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Comprehensive Internationalization at HAN University of Applied Sciences. Collaboration and Partnerships

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Abstract

The Netherlands Universities Foundation for International Cooperation (Nuffic) conducted a study (van Gaalen, Hobbes, Roodenburg, & Gielesen, 2014) into institutional policy on internationalization in 2014 in the Netherlands. This study included most Dutch Higher Education Institutions (HEIs). Of these, 27 (59%) had a central-level plan, eight (17%) were developing such a plan, whilst seven (15%) did not have a separate central-level plan. Only four of the HEIs (9%) in the study did not have a central-level internationalization policy. It can be concluded that the penetration of internationalization in terms of policy is high in the Netherlands. This article is a part of an extensive research project developed by the International Business Centre of Expertise at the HAN University of Applied Sciences and traces the recent institutional developments within the context of its strategic planning and internationalization policies. In particular, this article deals with the “Collaborations and Partnerships” dimension of the CIGE model (CIGE, 2013).

Keywords: Comprehensive Internationalization; Higher Education; Internationalization Policies; Internationally Connected University

1. Introduction

American Council of Education (ACE) published last year in 2015, a valuable high-level summary of how to have good practices and standards for long term partnerships (Helms 2015); this new information shows how new documents add to the principles of higher education partnerships, thus new themes, of which some are being accountability, transparency, staff and faculty engagement, quality assurance and strategic planning, while the role of

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institutional leaderships is also accounted for. The latter themes mentioned, offer solutions through administration and other items that include access, to equity and cultural awareness, while also human capacity building has a new capacity and ethical dilemmas in which negotiating the wide range related to contextual issues and cultural ones can be added to help. The publishing ACE work also takes into account new dynamics when it comes to higher education partnerships and also adds a study on how diverse is the new approaches. The standard was that new partnerships should be made between ethical and equal principles for both partners (Global Dialogue 2014) though this has change with the new data provide by new works of deeper analysis of values that fundamentally links international third level partnerships (Philpott 2010; Helms 2015; Sutton 2015).

This article is using the Center for Internationalization and Global Engagement’s (CIGE) model as a strategic basis for comprehensive internationalization; this process brings programs, policies, and initiatives into alignment with university strategic plans to become globally oriented and internationally connected (CIGE, 2013). The model contains six target areas / dimensions: (1) Articulated Institutional Commitment, (2) Administrative Leadership, Structure, and Staffing, (3) Curriculum, Co-curriculum, and Learning Outcomes, (4) Faculty Policies and Practices (5) Student Mobility, (6) Collaboration and Partnerships; and will help identify implementation strategies that support internationalization at the university level. This paper seeks to document how these aspects of internationalization are perceived by the university faculty and higher management in form of institutional strategic planning and policies. In particular, this article deals with the “Collaboration and Partnerships “dimension of the CIGE model.

The researcher is planning to encompass a consideration/evaluation of the specific university policies and practices in relation to the theme and the model used as well as an evaluation of institutional responses of university to a range of issues, policies and strategies concerning internationalization. The purpose of the university is to produce, with its co-partners, necessary results for societal values and benefits that all can profit. Some of these ambitions cover various layers and deeds within a university, this being from basic and advance education to doctor’s education and research. Every strategy committed by the university convey research and knowledge for the benefit of the community and this approach lead me to believe that this concept can be implemented to much success on an international scale and setting.

Collaboration on an international scale, improves both research and education and offers the university a better situation in order to secure national and international research funding while also recruiting some of the best students and researchers some institutions have to offer. Some of the world leading universities recruit from one another and collaborate in-between on a global scale.

This paper contributes to knowledge by attempting to develop faculty leadership in the strategic planning of the internationalization process by determining the best practices while creating a process for internationalization to increase the university ‘global competitiveness. It positions the responses to internationalization of chosen university within the policy context that the university sets. In a conceptual context, this research is exploring the various tiers of internationalization and tries to equate them to the overall context of institutional strategic planning made by the studied university.

2. Problem definition and research design

This paper traces the chosen university recent development and seeks to account for this in terms of institutional strategic planning. It seeks to document how these aspects of internationalization are perceived by university administrators and faculty. In addition, this paper highlights some of the major issues in connection with institutional responses to the impact of internationalization with respect to responsibilities that range from being local to international in nature. In particular, strategic planning is explored, as the literature shows that this aspect of universities is critical in identifying reasons for institutional responses of complex organizations, such as universities.

According to the American Council on Education (CIGE, 2013), establishing and managing successful collaborations and partnerships abroad is a key aspect of internationalization for many institutions. Such relationships can provide international experiences for students and faculty, enhance the curriculum, generate revenue, and raise the visibility of institutions at home and around the world. ACE recommends a procedure of four steps to this approach and also help facilitate the creation of a managing international partnerships (CIGE, 2013):

Step number one is focused around strategic planning, enterprises and collaborations must be the based off all careful planning developments that clarifies worldwide goals and objectives, mostly focus on the reverence of student
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