aiea@duke.edu)  
[www.aieaworld.org](http://www.aieaworld.org)

## 4 TO 6 MARCH

### Going Global 2013 'Global education: knowledge-based economies for 21st century nations'

LOCATION: Dubai World Trade Centre, Dubai, UAE

INFO: British Council, London, UK  
TEL +44-207-389 43 74  
E-MAIL [going.global@britishcouncil.org](mailto:going.global@britishcouncil.org)  
[www.ihe.britishcouncil.org/going-global](http://www.ihe.britishcouncil.org/going-global)

## 11 TO 14 MARCH

### APAIE 2013 Conference & Exhibition 'An Ascendant Asia-Pacific: International Higher Education in the 21st Century'

LOCATION: Chinese University of Hong Kong, Hong Kong

INFO: Asia-Pacific Association for International Education, Seoul, Korea  
TEL +82-232-90 29 35  
E-MAIL [apaie@apaie.org](mailto:apaie@apaie.org)  
[www.apaie.org/conference/2013](http://www.apaie.org/conference/2013)

## 14 TO 17 APRIL

### AACRAO's 99th Annual Meeting 'Collaborating Towards a Global Community: Bridges to the Future'

LOCATION: Moscone Center West, San Francisco, USA

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

TEL +1-202-355 10 42  
E-MAIL [meetings@aacrao.org](mailto:meetings@aacrao.org)  
[www.aacrao.org](http://www.aacrao.org)

## ★ 15 TO 19 APRIL

### The EAIE Academy LOCATION: University of Birmingham, UK [www.eaie.org/spring-academy-2013](http://www.eaie.org/spring-academy-2013)

## ★ 22 TO 23 APRIL

### EAIE Spotlight Seminar 'Internationalisation at Home'

LOCATION: Università Cattolica del Sacro Cuore, Milan, Italy  
[www.eaie.org/training](http://www.eaie.org/training)

## ★ 12 TO 16 MAY

### EAIE Training Course 'Developing university strategies for internationalisation in a global context'

LOCATION: Oslo, Norway  
[www.eaie.org/university-internationalisation-strategies](http://www.eaie.org/university-internationalisation-strategies)

## ★ 15 MAY

### EAIE Annual Conference 2013 online registration opens

## 23 TO 24 MAY

### 2013 EFMD Higher Education Research Conference 'Purpose, Performance and Impact of Higher Education Institutions'

LOCATION: Université Paris Dauphine, Paris, France

INFO: European Foundation for Management Development, Brussels, Belgium  
TEL +32-2-629 08 10  
E-MAIL [research@efmd.org](mailto:research@efmd.org)  
[www.efmd.org](http://www.efmd.org)

## 26 TO 31 MAY

### NAFSA 2013 Annual Conference & Expo 'Ideals and Impact in International Education'

LOCATION: America's Center, St. Louis, Missouri, USA

INFO: NAFSA: Association of International Educators, Washington, USA  
TEL +1-202-737 36 99  
E-MAIL [conference@nafsa.org](mailto:conference@nafsa.org)  
[www.nafsa.org/annualconference](http://www.nafsa.org/annualconference)

## 3 TO 5 JUNE

### EAN 22nd Annual Conference 'The Evolution of Access: Adapt to Survive? New Challenges and Opportunities in Widening Participation in Higher Education'

LOCATION: The Agora, Council of Europe, Strasbourg, France  
INFO: European Access Network, London, UK  
TEL +44-208-392 38 57  
E-MAIL [info@ean-edu.org](mailto:info@ean-edu.org)  
[www.ean-edu.org](http://www.ean-edu.org)

## 9 TO 11 JUNE

### 2013 EFMD Annual Conference

LOCATION: Brussels, Belgium  
INFO: European Foundation for Management Development, Brussels, Belgium  
TEL +32-2-629 08 10  
E-MAIL [diana.grote@efmd.org](mailto:diana.grote@efmd.org)  
[www.efmd.org](http://www.efmd.org)



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