

Institutional policy for Internationalisation at Home: case 1

Mainstreaming

The necessity to embed internationalisation more structurally in the core activities of the university to ensure that is considered an integral element of education and research, as is envisaged in this plan, rather than an addition.

Internationalisation at Home

Creating a learning environment and quality of education and research that provides students and lecturers with international and intercultural professional and social competences for their further development. This will be based on a minimum variety for all students at the University in which there will be attention for European and global developments in the professional field, the opportunity to gain international experience abroad and, where possible, to participate in an international learning environment with international guest lecturers and students [...]

Implementation

[...] Programmes implement their own international and intercultural dimension, taking into consideration the specific requirements of the professional field, those of home and international students and expertise available. Therefore, every programme draws up its own internationalisation plan, within the framework of the overall strategic internationalisation plan. Every programme sees to it that the international dimension receives more attention within their advisory board.

Tasks of the International Office

- Relate international recruitment and the search for strategic international partners to the policy for cornerstones
- Support internationalisation of the curriculum

Institutional policy for Internationalisation at Home: case 2

AIM	APPROACH	OUTCOMES
<p>The University provides all students with a broad, internationally relevant education that prepares them to thrive in diverse and global communities. The University provides a learning environment characterised by:</p> <p>OPPORTUNITY AND CHOICE The Advantage delivers learning experiences distinguished by opportunity and choice: opportunity to gain international experiences and develop global and inclusive perspectives, and choice among flexible pathways toward highly valued academic qualifications.</p> <p>INTERCULTURAL COMPETENCIES Students engage with diversity and develop intercultural understandings and communication skills.</p> <p>GLOBAL ORIENTATION Research-led curricula are informed by international perspectives of the discipline.</p> <p>EDUCATING LEADERS Leadership development in the context of future societal, environmental, economic and global challenges is expressed through the Graduate Attributes and Student Charter.</p>	<p>The University adopts a comprehensive approach to internationalization of the curriculum which occurs through opportunity and choice in the formal and informal curriculum.</p> <p>THE FORMAL CURRICULUM Internationalisation of the formal curriculum is embedded and relevant to core disciplinary content. It addresses the needs of all students:</p> <ul style="list-style-type: none"> – globalised content – cross-cultural perspectives on disciplinary knowledge – pedagogy for teaching linguistic and culturally diverse classes – opportunities for international and intercultural experiences. <p>Beyond the core degree programs, enrichment and specialist programs can further strengthen the internationalised experience within the formal curriculum. These programs include:</p> <ul style="list-style-type: none"> – concurrent diplomas in Language, Music and Global Issues – a degree in International Studies. 	<p>The University's internationalised curriculum approach strives to educate graduates of the highest calibre.</p> <p>KNOWLEDGE AND SKILLS Graduates will have a critical knowledge and disciplinary competence relevant to local and global contexts and on issues of professional, political, environmental and social significance.</p> <p>COMMUNICATION Graduates will be able to demonstrate intercultural communicative competencies within diverse settings.</p> <p>ETHICAL AND SOCIAL UNDERSTANDING Graduates will be responsible, global citizens and they will be able and willing to engage with issues of equity and social justice and sustainability.</p>

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	<p>THE INFORMAL CURRICULUM</p> <p>The Advantage Award program promotes co-curricular participation through leadership and student mobility experiences such as service learning, internships, exchange and volunteering across three core categories:</p> <ul style="list-style-type: none">– global and cultural engagement– research and entrepreneurship– social responsibility and leadership. <p>The Career Advantage PhD Program provides innovative curricula in the areas of:</p> <ul style="list-style-type: none">– higher education practice and leadership– research innovation, translation and commercialisation– global collaborations.	
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Institutional policy for Internationalisation at Home: case 3

5. Internationalization at home – the international campus

The University has a pronounced international and intercultural orientation. International students and researchers are integrated into university life, and the Faculties and the International Office maintain a broad range of offers. In the medium term, the intention is to make all of the university's offerings so intercultural that both international as well as German users feel equally addressed. To achieve this goal, it is also necessary to sensitize the employees in the university administration for issues of integration, to promote their intercultural and language competences, and to motivate them also to spend temporary periods at partner universities or enterprises in other countries.

The University is committed to upholding the code of conduct concerning international students shared by the German Rectors' Conference; this entails the provision of supervision through all phases of study, comprehensive information on conditions and requirements of study, and adherence to quality criteria.

For the University, comprehensive supervision and integration means further development of existing and proven offers like the Newcomer Service, Newcomer Portal, and KOMPASS. The measures offered within this context pursue the goal of not treating international students as a special group, but rather to enable them to take a self-assured part in university life. Ensuring success in studies via continual accompaniment, mentors in the Faculties, and the further development of offers of study preparation are the main foci of such efforts.

A survey carried out among international students in 2011 identified both strengths and weaknesses. Strengths to be developed further include the intensive link to research during studies, as well as non-disciplinary parameters, such as life quality, university sport, and accompaniment on the part of the International Office. The weaknesses identified, for instance like the wish of international students for their needs to be taken more into account in the advisory offers of the CareerCenter, serve as a prompt to enter into dialogue with the student body and to develop solutions together.

The University, though, goes even farther. As a signatory to the Charta of Diversity, the university recognizes language and cultural orientation as an element of the self-determined diversity of its students, faculty, and university employees, takes their needs into account, and draws their potentials into the development of the university. The intercultural opening of the university is its answer to the social reality of a municipal community shaped by migration and diversity. Not only the international students, but also the growing group of students with migration backgrounds, as well as the increasing number of students who gather international experience, are important actors in the development of a cosmopolitan campus. Their competences are to be better brought in. The recently launched project of academic multilingualism serves as an example. The University is of the firm opinion that this adds to the growing international attractiveness of the university as a location for academic studies and research, and it has subsequently installed a Vice Rector's Office that links the component of internationality with that of interculturality in the sense described here.

This reaches beyond the areas of teaching and research into the areas of the administration and HR management. Intercultural sensitivity and multilingualism on the part of employees in all areas of the university are contributing towards making the intercultural campus a reality. The university is therefore also positioning itself in the public eye of town and society against racism and discrimination.