

Building upon International Success

The HRK-Audit "Internationalisation of Universities"

Advancing Strategic Internationalisation



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Benefiting from international success



Growing global interconnectedness is also presenting new challenges for Germany's universities. Internationalisation is an important factor in the sustainable development of our universities. Greater international orientation is essential if they are to stand the test on the global education market. Germany has been very successful in this regard: German universities are among the most popular destinations for foreign students, ranking third after universities in the United States and the United Kingdom. In addition, international exchanges in higher education also

help to strengthen cutting-edge research and innovation in Germany.

Modern science crosses boundaries as scientific careers become increasingly internationally focused. That is why the Federal Government launched its own strategy on the internationalisation of science and research as early as in 2008. In 2013, the federal and Länder ministers of science launched a joint strategy for the internationalisation of universities in Germany, aimed at improving scientific cooperation and cross-cultural dialogue.

The German Rectors' Conference's Audit "Internationalisation of Universities" offers a highly professionalised consultation process and plays an important part in promoting the further internationalisation of higher education. There has been a tremendous response to the Audit and the Re-Audit. This shows that German universities attach great strategic importance to the topic of internationalisation. The entire German higher education system benefits from the Audit as it helps to make internationalisation both an integral element in developing a university's profile and a driver of higher education reform.

I am pleased to see that this publication not only presents successful examples from the Audit "Internationalisation of Universities" in the context of the HRK's work, but also places them in an overarching strategic context. These examples provide a model and motivation for the further international networking of universities. They are also proof of the progress achieved in the internationalisation of our higher education system.

Prof. Dr. Johanna Wanka
Federal Minister of Education and Research

Managing internationalisation strategically

How can we make internationalisation sustainable? This question lies at the heart of every debate of those who seek to promote internationalisation at their universities or of the higher education system as a whole.

Over the past decades, we have not only learned that universities operate in a truly international environment and that internationalisation is a challenge for all universities. We have also seen multiple activities on all levels and the implementation of internationalisation strategies. But can we be sure that these efforts will succeed in the long run?

We believe that internationalisation based solely on individual activities will meet severe setbacks on the road to sustainability. What is needed is a strategic foundation within the university as a whole. In recent years, German universities have thus increasingly begun integrating internationalisation into the strategic management of their institutions.

The German Rectors' Conference (Hochschulrektorenkonferenz – HRK) has furthered this development. In 2008, the HRK General Assembly adopted a resolution on the role universities play in the globalisation process. The HRK strategy is based on the assumption that universities are transnational actors. As such, they must perceive of themselves as a part of a world higher education system in all dimensions of their work and business. Universities simply must internationalise to guarantee their own survival in a more globalised and a more and more competitive environment.

As the voluntary association of state and state-recognised universities in Germany, the HRK is not only the political and public voice of the universities, but also provides support and service to its member institutions. In implementing the aforementioned strategy, we believe that it is crucial to individually support our universities in their internationalisation processes. In 2009, the HRK developed the Audit "Internationalisation of Universities" for that purpose. It provides advice to universities in the challenges they face in their internationalisation efforts. We are convinced that there can be no "one size fits all" approach in a diverse higher education system. What is needed – and provided by the Audit – is a tailor-made approach.

I hope you enjoy reading the various examples of good practice of internationalisation on the pages to come, all demonstrating the increasingly strategic approach to internationalisation German universities have adopted in the past years.

Univ.-Prof. Dr. Dieter Lenzen
Vice-President for International Relations
German Rectors' Conference



Strategy, implementation, and the steps that happen on the way

Introduction

The last decades have seen a tremendous professionalisation of internationalisation at European institutions of higher education (HEIs). Under the framework put together by policy makers in the ERASMUS agreements, the Bologna process, and the European Higher Education Area, or rather using the parameters set forth in this context, practically all universities have developed measures to increase their internationalisation and have formulated an institutional internationalisation strategy – quite often in this order.

The mission HRK pursues with the Audit “Internationalisation of Universities” is therefore twofold: helping, where necessary, to develop or amend an institutional internationalisation strategy (expanding from basic motives to specific – and measurable – goals to developing individual tools to reach these goals); and giving recommendations in four specific dimensions of activity: Planning & Steering, Study & Teaching, Research & Technology Transfer, and Advice & Support.

The basis of the work done in Germany over the last couple of years is formulated in two strategy papers. This publication would not be complete without re-printing these two internationalisation strategy papers. The internationalisation strategy of HRK – adopted in 2008 – expresses the shared understanding of German HEIs (p. 19). In the Federal Republic of Germany, it lies with the 16 states (Länder) to run and oversee the universities, whereas the federal government sets out the basic guidelines for higher education and directly involves in research. The joint strategy by the Federal and the Länder Ministers of Science (p. 12), issued in 2013, clearly states the common responsibility in the field of internationalisation and underscores the individual mission of the universities in this respect.

This booklet presents examples of good practice at German HEIs. The universities portrayed by way of their good practice in this publication have all completed the Audit process. Hence, we have selected examples from the four dimensions used in the Audit process to recommend certain measures. We have asked the authors to point out in their depiction of their example of good practice how it derived from or fits into the overall strategic vision of their respective university.

In the dimension of “Planning & Steering”, you will read about how to establish and use an alumni network to advance a generic international identity of the university (University of Bayreuth, p. 28); how to base internationalisation on the concept of diversity (University of Bremen, p. 30); how to engage in an international network as a gateway to international (funding) opportunities (Hamburg University of Applied Sciences, p. 32); how to adapt a steering tool derived from business administration to manage the quality of internationalisation (Münster University of Applied Sciences, p. 34); and how to apply pre-defined criteria for the selection of university partnerships (Reutlingen University, p. 36).

In the dimension of “Study & Teaching”, you will learn about how to invite guest lecturers to promote internationalisation at home (Bielefeld University, p. 38); how the attraction and reputation of German engineering is converted to study abroad opportunities for German students by offering internships in exchange for tuition waivers (Furtwangen University, p. 40); and how to install a bi-national structure in order to sustainably offer cross-border dual degree programmes (Hochschule für Technik und Wirtschaft des Saarlandes – University of Applied Sciences, p. 42).

In the dimension of “Research & Technology Transfer”, examples of good practice include how to attract, entertain, engage, and eventually bind international PhD students and postdocs (Kiel University, p. 45); how to install an administrative structure to advise on funding opportunities for research and thus ease the burden put on researchers when acquiring funding for their work (Technische Universität Dresden, p. 48); and lastly how to engage in an international network in order to advance top-level research, including the benchmarking against the partners (University of Tübingen, p. 50).

Last but not least, the dimension of “Advice & Support” features the development of a target-group-specific website, catering to the specific needs of international incoming students (Technische Universität Chemnitz, p. 52); how to develop financial incentives and bursaries to promote study abroad (Hochschule Hannover – University of Applied Sciences and Arts, p. 54); and how to strategically launch a campaign to advance study abroad in order to work towards an outgoing rate of 50 per cent (University of Konstanz, p. 56).

In conclusion, you will find from p. 58 onwards a description of HRK and its International Department, a more detailed account of the HRK-Audit “Internationalisation of Universities”, the follow-up formats Audit kompakt and Re-Audit, as well as a map of Germany, showing the universities which have participated in the Audit and Re-Audit since 2009.

On behalf of the entire Audit team at HRK, let me wish you instructive reading and interesting thoughts – comments and feedback are always very welcome!

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Strategic framework for the internationalisation of German higher education

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Strategy of the Federal and Länder Ministers of Science for the internationalisation of the higher education institutions in Germany

Resolution of the 18th meeting of the Joint Science Conference in Berlin on 12 April 2013

Internationalisation is a key element in developing the profile of German higher education institutions and, as an important instrument of quality development, a driver of higher education reform. It serves to promote academic cooperation and the dialogue between the cultures. Internationalisation is one of the main factors shaping both the development of our higher education institutions and Germany's status as a centre of science and research.

We want higher education institutions that are so good and attractive that they can compete with the best institutions in other countries and contribute to mastering the global challenges of our times. The starting conditions are favourable. Germany has a close network of excellent higher education institutions offering good, broad-based training.

The ministers responsible for higher education in the 47 Bologna states agreed on a Mobility Strategy 2020 for the European Higher Education Area (EHEA) at their meeting in Bucharest on 26/27 April 2012. The strategy defines concrete measures to promote the international mobility of students, young researchers, teaching staff and other staff at higher education institutions. This means that all countries of the EHEA develop and implement their own

internationalisation and mobility strategies with concrete measures and measurable mobility targets. The Federal Government and the Länder have long recognised the importance of internationalising the higher education institutions and have already introduced a number of measures for this purpose (internationalisation strategies of the Federal Government (2008) and the Länder (Summary of the Länder Strategies, GWK (Joint Science Conference), 30 March 2009)). A large number of science organisations (including the German Rectors' Conference (HRK) and the German Research Association (DFG)) have introduced internationalisation strategies in recent years. This Strategy Paper is based on all these activities and experiences.

The Federal Government and the Länder have defined nine fields of action for promoting the internationalisation of the higher education institutions and have developed a joint policy goal with strategies for each field.

The Länder and the Federal Government are responsible for implementing the joint internationalisation goals within the framework of their respective constitutional remit and respecting the autonomy of the higher education institutions.

1. Field of action: Strategic internationalisation of the individual higher education institutions

1.1. Joint policy goal

The Federal Government and the Länder support the higher education institutions in developing their own internationalisation strategies. They were also called upon to do so by the Bologna Ministerial Conference in April 2012. Internationalisation is to be seen as a horizontal task that affects all areas and units of the higher education institution and matches its particular strengths and established ties.

1.2. The significance of the field of action for the internationalisation of the higher education institutions and strategies

It is important for the higher education institutions to "think" internationalisation in all areas of university life, i.e. in research, teaching and continuing education, management, administration and services. Internationalisation must always be regarded as an instrument for quality development with a view to becoming attractive and able to compete globally through excellent programmes in research and teaching combined with hospitality and service orientation.

In order to extend the process of strategic internationalisation, all interested higher education institutions should have the support of counselling services to assist with confidence-building and profile development. Such services are offered, for example, by the "Internationalisation of Universities" audit of the German Rectors' Conference.

2. Field of action: Improving the legal framework for internationalisation

2.1. Joint policy goal

The Federal Government and the Länder intend to improve the conditions for the internationalisation of higher education institutions by introducing appropriate legal framework conditions at federal and Länder level.

2.2. The significance of the field of action for the internationalisation of the higher education institutions and strategies

The Federal Government and the Länder have introduced various improvements in their respective areas of responsibility in recent years in many legal fields ranging from aliens law to the recognition of qualifications, the modification of the common structural guidelines of the Länder for the accreditation of Bachelor's and Master's study courses to encourage mobility, and labour law. They will continue to work together to dismantle any obstacles which may occur in future. One important field of action are the joint study programmes which many German higher education institutions conduct in association with higher education institutions in our neighbouring countries, mainly France. Such projects are still hampered by the great effort of coordinating the respective national regulations governing study programmes.

In order to remedy this situation, the Federal Government and the Länder support the Bucharest resolutions, which also aim to facilitate the accreditation of joint programmes and degrees. Corresponding measures require reciprocity between the partner countries involved. The Federal Government and the Länder are asking the Accreditation Council to make a proposal for a joint procedure with a single agency for the entire course of study.

3. Field of action: Establishing a culture of welcome

3.1. Joint policy goal

The Federal Government and the Länder support the higher education institutions in their aim to establish a culture of welcome at all levels and to thus send welcome signals to foreign students and scholars in Germany and abroad (e.g. support and social integration services provided by welcome centres at the higher education institutions, also offering career prospects for partners – “dual career” couples, further training of staff at higher education institutions). Beyond the institutions’ own field of responsibility, it is also important to contribute towards establishing a culture of welcome in the overall environment (e.g. consulates, aliens authorities, job centres, childcare institutions, etc.).

3.2. The significance of the field of action for the internationalisation of the higher education institutions and strategies

Integration can only succeed if foreign students and researchers really feel accepted – and this means in all fields of life, including outside the institution of higher education. Successful integration in Germany and in life at a German higher education institution encourages the development of a worldwide network of partners and motivates people to stay on in Germany, thus contributing towards a well-qualified workforce. In addition to professors and junior academic staff, administrative staff also play a key role in establishing a culture of welcome. It is important that members of staff at all levels of the higher education institution should at least speak English and if possible take part in intercultural training courses and mobility measures to become acquainted with practices at higher education institutions in other countries.

The Federal Government and the Länder support the “National Code of Conduct for German Universities Regarding International Students”. They also support the implementation of the “European Charter for Researchers” and the “Code of Conduct for the Recruitment of Researchers”. They call upon the higher education institutions to consider in how far the commitments they have already undertaken towards their foreign guests in the fields of study, teaching and research correspond to the above mentioned agreements.

4. Field of action: Establishing an international campus

4.1. Joint policy goal

The Federal Government and the Länder support the higher education institutions in their efforts to provide international and intercultural study programmes for all students and develop these courses in the light of increasing globalisation, the internationalisation of career paths and commitment to global civic responsibility. Steps should be taken to increasingly include international contents in curricula; large parts of courses, particularly at master and doctorate level but also individual classes, should be taught in English or other foreign languages.

4.2. The significance of the field of action for the internationalisation of the higher education institutions and strategies

Globalisation is also changing the contents and methods of teaching and studying and calls for intercultural sensibility, a global overview and a command of various foreign languages. Not all students will be able to acquire study-related experience abroad. For this reason too, the higher education institutions should make more systematic use of the potential that international students and foreign teaching staff can offer German students. Classes that are given in a foreign

language make it easier for students to acquire specialist terminology and for higher education institutions to employ foreign lecturers productively. Study courses offered in a foreign language (particularly English) are of particular importance in this context. Such courses, especially those for masters students, make our higher education institutions more attractive for internationally mobile students as well as offering German participants new opportunities to acquire intercultural and language skills.

Apart from the aspect of expanding the language skills of German students, it is just as important to give foreign students taking foreign-language master courses and foreign doctoral students the opportunity to improve their command of German. It is important for the successful integration of foreign students that they are able to take full part in academic, cultural and social life in Germany.

5. Field of action: Increasing the international mobility of students

5.1. Joint policy goal

The Federal Government and the Länder support the higher education institutions in their efforts to further increase the international mobility of students and enhance the quality of such mobility periods. The Bologna Follow-Up Conference in Leuven set a Europe-wide target that 20 per cent of all graduates should spend a study or training period abroad by 2020. The Federal Government and the Länder are aiming to surpass this goal as roughly 20 per cent of today’s graduates from German higher education institutions have already spent at least three months abroad in the context of their studies.

The Federal Government and the Länder consider it a realistic target for 50 per cent of graduates to have study-related experience abroad and for at least one in three to spend a period abroad corresponding to at least three months

abroad and/or 15 ECTS credit points. This target refers to mobility in all three Bologna cycles.

5.2. The significance of the field of action for the internationalisation of the higher education institutions and strategies

The higher education institutions have already introduced numerous initiatives to enable their students to complete parts of their studies, internships and/or research stays abroad. In an increasingly globalised working world, it is a great advantage for German graduates to be able to fall back on experience acquired during studies abroad. Study-related periods abroad provide the opportunity to get to know different higher education cultures, improve one’s foreign language proficiency and gain intercultural insights. The German higher education institutions also profit from the know-how that their students acquire abroad.

Measures should be taken at European level to improve the coordination and standardisation of data collection with a view to ensuring the long-term validity of data concerning the international mobility of German students.

Factors which can contribute towards the further international opening of higher education and the more extensive use of the potential for mobility include embedding binding mobility windows in curricula; improving the recognition of course and examination credits gained abroad; and the provision by the higher education institutions of a wider range of integrated degree programmes involving partner institutions abroad – where possible leading to a joint or double degree.

Mobility is especially important in teacher training courses because teaching graduates act as multipliers for the mobility of future generations of pupils and students. Special measures to encourage mobility should be introduced to counter limited mobility in specific disciplines (such as science, mathematics and technology).

6. Field of action: Enhancing Germany's international attractiveness as a place to study

6.1. Joint policy goal

The Federal Government and the Länder are aiming to improve Germany's position as one of the four leading places for international students to study by providing attractive courses and pursuing a modern marketing approach. They are helping the higher education institutions to make a better selection, to integrate foreign students and improve their academic success.

6.2. The significance of the field of action for the internationalisation of the higher education institutions and strategies

As a leading scientific and industrial nation Germany has an interest in attracting highly qualified students from abroad. Approximately 6 per cent of internationally mobile students are currently studying in Germany, making it one of the four leading host nations. Countries worldwide are recognising the positive effect of welcoming young people from all over the world. The extent of mobility, particularly outside Europe, will increase considerably. Germany

must raise its intake of foreign students to approximately 350,000 – that is to say by around a third – by the end of the decade if it is to maintain a similar share of mobile students and continue to be involved in international networks.

The Federal Government and the Länder together with the HRK and DAAD (German Academic Exchange Service) want to actively support the higher education institutions in designing more applicant-friendly application and admission procedures. Methods should be developed for selecting students with good prospects for success at a German higher education institution. One obvious approach, for example, is to provide appropriate individual and flexible assistance during the entrance phase to take into account the different backgrounds of students from different countries of origin and to improve their chances of success.

Germany is facing mounting competition from other countries when trying to attract outstanding foreign students and highly qualified researchers from abroad. Germany is therefore using its international higher education and research marketing strategy to attract foreign talent (campaigns, "Gate-Germany University Consortium", DAAD's worldwide counselling network, German Centers for Research and Innovation abroad as well numerous Länder marketing activities). Another way to succeed in the international contest for the best brains is to improve the provision of information – regarding study and scholarship programmes, job vacancies, universities, questions of social security, residence and aliens legislation. In addition, the higher education institutions should step up their marketing efforts. The establishment and improvement of central web pages and a multi-lingual website on Germany as a centre of science and study are useful instruments in this context as is a stronger presence at trade fairs abroad.

7. Field of action: Attracting excellent (young) academics from abroad

7.1. Joint policy goal

The Federal Government and the Länder support the higher education institutions in their efforts to encourage more outstanding experienced and young academics from abroad to accept a temporary or permanent position at German higher education institutions.

7.2. The significance of the field of action for the internationalisation of the higher education institutions and strategies

Fixed-term or permanent stays by excellent (young) academics from abroad serve to intensify network-building activities with foreign higher education and research institutions. The quality of teaching can also benefit from an increase in foreign experts: Apart from helping to improve students' language skills by holding classes in a foreign language (as a rule English), foreign academics provide an insight into a different teaching culture as well as introducing new methodical and theoretical approaches to research, encouraging students to gain a different perspective and inspiring them to undertake a study-related period abroad.

The opportunity to complete their doctoral theses in a structured doctoral programme has a number of advantages for foreign research students. Such programmes should therefore be extended and internationalised whilst preserving opportunities to do a doctorate on a traditional, individual basis.

8. Field of action: Expanding international research cooperation

8.1. Joint policy goal

The Federal Government and the Länder are continuing to support the German higher education institutions in initiating and conducting international research collaborations. It is particularly desirable in this context that the higher education institutions play a greater part in international calls for research proposals – such as under the EU's 8th Research Framework Programme (Horizon 2020). The aim is to expand excellent research networks throughout the world in order to tackle and master global scientific and societal challenges in association with international partners.

8.2. The significance of the field of action for the internationalisation of the higher education institutions and strategies

Research at higher education institutions has always had an international quality. Networking with foreign colleagues in one's own discipline, interdisciplinary exchanges and the transfer between science and industry are natural components of research, on the one hand, and are becoming a precondition for participation in international funding programmes, on the other. Framework conditions (targeted information, strategic advice and active support in acquiring funding and in project management) must be improved with a view to increasing the number of successful German funding applications.

9. Field of action: Establishing transnational higher education courses

9.1. Joint policy goal

The Federal Government and the Länder continue to support the higher education institutions in offering appropriate courses of study abroad and participating in bilateral agreements with foreign higher education institutions. The positive effects of these transnational courses include strengthening the international reputation and visibility of German higher education institutions, networking future specialist and managerial staff with Germany and attracting highly qualified graduates to undertake post-graduate studies in Germany.

9.2. The significance of the field of action for the internationalisation of the higher education institutions and strategies

The number of students taking transnational courses offered by a foreign higher education institution in the students' native countries or regions is growing even more rapidly than the number of internationally mobile students. Germany has increased its activities in this area significantly over the past decade. This is demonstrated in particular by the foundation of bilateral higher education institutions which are administered by the foreign partner but where German higher education institutions and German quality assurance exercise considerable influence. The participation of German higher education institutions in transnational study courses abroad is proving to be a positive driver for the institutions' own internationalisation. It strengthens their international academic influence and contributes towards establishing expertise and structures in partner countries. The involvement of German university teachers in projects abroad constitutes an important part of their individual international qualifications and furthers their activities at their home institutions.

By implementing this strategy the Federal Government and the Länder are committing themselves to the further internationalisation of higher education in Germany and are at the same time appealing to the science and funding organisations to continue their efforts to promote networks and exchanges.

The Federal Government and the Länder intend to step up their efforts to cooperate in the development of the European Higher Education Area and the European Research Area and to actively endorse these in relevant European and international bodies – together with the higher education institutions and other stakeholders.

German universities in the world and for the world

International strategy of the German Rectors' Conference (HRK) – principles and guidelines

Resolution by the 4th General Assembly of 18 November 2008

Summary

The spread of global networks and knowledge systems is associated with growing uncertainty as well as increasing opportunities, both for specific societies as well as for the individual. However, the opportunities inherent in globalisation are essentially available only to those with qualified knowledge and extensive competence. Therefore, the education system is key in enabling the individual as well as society to strike a balance between the opportunities and risks of globalisation.

In light of this background, universities (the term is used in the context of this document to include all institutions of higher education) play a role as "agents of change"; yet at the same time they themselves are influenced by economic and political developments. The ability of the national systems of higher education to react flexibly and competitively will determine whether they can effectively respond to international developments without compromising quality of research and teaching. It is not sufficient to define

internationalisation as the mere exchange of students and teaching staff and the participation in international research projects. Instead, it will be essential that every university – starting with its mission and profile – develops a comprehensive internationalisation strategy that aims at achieving the transnationality of the university as a whole.

The two main responsibilities of the German Rectors' Conference (Hochschulrektorenkonferenz – HRK) – providing operational support services and representing members' political interests – will be fulfilled by providing advice and support to its member universities throughout the process of internationalisation. To keep pace with the emergence of a global system of higher education, it will also develop norms and standards that will help to ensure that German universities have a realistic chance of securing a place in global competition. The HRK will thus represent the interests of German universities and provide them with services to support the pursuit of their core internationalisation objectives.



1. Education toward Global Citizenship and Research for Society as Responsibilities of the Universities

The education of the next generation of young people at German universities aims not only to make them employable but also to equip them to assume global citizenship. Along with methodological reasoning and scientific logic, research commits itself to a choice of topics that support the values of civil society and, following on from this, the development of new knowledge for society. In this sense, the universities of the future are institutions in the world and for the world. This orientation of the universities of the future is a result of the challenges arising from globalisation, including in the area of academic teaching and research. The universities proactively address these challenges of globalisation by grasping emerging opportunities and simultaneously endeavouring to manage the risks associated with globalisation. These are, for example, the possibility that commercialisation of the tertiary sector may detrimentally affect those in the world who have so far been denied access to higher education.

2. Challenges of Globalisation for Society

Globalisation as a process that started in the economic and political arena has far-reaching implications, also for academic teaching and research. Globalisation in the economic sector involves the internationalisation of markets with varying values, social standards, and rates of productivity. In the field of politics – as in economics – globalisation is defined by growing competition accompanied by processes of deregulation, privatisation and liberalisation. Due to increasing market interdependence, economic and political decisions often trigger global effects (boom and bust). The proliferation of global networks and knowledge systems via new information media facilitates and accelerates the globalisation process. This acceleration affects economic and social innovations as well as changes in market activity,

and is coupled with increasing volatility. Globalisation is therefore associated with vastly increased uncertainty, but also with newly emerging opportunities, both for particular societies as well as for individuals.

This development entails the need to manage uncertainty, more frequently restructure social conditions and personal environments, and display greater flexibility. Rational decision-making becomes increasingly difficult. Rapidly changing conditions mean that long-term decisions such as starting a family, wanting children, as well as setting career or educational goals carry substantial risk for the individual. This, in turn, weakens relationships, the family, and diminishes everyday well-being.

On the other hand, obvious opportunities provided by the globalisation process lie in increased productivity, higher living standards – also beyond Western societies – and in improved employment conditions. Such opportunities need to be effectively utilised. Admittedly, they are primarily available only to those with qualified knowledge and extensive specialist and general competence, which leads to the risk of growing social injustice. With protections provided by family and the welfare state dwindling, opportunities abound for those who are better able to cope with uncertainty as a result of their education. At the same time career entrants, mothers returning to work and the poorly-trained, for example, tend to fall victim to such uncertainty.

To strengthen the positive effects of globalisation and to avert the negatives, social systems employ institutional filters, such as the employment system, the social system and, within certain limits, also the family system. Particular importance is attached to the education system, above all with regard to higher education. It is the key to enabling the individual as well as society to create a balance between the risks and opportunities of the globalisation process.

3. Challenges of Globalisation for the Universities

Developments in industry, the economy, politics, communications and information technology and their effects manifest themselves within the higher education system in the form of

- a high level of competition beyond national borders,
- a higher degree of cultural diversity as a result of educational migrants,
- demographically linked conflicts between the older and the younger generations over access to (academic/scientific) educational resources,
- state difficulties in financing a higher education system with broader access, and
- user expectations of education in terms of employability and professional training.

Accepting and mastering these challenges will be easy or difficult for different societies in different ways. A new divide will open up between educationally poor and educationally rich nations when – as expected – some 250 million students worldwide simultaneously surge into the tertiary sector.

4. Transnationality of the Modern University as a Consequence of Globalisation

If the German system of higher education properly assimilates the globalisation process and its implications, bearing in mind the basic parameters that exist in Germany (demographic development, funding, “grand” tradition, etc.), it will have to develop its self-identity in a globalised sense, and this should not only to so-called “Excellence Universities”. A university that ignores the globalisation processes and its associated challenges does not stand a chance in the medium term, and possibly even in the short term. This applies to the individual university as much as to the German system of higher education as a whole.

Due to market mechanisms a global system of higher education will develop – largely uncontrolled and organically – in the next few years. Allowing this process to happen unchecked may mean that the result is unlikely to correspond to ethical and political conceptions within the tradition of European as well as German higher education. For this reason, the internationalisation of German universities cannot be restricted simply to meeting harmonised teaching standards defined in a European context, acquiring research funding from Brussels, or expanding the international exchange of students or academics within the limits of national or European schemes. It would be a fundamental misunderstanding to envisage “internationalisation” in isolation as an – albeit important – element within the scope of a strategy for higher education. What is crucial today is not internationality in such a superficial sense, but rather the transnationality of every university as a whole.

Therefore any university must – in all the conceivable aspects of its work and business – be aware that it is a creative part of a developing global system of higher education and must act accordingly. It will be of utmost importance that German universities now not only define

their place within a global system of higher education, but that they themselves become active and contribute responsibly to the definition of this system.

Internationalisation aims at the transnationality of the university. This is why a sustainable and forward-looking university will define itself via its transnationality within the scope of the globalisation process.

Just as the profile and mission of each individual university differ in light of an increasingly diversified system of higher education, a university's internationalisation strategy is also customised and differentiated, embedded in the institution's mission statement. Based on a vision of internationalisation agreed by all the universities, each university must develop its own internationalisation strategy that appropriately considers the specific features of the individual university as well as the regional and national context in which it is embedded.

To achieve internationalisation within the scope of the globalisation process, German universities have at their disposal an internationally tested and partially proven set of instruments, a repertoire of measures to apply. It can be taken as certain that in future the quality of German and international universities will be assessed also with respect to achieving such standards of internationalisation.



5. Tasks and General Conditions for German Universities Against the Background of Opportunities and Risks of Globalisation

Universities, in their capacity as the world's "workshops of the future", face a highly important responsibility in the interplay of opportunities and risks inherent in the globalisation process. German universities will not be able to keep pace with international developments without:

- **Autonomy of Higher Education from Government:** To the extent that the state is withdrawing from its responsibility for the financing of the tertiary sector, it forfeits the right and opportunity to determine its course.

It will be essential to establish forms of university governance in a responsible manner that justifies autonomy, ranging from curriculum design through to staff recruitment.

- **New Types of Funding:** The unrestricted access of large numbers of students to higher education is not easily managed, even by educationally rich countries. It must be expected that in the medium term the public purse will only be able to provide partial funding of higher education. This will inevitably lead to initiatives in the free market.

One of the tasks will be to counteract "rampant privatisation" by means of exemplary public-private partnerships.

- **Entrepreneurial Universities:** Chronic public underfunding of higher education calls for new legal structures and new entrepreneurial models for universities.

It will be essential to harmonise the university's academic role with its entrepreneurial governance.

- **New Forms of Learning:** The great demand for information and teaching may result in high social selectivity that presents societies with the difficulty of not being able to provide enough adequately trained staff for their future needs.

Therefore it will be essential to facilitate access to open sources of learning, in virtual formats, and via publicly accessible courses and programmes (open educational resources).

- **Consolidation of General Studies:** The great emphasis on the applicability of scientific/academic education and training may result in a negative impact on general educational content, even affecting the higher levels of secondary education. Political pressure exerted on government may suggest neglecting the humanities and social sciences in favour of engineering and natural sciences in terms of funding and thereby jeopardising the normative, cultural foundations and traditions of societies.

It will be essential that the universities themselves provide sustained support for these subjects.

- **Delivery of Cross-Disciplinary Competence:** Students expect a specialised qualitative education, but moreover the delivery of key qualifications, such as innovative capability, entrepreneurial capacity and the ability to work in a team.

It will be essential that the universities not reject the delivery of such skills as being "beneath them", but rather integrate it subject-specifically into their curricula; for only the universities have the means to deliver these skills in a qualitatively appropriate manner.

- **Freedom of Research as the Basis for the Modern Knowledge Society:** The knowledge society calls for a broad approach to basic research that alone is able

to open up new academic horizons and prepare young people for the associated challenges. Research also aims to support knowledge-based businesses, receiving, in return, valuable ideas and suggestions.

It will be essential to protect the autonomy of researchers so that they are free in their choice of research topics and methods. In return for this privilege, researchers are obliged to make their knowledge appropriately available to society.

Furthermore, the universities will have to respond to the consequences of globalisation within teaching, learning and research. Meeting and mastering the upcoming challenges that will face the national systems of higher education will be impossible without:

- **Differentiation within the System of Higher Education:** The globalisation process will inevitably lead to a high degree of diversity and variety in the types of higher education institutions found worldwide.

It will not only be essential to enable quality assessment, but also to assign to those institutions not internationally active an important role within this system. In particular, this will involve complying with regional values, interests and needs that will develop as part of an inevitable regionalisation process.

- **Educational Standards in Higher Education:** The possibility of a rapidly expanding market within the tertiary sector bears with it the substantial risk of non-transparent quality differences that the users of the system will become aware of too late or not at all.

It will be essential to establish a global system of quality assurance that ensures educational standards are met at every level down to the actual classroom.

- **Comparability of Academic Qualifications:** Mobility expectations of consumers and university graduates will exert substantial pressure on the national systems of higher education to converge. The Europeanisation of higher education, with its implied standardisation, will have to be followed very quickly by an analogous global process.

In this context, it will be essential that the European elements of the system of higher education as well as its transferable traditions are safeguarded within the globalisation process.

- **Dealing with Uncertainty:** The globalisation process, with its risks and opportunities, calls for a fundamental change of attitude by (global) citizens towards their educational processes.

It will be essential to enable them to deal productively with uncertainties and to derive from the changes opportunities appropriate to their educational status.

- **Managing Issues of Educational Migration:** Despite conditions allowing easier access to information and means of transport, a concentration of universities in Western societies creates social selectivity on a global scale.

It will be essential that established universities facilitate access to the education they offer, including in developing countries and emerging nations, by setting up campuses abroad.

- **Assuming Responsibility in an International Context:** By cooperating with foreign partner universities, Germany's higher education institutions strengthen these centres of research, education and the training of experts and leaders, thereby promoting development in other parts of the world.

It will be essential that in all these activities the interests and goals of all participating universities are harmonised to create a win-win situation.

- **Exporting Higher Education:** The obligation to create access to higher education for as much of the world as possible calls for new forms of provision worldwide. These include noncollaborative arrangements, branch campuses, off-shore institutions, "flying faculty", as well as collaborative arrangements extending from the recognition of external programmes without case-by-case verification, via authorisation of externally-developed degree programmes (franchising), through to twinning (dual-degree) programmes.

It will be essential that such diverse forms of programmes become accepted at German universities in addition to more traditional approaches.

- **Managing the Impact of Teaching, Learning and Research in an Intercultural Context:** The delivery and exchange of knowledge must be adapted in line with the growing interculturality within which they occur. Globalisation in the field of science requires greater flexibility when managing diverging expectations in respect of the collaboration between students and/or researchers at a university.

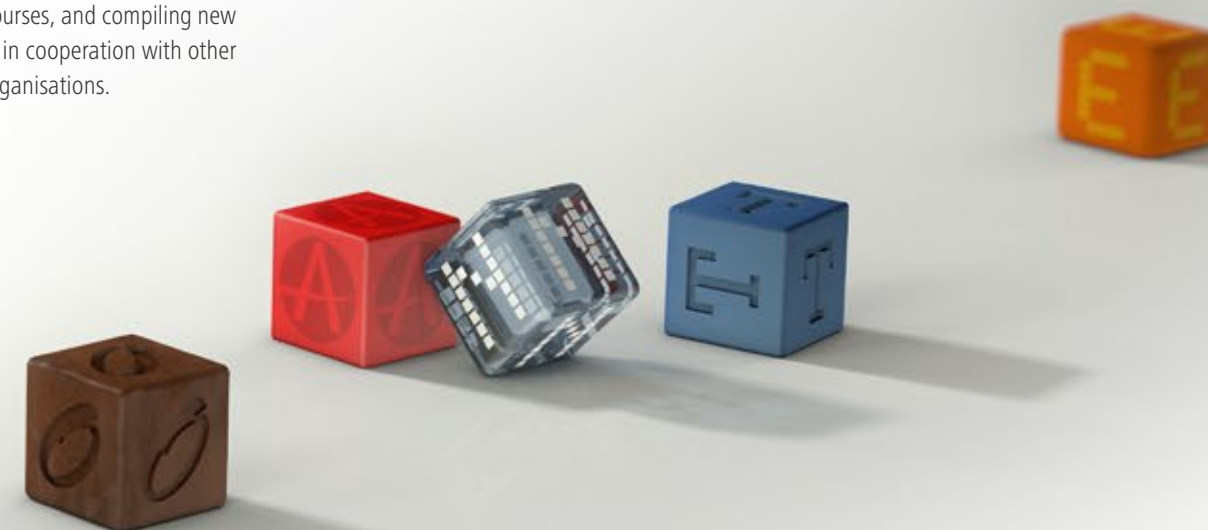
It will be essential to sensitise teachers and students to intercultural differences with the aid of targeted further education courses, and to create an awareness of the fact that teaching, learning and research within an intercultural context demands a lot from all involved.

6. The Responsibility of the HRK with Reference to the Globalisation of the System of Higher Education

Acting on behalf of its member universities, the German Rectors' Conference (HRK) is responsible for representing its members' interests and providing support services. Within the scope of representing its members' interests, the German Rectors' Conference will pursue a strategy of targeted influence on the creation of a global system of higher education wherever decisions are made (e.g. German education policy, European education policy, partner organisations, pressure groups, etc.) and will thus provide its member universities with a realistic chance of securing a place within this system, even in the medium term.

German universities will be able to take their place in the globalisation process only if they are strategically equipped for this process. This includes the universities initiating such measures and establishing such structures that allow them to be successful in the coming competition. The German Rectors' Conference is developing and maintaining a set of such tools, providing the universities with a range of advisory services and training courses, and compiling new strategies – where appropriate, in cooperation with other internationally active partner organisations.

In line with the universities' mission to educate and train students to be global citizens and to undertake research for the continuing advancement of societies (cf. 1.), the German Rectors' Conference will fulfil its two tasks, namely of representing the political interests of its members and of providing operational support services. As a global system of higher education emerges, as national concepts of higher education are developed, and in the provision of concrete support, the HRK will work to develop, establish, and implement norms and standards in such a way that a global system of higher education offers its participating universities a fair chance, educates the next generation for a socially just world, and at the same time acts competitively and with a commitment to quality.



Good practice in strategic internationalisation at German universities



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Global Bayreuth Identity

The University of Bayreuth's international alumni family

Arnim Heinemann



International alumni relations are part of the internationalisation strategy of the University of Bayreuth (UBT) and have a considerable impact on the development of the university. Structured international marketing and focused recruiting efforts that involve our alumni bolster UBT's international reputation, thereby attracting the interest of future students, scholars, and potential partners. In addition, these efforts allow us to effectively assess the quality of applicants in their home country.

As an internationally oriented, research-driven university, UBT was able to launch the Bayreuth International Alumni Centre (BIAC) in 2011 as a result of its success in the competition Research Alumni of German Universities, which was sponsored by the Alexander von Humboldt Foundation. The result was an office dedicated to the strategic, intercultural, and interdisciplinary networking of international alumni (meanwhile several hundred members strong) from all over the world. Its aim is to allow these alumni to keep in touch with UBT and to regularly return to Bayreuth in order to continue working with the university and to facilitate their long-term involvement in scientific projects. The BIAC's services are geared towards international students, alumni, doctoral researchers, and scholars connected to UBT.

Since 2012, UBT convenes international alumni network meetings at strategically important destinations for its internationalisation, namely in China and Africa. In the welcome address of the 2013 network meeting in Shanghai, the Chinese coordinator referred to her African counterparts as her "alumni cousins" – probably inspired by the way students and graduates in China often refer to each other as "study / graduate siblings". By addressing her fellow alumni as "alumni cousins", the coordinator in Shanghai successfully coined a new term expressing the strong bond our (international) alumni feel. The phrase was met with enthusiasm and UBT felt it had succeeded in developing a global Bayreuth identity which connects UBT alumni all over the world. The importance of such a shared identity cannot be overestimated, seeing that alumni are known to play a vital role as ambassadors of their university.

To ensure that international alumni information is processed efficiently, an international database was created and linked with the University's Welcome Services such that international students' data is transferred to the alumni database upon graduation (with the respective person's consent). The result is competent and seamless support before, during, and after one's stay at UBT. This overall strategy of support, advising, and long-term networking is complemented by the Alumni Forum, which was set up to serve as a communication platform and makes use of social media.

To help keep our alumni up to date, a quarterly newsletter reports on the latest developments at UBT that are of interest to an international audience. Additionally, UBT is looking into possibilities for alumni to access online resources and e-learning services from around the world.

Even beyond the reach of our alumni networks' coordinating offices in China, Kenya, and Cameroon, our international alumni are working to enhance UBT's international profile

by way of the Bayreuth International Alumni Network. Aside from marketing and recruiting, they help organise and host a range of events that are held in conjunction with continuing education workshops addressing topics relevant to science, business, politics, career, project management, fundraising, and e-learning.



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University of Bremen

Campus of Diversity

A major theme in internationalisation strategy

Yasemin Karakaşoğlu and Jutta Paal



One of the three major themes in the internationalisation strategy of Bremen University is the “Campus of Diversity”. This slogan expresses the climate cultivated at Bremen University, in which cultural diversity and an open attitude are highly valued. Furthermore, by strategically linking interculturality, internationality, and diversity, the university responds to societal challenges regarding education in a globalised world and uses the potential this creates for dialogue, cross-fertilisation, and innovation on every level.

Language and cultural orientation are recognised as elements of the autonomous diversity of students, teachers, and staff, whose requirements and potential are identified and taken into account.

Interculturality and diversity are responsibilities which cut across every area of the university, at student level and in advisory and teaching practices. The significance of these responsibilities was strategically anchored at management level when the Vice Presidency for Interculturality and Internationality was set up four years ago. It was recently changed into Vice Presidency for International Affairs and Diversity.

This theme is being implemented in several projects and measures of which two should be mentioned here as flagship projects. Academic multilingualism at Bremen University is understood as consistent encouragement of multilingualism. It is implemented in the self-imposed obligation to provide appropriate language learning and auxiliary courses in English, in German as a first and second language, and in Turkish, Russian, and Polish, which are the first languages of a large number of people both at the university and in the federal state of Bremen.

The “kompass – forum international” programme is a concrete measure by which internationalisation is realised at student level. In line with the overarching principle of respect for diversity and encouragement of participation, demand-oriented services are provided in order to ensure the academic success of international students. They are supplemented by the acquisition of non-discipline-specific key qualifications. The international students actively contribute to the course design and are thus responsible for making the kompass project “Successful studying through involvement on an international campus” work.

The diverse needs of students and staff are met by providing services throughout the university, especially by creating opportunities and spaces for encounter (for instance at the “International Day” or “Coffee with the Vice President”) and for privacy (“Room of Silence”).

Intercultural awareness and multilingualism as well as an emphasis on participation as a prerequisite for integration help make the Campus of Diversity reality. On December 4, 2012, Bremen University was awarded the “International University 2012” by the German Academic Exchange Service (DAAD) and the Donors’ Association for the Promotion of Sciences and Humanities in Germany (Stifterverband für die Deutsche Wissenschaft).



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Hamburg University of Applied Sciences in the Consortium on Applied Research and Professional Education – CARPE

Ralf Behrens



The strategic significance of the CARPE network for Hamburg University of Applied Sciences

Membership of the CARPE network offers Hamburg University of Applied Sciences unique opportunities for international networking on a European level and is therefore one of the regional focuses in its internationalisation strategy. It dovetails perfectly with the recommendations made as part of the HRK-Audit "Internationalisation of Universities" at Hamburg University of Applied Sciences.

Hamburg University of Applied Sciences and universities in Valencia (Spain), Turku (Finland), Utrecht (Netherlands), and Manchester (England) together form CARPE, the first consortium of European Universities of Applied Sciences. Apart from facilitating teacher and student exchange programmes and providing a platform for dialogue, the main aim of the partnership is cooperation on research projects and joint development of courses.

Structure of the CARPE network

The network is managed by a steering group made up of members of the governing bodies of all partners. Another working group is responsible for internal and external communication. To show the broad range of the CARPE universities in research and joint educational programmes and to allow all members to participate in the activities, a matrix has been developed which on the one hand is integrated into the European Research and Higher Education Area and on the other addresses the special requirements of Universities of Applied Sciences.

The matrix contains the overarching themes which all partners deem important: "Sustainability & Technology", "Inclusive, Innovative & Reflective Societies", and "Health & Wellbeing".

The fields of activity, "Teaching and Learning Innovation", "Excellent Management and Governance in Higher Education", "Applied Research Methods", and "European Entrepreneurship", demonstrate particularly clearly that a network of higher education institutions of this kind – Universities of Applied Sciences – offers special opportunities for exploring new options.

Joint projects

To bring the network to life, conferences were organised in Utrecht in 2011 and in Manchester in 2013. Existing and planned projects in the categories described above were presented at these events. The most recent conference took place in Turku in 2015.

The plan to create subject networks for researchers to help generate new project ideas has already resulted in joint funding proposals and lively interaction in a short amount of time, as the examples below illustrate:

Funded projects (www.carpenetwork.org)

- INCODE (Innovation Competencies Development)
- FINCODA (Framework for Innovation Competencies Development and Assessment)
- ESSENCE (European Sustainable Solutions for Existing and New City Environments)
- CoMoViWo (Communication in Mobile and Virtual Work)

Joint events

In addition to research and development projects, the CARPE network offers researchers the opportunity to discuss their work with others at regular events, colloquia, workshops, and summer schools which focus on various topics.

Collaboration on doctoral studies between Hamburg University of Applied Sciences and UP València

As well as successfully cooperating with the University of the West of Scotland for many years, Hamburg University of Applied Sciences has now extended its doctoral studies programme to include its CARPE partner UP València, as UP València is entitled to confer doctoral degrees. This means that Hamburg University of Applied Sciences is able to offer these academic qualifications on an international level, even though it cannot confer doctoral degrees itself.

Given the success it has enjoyed so far, the partnership in the CARPE network is to be stepped up. The CARPE partners are currently working on a joint funding proposal, for example, for a strategic partnership within the Erasmus+ framework. The focus here is on expanding the student exchange programme and on offering multidisciplinary degrees.



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The Academic Scorecard as a tool for successfully managing quality in the internationalisation process

Ines Roman

In all its fields of activity, hence including the process of internationalisation, Münster University of Applied Sciences sees quality as a relative gauge with which to measure the achievement of defined goals. It is only possible to judge the quality of an outcome by comparing the goals that have been set with what has been achieved. A good outcome depends on smoothly running processes and adequate structures. The quality of the outcome is also determined by the personnel and resources available, as well as the legal and political framework.

To set out systematic goals, Münster University of Applied Sciences uses the Academic Scorecard (ASC), a modification of the Balanced Scorecard often used in businesses. This is a table in which the strategic goals of an organisation or an organisational unit (for a university this would be the institution as a whole or a single department) are systematically and precisely laid out. The ASC allows for a differentiation of strategic goals, concrete goals, measures, benchmarks, and target values.

It is primarily used as a tool for systematisation, at the same time acting as a guiding and decision-making tool for managing the organisational unit or the university as a whole. This particularly applies to the implementation of goals in education, research, and resources.

Derived from the university's mission and from its principle of interculturality, the current focus of Münster University of Applied Sciences in its international activities is on three strategic goals: Enhancing both outgoing and incoming student mobility as well as mobility of academic staff. In order to implement these goals, concrete measures were defined and indicators developed to monitor their state of realisation.

The evaluation of international activities plays a major role in measuring quality and implementing the ASC. This includes internal evaluations, such as reports from students who have spent time abroad, surveys completed by students and recent graduates asking specifically about international-



isation, as well as systematic reporting. Furthermore, quality management meetings take place at least every third semester in the departments and in the main academic bodies and have proven to be particularly helpful in achieving the desired outcome. The aim of these meetings is to discuss quality-relevant aspects among student representatives, members of the departments, the President's Office, and the central QM team. They discuss to which degree goals have been reached; if the outcome is not satisfactory, respective measures to address the situation are agreed upon.

To ensure quality of teaching and learning, involved teams analyse internal procedures, make improvements where necessary, and visualise them in flow charts. Since 2008, these charts have been made available to all members of the university on the university's intranet portal FINDUS. The illustration of processes not only makes internationalisation measures more transparent, it also supports the implementation of strategic objectives and the flow of information within the university.

The Academic Scorecard provides the framework for efficient quality management at Münster University of Applied Sciences and is a successful tool for managing its internationalisation. It supplies a record of the most important strategic goals and allows to focus on various aspects of the internationalisation process. The regular evaluation of measures makes it easier to determine the level to which the university has internationalised. The results also provide the opportunity to regularly update the ASC and adapt the internationalisation strategy to the university's developing requirements accordingly.

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Quality-oriented selection of university partnerships

ESB Business School's selection matrix

Hazel Grünewald



An active commitment to internationalisation is the hallmark of Reutlingen University. Winner of the German Academic Exchange Service's (DAAD) "International University 2010" Award, Reutlingen University applies the principle "think globally, act locally" to its education of young people. Its aim is to produce graduates who are highly qualified and responsible citizens with a set of intercultural skills that enable them to operate confidently and with cultural awareness in a global network. All five schools are involved in the internationalisation process. It is, however, the largest school, ESB Business School, where this process is most advanced.

At ESB Business School, the internationalisation process is considered a natural part of the institution's quality culture. Quality in this respect encompasses not only quality assurance in teaching and learning, but also the systematic integration of internationalisation measures into the internal school and university quality management system. The goals are to establish greater transparency and better

procedures, clear assignment of authority and responsibility, better quality of services, and to guarantee compliance with legal requirements.

Many renowned international partner universities work together with ESB in this way to agree on quality requirements for agreements that enable students to integrate their foreign studies into their chosen degree programme for credits. To ensure the quality of the learning experience, students are advised to choose one of the 120 foreign institutions with which ESB Business School maintains partnership agreements.

Decisions on potential cooperation agreements are based on the criteria listed in the selection matrix. Faculty members wishing to establish a new cooperation agreement – typically International Officers or Programme Directors – are required to make a case to the Head of International Relations and the Faculty Board that the cooperation will meet given prerequisites. Afterwards, the Faculty Council and the President's Office are informed about the new cooperation.

The request for approval details the reasons for establishing the partnership, using the qualitative criteria from the catalogue to allow for a more precise assessment of the benefits the collaboration will bring to the faculty and the university. The strategic importance of the partnership, its particular appeal, the economic and political significance of the location for Germany, the hallmarks of the institution, and its current position in terms of ranking and accreditation are just a few of the many criteria which have to be recorded and analysed before the partnership is approved. The focus of the planned cooperation, the unique selling point of the course portfolio and the target group must also be documented. Furthermore, information on tuition fees and the university infrastructure is provided to present an overall impression of the potential partner institution.

The deployment of this tool is just one example of good practice at Reutlingen University, where internationalisation has always been greatly valued and is a central component of the institution's structure and development plan. Our experience with the selection matrix has indicated that it is far more important to highlight the concrete positive effects of internationalisation for the economy and for society than to simply measure and report a certain degree of internationalisation as a critical success factor.



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The International Guest Lectureship Programme at Bielefeld University

Thomas Lüttenberg

At Bielefeld University, internationalisation is seen as a task to be addressed in every area of the institution. With this in mind, it has developed an internationalisation strategy which systematically prioritises research, teaching, recruiting, and mobility. The International Guest Lectureship Programme has been established as part of the strategic internationalisation of teaching. It gives every teacher the opportunity to invite colleagues from other countries to Bielefeld and integrate them into their teaching (BA and MA). The international guest lecturers stay between two weeks and four months and are looked after by their host, with support from the Welcome Centre if required. The programme has a remarkably uncomplicated application process and a lean administrative structure.

The presence of the guest lecturers contributes to the internationalisation of teaching and learning in terms of language, content, and method. The guest lecturers usually teach in English (an exception is made for German Studies and for Bielefeld's flagship courses in German as a Foreign Language); they bring a new slant on content, and demonstrate methods different from those used at Bielefeld University. For example, the Physics faculty has a particular focus on inviting guest lecturers from foreign research institutes who present their practical research while in Bielefeld.

A key aspect of the programme is its orientation towards the development of a lasting effect on internationalisation at Bielefeld University. On the basis of existing attempts at internationalisation in subject-specific teaching and beyond, the International Guest Lectureship Programme makes it possible for the faculties to systematically consider how the visit of a single international lecturer can yield more than the palpable contribution to and enrichment of teaching at Bielefeld University described above. For example, can the guest help develop a module with international study visits as part of the curriculum? Are there opportunities for a structured exchange programme for students which can improve the learning outcomes for students at both universities? Or does the visit even open up perspectives for the establishment of a dual degree programme?

The decision on a proposal to fund a guest lectureship depends very much on the lasting integration of visits into the faculty's internationalisation plans. And it works: following the guest lectureship of a well-regarded American Germanist from the University of Cincinnati in Ohio in 2013, which lasted several weeks, the faculty for Linguistics and Literature decided to set up a student exchange programme in German Studies with this university, which is now funded by the DAAD.



The International Guest Lectureship Programme therefore provides an impetus to internationalisation in the faculties. It offers students the opportunity to encounter teaching delivered in English at an early stage and to experience teaching content and methods from other countries earlier than usual. This might also motivate them to spend some time in another country as the guests are asked to present their home institution to a large number of students. The faculties are given incentives to internationalise the teaching of their subjects and perhaps go beyond that.

The International Guest Lectureship Programme is one of a whole array of internationalisation measures at Bielefeld University. For example, the programme with the goal of strategically internationalising subject-specific teaching is supplemented by the Studium Internationale, which is offered by two faculties. In its modules for BA programmes in all faculties, it offers students personal development through the improvement of intercultural and international skills (in particular, appropriate and effective interaction with heterogeneous life and learning cultures in an everyday context and in their careers later on, and the ability to

act, think, and communicate with cultural awareness). Both measures, the International Guest Lectureship Programme and the Studium Internationale, are part of a programme called "International Profile", in which students can be awarded a certificate for their international experience and skills within and outside of the university.

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Internship placements for foreign students

FiPS – Furtwangen Internship Placement Service

Rüdiger Kukral



The demands on universities to be regionally established, innovative, and globally networked as part of the internationalisation process call for tailored models for cooperation which specifically use regional strengths such as a strong economy to create attractive cooperative ventures away from the mainstream. The Furtwangen Internship Placement Service (FiPS) meets these requirements perfectly, allowing well-regarded partner universities in other countries to work more closely with Furtwangen University and to benefit from its wide range of contacts with industry in the region. At the same time, FiPS responds to the rising demand for young academics with international qualifications. Studying abroad for a semester or undertaking a work placement in another country can help students to embark on their career with international and intercultural skills. Given this win-win situation, FiPS has quickly established itself as a pillar in the internationalisation strategy at Furtwangen University.

While demand for exchange opportunities in English-speaking countries remains very high among German students, the reverse is not a popular option. Incompatibility in the timing of the academic years and lecture periods, problems with recognition of academic achievement, and financial reasons are seen as the main obstacles and make it almost impossible to operate exchange visits on the basis of a mutual one-on-one exchange.

With this in mind, Furtwangen University began working with the University of New Brunswick (UNB) in Canada in 2004 on a scheme where paid internship placements in German companies were provided in return for exchange opportunities free of tuition at UNB. The driving force behind the idea is supplied by Professor Dr.-Ing. Guida Bendrich, Head of the Engineering Co-op Office at UNB, and Professor Dr.-Ing. Rüdiger Kukral of Furtwangen University, who has been able to supply around 60 internship placements so far and has thus acquired over 70 exchange spots free of tuition for students of Furtwangen University. This was made possible not least by the strong economy of the Schwarzwald-Baar-Heuberg region in medical, microsystems, and production technology, in high-precision engineering, and in the automotive sector.

The secret of the success of this cooperation model lies in the all-round win-win situation:

- The partner universities like to see their students immersed in German companies, where they can improve their international skills;
- the incoming students point out that their payment covers their living costs and that they have time at weekends to get to know Europe;
- the companies benefit from the well-educated visitors and from the “involuntary” English courses for their staff and are increasingly discovering the option of recruiting future employees for their international locations;
- Furtwangen University and its outgoing students benefit from exchange opportunities free of tuition and from high-calibre partnerships which make Furtwangen University more attractive to prospective students and which give the participants’ curriculum vitae a special gloss.

The cooperation model improves Furtwangen University’s study abroad quota, which is why it is now progressing to become one of the pillars of the university’s internationalisation strategy in the extended form of FiPS. The FiPS project has been extended to include more partner universities since September 2013 as part of the Baden-Württemberg-STIPENDIUM – BWS plus programme. For FiPS the Baden-Württemberg Stiftung, one of the major foundations in Germany, provides total funding of €100,000. According to Vice President Professor Dr. Michael Lederer, with its high-calibre international partners and a presence throughout Furtwangen University, FiPS will help to raise the study abroad quota and make the university better known, more attractive, and improve its standing on a national and an international level.

In summary, from modest beginnings with much personal commitment, a pioneering model project for exchange mobility has been established at Furtwangen University which, precisely because it is unusual, has allowed some excellent new cooperative ventures to be initiated in English-speaking countries.



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The German-French Institute of Business and Technology

Thomas Bousonville and Doris Kollmann

Due to its geographical proximity to France and the long history Saarland shares with its neighbour, the Hochschule für Technik und Wirtschaft des Saarlandes – University of Applied Sciences (htw saar) has pursued the establishment of cross-border courses with particular commitment from very early on. Even though increasing numbers of cooperative ventures have been developed with universities outside of the French-speaking area since the 1990s, the integrated German-French degree programmes, which currently have around 400 students, still are the backbone and an example of best practice for internationalisation at htw saar.

The positive experience gained from this cross-border education programme forms the basis for the further development of international study programmes as part of the institution's internationalisation strategy. Similar to the German-French model that will be described in more detail below, htw saar has played a more significant part in the transnational educational programmes initiative of the German consortia of Universities of Applied Sciences over the last decade. Integrated dual degree programmes have been set up at partner universities in Jordan (GJU –

German Jordanian University), the People's Republic of China (CDHAW – Chinese-German University of Applied Sciences), and Mexico (MDHAW – Mexican-German University of Applied Sciences). The DFHI-ISFATES model remains strategically relevant at htw saar and provides impetus and ideas for the continued development of the university's international portfolio.

As early as 1978, the first German-French collaboration on higher education was established between the former Fachhochschule des Saarlandes and the University of Metz, with dual degree programmes based on an agreement between the two countries. The courses initially comprised a postgraduate course in the third (Saarbrücken) and the fourth (Metz) year in Business Management, Mechanical Engineering, and Electrical Engineering. Students who had performed well in their undergraduate course and their intermediate examinations or who had finished their 1er cycle were given the opportunity to earn two degrees, the Licence (as of 1992: Maîtrise) and the Diplom of the University of Applied Sciences, after two years of graduate studies.

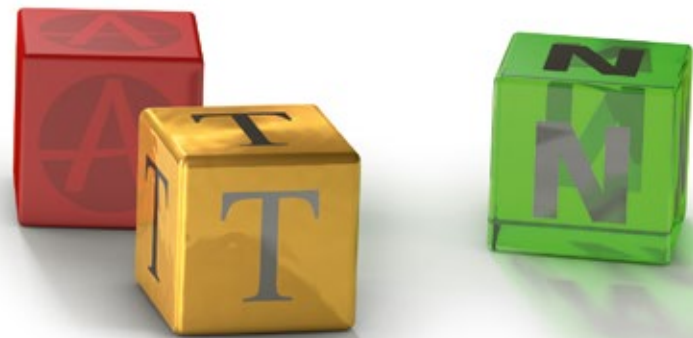


From the start, the courses were brought under the umbrella of a jointly funded structure, the German-French Institute for Higher Education (Deutsch-Französisches Hochschulinstitut, DFHI, or in French, Institut Supérieur Franco-Allemand de Techniques, d'Économie et de Science, ISFATES). The institute has its own offices in both countries and both countries are also equally represented on institution and course management boards. Over the years, there has been gradual consolidation with more bi-national elements: joint admission and examination committees, the founding of a funding body (the friends' association), and the formation of a student and an alumni association have made the network stronger and have helped define its distinct identity.

Since the beginning, much has changed in the national higher education systems and in the higher education institutions themselves. Over the past 35 years, the DFHI has managed to maintain a balance between sometimes asynchronous developments in the two countries. Information Technology, Construction Engineering, and Logistics were added to the established degree programmes. In 1999, a four-year course structure was set up; 2005 saw the introduction of joint Bachelor's and Master's degrees at both universities for all degree programmes. With a further partnership with the University of Luxembourg, the tri-national European Construction Management degree programme was created and replaced Construction Engineering in 2005. Today, eleven dual degree programmes, made up

of six Bachelor's/Licence and five Master's programmes are offered. They all bear the quality seal of the German-French University (Deutsch-Französische Hochschule / Université Franco-Allemande).

The DFHI has awarded over 2,500 dual degrees and thus represents the largest German-French collaboration on higher education. The success of the Institute is also the success of its graduates who have excellent career prospects, and not only on the German-French labour market. This is particularly due to the multidisciplinary profile-forming elements of the courses: mixed nationality groups of students at changing locations, carefully constructed curricula with their foreign-language, intercultural content, project study, and the work placement phase in the partner country create the perfect framework for personalities to mature in an extraordinary way. They learn to be independent, creative, adaptable, and tolerant and to demonstrate solidarity. These are characteristics which along with sound subject knowledge are needed more than ever in today's globalised and fast-paced world. Despite the extra effort of changing locations and taking examinations in their non-native language, an above-average number of students complete the DFHI degree programmes.



Intercultural skills can be furthered in a semester studying at a third university, under the Erasmus programme, for example. htw saar and the University of Lorraine maintain numerous collaborations with European and non-European universities, including a highly-regarded relationship since 1995 with the École Polytechnique de Montréal in Canada.

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Kiel University

Docs Build Bridges

A concept for the support of doctoral candidates

Jan Bensien and Sabine Milde

Doctoral training is a central component in ensuring the innovative capability and the long-term viability of university research. So there is good reason why the aim of increasing the number of international doctoral candidates, which is set out in Kiel University's internationalisation strategy, goes hand in hand with improved service and support structures. The effective combination of discipline-related supervision and personal support and the encouragement of academic independence are important driving forces behind this. The Graduate Center and the International Center support doctoral candidates who are not supervised in Research Training Groups or doctoral training programmes with a programme that since 2013 has combined a number of different measures. It is funded by the DAAD's (German Academic Exchange Service) STIBET doctoral programme. The Docs Build Bridges support network was created in collaboration with the Continuing Professional Development Center. Its functions include supplying information, advice and support from tutors, networking, continuing education, and integration for doctoral candidates from other countries and their partners.

Docsnets – Interdisciplinary working groups at department culture level

Five Docsnets with a focus on departmental culture provide a forum for multidisciplinary and intercultural dialogue. Attendance is not compulsory and scheduling is flexible. The informal, yet structured environment in a friendly atmosphere supports the doctoral candidates in terms of their work, but help is also offered on a more personal level. Doctoral students also benefit from the diversity of the groups, which are made up of around 15 doctoral candidates from on average seven disciplines and different countries. The participants discuss current topics from the wider academic context and address questions regarding financing and funding, supervision, travel cost allowances and attendance at conferences, publication, plagiarism, work and time management, teaching, problems with stress and language difficulties, the search for accommodation and rental contracts as well as issues relating to the departmental culture.

Reference management software and text processing programs, writer's block, and the German language are important topics in the "Languages" Docsnet. Subjects discussed in the "Cultural Studies" Docsnet are culture shock, cultural divergence, the history and culture of Kiel, and perceptions of the doctoral candidates' own countries. Networking is important: "Academia and social networks: (how) does that work?", "Power-distance online?", public outreach, online profiles, and types of networking are discussed here.

The "Technology and Life Sciences" Docsnet is the place to discuss the transfer of knowledge to society, the German mentality, motivation for one's own development, and the relationship of the doctoral candidate to their family. New doctoral candidates in particular find the meetings very helpful in establishing themselves more successfully in Kiel.

In the "Economic and Social Sciences" Docsnet, the doctoral candidates talk about different ways to obtain a doctoral degree, recognition of qualifications, and career opportunities in Germany and elsewhere in the world.

It is harder for the "Medicine" Docsnet to reach its target group and find participants. The tutor is therefore developing continuing education content for medical students on the subject of intercultural communication: 1. "Intercultural teams – blessing or curse?" and 2. "Faith & sickness – hospital as a conflict zone".

Networking and cultural awareness are equally important for doctoral candidates from Germany and from other countries. Reflecting on the ways in which one's own thinking and actions are culturally determined increases awareness of cultural differences, improves understanding and acceptance of the host culture and of other students' cultures, and promotes integration at the university. Sustainable contact in the university and the population encourages sharing of skills and access to cultures.

Docs Get-together – An international evening out

The international event Docs Get-together takes place twice every month. The doctoral candidates meet up in a pleasant and relaxed atmosphere. Finding new friends, getting to know the city, chatting about their research – all this is on the agenda when early career researchers meet colleagues from other countries.

The subjects are as widely diverse and interesting as the home countries of the people attending: from Egypt to New Zealand and from Japan to Namibia, they all enjoy the lively discussion. However, it is not just the different nationalities that make the meetings stimulating: many different disciplines and young researchers who are all at different stages in their academic career ensure that the events are diverse and enriching.

Doc-Pilots – Individual help to get under way and individual support

The first steps are always the hardest: doctoral candidates therefore benefit particularly at the beginning of their doctoral training from personal support by the Doc-Pilots. These are tutors who help with finding accommodation, dealing with officials, banks or insurances, and with planning childcare. There is a great deal of organisation to do as well as working toward the doctoral degree and it is easier and more quickly accomplished with the help of an experienced "native". Personal contact to the Doc-Pilots, which is established upon enrolment at the International Center, also helps students to find their feet in the new research structures and their new social environment at Kiel University. The support is supplemented by events throughout the semester ranging from excursions in the surrounding area to cultural activities such as visits to the theatre and so on. Doc-Pilots help with networking beyond the discipline boundaries as well.



Continuing education

There is a wide range of continuing education classes/options on offer for doctoral candidates: "Conversational German" courses are offered not only to the candidates themselves, but also to their partners to encourage integration. There is also individual language support for helping with the preparation of presentations, for example. In the tutorials, which benefit the development of individual and cultural skills, subjects such as culture shock, living and working as a foreign doctoral candidate at Kiel University, working in an academic environment, and interacting with supervisors and with university administration are discussed. As part of the support offered, there is a "Coaching for Couples" option which addresses the difficulties that might arise in relationships during a stay in another country.

Other themes include academic writing, presentation skills, and various other options offered by the Continuing Professional Development Center and the Graduate Center.

The future

Docs Build Bridges is a package of measures which despite its success is constantly undergoing development. For example, the intercultural summer festival "Who let the docs out" has become well established. The first event of its kind took place on the campus in June 2013. It was

attended by 40 doctoral candidates from various countries who got together with their German colleagues.

Other new projects are currently being developed, including Docstalks, in which current research themes and academic teaching content are presented and taught and the broad range of innovative work by early career researchers is displayed. The goal is to establish an academic forum in which early career researchers who do not teach have the opportunity to train as university lecturers and develop a profile as teachers.



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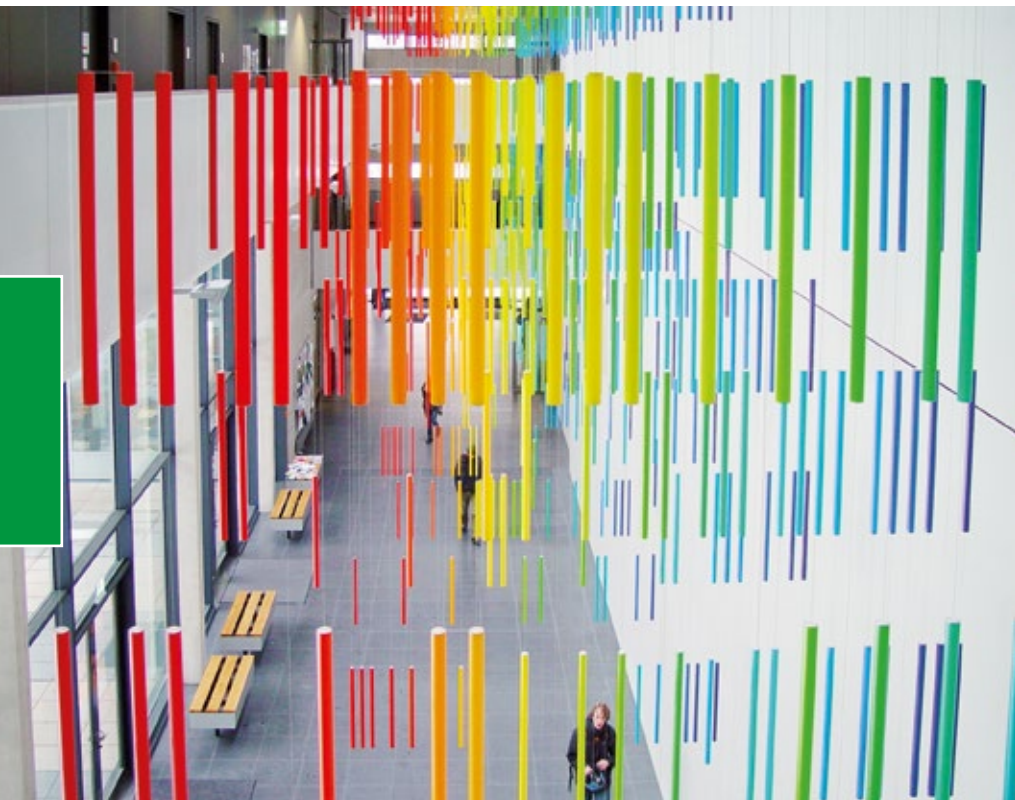
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European research management

The European Project Center

Claudia Siegel



The European Project Center (EPC) is a section in the Directorate for Research Promotion and Technology Transfer at TU Dresden assigned to the Vice-Rector for Research. It supports researchers interested in EU funding for their research projects throughout the process, from the project idea to its successful completion.

Since being founded in 2005, the EPC has not only developed into an excellent corner stone for research funding, but it also contributes substantially to international networking at TU Dresden. The initiation of research collaborations and the realisation of research and transfer projects with international partners are core objectives of the university's internationalisation strategy.

The EPC's goal is to meet the rising demand for consultancy and to coordinate and effectively supervise the economic and administrative aspects of project management within international consortia. Particularly projects with third-party funding from the European Union require higher scrutiny and more specialised competencies for the project management than comparable national projects.

With the steadily increasing interest of researchers in the EPC's services, the team has grown from originally three to currently 40 experienced employees. The EPC staff are fully financed through the approved projects.

The EPC advises on all EU funding instruments. This includes major programmes such as Horizon 2020, ERASMUS+, ESF, and INTERREG. However, guidance on less sought-after programmes such as COST or IEE is also part of the service offered by EPC. Special knowledge of EU policies and funding guidelines – and how to apply them best – helps to successfully translate ideas into projects.

The core competencies of EPC, besides giving advice on funding, are primarily in the area of project budgeting and the design and implementation of efficient management structures. After funding has been acquired, the EPC handles contract negotiations, administrative and financial project management (funding management and accounting), and coordinates reporting to the EU funding agencies.

Since the founding of the EPC, the number of approved and EPC-supported EU projects has risen steadily. While TU Dresden ranked eighth among German universities with EU-funded projects in the 6th Framework Programme for Research and Technological Development, it was one of the top five in FP7 with over 200 projects. In the TEMPUS programme, TU Dresden was named the most active German higher education institution by the DAAD in 2010. Currently, more than 300 ongoing projects are being supported by the EPC, making it the top-ranking agency for the management of EU projects in Eastern Germany and one of the top three in Germany.



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University of Tübingen

The Matariki Network of Universities – “Partnering for a better world”

Karin Moser v. Filseck

In February 2010, seven universities came together in Durham in the UK to form the Matariki Network of Universities (MNU). All seven have strong research capabilities, are part of international networks, and are similar in structure. “Matariki” is a Māori word denoting the “Seven Sisters”, the Pleiades constellation. The network, which chose “Partnering for a better world” as its motto, is made up of the Universities of Durham (UK), Uppsala (Sweden), Western Australia (Australia), Otago (New Zealand), Queen’s (Canada), Dartmouth College (USA), and Tübingen (Germany).

Matariki occupies a special position in the internationalisation strategy of the University of Tübingen. This strategy is a key component in the university’s concept for the future “Research – Relevance – Responsibility”, which was developed in the context of the Excellence Initiative. For strategic management of its internationalisation strategy, the university pursues the concept of “strategic partnerships” with high-ranking universities and research institutes all over the world. Matariki is one of these partnerships. So far, it is the only multilateral cooperation network in this area and can thus serve as a model for similar networks. Members of the universities’ management teams meet regularly to discuss the joint strategy, as do departmental heads with responsibility for research, learning and teaching, and for

international issues. For example, in 2012, seven research topics were identified. Each one is in the lead responsibility of one university which coordinates activities in which all seven universities participate. Some topics relate to global challenges such as renewable energy, others are in areas of excellence in top-level research, such as quantum science (led by the University of Tübingen) or innovative areas of research such as disaster resilience. This is where the objective of Tübingen’s concept for the future, which, particularly in application-oriented research and research-led teaching, aims for social relevance and accountability towards science and the public, convenes with the slogan “Partnering for a better world”.

Another goal linked to the term “partnering” is international benchmarking. The network of critical friends offers a safe space for discussion, mutual support, and learning from each other. This applies not only to research and teaching, but also to strategies at leadership level, administrative processes, evaluations, and quality assurance mechanisms, where joint standards are developed and best practice models can be shared. One example is the Teach@Tübingen programme, which is an element of the internationalisation strategy at Tübingen with funding from the Excellence Initiative. This has been developed into an outstanding instrument for international exchange and



is now viewed as a model within the Matariki network. It offers doctoral candidates at an advanced stage and postdocs from partner universities the opportunity to take part in the teaching programme at Tübingen for one or two semesters and thereby improve their teaching skills. At the same time, it increases the number of courses taught in English at the University of Tübingen – an aim also set out in the university’s internationalisation strategy.

Multilateral networks continue to be new territory, unlike bilateral collaborations. They require more strategic management, support from teachers and researchers, and open communication. Not all the partners are involved in all joint projects, such as collaborating on research. This is unlike initiatives which affect all participating universities equally, such as benchmarking, student experience or research marketing. The different experiences of three universities in the EU, two in North America, and two in the Pacific region can generate additional value for the network. Shared targets for the near future are the

development of study programmes with double or joint (multiple) degrees, mutual recognition of course achievement and semesters abroad, teaching staff exchanges, and research fellowships.



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Target-group-specific website

Services of the International Office

Wolfgang Lambrecht

One of the key priorities of strategic internationalisation at Technische Universität Chemnitz (TU Chemnitz) is to guarantee continuous supervision throughout the academic career of students, doctoral candidates, and researchers from other countries, who either wish to come to the institution or who are already working there, as well as for German students and researchers who wish to spend time abroad.

As well as in-depth and individual advice and support for the internationally mobile students, doctoral candidates, and researchers, the design and content of the university's website is a core part of the 'support flow' at TU Chemnitz. It is a key medium through which information is disseminated and it is the face of the university, both internally and externally.

Therefore, it is of great importance to the International Office at TU Chemnitz that the design and content of the website are specifically tailored to the needs of its target groups and that all content appears in both English and German. From the university's home page, users are taken via a clearly placed "International" button to a page, a one-stop-shop so to speak, where all the important general information about the university and about Chemnitz, together with more specific information particularly targeted at students and researchers, is made available in a clear and easily understandable form.

To make navigation easier, the websites for students are divided into specific information and content categorised by incoming and outgoing. A particular service offered to incoming students at TU Chemnitz is the "Buddy" programme of the International Office, which i.a. pairs them with German partners who help them integrate in various ways: language, courses, and social life.

The Welcome Centre web pages, on the other hand, are designed specifically with international doctoral candidates and researchers in mind: they provide not only an abundance of information about entering Germany and residing here, but also much valuable help on research and academic careers in Germany in general and at TU Chemnitz in particular. The site also includes English-language workshops on a range of different aspects of working in academia.

In summary, the website of the International Office makes an important contribution to the recent success of internationalisation measures undertaken at TU Chemnitz.



TECHNISCHE UNIVERSITÄT
CHEMNITZ

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Funding instruments for international mobility

Financial support and standard, transparent selection procedures

Robert Westendorf



According to students surveyed at Hochschule Hannover – University of Applied Sciences and Arts (HsH), difficulty with funding is a major impediment to studying abroad. Therefore, financial support for all mobility activities undertaken by qualified students is now a strategic goal at HsH, which has been stipulated in the target agreements with the Ministry for Science and Culture of Lower Saxony for 2014–2018. Students can apply for mobility grants in standardised and transparent procedures coordinated by the International Office. Around € 300,000 is made available from university funds each year to help students spend a semester studying abroad, take up work placements or attend language or subject-specific courses at partner universities abroad.

The “Hin-und-Weg” bursary supports students on stays abroad, particularly outside of Europe, by using central university funds to bolster PROMOS funding from the German Academic Exchange Service (DAAD). Key selection criteria are students’ performance, commitment to voluntary activities, as well as their motivation and preparation; the latter is verified in an application interview. Students use an online application tool to provide their personal details along with a statement of purpose, their curriculum vitae, their transcript of records, proof of language proficiency, and, where relevant, evidence of initial enquiries about the planned activity. There are two application deadlines each year. This arrangement ensures that the grantees are chosen carefully, that they have sufficient time to register with or apply to the host institution, and can thoroughly prepare for their stay abroad, making use of specific support services provided by the International Office. The programme is particularly successful because it is firmly rooted in the internationalisation activities of the university. It has a broad scope due to its generous budget and the procedure used for allocation is both merit-based and transparent.

Study periods abroad are also funded by almost every department and faculty with a “Go Out” grant of up to € 500 per semester. As this grant only requires applicants to have finished their undergraduate courses, the threshold for students to apply is very low. It can be used in combination with other bursaries such as the “Hin-und-Weg” bursary described above, or Erasmus. The “Go Out” grant offers students the financial support they need for subject-specific courses, language courses or study trips abroad which are scheduled on short notice and for which there are often no other funding opportunities.

Additional means enhancing students’ outgoing mobility are tuition fee waivers, the use of leaves of absence as well as the possibility of applying for interest-free loans at the Association for International Relations at HsH.



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The study abroad campaign

An initiative for the promotion of student mobility

Verena Ladegast and Christina Fritz

The University of Konstanz understands internationalisation to be deeply rooted in its own identity, firmly established on all structural levels, and therefore a cross-sectional task of all university personnel. For these reasons, the internationalisation strategy is incorporated into all areas of research, study, teaching as well as the university administration. The top priorities for this internationalisation strategy include fostering a creative academic environment that is attractive for excellent researchers, students, and potential partner universities from around the world. Internationalisation also serves to create worldwide synergies and promote diversity.

To reach these goals, various strategies were devised, including the promotion of international mobility. More specifically, the University of Konstanz has set the long-term goal of increasing the number of students who go abroad to 50 per cent. Besides promoting the academic, language, and personal development of our students, this initiative will also better prepare our graduates for a global labour market. In order to hit the target number, interesting study opportunities must be created and obstacles for mobility must be removed. For this reason, the study

abroad campaign of the University of Konstanz intends to systematically counteract these obstacles through enhanced information management.

To identify the mobility obstacles, we had to first find out why some students changed their plans by deciding against studying abroad. To answer this question, the University of Konstanz was able to use the results from an internal student survey carried out by Quality Management. Additionally, we have access to the research results from national surveys about student mobility from the Research Group on Higher Education at the University of Konstanz. Three main mobility obstacles were identified through these surveys: the additional financial cost, the loss of time to complete study programmes, and insufficient foreign language proficiency.

Based on this information, we developed specific measures to counteract these obstacles to mobility. The International Office started its wide-reaching study abroad campaign in 2010. Success in numbers: over 40 per cent of our students are currently studying or have studied abroad.

A basic component of our campaign: The event series “Study Abroad” with catchy titles such as “Norway or New Zealand, how do I find the right study abroad destination?”, “Cashless in Seattle: financing opportunities for study or internships abroad”, or “It’s all Greek to me – this is how I will improve my language fitness”. Here, all students at the University of Konstanz have the opportunity to address their study abroad concerns. The info series is offered every year and is received very well. We can measure how many of the participants study abroad by reviewing the list of participants. Our data shows that approximately 50 per cent of our event series participants apply for a study or internship position abroad in one of the following semesters. The evaluation of the written experience reports from our mobile students confirms that the information events play an important part in motivating them to study abroad.

The University of Konstanz strives to reach all students, even those who have never considered an experience abroad and therefore have not sought our consultation. For this reason, our information offerings are accompanied by poster and postcard distributions. We are not only creating interest through these activities, but we are also making first contact with students, which often leads to further opportunities for consultation regarding the planning of an experience abroad. The response is measurable: approximately 80 per cent of the postcards that are handed out are returned to the International Office with the request for further information.

Our study abroad campaign is a great example of how we provide information and services not only to students who are already in the planning stages for an experience abroad. Instead, we reach out to students even before they consider going global. The International Office supports our students prior to and during their entire time at the university with practical information and assistance.



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The International Department of HRK

The German Rectors' Conference (Hochschulrektorenkonferenz – HRK) is the voluntary association of state and state-recognised universities in Germany. It currently has 268 member institutions serving approximately 94 per cent of all students in Germany.

The German Rectors' Conference is the political and public voice of the universities. It provides a forum for the process of forming joint policies and practices, addressing all manner of topics related to universities: research, teaching and learning, continuing professional education for academics, knowledge and technology transfer, international cooperation, and administrative self-management.

The opinion and decision-making process within the HRK takes place in various bodies, namely in the General Assembly, in the Senate and the Executive Board, and in the Member Groups.

The HRK cooperates with universities and university organisations worldwide, thereby representing the interests of German universities internationally. In addition, it supports its member institutions in the process of internationalisation.

Based on its international strategy, the HRK focuses on the following areas:

- Representing the interests of German universities internationally
- Strengthening the presence of German universities abroad

- Strengthening foreign universities to become strong partners of the German universities and taking on global responsibility
- Improving the legal and financial framework conditions for internationalisation
- Internationalising learning and teaching
- Internationalising research and innovation
- Strengthening internationalisation at home and establishing a welcome culture
- Promoting the appeal of studying, doctoral training, and research at German universities
- Managing internationalisation professionally at executive level and developing institutional internationalisation strategies
- Enhancing the quality of internationalisation processes

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- Strategic exchange in the framework of university leaders' meetings and symposia
- Joint policy recommendations on European and international higher education and research policy
- Agreements on higher education cooperation and mutual recognition of academic degrees

Bilateral and multilateral exchange with partner organisations around the world

HRK

Policy recommendations on all fields of internationalisation

- Institutional language policy
- Internationalisation of the curriculum
- Internationalisation of teacher training
- Academic mobility and recognition
- Profile data on the internationality of German universities
- Double degree programmes and joint doctoral training
- Internationalisation of career services





Audit “Internationalisation of Universities”

What does the Audit offer?

The Audit offers independent and systematic advice on internationalisation, tailor-made to suit the profile of each HEI. It helps German universities to develop or to sharpen their specific international profile.

The Audit encourages dialogue about internationalisation: it initiates a process of self-examination and discussion that involves the entire institution. Working with international experts also offers an objective view from the outside of the university’s internationalisation processes and measures.

Who is given advice and how?

The Audit looks at all stakeholders, structures, and processes of the university that are relevant to internationalisation. It examines internationalisation as a dimension in every area of operations at the university: teaching and learning, research and innovation, and management. On the basis of an analysis of the current level of internationalisation, specific recommendations are given for further internationalisation of the university in all relevant fields of activity as well as regarding the overall strategic outlook. The Audit directs the advice to where the institution has identified its greatest needs.

Who carries out the Audit?

The Audit is conducted by a team of experienced international experts and staff from the HRK. The university sets up a project group responsible for implementing the Audit and its recommendations. All international experts have proven their expertise in the internationalisation of universities and also bring profound experience in university management, quality assurance, and other relevant areas to the discussion. As none of the experts are currently in an official capacity affiliated to a university in Germany, their independence and impartiality is guaranteed.

The Audit is financed by the Federal Ministry of Education and Research; the audited universities also make a contribution to the costs.

The Audit is

- voluntary & independent
- demand-oriented & flexible
- comprehensive & confidential

The Audit helps with...

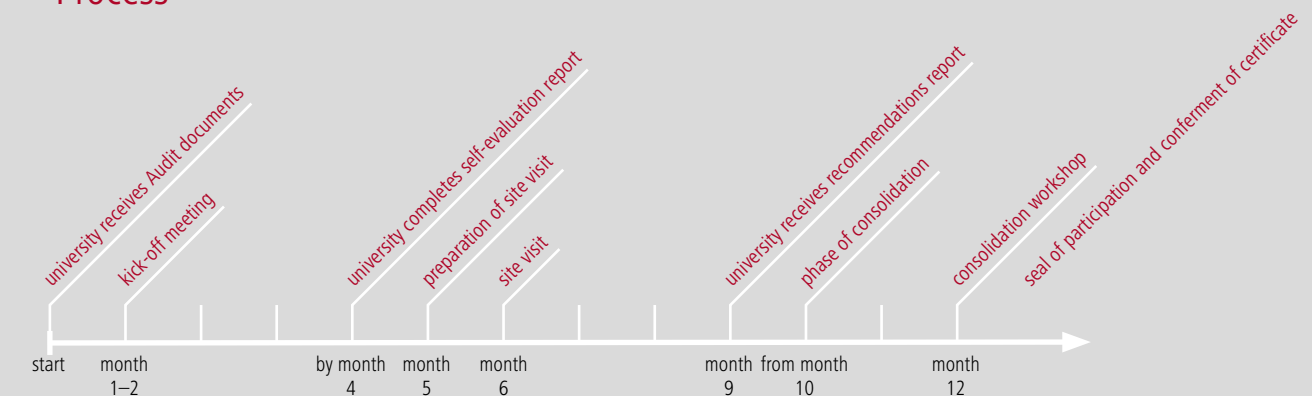
- determining the current degree of internationality at the university;
- drawing up or clarifying the university’s internationalisation objectives;
- getting the university to (further) develop an internationalisation strategy for the whole institution; and
- advising concrete measures in the four dimensions “Planning & Steering”, “Study & Teaching”, “Research & Technology”, and “Advice & Support”.

Objectives and results

The Audit enables universities

- to define and develop a specific internationalisation profile on the basis of its institutional mandate and the resources available towards this end;
- to establish transparent, sustainable internationalisation structures and processes and thus to anchor internationalisation permanently in the institution; and
- to pool and refocus existing internationalisation measures and systematically enhance, extend, and monitor them.

Process



Audit kompakt “Internationalisation of Universities”

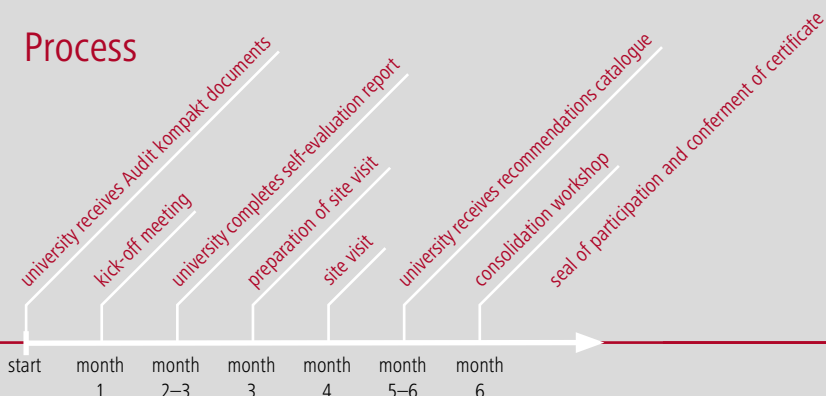
In its original composition, the HRK-Audit requires the participating HEIs to invest a considerable amount of time and human resources into the process, which often exceeds the capacities of smaller institutions. However, these institutions are faced with the challenges of internationalisation just as much as their larger counterparts.

Based on these findings, the HRK has developed Audit kompakt – a format thoroughly tailor-made to the needs and capacities of smaller HEIs as well as HEIs with a specific academic profile.

In this more compact format, the Audit process is completed within six months, while retaining all its key elements. Reflecting the size of the institution, the project group is made up of less than ten members and compiles a shorter self-evaluation report. During the two-day Audit visit, which takes place three months into the process, the Audit team (two advisors + one HRK Project Manager)

discuss central aspects of the HEI’s internationalisation with the project group as well as other members of the institution. Based on the findings from individual and group discussions as well as the self-evaluation report, the advisors develop recommendations for the HEI’s further internationalisation and then present a first feedback at the end of the second day of the Audit visit. Shortly afterwards, the institution receives a structured compilation of all the advisors’ recommendations, complemented by a digest of good practice examples from other HEIs. The process is completed by a Consolidation Workshop at the end of the six-month process, which provides the opportunity to plan the next steps in the implementation of the recommendations and to discuss new developments and activities relating to the further internationalisation of the HEI.

As of 2017, the Audit kompakt will be offered to German HEIs on a regular basis.



Re-Audit “Internationalisation of Universities”

What does the Re-Audit offer?

The Re-Audit “Internationalisation of Universities” supports universities, after having completed the Audit process, in implementing concrete internationalisation measures to achieve their stated goals. While the Audit analyses the current state of the university’s internationalisation and leads to a customised catalogue of recommendations by the advisors, the Re-Audit focuses on the process of implementing these recommendations. The Re-Audit is a tool that keeps with the conceptual logic of the Audit: The process is individually tailored to each institution’s needs and takes into account all parts of the institution.

Who carries out the Re-Audit?

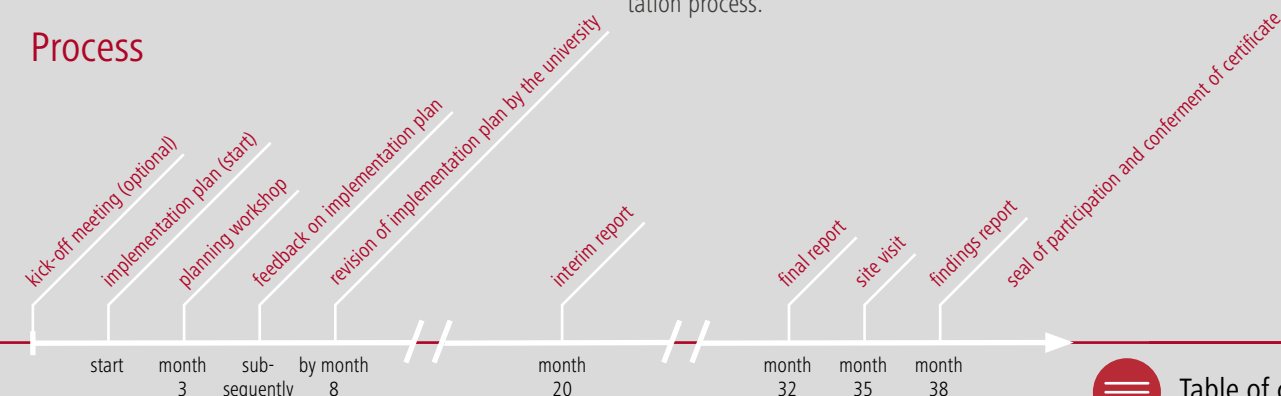
Just as the Audit, the Re-Audit is conducted by a team of experienced advisors in cooperation with the university. The process is organised and overseen by the HRK. The full costs for the three-year process are borne by the HEIs, depending on the size of the institution.

The Re-Audit thus contributes to systematically developing an enduring process of internationalisation, which can then be institutionalised within the university’s development plan.

The Re-Audit ...

- supports the university in developing an implementation plan for the three years to come and draws upon the recommendations made in the course of the Audit process;
- provides monitoring throughout the implementation process as well as a final assessment of its success;
- analyses the HEI’s international profile with regard to future goals and opportunities; while the external advisors also get a fresh look on the institution’s further strategic development and can provide additional recommendations whenever called for; and
- consolidates and assesses successful measures of internationalisation taken in the course of the implementation process.

Process



Audit and Re-Audit participants since 2009



Audit participants

2009/2010

- Universität Bielefeld
- Brandenburgische Technische Universität Cottbus-Senftenberg
- Justus-Liebig-Universität Gießen
- Georg-August-Universität Göttingen
- Hochschule Mannheim
- Hochschule München

2010/2011

- Humboldt-Universität zu Berlin
- Technische Universität Berlin
- Hochschule Darmstadt
- Fachhochschule Dortmund
- Technische Universität Dresden
- Universität Erfurt
- Friedrich-Alexander-Universität Erlangen-Nürnberg
- Universität Hamburg
- Fachhochschule Kiel
- Universität Konstanz
- Hochschule Reutlingen
- Universität Rostock

2011/2012

- Hochschule für angewandte Wissenschaften Augsburg
- Universität Bremen
- Technische Universität Chemnitz
- Hochschule Furtwangen
- Hochschule Hannover
- Pädagogische Hochschule Heidelberg
- Universität zu Köln
- Hochschule Magdeburg-Stendal
- Hochschule Mainz
- Universität Potsdam
- Hochschule für Technik und Wirtschaft des Saarlandes
- Universität Ulm

2012/2013

- Universität Bayreuth
- Hochschule für Angewandte Wissenschaften Hamburg
- Friedrich-Schiller-Universität Jena
- Christian-Albrechts-Universität zu Kiel
- Leuphana Universität Lüneburg
- Philipps-Universität Marburg
- Fachhochschule Münster
- Hochschule Neu-Ulm
- Universität Trier
- Eberhard Karls Universität Tübingen
- Hochschule Worms
- Bergische Universität Wuppertal

2013/2014

- Otto-Friedrich-Universität Bamberg
- Hochschule Bonn-Rhein-Sieg
- Technische Universität Braunschweig
- Hochschule Bremen
- Frankfurt University of Applied Sciences
- Universität Leipzig
- Ludwig-Maximilians-Universität München
- Hochschule Offenburg
- Carl von Ossietzky Universität Oldenburg
- Ostbayerische Technische Hochschule Regensburg
- Universität Passau
- Hochschule Wismar

2014/2015

- Hochschule Anhalt
- Hochschule Bochum
- Europa-Universität Flensburg
- Ernst-Moritz-Arndt-Universität Greifswald
- Hochschule Hof
- Jade-Hochschule
- Universität Kassel
- Fachhochschule Köln
- Fachhochschule Lübeck
- Technische Hochschule Nürnberg
- Universität des Saarlandes
- Julius-Maximilians-Universität Würzburg

2015/2016

- Heinrich-Heine-Universität Düsseldorf
- Leibniz Universität Hannover
- Medizinische Hochschule Hannover
- Universität Hohenheim
- Hochschule Landshut
- Universität zu Lübeck
- Universität Osnabrück
- Universität Siegen
- Universität Stuttgart
- Hochschule für angewandte Wissenschaften Würzburg-Schweinfurt

Re-Audit participants

Imprint

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