

FORUM

Discussing international education

SAYING FAREWELL TO ALEX
A SOCIAL MEDIA MAKEOVER
SCRAPPING ERASMUS
A FRENCH OUTLOOK



**SPRING
2010**

Editorial



CHANGE IS UPON US

Higher education is facing many issues today, not least the decline in public funding. For a considerable number of years, public funding has not kept pace with the rising costs of institutions nor the demands from governments to increase enrollment opportunities. This decline has primarily affected the humanities and even social sciences as these disciplines are, for some reason, not considered as advantageous to society as science, engineering and medicine. For a country like Sweden, for instance, this has meant such a major reduction in teaching hours that a department can, in some cases, only offer its undergraduate students four to five hours of classroom teaching per week. This state of affairs is completely unacceptable for both staff and students. Student bodies have quite rightly protested strongly against this situation and although governments make sympathetic noises, they do little to ameliorate the situation. If this decline were not crippling enough, some countries – particularly the UK and also the state of California – are planning swingeing cuts to higher education, which may mean

that some institutions may have to close. I wonder whether this is a meaningful approach to providing citizens with the skills and knowledge they and their society need. Should institutions turn to private funders with all the problems that might ensue, or should they require students to pay more for their education? Is higher education a public or a private good?

A matter which many international educators may feel is of more direct importance to them is the health and safety of students studying abroad. In an interesting article, Gary Rhodes discusses this question from the perspective of attitudes to alcohol in the US and Europe. He makes many valid points, which relate to the wider issue of the responsibility of institutions for their students. Every institution would, I believe, accept responsibility for all students and require certain behaviour from them while they are on campus. However, the problem arises when students are not on campus. Whereas students in general live on campus in US institutions, this is much less common in Europe. European institutions would be

very hesitant about laying down rules regarding behaviour off campus, though they would naturally help any student in difficulty. To me the old adage of “when in Rome...”, following the customs and laws of the country you are in, would seem the best model although this does, at times, necessitate some self-discipline.

Other articles in the current issue focus on a range of topics, not least the evolution in social media and its uses in higher education. Further, there is a provocative account of ideas on discontinuing the Erasmus programme, which should interest many of our readers. The effects of the Bologna process in Romania and the complexities of higher education in France also provide much food for thought.

Finally, as you are aware, 1 April marks a major change in the EAIE when Alex Olde Kalter leaves his Director's position after 10 years of dedication. Alex has made a major contribution to the organisation and will be much missed. Our interview with Alex reflects on his experiences over the past decade and his role in the growth of the EAIE. We wish him all the best in his new life, which, I am convinced, will be as strenuous and rewarding as his time with the EAIE.

IS HIGHER EDUCATION A PUBLIC OR A PRIVATE GOOD?

— Michael Cooper, Editor
michael.cooper@telia.com

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Contributors



Carmen Loredana Pop



Carmen has a PhD in Sociology and is in charge of the strategic management at Babes-Bolyai University, Romania. She has conducted studies and research related to various issues regarding students, graduates and the labour market. She is Deputy Director of the University's Centre for University Development and Chief Editor of the *Journal for University Development and Academic Management*.



Sonia Pavlenko



Sonia is a PhD student working in the field of HE, with an interest in HE policy and reform, philosophy of HE and the history of educational ideas. As part of her PhD programme, she also studied at the University of Oxford as a Chevening scholar. Sonia is associated with the Faculty of European Studies, Babes-Bolyai University, Romania.



Cristina Bojan



Cristina, a PhD student in Philosophy of HE, has titled her thesis "The European dimension in HE." Her areas of interest are philosophy of education, HE policy and history of ideas. A recipient of many scholarships, Cristina completed the International Parliamentary Internship Program, organised by the Deutscher Bundestag in 2005. Cristina is associated with the Faculty of European Studies, Babes-Bolyai University, Romania.



Jan Petter Myklebust



Jan Petter is Deputy Research Director at the University of Bergen, Norway. He is interested in academic mobility, internationalisation of research, research cooperation and in particular the ERC programme. He won the Erasmus prize for Norway in 1994. Jan Petter is also co-editor of *Who were the fascists?: Social Roots of European Fascism*.



Rosanne Ng



Rosanne is the Associate Manager at Capilano University, Canada, responsible for international services and recruitment. Growing up in chat-rooms and online communities, Rosanne applies her own experiences with social media to stretch her institution's financial- and human resources. Her enthusiasm for education and technology has led her to pursue post-graduate studies in the area.



Craig Wallace



As an International Student Advisor, Craig supervises an intercultural learning community at the University of British Columbia, Canada. He has utilised social media throughout his career, which includes previous positions at the University of Guelph and the Canadian Embassy in Washington, DC. He also has a strong interest in the inherent relationship between global citizenship and the understanding of global injustice.



Els van der Werf



Els started her career in HE in 1982 and has been working in international relations since 1990. She is a Senior Policy Advisor on Internationalisation for Hanze University Groningen, University of Applied Sciences. Els is also a member of the team of Bologna Experts for the Netherlands. She recently completed her PhD with a book on 19th-century short stories about female adultery.



Gary Rhodes



Gary is Director of the Center for Global Education and Affiliated Faculty at Loyola Marymount University, USA. He earned his PhD and MSc in Education and his MA in International Relations from the University of Southern California. He has been published, cited, taught courses, and presented on issues related to university internationalisation and student mobility programmes.

Member News

NEW JOBS

Tim Birtwistle recently left Leeds Law School, Leeds Metropolitan University, UK. He remains Professor Emeritus of the Law and Policy of Higher Education as well as a Visiting Fellow at the Oxford Centre for Higher Education Policy Studies (Oxcheps) and Fellow of the Royal Society of Arts. Tim is continuing as a UK Bologna Expert, Deputy Chair of the Improving Dispute Resolution in Higher Education Project and as a Consultant to the Lumina Foundation for Education (USA). Tim's e-mail contact details remain the same but his previous work telephone and mailing address are no longer in operation.

Peter van der Hijden has changed jobs within the European Commission and is now working for the Research Directorate General where he deals with modernising universities and promoting researchers' careers and mobility. His e-mail address remains the same.

Michael Woolf has been appointed Deputy President for Strategic Development of CAPA International Education. Michael will be taking on a new role as special advisor for CAPA's strategic development as it examines ways to build a more diverse range of programmes and destinations and create opportunities to increase its institutional partnerships in the USA. Michael's new e-mail address is mwoolf@capa.org.

Petra Bergsma, policy advisor at Tilburg University, the Netherlands, began a new job in January 2010. She

is now the Head of the International Office for the School of Humanities at Tilburg University.

EAIE OFFICE UPDATES

The EAIE is pleased to introduce **FEDORA** as a new Special Interest Group for all EAIE members involved in guidance and counselling of students in higher education. FEDORA is of interest to those working with domestic and international students in the fields of education, psychology, career guidance and counselling as well as those working towards inclusion/equal opportunities for disabled students. For more information about FEDORA, visit www.eaie.org/FEDORA.

Leonard Engel will replace Alex Olde Kalter as Director of the EAIE per 1 April 2010. Leonard holds a Master of Public Administration from the Dutch School of Public Administration, The Hague, and a MA in Literature from Leiden University. He has a background in management of higher education and is a specialist in internationalisation and student affairs. He has worked as Director in both fields at Leiden University. Stay tuned for an interview with Leonard in the next issue of *Forum*.

OMISSIONS

On page 30 of the last issue of *Forum*, **Maria Inês Marcondes** and **Rosa Marina de Brito Meyer** were not acknowledged as authors of 'Introducing Brazil.' On page 52, award winner **Maite Viudes'** current position as Senior Consultant and Partner of YGL was not mentioned. The EAIE apologises for these omissions.

EAIE elections

For more information visit:
www.eaie.org/elections/information.asp.

During the 2009 Annual General Meeting in Madrid, the EAIE adopted new Statutes and Bylaws by majority vote, which set out a new governance structure. Following the call for nominations (which ended 1 March), elections will be held this May for the following 2010–2012 positions:

- **Vice-President** (1 vacancy)
- **Board** (3 vacancies)
The Board consists of the President, Vice-President and 3 directly elected members.
- **General Council** (9 vacancies)
The General Council consists of the President, the immediate Past President, the 9 Chairs of the Professional Sections and 9 directly elected members
- **Professional Section Chairs**
(1 vacancy for each Professional Section)
- **Professional Section Co-Chairs**
(1 vacancy for each Professional Section)
- **Professional Section Boards**
(2 or 3 vacancies for each Professional Section)

The EAIE depends heavily on the willingness of its individual members to play an active part in the Association's work by accepting leadership positions within the Association and by electing others. We ask that you cast your electronic vote during the month of May and have your say on the future of the EAIE. The electronic ballots open on 3 May and close 31 May 2010. The results will be submitted to the transitional General Council for approval at the leadership meeting in Bergen, Norway, mid June 2010. The new positions/bodies will be officially announced during the Nantes conference in September 2010.



Photo: pmphoto (iStock)

DEFINING QUALITY IN INTERNATIONALISATION

UWE BRANDENBERG 
Che Consult

EAIE Executive Forums were developed to meet the needs of professionals at senior management and strategic levels of internationalisation. The last Executive Forum on quality in internationalisation took place in November 2009.

Internationalisation has become a buzzword in higher education that no university seems to be able to do without. Yet the question of what constitutes 'good' or even 'excellent' internationalisation is still unanswered. What is quality in internationalisation? How can it be measured? In which areas of higher education does internationalisation play a role?

During the Executive Forum this past November in Malmö, Sweden, 54 participants from 19 countries (among them Canada, Japan and South Africa) came together to discuss and find possible answers to these and other questions. Eric Thomas (Vice-Chancellor of the University of Bristol), Robert Coelen (Vice-President International of the University of Leiden), Gudrun Paulsdottir (Vice-President of the EAIE) and Uwe Brandenburg (Project Manager of CHE Consult) presented results from various research studies as well as conclusions drawn from their own professional experience.

OUTCOMES

Participants were then divided into several working groups to discuss issues such as:

- How does internationalisation fit into the big three: Teaching/Research/Social Engagement
- Learning Outcomes & Employability for international markets
- Impact of Internationalisation on domestic students

They presented their own good practices and developed practical solutions (for example, allocating part of the tuition fees from non-EU students to Erasmus grants). Among the conclusions drawn was the fact that while there are clear notions on how to achieve quality in services, it is much less clear how to ensure quality in teaching and research regarding internationalisation. Projects such

HOW CAN HIGHER EDUCATION BE MEASURED? IN WHICH AREAS OF HE DOES INTERNATIONALISATION PLAY A ROLE?

as the Indicators for Mapping & Profiling Internationalisation project (www.impi-project.eu) were determined to be useful tools to help with this process and to enhance the competitiveness of European higher education institutions.

FEEDBACK

The overall feedback from the Executive Forum established it as the best yet. Participants went home with useful ideas that will aid practical implementation as well as policies that can be used to control and improve the quality of internationalisation.

UPCOMING EXECUTIVE FORUM

Developing university and employer engagement strategies

Budapest, 11 June

Registration deadline 23 April

Fee until 9 April €250, after €300

Visit www.eaie.org/pd for more Executive Forums.



ICWE

International Conferences,
Workshops and Exhibitions

Connecting People to Enhance the Educational Process

OUR EVENTS:

E-LEARNING

ONLINE EDUCA BERLIN

The 16th International
Conference on Technology
Supported Learning and Training
December 1 - 3, 2010
Berlin, Germany
www.online-educa.com



LANGUAGES & CULTURE

EXPOLINGUA Berlin

The 23rd International Fair
for Languages and Cultures
November 19 - 21, 2010
Berlin, Germany
www.expolingua.com



eLearning Africa

The 5th International
Conference on ICT for
Development, Education
and Training
May 26 - 28, 2010
Lusaka, Zambia
www.elearning-africa.com



LANGUAGES & BUSINESS

The 9th Conference on
Languages & International
Business Communication
May 3 - 5, 2010
Düsseldorf, Germany
www.sprachen-beruf.com



Security & Defence Learning

The 6th International
Forum on Technology Assisted Learning
and Training for Defence,
Security and Emergency Services
December 1, 2010
Berlin, Germany
www.security-defence-learning.com



Security & Defence
Learning 2010

Languages & The Media

The 8th International Conference &
Exhibition on Languages Transfer in
Audiovisual Media
October 6 - 8, 2010
Berlin, Germany
www.languages-media.com



HIGHER EDUCATION

StudyWorld

The 5th International Fair for Higher
and Continuing Education
April 23 - 24, 2010
Berlin, Germany
www.studyworld2010.com



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Books and websites

The SAGE Handbook of Intercultural Competence, edited by Darla K.

Deardorff, brings together the leading experts and scholars (including Hofstede and Trompenaars) from a variety of fields who do work in intercultural competence. In the words of Desmond Tutu, *"This much needed Handbook provides the latest scholarship and work on intercultural competence, which is so vitally necessary in pursuit of mutual understanding and peace in today's world."*

ISBN: 978-1-4129-6045-8

The communications agency Noir sur Blanc has published **Higher Education and the Challenges of Communication**, a white paper on the evolution and the 'next practises' of communication in the sectors of higher education and research. Based on 18 years of observation and practice, the book gives insight into a sector confronted by the globalisation of the knowledge economy and the increased competition between academic institutions. To request a PDF version, contact Ada Quentin-Perez: aquentinperez@noirsurblanc.com.

The European University Association (EUA) has recently published **Institutional Diversity in European Higher Education: Tensions and challenges for policy makers and institutional leaders** by Sybille Reichert. For information on how to order EUA publications, please write to publications@eua.be.

The American Association of Collegiate Registrars and Admissions Officers (AACRAO) has created the **AACRAO Electronic Database for Global Education (EDGE)**. EDGE is an easily accessible up-to-date electronic resource on foreign educational systems, providing a wealth of information for each country profile in a convenient and consistent form. To view a list of country profiles and to subscribe online, visit aacraoedge.aacrao.org/register.

The Institute of International Education (IIE) has recently published **Joint and Double Degree Programs: An Emerging Model for Transatlantic Exchange**. This report features practical recommendations and detailed strategies for developing and delivering joint and double degree programmes from higher education administrators and practitioners on both sides of the Atlantic. For more information or to order IIE publications, please visit www.iiebooks.org.

Number 13 in the Council of Europe Higher Education Series has been published. Edited by E. Stephen Hunt and Sjur Bergan, **Developing Attitudes to Recognition: Substantial Differences in an Age of Globalisation** explores the concept of substantial differences, which goes to the heart of how we view qualifications and is the key concept of the Lisbon Recognition Convention. To order, visit <http://book.coe.int/EN/>.

National Innovation and the Academic Research Enterprise is now available from the John Hopkins University Press at a special 25% discount. Edited by David D. Dill and Frans A. van Vught, this volume analyses the impact of public policy on the knowledge economies and higher education systems of OECD countries as well as the overall European Union. Call +1-800-537 54 87 or visit www.press.jhu.edu to order. Be sure to mention the code **NAF** to receive your discount.

These announcements are collected from publicity materials and messages sent to the EAIE. Inclusion in this list does not imply endorsement by the EAIE.

SENIOR ADVISORS INTERNATIONAL

THE SAINTS



MEET THE SAINTS THINK TANK

Introducing Nanda de Bruin and Karel Reus, two of the five Think Tank members. Be sure to pick up the summer edition of Forum to meet Anne-Marie van den Dries, Myrna Magnan and Marianne Brekelmans-Selders.



KAREL REUS



It is now nearly three years since I retired from Monash University as Senior Advisor to the Deputy Vice-Chancellor (International). Before that position I did many of the jobs that come up in the international office of a large Australian university. I was involved with student exchanges, marketing and recruitment, management of international links and relationships and, for a couple of years, was manager of the University's centre in London. My career has been colourful, ranging from 18 years as a lecturer in sociology to being a Presbyterian minister and nine years working as a mechanical and architectural draftsman – includ-

ing two years in a remote Australian mine. Perhaps my greatest adventure was back in 1975, when my family (four children) and I drove a car from England to South India. The five-month trip was a life-changing experience for us all.

Now, in retirement, I consider it a privilege to share the fruits of my studies and experiences. Through the SAINTS, we retirees are given the opportunity to reach out and contribute to the lives of our professional colleagues. We need your input though. We can only help when problems and issues are brought to our attention. So, my friends: 'bring it on.'



NANDA DE BRUIN



I travelled and worked in my early twenties in the UK, Switzerland, France and South Africa. Being involved in completely new international working- and study environments was a tremendous learning experience. The international office I later worked at gave me the opportunity to use these international and cultural experiences. Being practical, I enjoyed the challenges of solving problems whilst keeping in mind the interests of the other parties concerned. During my professional life in international education, I developed new programmes and institutional infrastructure, took initiative for improvements and, later, mentored young staff members. I have held various leadership positions,

hosting several management and Board member functions at Leiden University and at professional organisations.

Retirement allows me more time to play tennis, golf and bridge as well as work on the many projects awaiting me at home (like archiving 20 odd years of photos from before the digital era). The garden will be pleased to see more of me, either working there or relaxing. Still, being retired also means that I will miss the field, my colleagues and international friends. Like other SAINTS, I like to share my experiences, assist if I can on different occasions and be a mentor or simply a sounding board.

SAINTS Q&A

Q

QUESTION

“An Australian partner university has notified us that they want to cancel our exchange agreement because the numbers of incoming and outgoing students are out of balance. Can you offer some advice?”

Send your questions on international education to publications@eaie.nl and the SAINTS Think Tank will answer them.

Names and universities will only be published upon request. More information about the SAINTS can be found online at www.eaie.org/SAINTS.

A

ANSWER

Australian universities need to balance their exchange numbers over time because of government regulation. They are therefore very sensitive to the numbers in and out. Scandinavian universities tend to be more flexible about such things, and the Australian viewpoint can be quite puzzling. Australian universities also tend to take a more legalistic approach to agreements and often insert clauses unfamiliar to European partners. In the case of this particular partnership it appears that two agreements are involved; one being a broad and general memorandum of understanding (MOU), and the other being a specific university-wide exchange agreement. Cooperation occurs in many areas; most notably research.

SUGGESTED ACTIONS

- The matter needs to be approached in a diplomatic manner, with each partner understanding where the other is coming from. Understand the legal constraints placed upon Australian universities, and understand also that Australian students are inclined to study in English-speaking countries with which Australia has historical ties.
- Protect the relationship between the universities, so that wider cooperation can continue. Maintain the general MOU.
- Avoid cancellation of the exchange agreement by putting it on hold until a balance can be achieved.
- Put a plan in place to attract more Australian students to your country. This might be achieved by attending some of the Exchange Fairs held annually in Australia. Make sure it is clearly understood that it is possible to study in English in your country, and that the everyday culture is not so different. Point also to the ease of travel to the UK and other parts of the EU.
- Encourage your students already on exchange in Australia to actively promote your country as a destination. Don't forget that the best recommendations can come from Australian students who have already been on exchange to your university, and who can speak from experience. These students are your best ambassadors.

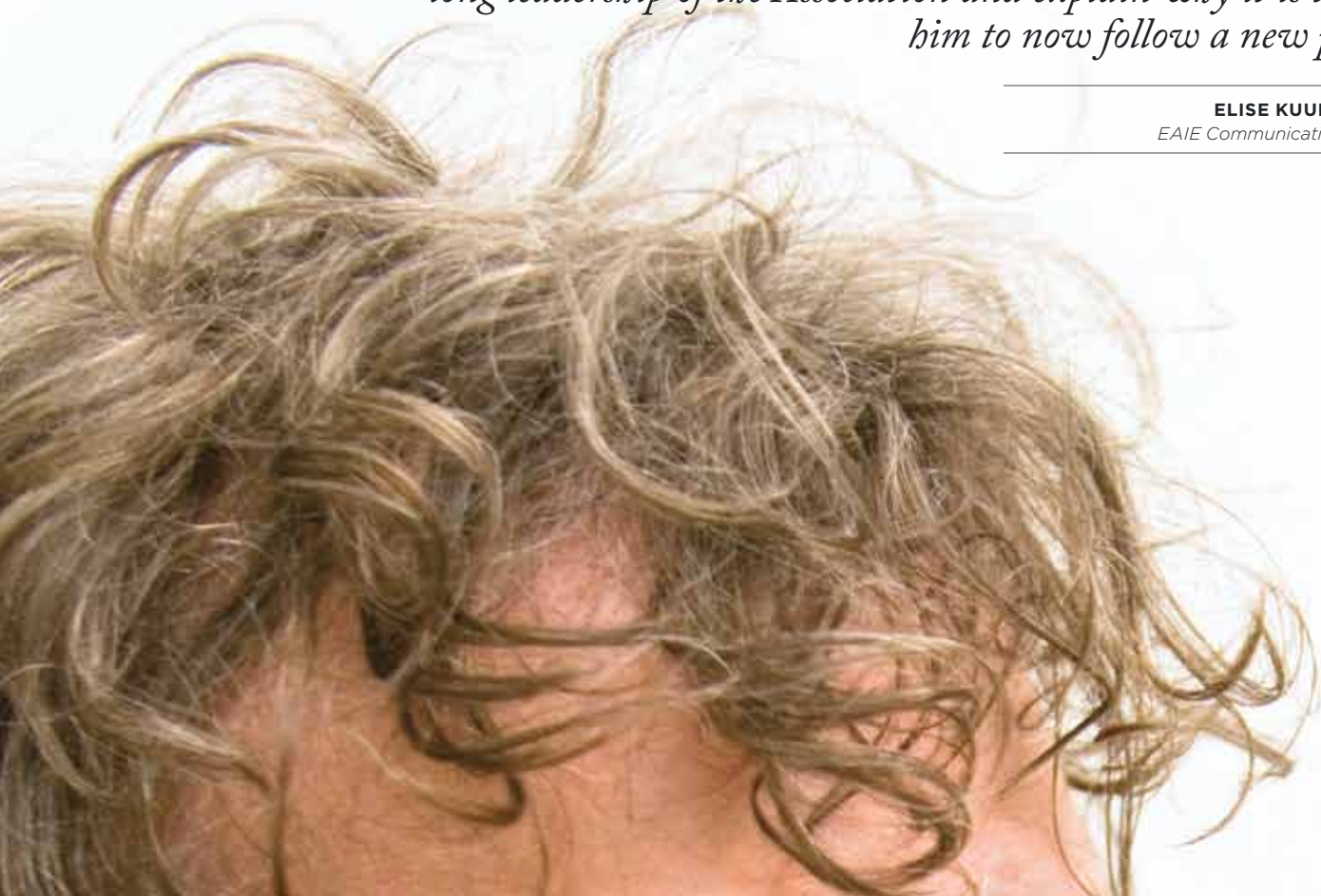
NEW DIRECTION

IN CONVERSATION WITH

Known for his curls and love of languages, Alex Olde Kalter is stepping down this spring from his role as Director of the EAIE. He takes centre stage in this issue of Forum to reflect on his decade-long leadership of the Association and explain why it is time for him to now follow a new passion.

ELISE KUURSTRA 

EAIE Communications Manager



You have attended all the EAIE annual conferences except for the founding one. What transformation have you seen specifically in the conferences over the years?

AOK: The most obvious transformation we've seen has been the incredible growth in the number of conference participants. In 1989, the organisers of our founding conference in Amsterdam were overwhelmed with the attendance of over 600 pioneers in the field. Only 20 years later, we welcomed 3800 participants to our conference in Madrid. This significant increase demonstrates the importance and attractiveness of Europe as a higher education destination. It also means that we need to move permanently away from meeting in universities and instead focus on professional conference centres. For me, the most satisfying change has been the transition from categorising conference sessions according to tracks, named after the Professional Sessions, into conference streams that present the programme in a way that is more accessible for the participants. This change also improved programme quality, no longer excluding newcomers – now over a thousand each year – due to 'insider lingo.'

Is there an amusing anecdote or special event that stands out in your mind when you look back on the last 20 conferences?

AOK: There are many moments that stand out but I must say that the 2008 conference in Antwerp was particularly special for me. Having fallen in love with Antwerp and Flanders in my youth, my dream had always been to share the friendly atmosphere of Flanders and its wonderful capital with our 3000 participants. During the conference many participants told me that they planned to return to the city for a long weekend. I am happy that others have been able to experience all that I love about the region. To this day, my staff will

MY HOPE IS THAT FUTURE COLLEAGUES APPRECIATE THE ADAGE 'WE ARE NOT FOR PROFIT, BUT NOT FOR LOSS EITHER'

tell you that the working relationship with the University of Antwerp was the best we've experienced to-date and particularly memorable.

Your time as Director of the EAIE began in 2001 when the Association was in financial trouble. What changes has the Association undergone during your decade-long tenure as Director of the EAIE Office?

AOK: When I accepted my position at the EAIE, I knew I was in for an exciting challenge. The Association was near bankruptcy and urgently needed consolidation. My predecessors were true pioneers in the field and had guided the EAIE through its first decade of rapid growth. In the second decade, we worked hard to get a firm grasp on the costs while also increasing the income. After approximately two years, I could afford to begin creating a reserve fund of approximately €750 000. Finally, from 2004 onward, we could focus on further professionalising the EAIE's activities.

The culture of friendship and favours, which in the first decade was critical to getting the EAIE off the ground, was transformed to one based on more professional and reliable relationships. For example, contracts and honoraria were introduced for the trainers of our courses who had, up to that point, at times given their services for free. The world of our members and clientele was changing rapidly. We saw the rise of marketers and recruiters – new professions that would have been unthinkable in the decade before –



result in a brand new Professional Section. Professionalisation also included a more client-oriented approach to all our products and services. For example, the EAIE *Forum* magazine has transformed from an author-driven to a reader-driven publication that is more readable and accessible for our members.

During the period of professionalisation, I started to notice that the departmental structure of the Secretariat – the current Office – had become somewhat too rigid. With all due respect to my intensely dedicated colleagues (some of whom had given over a decade of their working life to the EAIE), there was at times a lack of flexibility in seizing opportunities when time was of the essence. A reorganisation of the Office led to a more project-based, flexible set-up that is far more versatile and equipped to face the coming decade.

Through all the growth, professionalisation and changes of the last decade, what do you consider to be your greatest achievement?

AOK: I believe that my greatest achievement was establishing a budget surplus and using some of our extra funds to further professionalise the EAIE. During our conference, approximately 300 speakers now receive discounts. This may seem only logical, but it was a big thing for us to financially be in a position to afford such gestures.

Do you have any regrets?

AOK: My main regret is not being able to realise my goal of broadening our membership and increasing our conference participation from Southern Europe. This may have to do with the status of international offices within universities in Southern Europe, but I do feel that the EAIE is culturally still too much a North-Western European association.

Where do you hope the EAIE will be in a decade from now?

AOK: The challenge of democratic associations like the EAIE is in balancing the ideology of the governing boards with the financial and practical responsibilities of the management. What used to be amounts of hundred thousands have evolved into millions and, with this financial increase, risks of negotiation have also intensified. It just isn't practical to have the governing boards involved in managerial matters. The new statutory split of governance and management will be the big challenge for the EAIE, with the risk of unnoticeably but slowly falling back financially, and in other aspects, to levels of 2001.

My hope is that the next decade will put forward enough elected colleagues who can appreciate the adage 'we are not for profit, but not for loss either.' There are many intricacies to being not-for-profit, while operating within for-profit conference centres and other commercial parties.

Throughout your career in international education, who are the individuals who have positively impacted your life?

AOK: The EAIE is often referred to as a family of international educators. That has certainly been my experience. There are many EAIE colleagues who are also my friends, some of whom have had a special impact on me. John Yopp, a former Vice-President at the Educational Testing Service in Princeton, has impressed me through the years with his excellent contributions to our EAIE workshops at NAFSA. I've also intensely enjoyed working with each one of



THE CHALLENGE WITH THE EAIE IS IN BALANCING THE IDEOLOGY WITH THE FINANCIAL AND PRACTICAL



All photos: Rogier Bos

my six EAIE presidents. I'd like to particularly mention Fiona Hunter, with whom I cooperated during the Office and Governance reorganisations. She demonstrated a rare capacity of leadership, solidarity and vision during a time of incredible change. And last but not least, Barbara Hasenmueller, my wife. Through her role as Associate Director at the International

Office at Bremen University, Barbara taught me much of what is really at stake within an international office. She left her job for three years on parental leave after we married and started a family in Amsterdam. Barbara will resume her role in Bremen this spring and it is time for me, having turned 60 last October, to follow her! **E**

ALEX OLDE KALTER TIMELINE

1977–1981	1981	1981–1986	1986–2001	1990	1995–1996	2001
Taught Russian to undergraduates and staff at the University of Utrecht	Graduated from the University of Utrecht with a degree in Slavonic languages, applied linguistics and Dutch State Law	Conducted research on semi-automatic translation programmes and handled fundraising for this project at ATOS ORIGIN	Director of University Admissions Programmes TOEFL, GRE, GMAT for the Princeton-based ETS in Europe	Became an EAIE member	Chair of the Professional Section Board LICOM (Languages for Intercultural Communication and Mobility)	Became Director of the EAIE

HIGHER EDUCATION SYSTEMS

Introducing ROMANIA



In this issue's spotlight on higher education systems, Cristina Bojan, Carmen Loredana Pop and Sonia Pavlenko focus on Romania and its move to implement the Bologna process.

The Romanian higher education system includes a total number of 109 universities, 56 of which are public and 53 private. In the 2005–2006 academic year, 716 464 students were enrolled in a higher education institution (around 35% of the 19–23 age cohort). In 1999, Romania became one of the initial signatories of the Bologna Declaration. Soon thereafter, individual universities took steps towards its implementation; however, it was only five years later that specific legislation regarding Bologna-related higher education reforms was passed, becoming mandatory for all institutions in the system. This implementation triggered nation-wide changes in the majority of the higher education institutions (HEI) in Romania.

DIFFERENT APPROACHES TO REFORM

Between signing the Declaration and specific legislation being passed, Roma-

nian universities exhibited a variety of approaches to the reform process. While a large number of universities were content with just issuing diplomas to their students, others embraced the opportunities associated with the Bologna process. A number of universities joined European programmes, such as the Socrates-Erasmus programme, which they believed already took steps towards accomplishing many of the requirements of the Bologna process. These universities, mainly the members of the Universitaria Consortium, introduced a credit-based course system and quality assurance measures, and facilitated the international exchange of students and academic staff. In 2006, 52 mainly public universities ran Erasmus student exchange programmes.

Other universities joined forces by forming consortia, which took into account their main field of activity (such as the Consortium of the Universities of Agricultural Sciences), their location (The Consortium of Eastern Universities) or the quality of their activities (the Universitaria Consortium, made up of the top four comprehensive universities in the country¹). In fact, it can be said that these top four universities were the pioneers of implementing the Bologna process in Romania.

Despite different responses within the system to the changes brought about by the new legislation, the international reaction to the legislation passed was positive. Romania was commended at the meeting of the Ministers of Education that took place within the framework of the Bologna process in 2005

for passing such legislation. However, this period also saw many universities accused of being mere diploma factories and not meeting the true spirit of the Bologna process.

REACTIONS

As a result of the legislation, all universities had to restructure their study cycles: from three to four years for a Bachelor and from one year to two for a Master degree. A great number of universities resisted this change, claiming that it would impact the quality of the education. Some chose to compress the former four-year courses into a three-year period, thus increasing the students' workload, while others chose to use this opportunity to develop more competitive Master degree programmes.

The labour market has not yet shown a decisive reaction² in all sectors, preventing a clear difference to be made between the three-year

and the four-year study cycles. Some universities cited this concern in the hopes to postpone the early implementation of the Bologna process. The possible impact is still to be assessed, as the first generation of the Bologna-based Bachelor cycle graduated in the summer of 2008.

Negative reactions to Bologna can be justified by a lack of knowledge about the spirit of the process. For example, when courses were awarded credits (within the ECTS framework), many academics interpreted this as a grade given to their standing in the university rather than to the amount of work a student had to undertake in order to pass a particular course. Thus, a well-known professor would expect his or her course to generate the maximum amount of credits just because he or she was a well-established name in the field, regardless of the minimum amount of work required by the student.

STUDENT INVOLVEMENT

Although the students were at first reluctant to accept the changes, they were also the first to become informed and lobby for their interests. The student movement greatly influenced the way the Bologna process was applied in universities throughout Romania, from the implementation of the credit system to quality assurance and international exchanges.

The students were obviously uncertain about the value of the three-year Bachelor in the labour market. However, they contributed a great deal to spreading knowledge about the Bologna process in the media. They published a 'Bologna Black Book' which helped them identify wrong implementations of the process. The student population has been a constructive and critical voice, notably influencing lawmakers throughout the implementation of the Bologna process in Romania.

CONCLUSIONS

This year will mark the end of the ten-year period initially given for the successful implementation of the Bologna process. Although it can be said that this implementation has come a long way, there are still many issues to be addressed and changes to be made in order to reach the goals of the 2010 European Higher Education Area (EHEA). For one, the implementation has been carried out in an uneven manner throughout Romanian HEIs. The EHEA requires professionalisation supported by the entire higher education system – a medium-term goal still to be achieved by the vast majority of Romanian universities. **E**

STUDENTS WERE AT FIRST RELUCTANT TO ACCEPT THE CHANGES



1. Babes-Bolyai University, West University of Timisoara, Alexandru Ioan Cuza University of Iasi and the University of Bucharest

2. One very isolated example of a clear reaction is in the education labour market. Previously all graduates of a four-year study cycle could teach in primary, secondary or high schools. Starting with the academic year 2008–2009, the Ministry of Education limited the Bachelor graduates of three-year long study cycles to teaching in primary and secondary schools while allowing only Master degree graduates to teach at high-school level.

Photos: Courtesy of the authors

SCRAPPING ERASMUS

Jan Petter Myklebust and colleagues debate the usefulness of the Erasmus student-exchange programme and whether exchanges should be shortened or narrowed to certain fields of study.

The Erasmus programme is the flagship of the European Union higher education and research programmes, involved in the mobility of more than two million students over the last 20 years. The programme hit a chord in early 1990, releasing much energy and optimism in European universities. In the first years of the programme, teaching staff played a major role in the Inter-University Cooperation Programme (ICP) networks, which had to be coordinated by a professor. In 1996–1997 these ICP-networks were substituted by an institutional contract, which shifted some of the executive responsibility for the Erasmus programme from teaching staff to administrative staff at universities. It has never been established whether this was the right move for the Erasmus programme.

The Erasmus programme has been widely acknowledged, from the Pope to European Ministers of Education and the public at large. France played an important role in the planning of the programme and President Mitterrand showed a personal interest in its conception. Franck Biancheri worked closely with top French politicians in the establishment of the Erasmus programme. It is therefore of interest to hear his view on the future of Erasmus.

TIME FOR CHANGE?

In a recent article in EUobserver, Franck Biancheri proposes to scrap the Erasmus student exchange programme from the EU Commission, claiming that the 22-year-old programme is outdated. His voice could carry some weight on this issue since he actively participated in the establishment of the Erasmus programme. The scheme, which today costs €440 million a year, is not delivering value for money, he says, and the traditional six-month exchange should be given back to the Member States.

“We need to produce managers who are trained to work throughout the EU,” he believes, “[and who are] at ease in several languages. Therefore, more short-term exchanges for a greater number of students should be developed, also focusing on training the young in more civic-oriented programmes.”

When asked if he could see a role in the future of the Erasmus programme as a bridge between the Framework Programmes of the EU and the Grand Chal-

lenges addressed by the Swedish EU Presidency, Mr Biancheri stated, “The problem with the EU Framework Programme is not money, but relevance. Its bureaucratic procedures, linked with the incestuous nature of its steering/management/evaluation (the same researchers are generally in all three positions ensuring that only friendly projects get significant funding), cause the objectives and priorities of the programme to almost always be out of sync with the pace of real scientific research. The Erasmus type of European discovery is adapted to give students a good flavour of another European country. However, it is neither sufficient in numbers to have a significant democratic impact, nor sufficient in terms of studies to train future European managers of all types. In order to get 10% of each year’s generation, we need something less costly and shorter.”

STUDENT UNION’S VIEWS

Ligia Deca, Chairperson of the European Students Union (ESU), agrees that the Erasmus scheme has to change, focusing support on academically meaningful mobility without narrowing it down to training multilingual managers, as Biancheri suggests. Entrepreneurship is a key competence for the future, but certainly not the only one. ESU fully agrees with the call for more links with European citizens and that a branch of the programme should foster acquiring competence, leading to active citizens with a sound democratic exercise.

“ESU’s repeated call for more student-centred learning is the frame that reunites all these views,” Ms. Deca states, “as it calls for flexibility for the learners to allow them to reach their full potential. This also includes mobility opportunities.”

COIMBRA GROUP’S VIEWS

Inge Knudsen, Director of the Coimbra Group’s office in Brussels, who has seen thousands of Erasmus students exchanged among the 38 universities of the group, is sceptical.

“The remark about having to train young managers is way off the mark, especially at a time when we are all trying to make higher education accessible to more young people who all need to carve out their place in society in the future.”

Ms Knudsen further believes, “It is not up to the Erasmus programme to define what the students will become in the future, it is up to the higher education institutions to provide them with the knowledge they need to find their own way, be it as managers or something else. The Erasmus programme is not outdated; it has managed to keep an open access policy, supporting mobility regardless of discipline, field of interest, country, *etc.* One can always question whether the inclusion of work placements was the right move, but it does show that the programme is keeping up with the times and reforms in providing employment-oriented mobility as well as the more traditional ‘academic’ mobility.”

ACA’S VIEWS

The Director of the Academic Cooperation Association in Brussels (ACA), Bernd Wächter, says that the Erasmus programme is certainly not outdated.

“It is one among many meaningful forms of the promotion of mobility and has contributed most to the creation

of a generation of European-minded young people. I cannot recommend narrowing it down to the education of European managers only – as much as we need them. And I certainly cannot recommend shortening the duration. Stays of a few weeks only undoubtedly also have an impact – but of a rather touristic sort. ‘Something cheaper’ than Erasmus will be hard to get; already now the student grants have reached rather symbolic levels,” he says.

REACTIONS

Peter Floor, Chairman of the Steering Committee of the Coimbra Group 1986–1997, states in a reaction to this issue, “I agree that it is too narrow-minded to look at Erasmus only from the utilitarian side. On the other hand I felt disappointed hearing reports from students who considered going abroad as a subsidised time off from their studies rather than as an incentive for extra study efforts. Looking from the outside now, I wonder whether the bigger, underlying problem is not that the implementation of the Bologna Declaration in a number of countries has been rather Pavlov-like, but that these countries fail to highlight the added value of international cooperation that it was intended to generate.”

Is it time we scrap Erasmus? Revisions are essential in order to rejuvenate the programme. But with today’s organisation and function already cemented, a new approach could be hard to create. Clearly this is a topic that warrants further debate as well as the attention of Brussels. **E**

~~SOMETHING CHEAPER THAN~~ ~~ERASMUS WILL BE HARD TO GET~~

A FRENCH OUTLOOK



NANTES CONFERENCE 2010

With Nantes as our destination for the 2010 conference, this edition of Forum takes a closer look at France's higher education system.

France is the world's fifth largest economy. The achievements of France's scientists, engineers and designers are known around the world through Airbus, the TGV (high-speed train), the Ariane rocket, the discovery of the human immune-deficiency virus, high fashion, luxury goods, fine food and wine, and much more.

France owes its economic success to its research capacity and to its achievements in the fields of space, transportation, electronics, telecommunications, chemistry, biotechnology, health and mathematics. The cornerstone of this success lies in the quality of its higher education.

In 2007, France devoted €23.7 billion – 1.3% of the nation's GDP – to higher education. The extent of the nation's com-

mitment to education guarantees the value and integrity of the degrees students earn. France's government defrays a very large share of the true cost of education at public institutions – between €6000 and €15 000 per student per year – thereby reducing the student's tuition burden. In fact, tuition levels at France's public institutions are among the lowest in the world, making their high-quality degrees remarkably valuable.

THE FRENCH HIGHER EDUCATION SYSTEM

The French higher education system reflects a common European architecture. The LMD system – licence (Bachelor), Master and Doctorate – is based on the number of semesters completed since leaving secondary school and their equivalency in European credits under the



THREE REASONS TO CHOOSE FRANCE

Un	Deux	Trois
The quality and accessibility of its HE French HE has a long tradition of openness and accessibility. No distinction is made between French and international students; under French law the admission requirements are the same, as are the degrees awarded. Whether a student's speciality is engineering, political science or the arts, he or she can excel in France.	The quality of its cultural, economic, and social life Wouldn't you like the opportunity to live in the place that invented <i>savoir vivre</i> – the art of living well? French people are proud of their cultural heritage, lovely country-side, quiet towns, and fine restaurants.	Studying in the heart of Europe Most French schools have added international components to their programmes, offering European courses or internships elsewhere in the European Union. Students have the opportunity to enrich their French experience with other foreign discoveries and experiences. France is an ideal place for the student who wants to explore Europe.

European Credit Transfer Scheme (ECTS):

- **Licence** = 6 semesters = 180 ECTS
(Baccalauréat + 3 years)
- **Master** = 10 semesters = 300 ECTS
(Baccalauréat + 5 years)
- **Doctorate** = 16 semesters
(Baccalauréat + 8 years)

The French educational system is distinguished by the variety of its institutions, each with its own goals, structure, and admission requirements. To bring order to this variety, we will group them into two sections: Universities and Grandes Écoles.

UNIVERSITIES

France's 83 universities are spread throughout the country, from the Sorbonne in Paris (founded in 1179) to the new high-tech campus of Nice-Sophia-Antipolis. They offer academic, technical, and professional degree programmes in all disciplines, preparing students for careers in research and professional practice in every imaginable field. National diplomas are offered at all levels: licence (three years), Master (five years) and Doctorate (eight years).

France's universities are public institutions. Enrolment is open to any student holding a French baccalauréat or a foreign equivalent that entitles its holder to undertake university studies in his or her home country. France's doctoral departments, for example, have always been open to international exchanges: of the 67 000 doctoral candidates at French institutions

in 2008, more than 25 000 came from outside France.

GRANDES ÉCOLES

The Grandes Écoles are uniquely French institutions of higher education that may be public or private. Created in the early 19th century in parallel to the university system, they are extremely selective and enrol far fewer students than the universities. Engineering and business are the specialties of most of France's renowned Grandes Écoles. Others, including some of the most famous, are devoted to public administration (École Nationale d'Administration), military sciences, post-secondary teaching and research (Écoles Normales Supérieures), agronomy and veterinary medicine.

The Grandes Écoles grant five-year degrees at Master level. Some also have intermediate programmes with specialisations: Bachelors (three or four years post-secondary), Masters of science (four or five years post-secondary), MBA, and specialised Masters (six years post-secondary). The classic method of admission to one of the Grandes Écoles (competitive examination after two years of preparatory courses, followed by a three-year course of study) has evolved to meet modern professional needs. A parallel admission process is specially designed for foreign students. It is based on degrees and exams, with courses of study between two and five years, depending on the entry level granted by the institution.

France's universities:

- are supported by 62 000 research faculty members
- have 300 doctoral departments
- manage research programmes with more than 1200 university-based laboratories



01

01, 02
The history and culture of places like Nantes (pictured) make France an attractive destination for foreign students.



02

FRENCH HIGHER EDUCATION SYSTEM

Principal degrees and diplomas conferred:

Completion of secondary school and baccalauréat or equivalent diploma = access to higher education.

LICENSE

L3

+ 3 years 6 semesters, 180 ECTS

License (Bachelor)

License professionnelle (professional Bachelor)

L1 & L2

+ 2 years 4 semesters

University diploma in technology (DUT)

Higher technical certificate (BTS)

MASTER

M1 & M2

+ 5 years 10 semesters, 300 ECTS

Research Master

Professional Master

Engineering degree

Engineering and business diplomas

DOCTORATE

+ 9 years

State diploma for doctor of medicine

+ 8 years 16 semesters

State diploma for doctor of medicine

+ 6 years

State diploma for doctor of dental surgery

State diploma for doctor of pharmacy

STUDYING IN FRANCE CREATES THE OPPORTUNITY TO LIVE IN THE PLACE THAT INVENTED SAVOIR VIVRE - THE ART OF LIVING WELL

LANGUAGE OF TUITION

Not surprisingly, most courses in France are taught in French: the official language in 32 countries and spoken by more than 200 million people worldwide. However, increasingly French universities and Grandes Écoles are offering international programmes where the language of tuition is English, particularly in business and engineering.

RECENT DEVELOPMENTS IN HE

The nation's higher education and research efforts have undergone important changes in recent years in order to maintain its high profile as a knowledge economy. Public funding for education and research is expected to rise by EUR 10- to EUR 15 billion between 2010 and 2015. Some recent initiatives are explained:

- New legislation on academic freedom and responsibility is increasing the autonomy of universities.

- Launched in February 2008, Operation Campus is a national programme for the renovation of university facilities. Operation Campus aims to improve university facilities and thereby increase the dynamism of campus life. A massive investment will elevate France's university campuses to the highest international standards.

- Higher education and research efforts have been realigned through the creation of PRESs (research and higher education clusters), RTRAs (thematic networks for advanced research), RTRs (thematic networks for medical research) and competitiveness clusters.

- The PRESs represent a new way for France's academic and scientific communities to cooperate and share knowledge. The goal is to create a synergy among the higher education establishments of any given region.
- The RTRAs, established under research-support legislation in 2006, are

designed to promote the emergence and growth in France of scientific research centres that will be recognised as world leaders in their respective fields.

- The competitiveness clusters (pôles de compétitivité), introduced in September 2004, are designed to strengthen France's industrial competitiveness through investment in sites where industrial and research activities are concentrated. So far, 71 such clusters have been formed. **E**

All text courtesy of CampusFrance

Photos: Office de Tourisme de Nantes Métropole

CampusFrance is a non-profit national agency containing 227 member institutions and a network of 113 overseas offices and 14 annexes in 88 countries. Dedicated to international mobility in higher education and research, CampusFrance's overarching mission is to reinforce the appeal of French higher education abroad. The agency also manages a comprehensive online catalogue, containing over 36 000 study programmes and a scholarship database with over 500 programmes on its multilingual website, www.campusfrance.org.

NANTES CONFERENCE 2010

STUDENT
POSTCARDS

As EAIE members from over 75 countries prepare for this year's conference in Nantes, we hear from students from around the globe who are already soaking up French culture and find out how their study-abroad experience is changing their world.

University of Nantes

LUIS ALBERTO VELASCO RUIZ 

(01) Veracruz University

Being the first Mexican, and only Latino, exchange student at the Faculty of Sociology, I needed to come up with an exchange strategy that allowed me to approach the social and academic habits of the French youth in an appropriate and confident way. I feel I have now integrated culturally and intellectually. My teachers are always very nice and kind, and their behaviour has

changed my opinion of French culture! Getting to know French culture and French people in depth would not have been easy without spending six months in France. This unique experience improved my way of thinking, sharing and communicating. It has allowed me to change my perception of the world and to get to know myself better.

École Supérieure d'Agriculture, Angers

MAREK JAWORSKI 

(02) University of Krakow

I arrived in France in June 2009. I believe Polish and French cultures are quite similar but there are some differences worth mentioning, like the very long meals they have here and the fact that the French will kiss people they don't even know! In Poland we will only kiss family members.

The main difference I noticed in terms of my studies is that in France there is great emphasis on group work – there are even group grades, something which does not exist in Poland at all. It was very strange

for me in the beginning to get used to working in groups, but I now think it is very useful.

Before I came to France I had an image of a country which was not terribly interested in the outside world; focused on itself. But in fact many French people I have met are very curious about the world and have travelled extensively. During my time here, I have learned that we cannot generalise about people – everyone is an individual!

Audencia Nantes School of Management

WU WEI 

(03) Guangdong University of Foreign Studies

I am a final year student at the Audencia Nantes School of Management. I arrived in Nantes in September 2008 and since then I have grown to love this city. I have made many wonderful friends of different nationalities. It has been a truly cultural exchange – spending time and working with people from South Korea, Azerbaijan, France, the United States and many other countries. Living in Nantes is very easy. The pace of life is slower than in other major cities in Europe. Since there isn't much traffic, the city's air is very clean and getting around Nantes is easy thanks to a very efficient

transport network. Every year, Nantes hosts several big cultural events, such as an art exhibition, a classical music festival and a science fiction convention.

I feel I have really learnt and experienced a lot during my short stay in Nantes and now look at things in a different light. I have learnt to analyse problems in many different ways and find creative solutions that are bound to impress. I would strongly recommend Audencia and Nantes to anyone choosing to do an overseas diploma. Nantes and Audencia will stay close to my heart forever.



01



02



03



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UPDATE ON SPAIN

ON THE MOVE

With Spain still fresh in our minds as the host of last year's EAIE conference, we take the opportunity to reflect on the country's ongoing developments in the field of international education.

MAITE VIUDES



Partner and Senior Consultant
Your Global Liaison in HE (YGL)



Photo: Jchambers (iStock)

Spain emerged in the mid 1990s as a player in international education and has progressively gained relevance since then. Today, the country hosts over 21 000 international students and is the first destination of choice within the Erasmus programme¹ and the third destination for US study-abroad students.²

While the internationalisation ratio of the higher education system is still below OECD and European averages (OECD, 8.7; EU, 7.4; Spain 3.4), it has increased steadily since 2004 (2004, 2.3; 2005, 2.5; 2006, 2.9; 2007, 3.4). The outstanding number of international and foreign students enrolling in ISCED³ advanced research programmes (22.3%, second highest in OECD in 2007) is also notable. As for international student sources, Latin America, Europe (mainly Portugal, Italy, Germany and France) and Morocco must be highlighted.

As in all major European countries, the Master degree is a novelty in Spain but is now taking a prominent role as a result of the European Higher Education Area. With significant delay, Spain is currently launching the bulk of its new Bologna Master programmes. The number of Masters on offer has actually boomed and is largely subsidised by governmental funds, also covering education provided to non-EU nationals. Adjustments can be expected in the coming years as a result of central and regional governmental policies and market dynamics.

AS IN ALL MAJOR EUROPEAN COUNTRIES, THE MASTER DEGREE WAS A NOVELTY IN SPAIN

The Spanish trend in internationalisation may be reinforced in the interim by two recent governmental initiatives, qualifying the commitment to improve Spain's international positioning and prospects for foreign student recruitment.

CAMPUS OF INTERNATIONAL EXCELLENCE

The Ministries of Education, and Science and Innovation have jointly launched the *University Strategy 2015 initiative*,⁴ consisting of an ambitious plan to enhance postsecondary excellence, innovation and relevance with a clear focus on research and internationalisation.

This strategy is mostly developed through the Campus of International Excellence (CEI) programme aimed at aggregating institutions along common strategic projects, fostering an internationally appealing environment from an academic, scientific and entrepreneurial perspective. A total of €73 million has already been allocated and a second call for CEI applications may be confirmed shortly.

UNIVERSIDAD.ES

Another key action outlined in the *University Strategy 2015* is the recent launching of the *Universidad.es Foundation*,⁵ a government-based organisation dedicated to promoting the Spanish higher education system internationally. The Ministries of Education, Science and Innovation, the Rector's Conference and the *Instituto Cervantes* are all represented in the Foundation, which should allow for integrating existing internationalisation tools into a single strategy and further involving the large Spanish foreign network in the promotion of national higher education abroad.

Anticipating how well the new Spanish Master programme offer will do internationally, as well as the future relevance of the CEI programme and Universidad.es for effective internationalisation, is difficult. It is, however, clear that such moves were needed and are opening new prospects for internationalisation in Spanish higher education for the coming years. **E**

Unless indicated otherwise, all data in this article are from *Education at a Glance 2009*, OECD Indicators.

1. According to numbers from the European Commission, 27 000 students in 2007

2. According to the IIE's 2009 Open Doors Report, 25 000 students in 2007

3. International Standard Classification of Education

4. www.educacion.es/universidad2015

5. www.universidad.es

10 FAST WAYS TO BECOME A SOCIAL MEDIA KING (OR QUEEN)

When targeting an internet-inclined audience, utilising social media is key to success. Rosanne Ng and Craig Wallace's step-by-step article illustrates how social media can form the bridge to your institute and enhance the brand of your programmes.



As we begin a new decade, it's a great time to reflect on our approaches to marketing international education and the outcomes of past initiatives. Over the years, international education has expanded in both scope and scale, with many of its founders still providing leadership to the profession. These founders have successfully created communities of incoming and outgoing students, alumni, and colleagues that now span the globe. A unique feature of these highly intercultural communities is the depth of shared experience that comes from participating in any form of education abroad. Students and practitioners are constantly confronted with the challenge of defining 'home': a product of nostalgic reflection and responses to requests for sharing. Upon return from an educational experience abroad, participants might find that they have more in common with somebody from that same experience as opposed to their less transient peer sitting beside them in class. In an organic way,

many people are already using social media to stay connected with each other but the question is whether you know about or utilise all of these connections to enhance the brand of your programmes.

DIGITAL IMMIGRANT

If you are reading this article, there is a high probability that you are what Marc Prensky (internationally acclaimed visionary in the field of education and creator of software games for learning) defines as a digital immigrant. This means that unless you were born with a Blackberry attached to your hand, you've had to dedicate yourself to the acquisition of the new language of technology. Social media represents a range of constantly changing technologies that require purposeful discovery and application in order to meet the needs of individuals and organisations.

1. TAKE INVENTORY

Before you start on your 2010 social media makeover, take inventory of your existing social media assets. Knowing which online networks your institution already has presence on will help you identify which audience groups you are reaching and for what purpose. As you take inventory, take the opportunity to clarify your social media goals. Are you trying to reach an existing community, such as an alumni group, or students to whom you wish to market new programmes?

2. USE SOCIAL MEDIA TO 'ENHANCE' TRADITIONAL MARKETING

Marketing via social media should never take the place of traditional marketing. Buying ad impressions on Facebook should not entirely replace buying print advertisement, nor should a healthy Twitter following replace information

posted on your website. Use your social media assets to drive traffic to your core work. Look at your social media presence as extensions of your traditional marketing efforts. For example, consider sending tweets about how to choose your study abroad experience or how to put together a great portfolio for admission; share local community interest stories or promote achievements of alumni rather than just focus on information about upcoming deadlines.

3. DEVELOP A SOCIAL MEDIA POLICY AT YOUR INSTITUTION

Having a social media policy in place can provide guidance for your online expansion and a course of action should negative situations arise. Focus on outlining positive actions and behaviours rather than restricting what can be done. It's also important to identify key players who have

the authority to respond quickly to various situations. A well established policy will ensure that the purpose of social media and online communities is understood at the institution.

4. TRAINING: KEEP IT ACCESSIBLE TO ANYONE ON CAMPUS

Information travels in the social realm faster and farther than conventional media so it's important to provide training to anyone in a position that engages with social media on behalf of the institution. In addition to training on the operational details of the networks, be sure to include training around your institution's brand and goals online.

5. EXPLORE MORE TOOLS AND NETWORKS: FACEBOOK AND TWITTER AREN'T THE ONLY ANSWERS

Tools are just tools. Social media will continue to evolve just as your online goals will continue to change so take the time to explore new tools and networks. More and more social media tools are developed each day in response to specific niche areas.



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USING SOCIAL MEDIA TO MAINTAIN STRONG CONNECTIONS IS THE FUTURE OF OUR PROFESSION

CREATE YOUR OWN APPROACH

As you think through some of the recommendations made in this article, remember that your goal should be to create your own approach to how you use social media. Allowing room for the growth of networks and communities requires the harnessing of social media 'by the people, for the people.' The ability to create social networks and communicate with current students and alumni can strengthen your brand within an increasingly competitive sector. There is not a one-size-fits-all approach; your effectiveness in the social media arena will be based on your ability to stay true to the unique culture of your institution. This ability to think outside the box while still valuing the ways that others do things has been a strength of the field of international education since its inception. Developing engaged, interactive communities that expand across the globe is also nothing new to international education. Using social media to maintain the strong connections that we as educators work to establish is the future of our profession and renews the sustainability of educational opportunities within the global sphere.

The increasingly competitive environment in this sector is requiring that post-secondary institutions around the world revisit their marketing strategies in order to attract more interest in their programmes. Word of mouth is invaluable to marketing and promotions, and the successful utilisation of existing communities of advocates might just be the edge that you need. Make 2010 your year to understand that the next evolution of social media isn't necessarily about new tools, but rather new approaches to old tools within social media. **E**



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Photo: DNY59 (iStock)

6. KNOW WHEN TO USE WHAT: BE CREATIVE! WHAT BRINGS ADDED VALUE TO STUDENTS?

Once you picked your social media networks, don't remain stagnant with how you use them. Just as users of Facebook fan pages have recognised its advantages over Facebook groups, keep your eyes out for new uses of existing capabilities.

7. STREAMLINE YOUR SOCIAL MEDIA ROUTINE

Trying to maintain online presence on multiple networks can be time consuming but it can be streamlined into an effective five-minute routine each day for international educators. Platforms and web applications such as iGoogle, Hootsuite, and CoTweet are designed to help you access various tools from one place, providing you with a dashboard to manage content, profiles and collaborate postings with other colleagues.

8. MEASURE SUCCESS AND TRACK YOUR RETURN ON INVESTMENT

Online success is seen differently depending on your role and responsibilities within international education. Whether you are tracking 'mentions', 'active users', or 'the viewer's country of origin', there are many ways and systems to measure your engagement with your target audience. Test the tools and look for a system that most conveniently provides you with the data you need. Starting early with analytics will help you determine if the network you've chosen is working for you, and if your time is being spent in the right places.

9. UNDERSTAND YOUR CURRENT ONLINE PRESENCE AND PURPOSEFULLY MOULD IT FOR THE FUTURE

When picking a social media network, consider investing your energy into the networks that your target audience is currently using in addition to newly emerging networks that will become more viable. Many students are now accessing the web with mobile devices such as iPhones and Blackberries, proving that social networks with mobile friendly interfaces will dominate in the new decade.

10. EVOLUTION MEANS LEAVING OLD STRATEGIES IN THE DUST

Understanding search engine optimisation (SEO) is an important part of moulding your online presence. Aim to 'own' the first three search results about your programme on the most popular search engine in your region. Providing great value-added content through your social media networks will improve how well-linked you are by others on the web and therefore improve your SEO. Use SEO data and other analytics to evaluate if your current social media strategy is still working for you today or determine whether you should migrate to a different social network. The online-savvy generation commonly associates the quality of an institution's online presence with the quality of the off-line product so it is important to take care of your brand online, formally close down accounts when needed and prevent communities from dying a slow death on neglected sites.



TURNING STUDENTS INTO WORKERS

In some countries work placements are an integral part of obtaining a degree, for others they remain a topic of debate. Els van der Werf looks at how the Bologna process is pushing comfort zones and placing the employability of students onto the higher education agenda.



The Bologna process has placed the employability of graduates firmly on the agendas of higher education institutions. They find themselves expected to contribute to Europe's economic growth by reforming their degree structures in order to enable students to gain the competences they need "to face the challenges of the new millennium."¹

Although this emphasis on employability as one of the driving forces behind higher education reform has been criticised as too narrow, it has significantly influenced curricular development, since the Bologna Declaration explicitly states that "[t]he degree awarded after the first cycle shall also be relevant to the European labour market as an appropriate level of qualification." For those traditional research-oriented universities which, until recently, only offered 'undivided' Master degree programmes and had little experience with the Bachelor degree as an exit qualification, this has entailed radical reform of the undergraduate curriculum. It has also strongly increased the interest in work placements as an integral part of a degree programme.

DOUBTS AND SCEPTICISM

Although in some fields of study work experience has always been an integral part of the curriculum – think of medicine, nursing, teacher training – there appears to be a significant lack of experience and a great deal of scepticism about the added value of work placements in other fields. Universities may feel they cannot accept full responsibility for the quality of a student's learning experience in a work placement undertaken outside the university. Some have serious doubts about whether work placements measurably contribute to the programme's learning outcomes and the student's competences. In countries with no work placement culture, universities fear that employers would be unwilling or unable to offer suitable placements for a large number of students, especially during an economic recession.

These are all valid points, certainly. However, there are plenty of examples of good practice in Europe, which could help universities and employers to overcome their hesitations and objections.

MUTUAL BENEFIT

For universities of applied sciences,² the employability of Bachelor-degree graduates has always been a key issue since the primary aim is to train students for (specific) jobs. Work placements are (generally) mandatory for all their Bachelor degree programmes. Placements have to be organised in such a way that the quality of the learning experience is guaranteed and they measurably contribute to a programme's learning outcome and the competences acquired by the student. The university must ensure that all students get a suitable work placement, although students often share responsibility for this. The university therefore has to put considerable effort into developing and maintaining contacts in a wide variety of companies and organisations. Besides extensive external relations management, this also means establishing appropriate systems of supervision, assessment, and quality assurance. It goes without saying that this is something of an organisational challenge. Introducing work placements as a mandatory part of the curriculum should therefore not be seen as an opportunity to economise on educational budgets: it costs as much as 'traditional' teaching, if not more.

Many universities with little or no experience of work placements find this a daunting set of tasks and responsibilities. Sharing responsibility for executing part of a curriculum with the future employers of your students involves giving up some of the autonomy which is much valued by many in higher education. However, collaborating with employers on work placements can also be very enriching; providing opportunities for the circulation of knowledge between higher education and the world of work. In the Netherlands, the largest employers' organisation (VNO-NCW),

FOR STUDENTS, DOING A WORK PLACEMENT OFTEN MEANS STEPPING OUT OF THEIR COMFORT ZONE

the national association of small and medium-sized enterprises (SMEs), and the association of universities of applied sciences signed a joint code of practice, which asks their members to collaborate in this area because of its mutual benefit. The youth division of the largest trade union gives an annual award to the company that offers the best work placement – the Monika Lewinsky Award, facetiously named after the world's most famous trainee. This strategic alliance is doubtless why, despite the economic recession, it has not become significantly more difficult to secure work placements. If there is no work placement culture in a country, however, it will take considerable time and energy to create it – a process which requires continuous dialogue between higher education and the world of work.

ENHANCED COMPETENCES AND EMPLOYABILITY

For students, doing a work placement often means stepping out of the comfort zone that student life offers them; for many, simply getting up early to go to work every day is a novel experience. But do they acquire competences which they would not otherwise have gained? Work placements provide students with a unique opportunity to develop and test in a real work environment the competences which they have begun to develop in class.

This not only enhances their learning, but also allows them to resume their studies with new insights about their future careers. Studies indicate that placement-experience has a positive effect on a student's overall results and degree classification.³ Arguably, other types of relevant work experience could have the same effect. The embedded work placement, however, has the added advantage of being a learning experience for not only the student, but also for the university and the host organisation because it offers a platform for continuous exchange of knowledge.

As for the effects of integrated work placements on the employability of graduates, research strongly suggests that gaining relevant work experience while studying greatly improves someone's chances of finding first employment. Of course, employability is more than just finding a first job and needs to be addressed throughout one's working life, but work placements at least appear to give graduates a good start in working life. It is not suggested that a work placement should be integrated in every Bachelor degree programme, but for universities that are prepared to step out of their own comfort zone, it is an option well worth exploring. **E**

1. Bologna Declaration, 1999

2. The term 'university of applied sciences' is used in a number of countries, such as Germany, Finland, the Netherlands and Austria; in other countries institutions of this type are known as university colleges, institutes of technology and polytechnic colleges.

3. Many thanks to Graeme Roberts for pointing out the HEFCE report, *Attainment in Higher Education: Erasmus and placement students*, November 2009.

Photos melkerw and Andrew Johnson (iStock)

OPINION PIECE

A Question of Responsibility

Gary Rhodes and Jodi Ebner voice their concerns on health and safety risks for American students studying in Europe. A number of provocative questions are raised, debating the enforcement of US laws abroad. Are students responsible for their own actions or is their host institution? Be sure to pick up summer Forum to hear voices from Europe in response.

The number of American students studying abroad has increased to over 262 000 in 2007–2008, more than double the number who studied abroad in 1998–1999. Europe is the largest destination, hosting 56.3% of all US students who study abroad. Most US students who study in Europe have a positive experience; through meeting local people they learn about the local culture and bring much of what they have learned to life. Europe also provides students with the chance to explore the continent's array of countries during their time abroad. However, each year there are students who experience accidents and injuries, drown, commit suicide, or face traumatic incidents related to sexual harassment and assault. Some even end up in jail for violating European or US law.

SIMILARITIES AND DIFFERENCES

Students will find similarities and differences, both in the system of higher education and in the levels of orientation and support for health and safety issues when in Europe. There is also a difference in the level of independence expected by European higher education institutions of their students. Most institutions regard their university students as independent adults. However, most US colleges and universities perceive their students as transitioning between youth and adulthood, something which is sometimes reinforced by US law.

An important example of US and European differences is the use and abuse of alcohol. In the US, the legal drinking age is 21. As a result, college and university campuses in the US generally have strong rules against alcohol use for students under the age of 21. US university conduct codes limit access to alcohol and inclusion of alcohol during sponsored activities.

The majority of US undergraduate study-abroad students are younger than 21 and suddenly, upon arrival in Europe, have legal access to alcohol. Since some universities have not revised their conduct code for those students, it may still be a violation of college or university rules for US study-abroad students who are under 21 to drink alcohol while abroad.

Would a European university be violating the student's US home campus rules if a student were placed in a housing situation where alcohol was available to them? Would the faculty or staff be violating a student's home campus rules if they included alcohol at a welcome event or another social occasion?

INCONSISTENT INFORMATION

It is important to highlight the differences in US and European laws on alcohol consumption seeing as many of the accidents, injuries and problems faced by US students studying abroad are alcohol related. Currently, the information provided to students about alcohol use and study abroad is inconsistent both before students leave the US and after they arrive abroad. As this is an important issue in terms of student safety, we suggest that more can be done on both the sending and receiving sides to provide effective education and support to students.

AN IMPORTANT EXAMPLE OF US AND EUROPEAN DIFFERENCES IS THE USE AND ABUSE OF ALCOHOL

IN THE USA STUDENTS ARE PERCEIVED AS TRANSITIONING BETWEEN YOUTH AND ADULTHOOD

RESOURCES

In response to the many issues with health and safety implications for students, current documents provide guidance for institutional action. The following resources are often cited by US colleges and universities to assist in developing programmes and support services for students, but also have implications for institutional liability:

- **‘Responsible Study Abroad: Good Practices for Health and Safety’** by the Inter-associational Advisory Committee on Safety and Responsibility in Study Abroad (www.nafsa.org/eahealthsafety).

This document provides a list of steps institutions should take to provide quality health and safety support for study-abroad students. It also includes information about what institutions cannot do, student responsibilities and information for parents.

- **‘The Standards of Good Practice for Education Abroad’, ‘Standards of Good Practice for Short-Term Education Abroad Programs’ and ‘Code of Ethics or Education Abroad’** by The Forum on Education Abroad (www.forumea.org/standards-index.cfm). Each of these documents includes programme development and implementation issues, which have health and safety implications. The Forum’s status as a Standards Development Organization (SDO), as recognised by the US Department of Justice and Federal Trade Commission, opens the door to the Forum disseminating standards by which the field may judge its practices, policies and procedures.

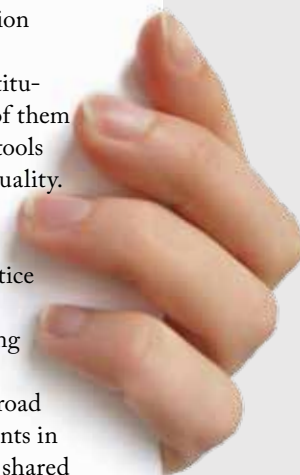
- **The Safety Abroad First – Educational Travel Information (SAFETI) Clearinghouse** of the Center for

Global Education at Loyola Marymount University provides health and safety resources and information. It includes a SAFETI Audit Checklist of issues and resources to support programme development and administration (<http://globaled.us/safeti/auditchklst.html>). Over 200 US colleges and universities share resources through the SAFETI Consortium and European institutions would be welcome to do the same.

If there were an incident where a US student was injured or killed during study abroad, an attorney in the US would certainly turn to those documents and attempt to contrast the services during the study-abroad programme with the statements about what institutions should do to provide support for study-abroad students. As no international entity currently exists that is able to evaluate and accredit study-abroad programmes, the responsibility (and liability) falls to each college or university, each study-abroad provider and each international partner – be it an international college or university, a faculty member, the residence hall

supervisor or the bus driver on the programme-related excursions. As these resources are available at no cost to download off of the internet, we can imagine neither a judge nor a jury in the US would understand why a host institution was unaware of them.

Many European institutions are still not aware of them nor actively use them as tools to evaluate programme quality. There are also European documents that provide guidance on quality practice in student mobility programmes. Are these being shared with US institutions providing study-abroad programmes to US students in Europe? Are they being shared with US colleges and universities that host European study-abroad students? In the past year, our Center has supported study-abroad health and safety workshops in France, Spain, and the UK, and will be supporting a programme in Italy this spring. Our feedback from attendees suggests that more needs to be done to increase collaboration and information sharing in this area, and to support students and the institutions who host them.



Talking heads

In this issue, the EAIE speaks with **Róbert Gábor**, Rector of the University of Pécs, Hungary.

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

My first serious encounter with international education took place in Australia, where I spent a two-year postdoctoral period at Flinders University, Adelaide. There I met Malaysian students who were very bright but needed extra attention. Since then I have had long-term experience in teaching microscopic anatomy in Hungary. My colleagues who conducted the same class encouraged me to give the students personalised tutorials within the framework of the anatomy class. This gave me a taste of communicating with people of a different cultural background. When I received my first Erasmus invitation, it was without hesitation that I accepted the offer of exchange faculty member at the University of Coimbra. When I became Rector of the University of Pécs, I actively encouraged the enrolment of foreign students to the Medical School. In the last two years, we have also opened new degree courses in psychology and pharmacy.

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

Approximately 1500 international students attend the University of Pécs. The Medical School used to organise an international evening for the foreign medical students, which was attended by 100–200 people. Two years ago it occurred to me that we should open

this evening to all of our international students and extend the invitation to the ambassadors of the countries of our visiting students as well. Last year's event results were impressive, showing a turnout of students from 47 countries, 20 ambassadors or first secretaries and approximately 2000 visitors! Even the Mayor of the city of Pécs participated. Seeing as Pécs is one of the Cultural Capitals of Europe this year, we hope that our visiting students will return to their countries as ambassadors of our city. Our goal is to encourage a sharing of heritages – to get to know each other by and through culture.

If you had a million euro to spend on international higher education, and limitless authority, what would you want to spend it on?

I have two ideas in this respect. One is a Moving Erasmus Class, which could, in the course of one semester, visit at least five universities in different countries, spending three weeks at each one. This way their credit acceptance would not be a problem and the class could blend with the local students and could be immersed in different cultures. My second idea is partly a consequence of the previous one. The biggest problem in student mobility is housing. I would like to financially support those universities willing to create international housing facilities within their campuses, allowing students from different countries to share the same living space, thus enhancing their experience of life in international communities.



Róbert Gábor has been the Rector of the University of Pécs, Hungary since 2007. Formerly he served as Dean of the Faculty of Sciences for six years. He obtained his PhD in Szeged, Hungary and received a DSc degree from the Hungarian Academy of Sciences. He maintains an active research programme in biomedical sciences and has published more than 80 papers in international journals. During his career, he was a visiting fellow to the Universities of Jena and Antwerp. Outside the old continent, he spent two years at Flinders University of South Australia and two years at New York University in the USA. He has conducted seminars at several distinguished universities, from Melbourne to San Francisco, and serves as a referee for 20 international journals. He is an elected member of the European Academy of Sciences and Arts.

The University of Pécs (UP), founded in 1367, has become Hungary's largest university since the merger of all higher education institutions in the city of Pécs in 2000. UP is a modern university retaining its main characteristics as a classical, integrated European university with its ten faculties. Educational programmes are based on the Bologna three-tier system, training 33 000 students (1500 of which are international students). UP boasts 22 doctoral schools in all fields of sciences. UP is engaged in a wide range of international research cooperations and is very active in major international organisations and university networks. It operates the Secretariats of the University Network of the European Capitals of Culture and AUDEM (Alliance of Universities for Democracy). The city of Pécs is one of the European Capitals of Culture, offering a unique opportunity for UP to host and organise over 250 international and cultural events in 2010.

Calendar

14 TO 16 APRIL

APAIE Annual Conference

'Educating for extremes: Educating for global challenges in a rapidly changing world'

LOCATION: Gold Coast Convention and Exhibition Centre, Broadbeach, Australia

INFO: Griffith University, Queensland, Australia
e-mail apaie2010@griffith.edu.au
www.apaie.org

★ 15 APRIL

Advertising reservation deadline for EAIE Summer Forum

21 TO 24 APRIL

AACRAO's 96th Annual Meeting

'Leading the profession into the next century'

LOCATION: Ernest N. Morial Convention Center, New Orleans, USA

INFO: Melissa Ficek, AACRAO, Washington, USA
tel +1-202-293 91 61, fax +1-202-872 88 57
e-mail meetings@aacrao.org
www.aacrao.org/neworleans

★ 26 TO 30 APRIL

EAIE Professional Development Module Management of student services

LOCATION: Southampton, UK
www.eaie.org/pd

★ 3 MAY

EAIE online election ballot opens

www.eaie.org/elections

7 MAY

MODERN Conference

'Internationalisation and quality assurance'

LOCATION: Amsterdam, the Netherlands

INFO: Anja Busch, MODERN, Brussels, Belgium
tel +32-2-289 24 62, fax +32-2-289 24 67
e-mail programmes@esmu.be
www.highereducationmanagement.eu

★ 11 MAY

EAIE Annual Conference online registration opens

16 TO 18 MAY

ACA Annual Conference 2010

'Brains on the move: Gains and losses from student mobility and academic migration.'

LOCATION: University of Córdoba, Spain

INFO: ACA, Brussels, Belgium
tel +32-2-513 22 41, fax +32-2-513 17 76
e-mail info@aca-secretariat.be
www.aca-secretariat.be

19 TO 21 MAY

ENOHE Annual Conference

'Common objectives, different pathways: Embedding ombudsman principles and practices into higher education institutions'

LOCATION: Palais Harrach, Vienna, Austria

INFO: Josef Leidenfrost, Vienna, Austria
e-mail enohe@bmwf.gv.at
www.diesan.at/enohe2010

26 TO 28 MAY

5th International Conference on ICT for Development, Education and Training

LOCATION: The Mulungushi International Conference Center, Lusaka, Zambia

INFO: ICWE GmbH, Berlin, Germany
tel +49-30-310 18 18 0, fax +49-30-324 98 33
e-mail info@elearning-africa.com
www.elearning-africa.com

30 MAY TO 4 JUNE

NAFSA Annual Conference & Expo

'The changing landscape of global higher education'

LOCATION: Kansas City Convention Center, USA

INFO: NAFSA, Washington, DC, USA
tel +1-202-737 36 99, fax +1-202-737 36 57
e-mail conference@nafsa.org
www.nafsa.org/annual_conference

★ 31 MAY

EAIE online election ballot closes

www.eaie.org/elections

6 TO 8 JUNE

EFMD Annual Conference

'Is management a profession?'

LOCATION: European Business School, Oestrich-Winkel, Germany

INFO: For question regarding the programme, contact Diana Grote, tel +32-2-629 08 10
For questions concerning registration, call +32-2-779 59 59
e-mail efmd@clq-group.com
www.efmd.org

★ 11 JUNE

EAIE Executive Forum

Developing university and employer engagement strategies

LOCATION: Budapest
www.eaie.org/pd

14 TO 16 JUNE

19th EAN Annual Conference

'From access to success: closing the knowledge divide'

LOCATION: Södertöns Högskola University College, Stockholm, Sweden.

INFO: EAN Secretariat, London, UK
tel +44-20-79 11 58 68, fax +44-20-79 11 58 73
e-mail info@ean-edu.org
www.ean-edu.org

★ 16 TO 19 JUNE

EAIE Boards and Committees meet in Bergen, Norway

24 TO 26 JUNE

IAU 2010 International Conference

'Ethics and values in higher education in the era of globalization: what role for the disciplines?'

LOCATION: Mykolas Romeris University, Vilnius, Lithuania

INFO: Isabelle Devylder, IAU Secretariat, Paris, France
tel +33-1-45 68 48 00, fax +33-1-47 34 76 05
e-mail i.devylder@iau-aiu.net
<http://iauconference.home.mruni.eu>

★ 30 JUNE

EAIE Annual Conference early bird deadline

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Stockholm, 6-8 May
Hurry last minute places
Member €900, Non-member €1100
- **From president to practitioner: getting the whole institution involved in strategic planning**
Tarragona, 9-12 June
Registration deadline 21 April
Member €1400, Non-member €1600
- **Advising international students**
Granada, 12-14 June
Registration deadline 26 April
Member €900, Non-member €1100
- **Marketing in the digital age**
Amsterdam, 23-25 June
Registration deadline 5 May
Member €1000, Non-member €1200
- **English in the international workplace**
Dublin, 5-9 July
Registration deadline 17 May
Member €1450, Non-member €1650
- **Quality in internationalisation**
Trento, 21-23 October
Registration deadline 1 September
Member €950, Non-member €1150
- **International Master degree admissions**
Girona, 4-6 November
Registration deadline 15 September
Member € 900, Non-member €1100
- **Cultural learning in education abroad**
Copenhagen, 8-10 November
Registration deadline 20 September
Member €900, Non-member €1100
- **How to run an international office**
Tarragona, 17-19 November
Registration deadline 29 September
Member €1300, Non-member €1500
- **Working with recruitment agents**
Berlin, 24-26 November
Registration deadline 6 October
Member €900, Non-member €1100

EXECUTIVE FORUMS

Executive Forums were developed to meet the needs of professionals at senior management and strategic levels of internationalisation.

- **Developing university and employer engagement strategies**
Budapest, 11 June
Registration deadline 23 April
Fee until 9 April €250, after €300
- **Managing change in a global world**
Barcelona, 19 November
Registration deadline 1 October
Fee until 17 September €250, after €300

PROFESSIONAL DEVELOPMENT MODULES

Professional Development Modules give members an opportunity for professional development on an academic level.

- **Strategies of internationalisation in higher education**
Kassel, 19-23 July
Registration deadline 24 May
Member €1000
- **Resource management in higher education**
nschede, 18-22 October
Registration deadline 23 August
Member €1000
- **Internationalisation and the management of research**
Southampton, 1-5 November
Registration deadline 6 September
Member €1000