Internationalization at Home of German Universities: An Empirical Study

Inaugural Dissertation
for conferment of the grade of Doctor of Philosophy (Dr. phil.)
by the Faculty of Arts and Humanities of
Heinrich Heine University Düsseldorf

Presented by

Junfeng Wang

Supervisor:

Prof. Dr. Heiner Barz

Prof. Dr. Dr. Ulrich Teichler

Düsseldorf 08.2018

Acknowledges

D61

Abstract

In order to attract more international students and young researchers, many German universities pay great attention to the development of internationalization. Over the decades, mobility is the key point and a hot research topic in the process of internationalization. In fact, although the number of international students at German universities and German students abroad steadily increase, only a very little part of students can study abroad. The majority of students could not go abroad to study due to some reasons such as financial reasons. However, in the global knowledge society, all students are required to improve their intercultural competence in order to positively and effectively communicate with others from different countries. Therefore, the empirical research on the internationalization at home is of significance to improve and push the development of internationalization. Based on the background of internationalization and globalization, and context of internationalization of German higher education, the study aimed to have a deeper comprehension of how internationalization at home is understood and implemented at German universities. The purpose of the study is not only to explain the obstacle of internationalization at home, but also provide some suggestions for improving the implementation of internationalization at home.

In order to purse the inquiry of internationalization and internationalization at home in a "real life context", cases studies are conducted in the study and twelve German higher education institutions are selected purposefully from three states of Germany: Rheinland-Pfalz, Nordrhein-Westfalen, Hessen, which are physically located nearby. In the study, MAXQDA was applied, which helps the researcher organize and categorize the raw materials from interviews and documentary sources. Through the coding, there are five themes and several subthemes emerging. Five main themes consist of the understanding of internationalization at home, important goals for internationalization, measures being taken for internationalization at home, obstacles to internationalization at home, promoting internationalization. In the end, based on the research findings, the study offers some recommendations for the implementation of internationalization at home.

Zusammenfassung

Um für internationale Sudierende und Forschende attraktiv zu sein, achten viele deutsche Universitäten sehr auf die Weiterentwicklung der Internationalisierung. Seit Jahrzehnten ist Mobilität der Schlüssel und ein heißes Forschungsthema im Internationalisierungsprozess. Obwohl die Anzahl internationaler Studierender an deutschen Universitäten und deutscher Studierender im Ausland stetig steigen, kann nur ein sehr kleiner Anteil der Studierenden im Ausland studieren. Die Mehrheit der Studierenden konnte unter anderem aus finanziellen Gründen, nicht zum Studieren ins Ausland gehen. Dennoch wird in der globalen Wissensgesellschaft von allen Studierenden verlangt, dass sie ihre interkulturellen Kompetenzen verbessern, um positiv und effektiv mit Personen aus verschiedenen Ländern zu kommunizieren. Deshalb ist die empirische Untersuchung der „Internationalisierung zu Hause" von Bedeutung, um die Entwicklung der Internationalisierung zu verbessern und voranzutreiben. Basierend auf dem Hintergrund der Internationalisierung und Globalisierung und dem Kontext der Internationalisierung der deutschen Hochschulbildung, zielt die Studie darauf ab, ein tieferes Verständnis dafür zu entwickeln wie Internationalisierung zu Hause an deutschen Universitäten verstanden und umgesetzt wird. Der Zweck der Studie ist nicht nur die Hürde der Internationalisierung zu Hause zu erklären, sondern auch einige Vorschläge zur Verbesserung der Umsetzung der Internationalisierung zu Hause zu liefern.

Um die Nachfrage nach Internationalisierung und Internationalisierung zu Hause im „wirklichen Leben" zu erfassen, werden in dieser Arbeit Fallstudien durchgeführt und zwölf deutsche Universitäten und Fachhochschulen werden gezielt aus drei Bundesländern in der Nähe ausgewählt: Rheinland-Pfalz, Nordrhein-Westfalen und Hessen. In der Studie wurde MAXQDA verwendet, es hilft dem Forscher die Rohdaten aus Interviews und Dokumentationsquellen zu organisieren und zu kategorisieren. Durch die Codierung ergeben sich fünf Themen und mehrere Unterthemen. Die Fünf Hauptthemen setzen sich aus dem Verständnis von Internationalisierung zu Hause, wichtigen Zielen für die Internationalisierung, Maßnahmen zur Internationalisierung zu Hause, Hindernissen für die Internationalisierung zu Hause und Förderung der Internationalisierung zusammen. Basierend auf den Forschungsergebnissen bietet die Studie schließlich einige Empfehlungen für die Umsetzung der Internationalisierung zu Hause.

Table of Contents

List of Tables

List of Figures

8

Chapter 1 Introduction

1.1 Background of study

Globalization, usually defined as the increased integration of the world economy, has influenced higher education in significant ways (King, Marginson&Naidoo, 2013; Altbach, 2016, p.5). The Internationalization of higher education is an inevitable result of globalized and knowledge-based economy of the 21st century (Altbach&Teichler, 2001, p.5), and has become more central on the agenda of international organization and national governments, institutions of higher education and their representative bodies, student organizations and accreditation agencies (De Wit, 2011, p.241). Higher education is increasingly shaped by an international dimension to enhance global competitiveness, its performance, and international attractiveness (Hahn, 2005, p19). Higher education institutions are becoming key roles in global knowledge times (Hahn, 2005, p.11). In order to enhance the overall institutional quality, internationalization must be integrated into the mission and actions of the institutions (Knight, 1997, p.28). To sum up, internationalization implementation effectively seems to be greatly critical to the improvement of global competitiveness, reputation and economic benefit for the higher education institutions.

Recent years, researchers focus on mobility of student and staff. Mobility is always one of the most important parts in the process of internationalization. Many universities try best to send more students to go abroad and set it as an important goal in the internationalization strategy. In fact, only a very little part of students can study or intern abroad. A lot of students could not go abroad to study due to some reasons such as financial reasons. But they might have an opportunity to work in the international company in their home country. Thus, in the international environment, they are required to positively and effectively communicate with others from different countries. International competence and intercultural competence become very

important soft skills. A comprehensive understanding of knowledge needs to be developed in order to cope with the new challenges and complex problems in local and global contexts (de Wit, 2017, p.27). Therefore, creating knowledge and understanding of other countries, cultures, religions, and values to make students prepared to communicate and collaborate globally become top objective of internationalization in some higher education institutions (Nilsson, 2003, p.34). Developing international awareness and intercultural competence for all students is becoming the main concern and more and more important.

Internationalization at home is now also on its way to become a topic in the educational policies of European Union member states (Beelen and Jones, 2015, p.12). Since 2013, internationalization at home has been included in the European Commission's education policy: *European higher education in the world* and has moved to the center of the debate on the internationalization of higher education (p.12). Beelen and Jones (2015) provided the revise definition of internationalization at home as "the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environment" (p.69). With the increasing attention on internationalization at home, the empirical research on it will be of significance for the implementation of internationalization at home.

1.2 Global Context

Over the past decades, internationalization and globalization are popular and deeply rooted in the mind of educational researchers and stakeholders, government leaders. Many students and scholars have much more opportunity to broaden their views abroad and develop employability skills in the international environment further for the preparation of adoption to the globalized society. Higher Education system with high quality and cutting-edge supports the development of knowledge societies and needs access to global ways of learning, talent and ideas (Hudzik, 2016, p.24).

The outcome of the 4th IAU Global Survey 2014 shows that the main elements of internationalization: mobility of student and staff, contributed to the quality development of learning and teaching, international cooperation, and international understanding (Egron-Polak&Hudson, 2014, p.53). With the development of global higher education capacity in teaching and learning that influences the focus and direction of higher education internationalization, mobility patterns and institutional collaboration models are becoming diverse and competitive (Hudzik, 2015, p.27-29). According to Hudzik (2016), there might be a trend that cross-border partnerships develop from single-purpose to multi-purpose collaboration such as a main focus transferring from student exchange to staff exchange, research cooperation (p.28). The demand for knowledge societies and economies in a global market requires higher education in a strategic and comprehensive way to engage and play a great role on intertwining local and global context (Hudzik, 2015). The Students, scholars and stakeholders "at home" are also global roles. It is very important to develop the sustainable and comprehensive internationalization focusing less on internationalization abroad and more strongly on internationalization at home (de Wit, 2017, p.25).

Misconceptions about internationalization

Brandenburg & de Wit wrote an article "*The End of Internationalization*" in 2011 and talked about the concerns with increasingly more instrumentalist approach, lack of innovation, and pointed out four key point for appeal (Brandenburg & de Wit, 2011, p.15-17): "1) moving away from dogmatic and idealistic concepts of internationalization and globalization; 2) understanding these concepts in their pure meanings-not as goals in themselves but rather as means to an end; 3) throwing off the veil of ignorance and asking ourselves: why do we do certain things, and how do they help in achieving the goal of quality of education and research in a globalized knowledge society? 4) Reconsidering preoccupation with instruments and means and

rather pay a lot more time into questions of rationales and outcomes" (Brandenburg & de Wit, 2011, p.15-17). From their views, it is necessary to reinvent internationalization for the future.

Based on that, de Wit pointed out eight key points to explain why internationalization should be redefined and reinvented (de Wit, 2015, p.16), which arouses attention and consideration on the internationalization. Some points should be considered carefully, for example, 1) "internationalization means a collection of fragmented and unrelated activities, rather than a comprehensive process" (de Wit, 2017, p.27); 2) internationalization is always evaluated in quantitative way through input and output, not qualitative, outcomes (de Wit, 2015, p.16); 3) research, curricula, and the process of teaching and learning that should be in the center of internationalization expressed by movements such as internationalization at home, gain little attention (p.16). In the local and global context, internationalization has become a comprehensive concept with different and various dimensions and activities (de Wit, 2015). Internationalization is not an end, but actually a means to an end (Knight, 2004) and it should be transformed more. The main focus of internationalization is changing with the development of responsible global citizenship, from mobility, international cooperation to international, intercultural, and global learning outcomes that are also crucial dimensions of curriculum (de Wit, 2017, p.27).

Internationalization at home

Over the past years, most universities focus on the student mobility, especially with the support of EU-sponsored programs such as Erasmus Program and Bologna Process, but there is still a large proportion of non-mobile students who are not able to study abroad. Non-mobile students who do not participate in exchanges abroad should have opportunity to experience international education (Nilsson, 2003, p.34). Even for mobile students, not all the universities make preparation for developing the students'

awareness of international and intercultural competence, such as broadmindedness, understanding and respect for other people and their cultures, values and ways of living, understanding of the nature of racism (Nilsson, 2003, p.27-40). At the end of the 1990s, an appeal emerged in Europe, demanding more concern to the 95% percent of students that were not internationally mobile: "Internationalization at home" (de Wit, 2017, p.26). Meanwhile, the United Kingdom focused on internationalization of curriculum in order to recruit more international degree students (p.26).

When the majority of students cannot get the benefit from the mobility, assessment of international and intercultural learning outcomes get much more attention. As Knight (2013) pointed out, "a significant development in the conceptualization of internationalization has been the introduction of the term 'internationalization at home'" (p.85). "Internationalization at home touches upon everything from the academic curriculum, to the interactions between local students and international students and faculty, to the cultivation uses for digital technology; most importantly, it focuses on all students reaping the benefits of international higher education, not just those who are mobile." (EAIE, 2018).

De Wit advocated internationalization at home as an approach to offer internationalization opportunities to all students (de Wit & Josste, 2014). The results of the 4th IAU Global Survey mentioned experiences of internationalization at home, which promote a deep understanding of strategies and implementation of internationalization at home (Beelen, 2016, p55). Six key issues on internationalization at home are mentioned in the Survey including "strategies and priorities; activities that universities undertaken to implement their strategies; internationalized learning outcomes and their assessment; the experience and expertise of academic staff; professional development for internationalization at home; the role of international officers" (Beelen, 2016, p.55-65).

The outcomes of EAIE Barometer of the European Association for International Education show that 56% of European higher education institutions that responded mentioned internationalization at home in their strategies for internationalization (EAIE, 2015, p.5). It should be noted that the respondents of EAIE Barometer are mainly from the Netherlands, the United Kingdom, Greece, Sweden, and Finland. These countries focus more on internationalization at home. The number of respondents from the Netherlands are equal to the number of respondents from Germany, France and Italy together (EAIE, 2015, p.3; Engel et al,.2015, p.17). In addition, between 2006 and 2008, the EAIE delivered five training courses on internationalization at home as an elements of professional development program (Beelen, 2013, p.131). The total proportion of participants from Denmark, Norway, Sweden, Finland, the Netherlands and Flanders was 56%, but only 7% of participants from Germany, France and the United Kingdom combined (Beelen, 2009, p.137).

Internationalization at home has gained great attention in the Netherlands (Beelen, 2016, p.57). Institutional policies mention different dimensions of internationalization at home, such as "inviting international guest lecturers, taking part in the international projects, providing intercultural skills modules and tailoring components of the study program to include different intercultural perspectives on a specific topic" (van Gaalen, 2014, p.11). Compared to the Netherlands, the higher education institutions in Germany is not very active on the internationalization at home, but in the internationalization strategy, many forms of internationalization at home are mentioned such as inviting international guest lectures, providing intercultural courses, developing intercultural and international competencies. These dimensions are considered as important as student mobility in some institutions. In Germany, DAAD organizes regular training seminars on "Internationalisierung zu Hause" (DAAD, 2012). The universities of applied sciences offer international activities within their home curricula, but most of them does not affect all students (Beelen, 2009, p.139). Moreover, few institutions establish an explicit and detailed internationalization at home strategy and use evaluating instruments in most European countries even in the Netherlands and Germany (van Gaalen & Gielesen, 2016,

p.150). In the United Kingdom, internationalization of curriculum is main focus as the increasing proportion of international students. Internationalization at home in the United Kingdom seems synonymous with Equality and Diversity issues and with global competence (Beelen, 2009, p.139). In any event, internationalization at home and internationalization of the curriculum become two strongly intertwined approaches for the internationalization at home and the main part of the agenda of national and institutional level all over the world (de Wit, 2017, p.26). However, the implementation is still quite challenging (p.26).

Main direction of student-related internationalization

a) Focus on attracting international students

For host countries, mobile students become a key source of income and produce a disproportionate impact on economic and innovation systems (OECD, 2016). "International student recruitment has become a frequent strategy to cope with the economic crisis by increasing revenues and diversifying funding sources" (Hazelkorn & Fritze, 2014 p.14). International students provide tuition fees and contribute to the local economy through their living expenses and other services such as tourism, accommodation, catering, language education (Bento, 2014) as well as the visit expense from their relatives and friends. Moreover, in a long term, some international students work in the domestic labor markets and contribute to knowledge creation, innovation and economic performance after their graduation (OECD, 2017, p.268). For example, according to the NAFSA's latest analysis, during 2016-2017 academic year, in the United States, 1,078,822 international students studying at higher education institutions contributed about 36.9 billion dollars and supported more than 450,000 jobs to the U.S. economy (NAFSA, 2017). During 2014-2015 academic year, international students contributed 10.8 billion pounds and supported 206,600 jobs to the United Kingdom's economy (Universities UK, 2017). The United Kingdom has 127,627 incoming students from Europe but 12,108 outgoing students to Europe and the ratio of incoming students and outgoing students is only 93:7 (Wissenschaft

weltoffen, 2016), which means that the United Kingdom has a very high proportion of incoming students and a very low proportion of outgoing students. It is obviously that there is close attention on attracting much more international student than on sending their home students in the United Kingdom. Similarity, Denmark, Netherlands, Austria, and Switzerland have relative a high proportion of incoming students and a low proportion of outgoing students. For these countries, keeping a stable inflow of international students is also a strategy to sustain the economic development of the host country (de Wit, 2011).

b) Focus on sending more home students abroad

Within Europe, some countries like Germany and France focus on sending more home students abroad in order to improve their international and intercultural competence in the global knowledge society. Compared to the United Kingdom, they have a clearly lower proportion of incoming students, but a clearly higher proportion of outgoing students. In 2013, Germany has 77,686 incoming students from Europe and 103,996 outgoing students to Europe, which has a ratio 43:57 of incoming students and outgoing students within Europe (Wissenschaft Weltoffen, 2016) (Figure 1.1). Similarity, France has 56,652 incoming students from Europe and 62,502 outgoing students to Europe, which has ratio 48:52 of incoming students and outgoing students within Europe (Wissenschaft Weltoffen, 2016).
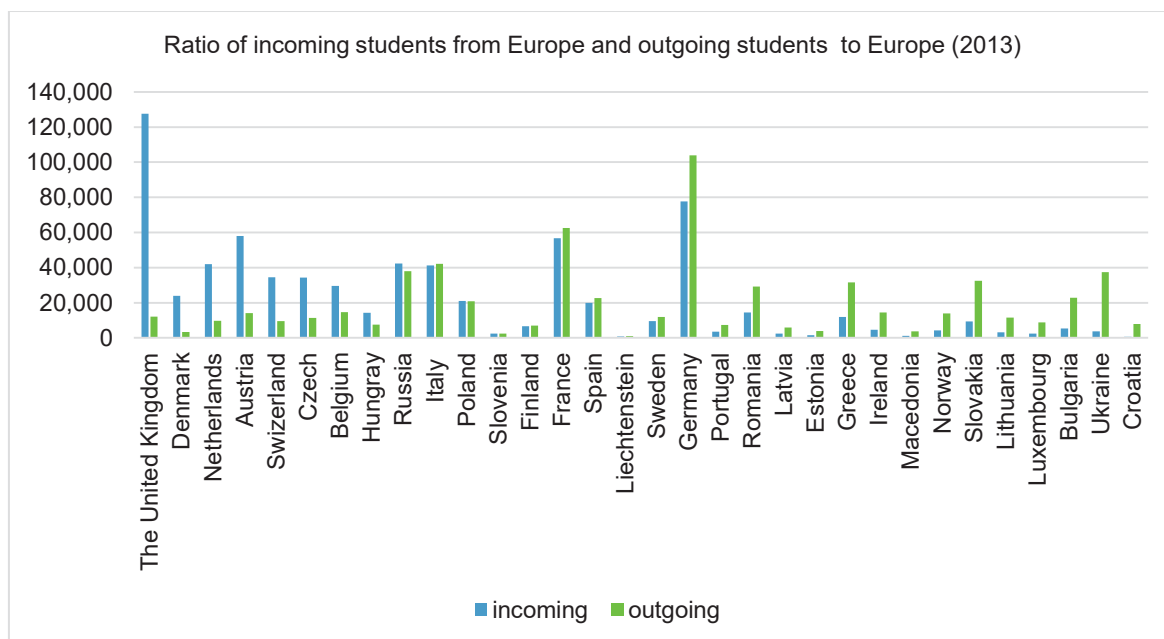
Figure1.1: Major European host countries and countries of origin (2013)
Source: Wissenschaft Weltoffen, 2016

c) Focus on all students

International and intercultural competences are mentioned in the internationalization strategy at many universities as the important objective of internationalization (van Gaalen al., 2014). However, not all students are able to achieve the competence through mobility. Therefore, focusing on all students to improve their international and intercultural competence has become an important issue in European countries, especially in Sweden and the Netherlands. Some universities describe the competences in general terms and even provide explanation and application at the program level (Jones et al., 2016, p.149). Moreover, institutional policy of European higher education mentions many forms of internationalization at home such as offering intercultural and international courses, inviting international guest professors, and creating study programs related to intercultural knowledge and skills. The universities offer various "internationalization at home" activities to make home students contact different culture and improve their international and intercultural awareness. Internationalization at home offers an opportunity to reach all students, but it is still on the way to achieve its goal.

17

Personal rationales for the study

I am interested in internationalization of higher education initially due to my personal experiences. In the study of master degree, I read lots of books and references in the field of the internationalization and did some research in internationalization of higher education. After graduation, I applied to the position in the ministry of Education as an editor.

During that period, I experienced different culture because I interviewed and communicated with some famous educational experts and presidents from different universities all over the world. They had lots of new ideas and rich experience. I got to know different language and different culture. In 2012, as program coordinator, I visited some elementary schools, middle schools, universities and colleges in Europe and had done some translation and organizing work and made contributions in international cooperation and exchange program.

In 2013, I got to know Zhixin (Justine) Su, who is international programs coordinator, director, the China institute, Northridge, California State University, USA. She did the research work in international education and made lots of contributions to the educational development between China and USA. I was impressed by her academic spirit. During this period, I was responsible for the international column in one department, Ministry of Education. Gradually the idea of further study and research came into my mind and after the deliberateness I made determination to apply to the PhD study to concentrate my attention into the research.

The international work experience and learning contributed to my interest in the exploration of internationalization: What is in fact the internationalization? How do the universities improve the international reputation and is more visible to attract much more students? How do the universities help more students to strengthen the soft skill to adapt the society quickly? What measures in different universities are being taken to improve students' international understanding and intercultural competence? These questions are always bound up in my mind. Therefore, I decided to do research deeply on internationalization implementation and focus on

internationalization at home. Internationalization at home is happening imperceptibly and rooted deeply in the process of internationalization gradually.

1.3 Purpose of Study

The purpose of this study uses case study method, combining semi-structure interviews and documentary sources to explore "how should be improved to facilitate the implementation of internationalization at home?" In order to have a deeper comprehension of how internationalization at home is understood and implemented within the case universities, the researcher attempts to find out the measures and obstacles of internationalization at home and to provide some recommendations for improvement of internationalization at home.

1.4 Research Questions

The study proposes the following research questions:

1. What obstacles and challenges do the universities have in the implementation of internationalization at home?

2. How does "internationalization at home" being understood from the central level perspective?

3. What measures in the case universities are being taken to improve internationalization at home?

4. How should the implementation of internationalization at home be improved at higher education institutions?

1.5 Significance of Study

Student mobility is the most important and effective form to implement internationalization. Most of the research on internationalization focuses on the mobility. There is little insight into internationalization for home students, although there are some existing literatures about internationalization at home from the students' perspective, but to some extent, there are few studies on internationalization at home from the central level's perspectives. Therefore, the study enriches the existing literature in the field of internationalization of higher education through the insights into the aspect of internationalization at home at German higher education institutions.

In the constantly changing world, all students should have the ability to communicate and collaborate globally. Some universities realized that diverse measures have to be taken to strengthen all students' intercultural and international competencies. The study is to get the deeply comprehension from the central level perspectives on internationalization at home. The findings and discussion of the study might be helpful for promoting the internationalization of higher education institutions. The study provides the suggestions on how to improve the implementation of internationalization at home, the results of which offers recommendations and implications for international educators. In addition, the research findings will have influence and value on the theory and practice in education research.

1.6 Structure of the study

Chapter One introduces the background of study, global context including main direction of student-related internationalization, internationalization at home,

misconception about internationalization, and states the purposes of research and research questions.

Chapter Two introduces some literatures concerning to the internationalization of higher education. It traces the origin, term and rationales of internationalization, European policies for internationalization of higher education, internationalization of higher education in Germany, the definition of internationalization at home and intercultural competence. Also, the chapter briefly discusses the debate between internationalization and globalization.

Chapter Three presents the methodology utilized in the study. It starts with description of research design in detail and then provides the rationales of case studies selection and research participants. Also, the chapter describes the data collection process and data analysis.

Chapter Four presents the findings of the study. Five main themes are identified relating to the research questions in the study: the understanding of internationalization at home, important goals for internationalization, measures being taken for internationalization at home, the obstacle to internationalization at home, promoting internationalization

Chapter Five discusses the research questions in the study based on findings and makes conclusion. In the end, the chapter provides recommendations for improvement of internationalization at home.

Chapter 2 Literature Review

Internationalization needs to be for all and thereby at home.
–Hans de Wit

In the context of this research topic, this chapter provides a thorough literature review in terms of internationalization of higher education including definition and rationale of internationalization, European policies for internationalization of higher education, history and concept of internationalization at home, the distinction of IaH, IoC, CI, and intercultural competence.

2.1 Definition of Internationalization

The term "internationalization" has been used for centuries in political science and governmental relations, but its popularity in the education sector has really only soared beginning in the 1980s (Knight, 2003, p.2). In the 1990s that the term "internationalization" takes over from "international education" as describing the different ways that international dimensions are taking shape (De Wit, 2011, p.5). In Europe, the shift of increasing importance of international dimensions was stimulated by the research programs and mobility schemes, in particular *ERASMUS* (De Wit, 2011, p.5).

Arum and Van de Water (1992) stated the internationalization is related to the various activities and services focusing on international student exchange program, staff short-term mobility and international cooperation (p.202). The early definitions of internationalization are concerning about series of activities. The European Association for International Education (EAIE) (1992) defined internationalization as "being the whole range of processes by which higher education becomes less national

and more internationally oriented" (in De Wit, 2002, p.112). Knight (1994) illustrated internationalization of higher education as "process of integrating an international dimension into the teaching, research and service functions of higher education…Internationalization has been defined as an integrating process" (p.7). This definition changed from activity-centered to process-related.

Rudzki (1995) described internationalization as "a defining feature of all universities, encompassing organization change, curriculum innovation, staff development and student mobility, for the purposes of achieving excellence in teaching and research" (p.421). Similar to Knight's definition, Ellingboe (1998) defined the internationalization as "a process of integrating an international perspective into college or university system" (p.199). Van der Wende (1997) described the internationalization of higher education as "any systematic, sustained effort aimed at making higher education responsive to the requirements and challenges related to the globalization of societies, economy, and labor markets" (p.19). The definition broadened the scope of internationalization focusing on the relevance between globalization and internationalization. Schoorman (1999) defined the internationalization as "an educational process, continuous and ongoing, comprehensive and counterhegemonic", which means internationalization is "a continuous and ongoing process" (p.20). The internationalization process in higher education institutions entails comprehensive programs being integrated into all educational dimensions (Schoorman, 1999, p. 22. In de Wit, 2002, p.113).

Soderqvist (2002) stated from holistic approach that the internationalization is "a change process from national higher education institution into an international higher education institution leading to the inclusion of an international dimension in all aspects of its holistic management in order to enhance the quality of teaching and research and to achieve the desired competencies" (p.29). The definition emphasized that internationalization enhances institution's capabilities of teaching and research (Elkin, Faensworth &Templer, 2008. In Delgado, Hurtado & Bondar, 2011, p.269).

It seemed that there is no clear consensus of one definition of internationalization. As Teichler said, "there is no unanimously agreed definition among experts" (Teichler, 1996, p.344). However, Knight (2003) updated the definition and reached a general definition at the national, sector and institutional levels as "the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education" (p.2). The definition provided by Knight integrates institutional strategy, student and staff mobility, curriculum reform, research collaboration, international development projects into the internationalization. The range of definition becomes broad in the range of functions (p.2). The element "intercultural" is mentioned, which means this process helps students to develop international awareness and strengthen intercultural competences.

Teichler (2004) described internationalization more details as "the totality of substantial changes in the context and inner life of higher education relative to an increasing frequency of border-crossing activities amidst persistence of national systems" (p.22). Phenomena often viewed as "characteristic for internationalization are increasing knowledge transfer, physical mobility, cooperation and international education and research" (p.23).

De Wit (2015) emphasizes that internationalization is an intentional and integrating process, which aims to enhance the quality of education and research for all students and staffs, and to make a meaningful contribution to society" (p.3). There are more similarities in the definitions. Most definitions emphasize on the two elements "process" and "integration" which are significant in the internationalization of higher education. Special attention on internationalizing the curriculum and creation of responsible global citizenship should be received to develop responsible global citizens who understand the relationship in the local and global context. In de Wit's new definition of internationalization, "international, intercultural or global dimension" and "for all students and staffs" are emphasized to help students the skills, knowledge, and attitudes with responsible global citizenship (Leask & de Wit, 2016), which is close related to internationalization at home and internationalization of curriculum.

2.2 Rationales for Internationalization

When the internationalization is discussed, it is crucial to distinguish the question of why internationalizing higher education (De Wit, 2002). Rationales are the motivations or driving forces that make a country, a sector, or an institution internationalize its higher education (De Wit, 2002). According to De Wit (2001), rationales can be described as motivations for integrating an international dimension into higher education (p.78). Different rationales imply different means and ends to internationalization (p.78). There are four broad categories of rationales for internationalization: political rationales, economic rationales, social and cultural rationales and academic rationales (De Wit, 2002, p.223):

(1)   Political rationales: foreign policy, national security, technical assistance, peace and mutual understanding, national identity, and regional identity.

(2)   Economic rationales: economic growth and competitiveness, labor market, financial incentives, and national educational demand.

(3)   Academic rationales: international and intercultural dimension in research, teaching and service, extension of academic horizon, institution building, reputational profile and status, enhancement of quality, and international academic standard.

(4)   Social and cultural rationales: intercultural understanding and intercultural competence, national cultural identity, citizenship development, and social and community development (p.223).

According to De Wit (2002), these rationales often differ in importance for different stakeholders, and can change in priority over time. Knight (2008) noted emerging rationales at the national level such as social/cultural development and mutual understanding, quality enhancement/international standards, student and staff development, strategic alliance (p.25) (Table 2.1). Based on the classification to the rationales, Scott (2008) identified three level: national level, institutional level and individual level (p.10). On the national level the drivers include: 1) recruiting high-quality lecturers and researchers; 2) securing commercial benefits; 3) expanding

diplomatic influence; 4) improving academic reputation (p. 9-13). On the institutional level the drivers of internationalization include 1) profile and prestige; 2) international recruitment; 3) institutional reform (p.14). On the individual level the drivers of internationalization include: 1) the global knowledge worker; 2) the global citizen (p.14). From above, the rationales on the individual level are mentioned in the first time. But there is no mention on the individual level of the academic staffs, administrative staffs, students and all other stakeholder involving in the internationalization and international activities.

Table 2.1: Rationales Driving Internationalization

Rationales	Existing	Emerging importance
Social/Cultural	National cultural identity; Intercultural understanding; Citizenship development; Social and community development; Meet national social needs;	**National level (overlap partly the other national level rationales)** Human resources development; Strategic alliances; Commercial trade; Nation building; Social/cultural development.
Economic	Economic growth and competitiveness; Labor market; Financial incentives; Diversify sources of income and financial support; Competitiveness in the regional and international market.	
Political	Foreign policy; National security; Technical assistance; Peace and mutual understanding; National identity; Regional identity.	**Institutional level** International branding and profile; Income generation; Student and staff development Strategic alliances; Knowledge production.
Academic	International dimension to research and teaching; Extension of academic horizon; Institution building; Profile and status; Enhancement of quality; International academic standards; Curriculum innovation and development; Knowledge and technological transfer; Strategic alliances.	

Source: Knight, 2004, p.5-31.

Rationales vary over time and are becoming more and more interconnected, which leads to different approaches and policies (de Wit, 2010, p.10; de Wit, 2011, p 245). These rationales can change in dominance over time. As the development of internationalization, academic rationale such as strategic alliances, status and profile are increasingly become more predominant (de Wit, 2010, p.10).

Bartell (2003) identified three reasons for the internationalization of universities: 1) As the explosion and rate of diffusion of knowledge are compressed, higher education plays an important role on promoting understanding through interpersonal, cross-cultural, international and shared experience; 2) Under the rapid diffusion of culture through the media and satellite transmission, previously remoted countries and communities are becoming intertwined with other countries and are in demands for resources, recognition and in dependence; 3) As the increasing economic and political interdependence and increasing flow of persons, internationalization is a summary concept that addresses on the institutional level in response to the globalization (Bartell, 2003, p.51-53).

2.3 The Debate on Globalization and Internationalization

Internationalization is changing the world of higher education, and globalization is changing the world of internationalization (Knight, 2008, p.1). Since the 1990s, globalization has come to be seen as a central theme for both society and higher education (Altbach, 2016, p.81). According to Smerby & Trondal (2005), globalization refers to developments in the more interconnected and integrated world (p.459).

The definitions of globalization and internationalization have been proposed in several research papers. Globalization can be defined as "the economic, political, and societal forces pushing 21st century higher education toward greater international involvement" (Altbach&Knight, 2007, p.209). Knight (1999) defined globalization as

"the flow of technology, economy, knowledge, people, values, ideas…across the borders…Globalization affects each country in a different way due to a nation's individual history, traditions, culture and priorities" (p.6). Teichler (2004) noted that globalization initially seemed to be defined as "the totality of substantial changes in the context and inner life of higher education, related to growing interrelationships between different parts of the world whereby national borders are blurred or even seem to vanish" (p.22-23).

To sum up, globalization includes "the broad, largely inevitable economic, technological, political, cultural, and scientific trends that directly influence higher education" (Altbach, 2005, p.65). Altbach (2005) gave some examples of how globalization influences academe: "changing patterns in the ownership of multinational publishing and internet companies, the world-wide expenditure of research and development funds, and international patterns of cultural diffusion" (p.63-74). It seems that big changes are occurring on the many aspects. As Teichler (2004) stated, "it is surprising to note how much the debate on global phenomena in higher education suddenly focuses on marketization, competition and management" (p.23).

In contrast, internationalization includes "policies and programs adopted by governments and by academic systems and subdivisions to cope with or exploit globalization" (Altbach, 2005, p.65). Teichler (2004) defined internationalization as "the totality of substantial changes in the context and inner life of higher education relative to an increasing frequency of border-crossing activities amidst a persistence of national systems, even though some sign of 'denationalization' might be observed" (p.22-23). Kehm & Teichler (2007) argued that internationalization is considered as "a general term for a broad range of activities in teaching and research which take place in the international cooperation and was interpreted as the reaction of higher education to phenomena of globalization" (p.232). Altbach & Knight (2007) stated "internationalization includes the policies and practices undertaken by academic systems and institutions- and even individuals- to cope with the global academic environment" (p.290).

Internationalization is often confused with globalization (Altbach, 2004). Peter Scott (2005) stated that "the distinction between internationalization and globalization, although suggestive, cannot be regarded as categorical (p.14)." Elzinga (2012) suggested that the difference between internationalization and globalization concern the shift in the economy, organization and policy of research (p.417). Globalization enables the connection between universities and companies through established research collaborations. Globalization promotes the sharing and distribution of knowledge and research outcomes from scientists and researchers through international research collaboration staffs' mobility, and creates a network society, which changes people's lives. International networks are developing in complication with many connections among researchers and institutions (Smerby&Trondal, 2005, p.458-459). According to Altbach, Reisberg and Rumbley (2016), globalization refers to "new information and communications technology, the emergence of an international knowledge network, the role of the English language, and other forces beyond the control of academic institutions" (p.18). Internationalization refers to various policies and programs that respond to globalization, which contains student mobility, internationalization of the curriculum, or international cooperation and partnership (p.18)."

From above, globalization makes reference to the economy, technology, network, marketization, competition, which directly influence the higher education. Internationalization makes reference to the integration involving international, intercultural and global elements, and focuses on implementation in the global environment. As van Vught, der Wende & Westerheihden (2002) stated that "the internationalization is closer to the well-established tradition of international cooperation and mobility and to the core value so of quality and excellence, whereas globalization refers more to competition, pushing the concept of higher education as a tradable commodity and challenging the concept of higher education as a public good" (in de Wit & Adams, 2010, p.221).

2.4 Internationalization of Higher Education

2.4.1 European policies for the internationalization of higher education

"Higher education in Europe in the first decade after the World War II was not very international" (de Wit, 2011, p.31). In the late 1960s, the internationalization of higher education in Europe was a very restricted phenomenon, nor was it seen as coherent objective of institutional policy (p.31). During the 1970s, the European Commission promoted the cooperation in research and development, and in 1976 introduced "Joint Study Programs Scheme" in order to promote academic mobility, but the impact of the cooperation was marginal (p.35). During the 1980s, in the context of global economy, internationalization begin to become the main theme by the contribution of Framework Program for research and development in 1984 and Erasmus Program in 1987 (p.35). During the 1990s, internationalization of higher education became a key issue in European countries (Teichler, 2004, p.6).

From the 1970s, the European Community becomes the most active political actor in Europe in stimulating cross-border mobility of students and strengthening the recognition of study within Europe (de Wit, 2002; Teichler, 2009, p.98). From 1986 to the early 1990s, the European Community established fourteen programs in order to support the educational cooperation in Europe (Kehm, 1994; Teichler, 2009, p.98). Among these programs, Erasmus program is considered to be not only the most effective program to promote the mobility of student and staff, but also was a trigger for a qualitative leap of internationalization strategies and policies (p.93). In the late 1990s, "the individual European countries jointly aimed to pursue similar higher education policies and to strive for a system convergence" (Teichler, 2012, p.2), and the dimension of "competitiveness" was introduced in the internationalization debate with the development of the Sorbonne and Bologna Process (Van der Wender & Huisman, 2004, p.44), which emphasized the establishment of a cycle system of study programs and degrees within Europe (Teichler, 2012, p.3). Before the Bologna Process, a bachelor-master system had existed in Europe only in the United Kingdom and Ireland (Teichler, 2014, p.144). "Bologna Process has promoted the Diploma

Supplement and the European Credit Transfer and Accumulation System to further increase transparency and recognition" (Leuveen/Lovain-la-Neuve Communiqué, 2009, p.2). Bologna Process and Lisbon Strategy are the basis for reform agenda that leads to remove the obstacles of internal labor and student mobility and strengthen the competitiveness in the field of education and research in the global society (de Wit, 2011, p.88).

In 2009, the ministers of higher education in Leuveen/Lovain-la-Neuve Communiqué (2009), "took stock of the achievements of the Bologna Process and established the priorities for EHEA for the next decade" (p.1) and pointed out that international experience of students is the most important theme of policies of promoting student mobility within Europe (Teichler, 2014, p.148). Leuveen/Lovain-la-Neuve Communiqué 2009 set a goal for the year 2020, "at least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad" (Leuveen/Lovain-la-Neuve Communiqué, 2009, p.4). It is shown that already more than 20% of graduates of some countries such as the Netherlands, Austria and Norway have studied for some period abroad (Schomburg and Teichler, 2011; Teichler, 2014, p.148). And some countries such as Germany might reach the target soon. By contrast, in the United Kingdom, France, Italy and Poland the target might be far away to be reached (Teichler, 2014, p.144-149). It should be noted that the target of 20% of students that should have international study abroad during their course of study emphasizes sending more home students and make more home student to be outwards mobile and more internationally competent. The focus is not on the international students but on the outgoing students, which is taken seriously at German higher education institutions.

Regarding the transnational program for research and innovation, Horizon 2020 is the biggest European Union research and innovation program offering about 77 Euro of funding in the period from 2014 to 2020), which aims to secure Europe's global competitiveness with its emphasis on excellent science, industrial leadership, and societal challenges (European Commission, 2018). Horizon 2020 provides

opportunities for promoting international network and cooperation, developing research and innovation projects (European Commission, 2018).

The European programs and policies to internationalize higher education are deemed to be crucial stimulators and facilitators for the internationalization in Europe (de Wit, 2015, p.34). As the important European programs, Erasmus Program and Bologna Process contributed to the success in the intra-regional cooperation and mobility of student and staff within Europe (p.44). As following the internationalization policy, ministerial responsibilities in different countries implement measures to improve international competitiveness. For example, DAAD in Germany has taken various actions to enhance the competitiveness of Germany universities; Nuffic in the Netherlands involved in the various international activities such as international cooperation development and international recognition and certification, and the British Council is greatly involved in recruiting international student and establishing international projects (de Wende & Williams, 2004, p.257).

National policies for the internationalization of higher education are greatly affected by politics, history, social-culture, geographical location, and economic policy (der Wende & Williams, 2004, p.250). Regarding to the national and international drivers of policy change, there are two distinct competition and cooperation (p.250). Competition is always related to economic competitiveness such as the United Kingdom, the Netherlands, and Austria. For example, higher education policy in Austria focuses on more international competition than cooperation (p.250). According to OECD (2014) statistic, among most European countries, international students from other European countries pay the same tuition fee as domestic students. It should be noted that this also applies to non-EU international students in Finland, Italy and Germany (OECD, 2014). In Germany, in order to attract more international students, government established beneficial conditions such as "low tuition fees or none at all, work permits for 120 all-days during studies, and attractive consecutive work options" (Bremer, 2013, p.18). Non-EU international students are treated the same as the domestic students (p.18), although some universities begin to charge tuition fee for non-EU international students. Whereas in the United Kingdom,

Austria, Belgium, the Czech Republic, Turkey, the Netherlands, Ireland, Poland, non-EU international students have to pay higher tuition fees than domestic students (OECD, C4, 2014, p.347-349). Non-EU international students can bring great economic benefit, especially in the United Kingdom, the Netherlands, Austria (p.347). As Sadlak and de Miguel (2005) pointed out, "higher education as a 'public good' is still an important value in European higher education. At the same time, there is a clear orientation towards a system based on charging tuition fees combined with a support system, inclusive of loans." (de Wit, 2011, p.90). However, there are some strong critical reviews of education commercialization and marketization, which produce a passive impact on the education quality.

It is admitted that higher education plays a key role in improving national economic competitiveness (Luojten-Lub, der Wender, & Williams, 2004, p.252-255). Competition is often associated with globalization and cooperation with internationalization (der Wende, 2004, p.9). The higher education in the United Kingdom is considered as an approach for international relations and foreign policy. It aims to improve the reputation through international relations with other countries in the field of education, arts, science and technology (Luojten-Lub, der Wender, & Williams, 2004, p.251). In Norway, internationalization policy showed the focus and investment in scientific research and education have become a significant factor in international competitiveness (p.253). It is obviously that those countries show great interest in the competition in higher education market, and the international competition becomes a great approach to improve the quality and innovation.

By contrast, in Germany, international cooperation is the key point in the process of internationalization. Many German universities have signed collaboration agreements with international universities, established joint study programs and double degree programs, and engaged in strategic alliances and networks (Luojten-Lub, der Wender, & Williams, 2004, p.251). For example, between 2009 and 2015, the number of grants made by BMBF for international cooperation projects more than doubled (BMBF, 2016, p.9). In addition, concerning with the economic development of the poor nations, Germany universities focus on establishing the cooperation with central

and east European countries (der Wender, 2004, p.256). Similarly, in Austria, different international cooperation and programs are established with central and east European countries such as Slovakia, Czech Republic and Hungary (p.258). It is apparent that the cooperation and activities are greatly influenced by history, culture and linguistic links, which might be called links-inclined (p.256). For example, Portugal promotes and supports the international cooperation with the former Portuguese speaking colonies (p.256). Germany students are more inclined to exchange in Austria (p.256). The United Kingdom has special links with English speaking countries (p.256). The Netherland offers support and strengthen the cooperation with the higher education of Dutch Antilles and Aruba (Luojten-Lub, der Wender, & Williams, 2004, p. 253-256).

On the other hand, cooperation and competition often go hand-in-hand (Luojten-Lub, der Wender, & Williams, 2004, p.253). The Netherlands strives to attract Asian students, but it is mentioned in the national policy that this is connected to international cooperation with foreigner countries (p.252). In terms of international mobility and immigration, the Netherlands is "a clear example of a mix policy of cooperation and competition" (de Wit, 2011, p.64). Germany's government perceives international competition as an opportunity to improve competitive advantage (BMBF, 2016), which means competition for talents is emphasized to improve international influence. As it is mentioned in the internationalization strategy 2016, one of objectives refers to "developing Germany's strength in innovation on the international stage" (BMBF, 2016, p.5-10). Therefore, cooperation and competition are interconnected and intertwined in the process of internationalization.

ERASMUS Program

ERASMUS program has produced powerful influence on internationalization of higher education in Europe. It is apparent that "internationalization as a strategic process began with ERASMUS program" (De Wit & Fiona, 2015, p.3) that provides big numbers of European Union university students with the opportunities for study or

intern abroad (Hahn, 2005, p.19), and made contribution in developing the students' international experience and broadening their visions and improving their employment opportunities (Simon, 2015). Some other related aspects such as the international cooperation, teaching staff exchange, internationalization of curriculum are affected and developed (Teichler &Maiworm, 1997, p. 3-16).

ERASMUS program is considered as "a breakthrough in consolidating public support for the value of study abroad more generally" (Teichler, 1996). It supports cooperation between universities across Europe and helps the students, professors and other staffs with an opportunity to study in a different European country and improve the international experience (Elania, 2008, p.24). For example, in the 2014 academic year, 30,964 Erasmus participants studied or interned in Germany and 2,966 guest lecturers from Germany received Erasmus funding to teach in other European countries (Wissenschaft Weltoffen, 2016). In addition, it is also found that indeed most countries had a national policy for internationalization and that the ERASMUS program was generally found to be complementary to these policies (der Wender & Huisman, 2004, p22).

ERASMUS + Program

The ERASMUS + Program started in January 2014, which is the new EU program in the fields of education, training, youth and sport for the period 2014-2020 (Erasmus+ Program Guide, 2016, p.9). It comprises three key actions and two supplementary schemes as Jean Monnet Activities and Sport actions (p.13). Three key actions include "mobility of individuals, cooperation for innovation and the exchange of good practices and Support for policy reform" (p.13).

In the field of higher education, *ERASMUS* + Program refers to international dimension and targets the cooperation with Partner countries (p.13). For example, Key Action 3 supports the policy dialogue through the network of Higher Education Reform Experts in Partner Countries neighboring the EU, the international alumni association, policy dialogue with Partner Countries and international attractiveness

and promotion events such as participation in international student fairs (p.12). In terms of specific objectives of the program, it refers to improving the learning and teaching in the third and fourth objectives (Erasmus+, 2016, p.10): "improve the teaching and learning of languages and promote the Union's broad linguistic diversity and intercultural awareness; promote excellence in teaching and research activities in European integration through the Jean Monnet activities worldwide" (p.10).

In order to expand the influence and competitiveness of higher education, EU took some measure such as "recognition and validation of skills and qualifications, dissemination and exploitation of project results, expansion of international dimension, implementation of multilingualism, promotion of equity and inclusion, protection and safety of participants" (Erasmus+, 2016, p.13). To some extent, *ERASMUS + Program* expand the effects of *ERASMUS program* and international cooperation with Partner countries and further promote the development of internationalization in higher education (p.13).

Bologna Process

Bologna Process reinforced understanding and drivers for internationalization that established by *ERASMUS program* (De Wit, 2015, p3). The Bologna Process, launched with the Bologna Declaration in 1999, with a target for the establishment of EHEA by 2010, involving the cooperation of 47 states as well as EU Commission and eight further organizations in higher education field (BMBF, 2016). The first initiative towards more convergence was taken by Germany, France, Italy and the United Kingdom in 1998 being called Bologna Process is a new stage of internationalization (Teichler, 2009, p.102). It was taken as a key document which marks a turning point in the development of European higher education (der Wende & Huisman, 2003, p.23). Bologna Process aims to establish EHEA through international cooperation and academic exchange, and attract international students and staffs all over the world (p.23). To some great extent, EHEA makes the mobility of students, graduates and university staffs much easier within Europe, as well as providing access to high-quality higher education (p.23).

In order to achieve the objectives of Bologna Process interacting with stakeholders and actors of higher education, European countries took measures especially emphasizing on the reform of degree systems and the expansion of ECTS (Haug &Tauch, 2001, der Wende & Huisman, 2003, p.24). This can be explained in the official conference in Prague as the extension of Bologna Process agenda (Teichler, 2009, p.101) as the key points such as promoting mobility within Europe and attracting international students from other countries, lifelong learning (der Wende & Huisman, 2003, p.24-27). After the following ministerial meeting in Berlin (2003), 90% of universities have or will have two-tier structure, which is driven by higher education quality and employability of graduates (p.25).

With the implementation of Bologna Process, European-level policy greatly produces a great effect on both the curriculum and system level and it is actual benefit for improvement of the internationalization in the higher education policies (der Wende, 2001, p.252, der Wende & Huisman, 2003, p.26). With the expansion of European regional integration, Bologna Process harmonizes academic system to confirm "compatible degree structures, transferable credits, and equal academic qualifications" in European countries (Altbach &Knight, 2007, p.295). For example, as a follow-up to Bologna Process, German universities change their programs and improve the internationalization of curriculum. Bologna Process has indeed promoted the German student outbound mobility of and the visibility and attractiveness of German universities for students and young researchers from other countries (BMBF, 2016). In the Netherlands and Austria, the Bologna process promoted the restructure of two-cycle Bachelor and Master. But in the United Kingdom, it does not make great impact on changing policies and practices (der Wender, & Williams, 2004, p.271). In addition, Bologna Process promoted the implementation of quality accreditation (der Wender, & Williams, 2004, p.272). For example, Germany, Austria and the United Kingdom, involved in the Joint Quality Initiative, which is about the quality accreditation of Bachelor and Master programs in Europe (p.272).

Language Policies

Language is a key factor closely connecting to the internationalization policies (der Wender, & Williams, 2004, p. 268). In the Netherlands and Norway, national policy encourages higher education institutions to offer courses or programs in English (p. 268-270). But in Germany, teaching in English is a debated topic (p.268). The undergraduate courses are almost taught in German. Recent years, master programs in English are being provided at most universities, but general speaking, international students cannot enroll at universities without the language certificate for level B2 or C1 because large proportion of German teaching is conducted in the master program. Some academics worried about the German cultural heritage will be loss if English is adopted widely in Germany and there are growing demand for the courses in German as a foreigner language (p.268). In Portugal, most international cooperation is with Portuguese colonies and the majority of international students is from Portuguese speaking countries, which lead to Portuguese as the main language in Bachelor and master program (p.270). For Austria, the main incoming students are from Germany and Italy (Wissenschaft Weltoffen, 2016). The reason that German students inclined to choose Austria as a desired destination country might be the same language and similar higher education system (der Wender, & Williams, 2004, p. 270-272), In the Netherlands, many higher education institutions provide courses and programs in English. By contrast, in the United Kingdom, English as dominance language might be one of factor of impeding outgoing mobility (p. 271).

2.4.2 International student mobility

International student mobility not only develop students' international and intercultural competence, but also help the students enhance the confidence to cope with the problems in the global knowledge society. Moreover, student mobility strengthens competitiveness and improves knowledge intensity in Europe. According to the OECD statistics, international student mobility worldwide has increased rapidly from 0.8 million students who are enrolled at universities and colleges in 1975 to 4.6

million in 2015 (OECD, 2017) (Figure 2.1), and is predicted to reach about 8 million by 2025 (Maslen, 2012). The number of mobile students in Europe almost doubled since 2000, from about 950,000 to 1.8 million in 2013 (Wissenschaft Weltoffen, 2016). The United Kingdom is the most popular destination country for international students. Approximately 127,500 students from other European countries were registered at British universities and colleges in 2013, followed by Germany (77,500), Austria (58,000) and France (56,500) (Wissenschaft Weltoffen, 2016, p.63).

International students Number (in millions)
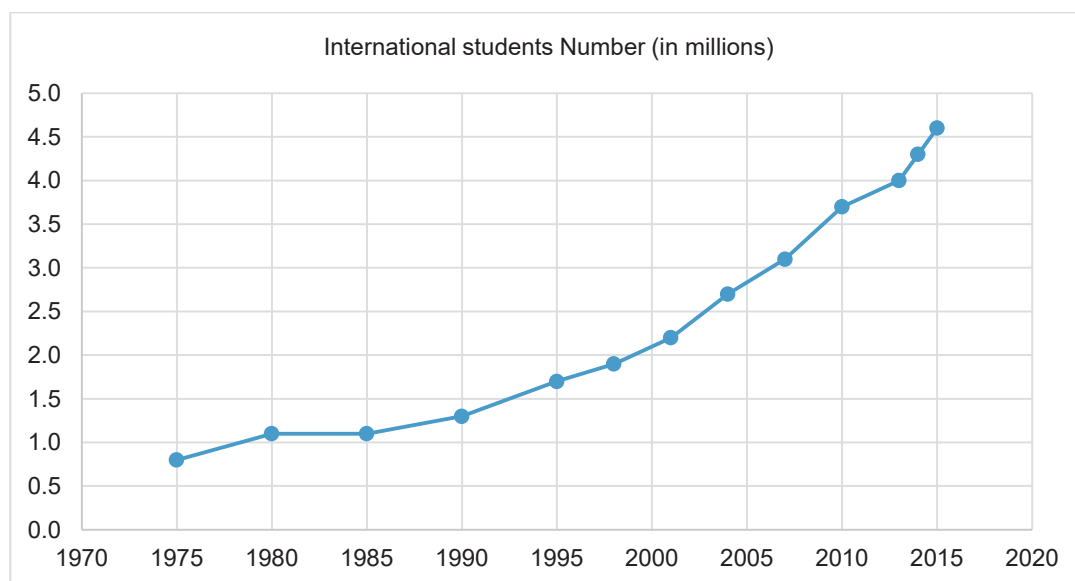
Figure 2.1: International students number worldwide from 1975 to 2015
Source: OECD, 2016

Incoming Students

According to the OECD statistics, in 2013, the United States hosted the largest number of all international students (19%), followed by the United Kingdom (10%), Australia and France (6%), Germany (5%) (Figure 2.2) (OECD, 2016). Germany also attracted significant numbers of students, but had slipped to fifth of most popular destination by 2015 from third by 2000 (OECD, 2016).

There are different factors to determine the international students' choices of host countries such as historic, linguistic, geographic, economic and political factors, and

opportunity for the career development (OECD, 2016). In 2014, Commonwealth countries and the United States still have much higher shares of incoming degree students from China, India, South Korea and Saudi Arabia, mainly due to the quality of education, program language and immigration policies (OECD, 2016). Germany has international incoming students who are enrolled at higher education institutions mainly from China, Russia, India, Austria and Belgium (Wissenschaft Weltoffen, 2017, p.25). The United Kingdom has international incoming students who are enrolled at higher education institutions mainly from China, India, Nigeria, Malaysia and the United States (Wissenschaft Weltoffen, 2017, p.25).
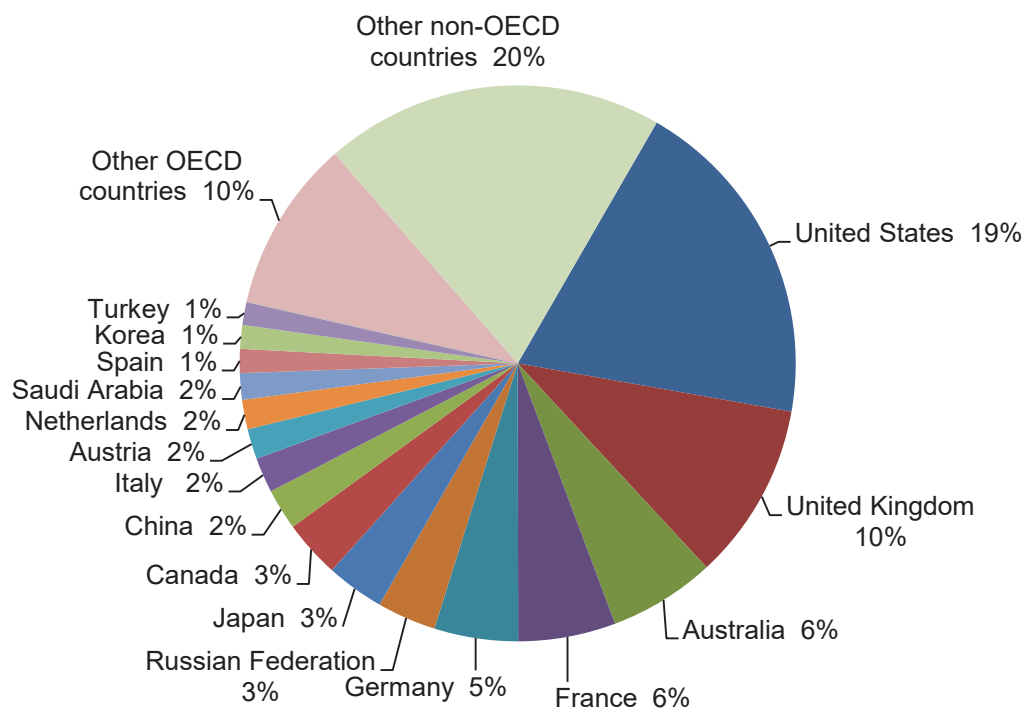
Figure 2.2 : Distribution of foreign and international students in tertiary education, by country of destination (2013)
Source: OECD. Tables C4.4 and C4.6. See Annex 3 for notes
(www.oecd.org/education/education-at-a-glance-19991487.htm).

Outgoing Mobility

Asian Students constitute the largest group of international students worldwide. In particular, the proportion of Chinese students in all international students is about 20% (OECD, 2016). The second important country of origin is India (6%) and almost half of Indian outgoing students prefer to study in the United States (OECD, 2016). It is obvious that the education demand for international mobility is primarily from Asia, but also from Africa and South and Latin America (Kritz, 2016). Germany follows China and India as the third most important country of origin, which is followed by South Korea, Saudi Arabia and France (Table 2.2) (OECD, Chapter C4, 2016). It should be noted that proportions of students abroad in the countries of origin have a big difference. For example, in 2013, Chinese students abroad account for only 2.1% of all Chinese students (Wissenschaft Weltoffen, 2016, p.76). But some countries have higher proportions of students abroad such as Luxembourg (70.6%), Cyprus (33.8%), Iceland (13.8%) (Wissenschaft Weltoffen, 2016, p.76).

Table 2.2: Key host country and key country of origin (the student number and percentage of all international students studying worldwide)

Host country	Number	in %	Country of origin	Number	in %
USA	907,251	19.7	China[3]	837,849	20.5
United Kingdom	428,724	9.3	India	253,926	6.2
Australia	294,438	6.4	Germany	137,700	3.4
Germany[1]	235,858	5.1	South Korea	108,033	2.6
France[2]	235,123	5.1	Saudi-Arabia	86,471	2.1
Russia	213,347	4.6	France	80,714	2.0
China[3]	167,295	3.6	Kazakhstan	77,954	1.9
Canada[4]	151,244	3.3	Nigeria	75,539	1.9
Japan	132,685	2.9	USA	67,670	1.7
Italy	90,419	2.0	Malaysia	64,482	1.6
other countries	1,753,012	38.0	other countries	2,308,832	56.1

Source: UNESCO, country-specific reference periods; Wissenschaft Weltoffen, 2016

As the largest host country of origin, in 2017, German students abroad are distributed over the five most important host countries: Austria, the Netherland, the United Kingdom, Switzerland and the United States (Figure 2.3) (Wissenschaft Weltoffen, 2017). It is worth to mention that 87% of all mobile students from Germany and 61% from France are enrolled in European host countries (Wissenschaft Weltoffen, 2016). By contrast, over 60% of mobile students from South Korea and over 50% of mobile

students from Saud Arabia and India are enrolled in the United States. It means German students and French students have preference for Western Europe. In 2013, 104,000 students from Germany were registered at colleges and universities in other European countries, which is followed by France (62,500), Italy (42,000), Russia (38,000) and Ukraine (37,500) (Wissenschaft Weltoffen, 2016, p.61).
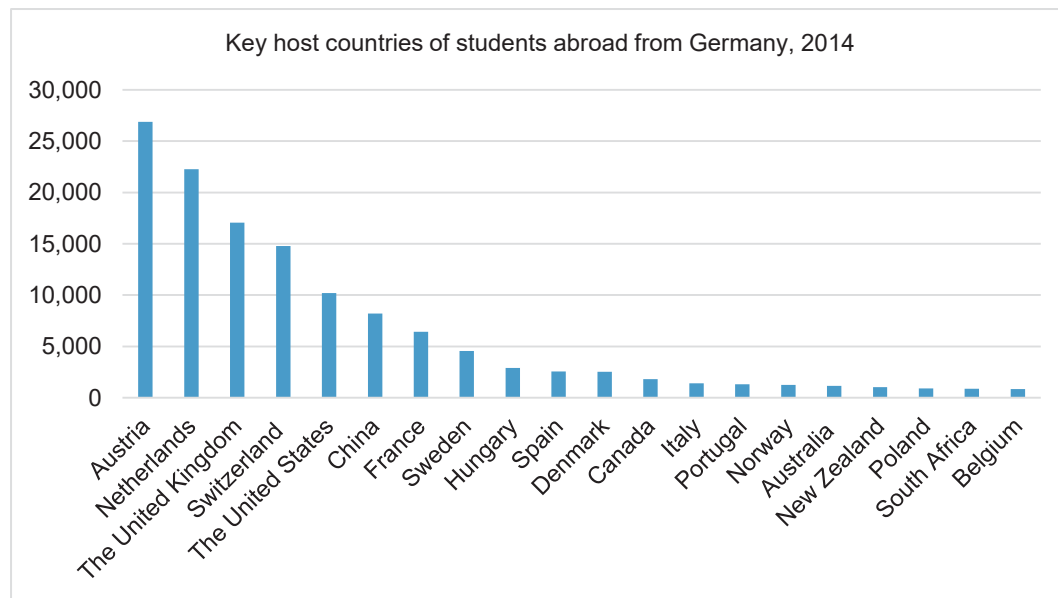
Figure 2.3: Key host countries of students abroad from Germany, 2014
Source: Wissenschaft weltoffen 2017; UNESCO, Studierendenstatistik.

Mobility ratios and balances

There are great mobility balances in the proportion of outgoing students and incoming students. For example, in 2015, Australia has the proportion of 4% outgoing students to 96% incoming students, whereas the Vietnam has exactly the reverse proportion of 96% outgoing students to 4% incoming students (Figure 2.4) (Wisssenschaft Weltoffen, 2018).

It is obviously that Australia, the United Kingdom and the United States focus on attracting much more international students than on sending their home students (Wisssenschaft Weltoffen, 2017, p.21). By contrast, China and India focus on

outgoing internationally mobility (p.21). Some countries such as Saudi Arabia, Turkey, Italy and Germany have even mobility balances (p.21). Germany has 63% incoming students and 37% outgoing students, which means the ratio of incoming students and outgoing students is about 1.7:1 (p.21). However, as the largest host country of destination in Europe, the United Kingdom has 93% incoming students but only 7% outgoing students (Wisssenschaft Weltoffen, 2017, p.21).

Country	Number	Outgoing in %		Incoming	Number
Vietnam	63,702	96		4	2,874
India	253,926	86		14	41,993
China[3]	837,849	83		17	167,295
South Korea	108,033	67		33	54,540
Germany[9]	137,700	37		63	235,858
France[7]	80,714	25		75	235,123
South Africa[7]	7,451	15		85	42,594
United Kingdom	31,075	7		93	428,724
USA	67,670	7		93	907,251
Australia	12,027	4		96	294,438
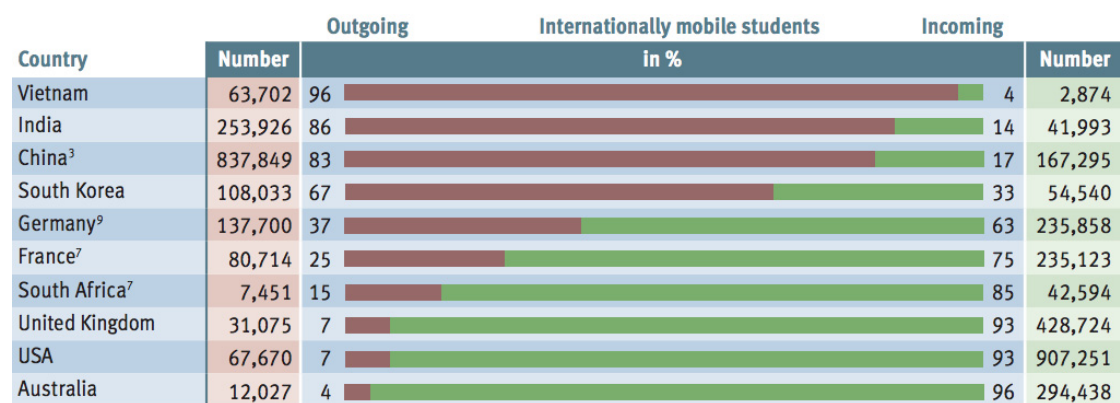
Figure 2.4: Mobility balances in major host countries and countries of origin, 2015 (number and percentage of all incoming student and outgoing students).
Source: UNESCO, country-specific reference periods; Wissenschaft weltoffen, 2018

2.4.3 Internationalization of higher education in Germany

From a marginal and fragmented issue in most countries until the end of the 1980s, internationalization has become a mainstream and central component of policies and practices at regional, national and institutional levels (de Wit, 2017, p.25). The internationalization policies emerging in Germany since 1996 and subsequently moving towards a European platform, as visible in the "Sorbonne Declaration" jointly signed in 1998 by the British, French, German and Italian ministers and the "Bologna Declaration", have to be viewed as a second stage of internationalization policies and activities in German higher education (Hahn&Teichler, 2005, p.39). Over the past years, German universities are strongly involved in international research cooperation and various international programs and activities (Hahn, 2005, p.19). This is also true

for the universities of applied sciences that focus on the professional application (p.19).

Types of Higher Education

The Germany higher education system generally differentiates between three distinct types of institutions: universities and equivalent institutions (Universitäten), universities of Applied Sciences (Fachhochshulen, FH) and Colleges of Art, Film and Music (Kunst-, Film- und Musikhochschulen) (DAAD, 2017) (Figure 2.5). The majority of higher education institutions are financed by the state (HRK, 2016). However, some higher education institutions are operated by the Protestant and Catholic, and private institutions, most of which are universities of applied sciences, are officially recognized by the state (HRK, 2016).
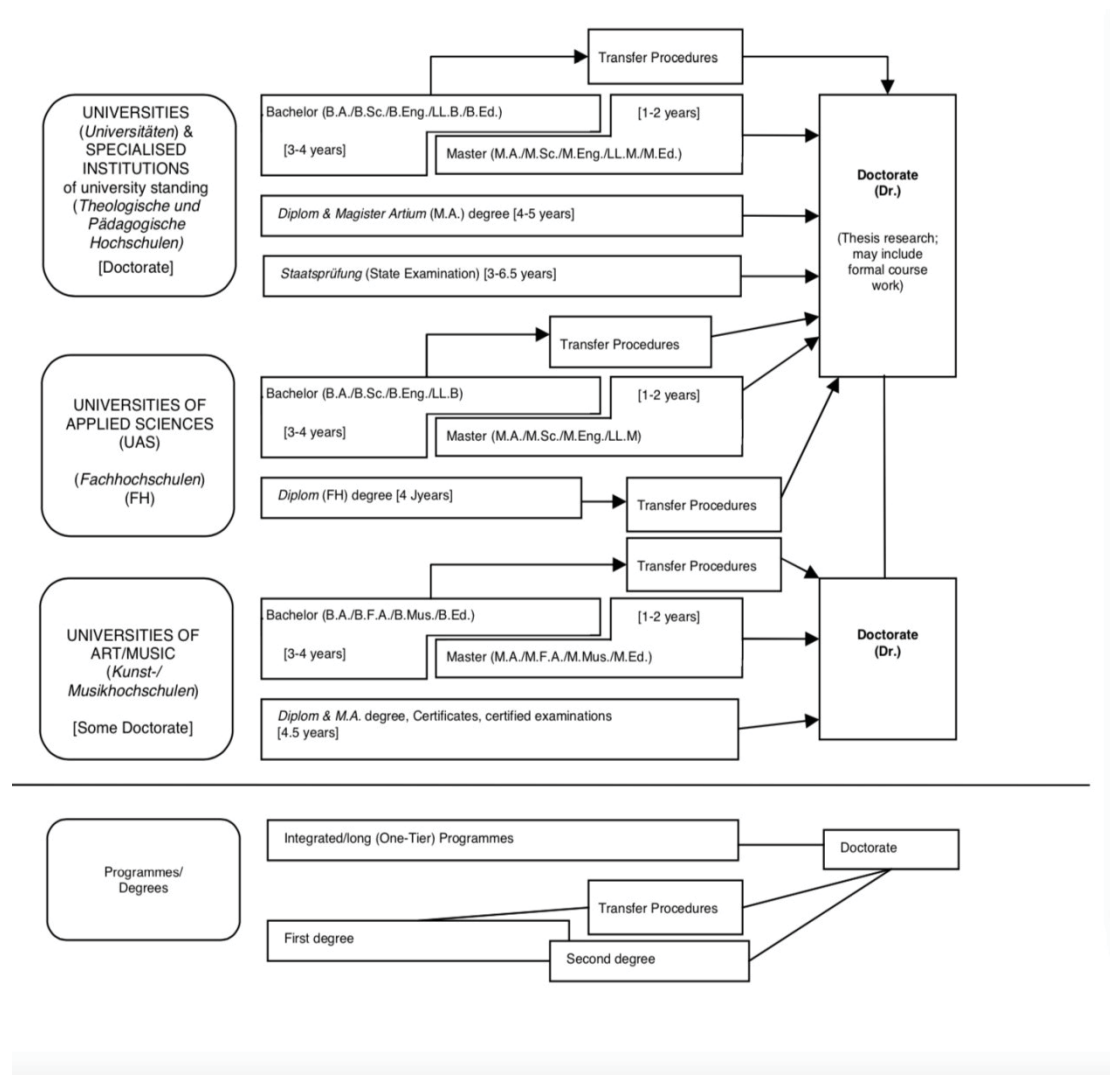
Figure 2.5: Germany higher education system
Source: HRK, 2016, p.2

Universities are normally strongly research-oriented and offer a wide range of subjects and mainly aim to promote science and the humanities (DAAD, 2017). Besides the classical full universities that cover the whole spectrum of academic subjects, Germany also has so-called equivalent institution which specialize in specific subject areas, such as technical university / university of technology (Technische Hochschule / Technische Universität), medical school (Medizinische Hochschule), Sport University (Sporthochschule), University of Politics (Hochschule für Politik), University of Administrative Sciences (Hochschule für Verwaltung), Schools of Business or Management (Hochschulen für Wirtschaft /

Wirtschaftshochschule), University of Education (Pädagogische Hochschule) (HRK, 2016).

Universities of applied science were introduced by the federal states in the late 1960s and early 1970s in order to improve scientific-technologic development and fill the gap between academe and professional application through the academic training designed to meet the practical aspects of professional life (DAAD, 2006, p.8). Universities of applied science provide students with the opportunity to engage in more practical studies and applied research (p.8). They focus primarily in the area of business and management, engineering, design, social work and education, and nursing with the combination of academic standards and an extensive practical application (p.20).

Colleges of Art, Film and Music offering courses and subjects in the fine art, industrial and fashion design, stage design, performing art, instrumental music aim primarily to develop the various arts and improve professional ability of students in art and art education (DAAD, 2006, p.8, 24). Special media-oriented colleges provide professional training for directors, camera operators, authors, film-makers and other TV or media professionals (p.8).

Key Actors in Internationalization

The promotion of internationalization in Germany as a coordinated process is due to the leadership and support of five powerful actors: German Federal Ministry of Education (Bundesministerium für Bildung und Forschung, BMBF), German Rectors Conference (Hochschulrektorenkonferenz, HRK), German Academic Exchange Service (Deutscher Akademischer Austauschdienst, DAAD), German Research Foundation (Deutschen Forschungsgemeinschaft, DFG), and Alexander von Humboldt Foundation (Alexander von Humboldt-Stiftung, AuH) (Streitwieser, 2015, p.24). Over recent years, these five federal-level players have formulated the primary internationalization agendas and have defined broad goals, which have been

implemented at universities, foundations, related agencies, academic and research institutions (p.24).

BMBF is charge of higher education and science research in general and defines internationally action schemes. In addition, there are other major governmental actors in higher education related to the internationalization: Bund-Länder Commission for Educational Planning and Research Promotion (Bund-Länder-Kommission für Bildungsplanung und Forschungsförderung, BLK) acting between the national and the state levels, and Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (Ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland , KMK) coordinating higher education policy between the sixteen states (Hahn, 2004, p53).

As intermediary organizations, DFG, HRK, DAAD, and AuH are the most active actors and drivers in promoting internationalization process. The policy arena of internationalization of higher education is marked by the increasing number and growing importance of these organizations (Hahn, 2004, p53). There are other organizations playing important on the promotion of internationalization: Centre for Higher Education Development (CHE), Accreditation Council and some accreditation agencies and various research promotion agencies (p53).

DFG is self-governing organization for science and research supporting the individual projects and research collaboration, offering the awards for the outstanding research achievements and providing the funding for scientific infrastructure and scientific cooperation (DFG, 2016). HRK is a coordinating organization representing most higher education institutions in Germany. Accreditation Council and some other accreditation agencies focus on the development in the quality of teaching and learning, and Bachelor and Master Programs related to the Bologna process (HRK, 2016). DAAD plays a central role in the internationalization of higher education, which provides funding for the international exchange of students and researchers from all over the world (DAAD, 2014). AuH aims to promote international cultural dialogue and academic exchange providing the sponsorship programs for research

fellowships and offering the awards for the outstanding scientists and researchers worldwide in order to help them with the long-term researches or programs in Germany (AuH, 2016).

Student mobility

Student mobility has become a key topic to promote internationalization in Germany. At first, the definition of international students should be reviewed and clarified. International students at German universities fall into two distinct groups: Bildungsinländer and Bildungausländer (Wissenschaft weltoffen kompakt, 2017, p.1). Bildungsinländer are students of other nationalities who attained their higher entrance qualification in Germany, while Bildungausländer are students of other nationalities who attained their higher education entrance qualification outside Germany (p.1). The latest statistic from *Wissenschaft Weltoffen* (2017) indicates that there were 340,305 international students including Bildungsinländer and Bildungausländer studying in Germany in 2016 (p.43). Figure 2.6 shows the increase trend of international students among all students from 2006 to 2017. According to the *Wissenschaft Weltoffen's* statistics (2017), the proportion of international students in all students at German higher education institutions is up to 12.3% in 2016 (p.43).
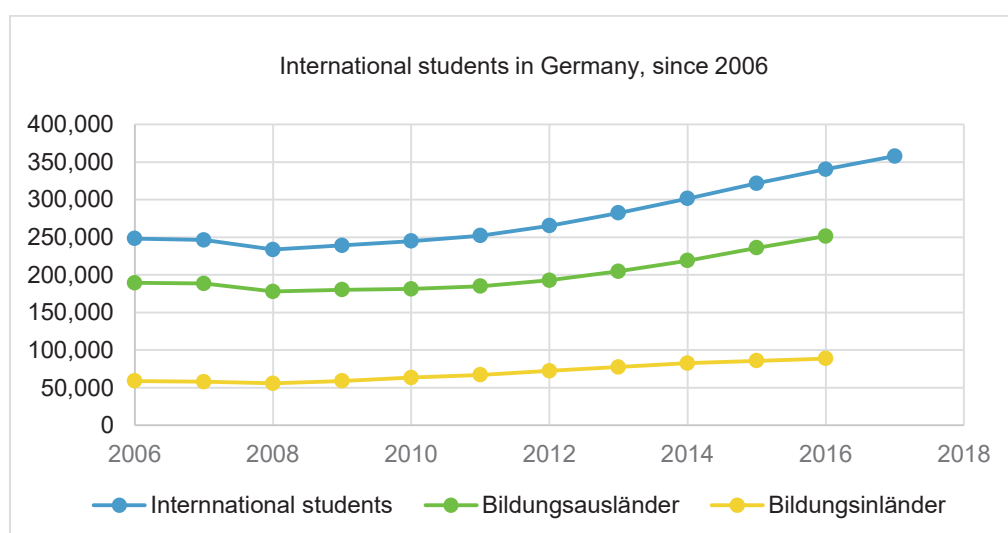
Figure 2.6: Number of international students in Germany (2006-2017).
Source: Wissenschaft weltoffen, 2017, p.42.

According to *Wissenschaft Weltoffen's* statistics (2017), there were only 34,000 German students studying abroad in 1991. In the following years, the constant growth of German students abroad promotes the student mobility. The number of German students who are enrolled abroad is 137,300 in 2014 (Figure 2.7). According to *Wissenschaft Weltoffen's* statistics (2017), "German students abroad accounted for 5.8% of all German students" (p.71). Austria, Switzerland the Netherlands, and the UK remain the four most popular host countries (p.71).
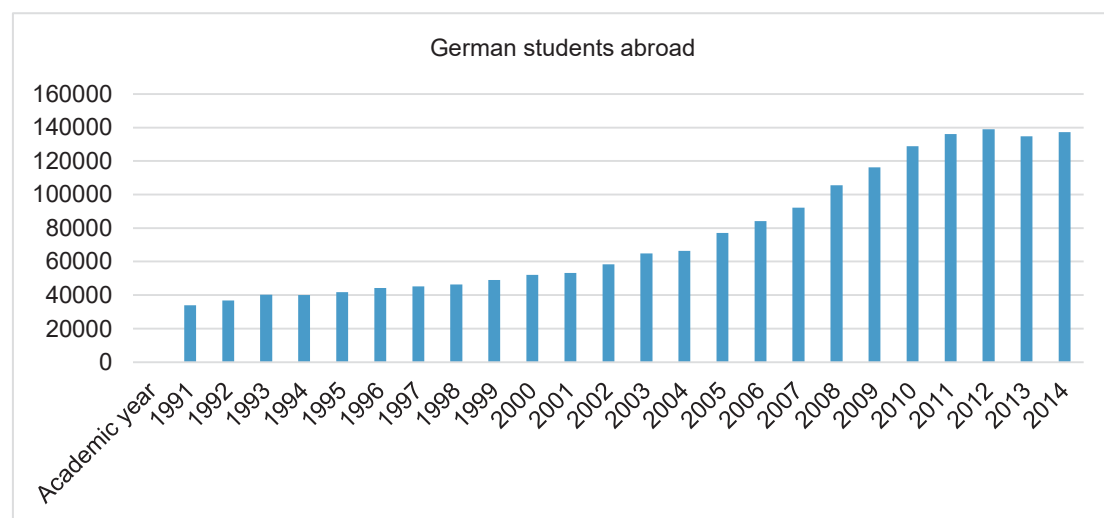
Figure 2.7: Number of German students abroad since 1991.
Source: Wissenschaft weltoffen 2017, p.71.

In regard to student mobility, *ERASUMS* is the most important program in Germany (Hahn, 2005, p.64), which promote the student mobility, to a large extent. In the 2014 academic year, 137, 300 German students in total studied abroad and 30, 274 German students spent time abroad in the support of the *ERASMUS* program, representing 26.4% of all German students abroad (Wissenschaft weltoffen 2017, p.12). The figure 2.8 provides an overview of German students and Erasmus-study students from Germany. On average, one fourth outgoing student mobility is from the *ERASMUS* program (Wissenschaft weltoffen 2017, p.13). France, Spain and Italy account for 39% of all Erasmus participants at German universities program (Hahn, 2005, p.65).

ERASMUS program significantly promote the outbound mobility and the number of outgoing students grows constantly every year. It is increasingly clear that mobility

can bring substantial benefits to participants (Beelen and Jones, 2015, p.12) and most universities are striving to increase the number of international students and encourage more German students abroad. However, only a small part of students has opportunity to study or internship abroad. As the statistics of *Wissenschaft weltoffen* (2017), just 5.8% of all German student studies abroad every year, which means most of German students do not have opportunity to experience study and life abroad (p.12). Under this circumstance, internationalization at home is of vital in improving the overall level of internationalization and developing the intercultural competence of the students. Therefore, the study on internationalization at home is of significance in the process of internationalization.
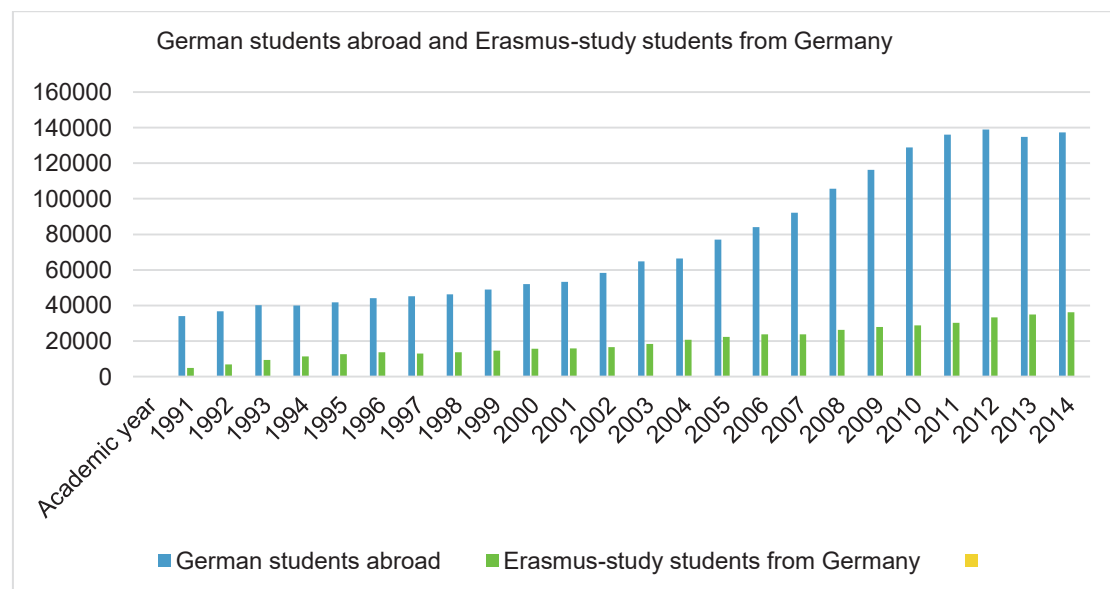
Figure 2.8: Number of German students abroad and Erasmus-study students from Germany. Source: Wissenschaft weltoffen 2017.

National policies and strategies for the internationalization

Internationalization has been an important theme of higher education policy in Germany since 1996, when the first action scheme *Strengthening the attractiveness and competitiveness of the German Space for Higher Education and Science* was

launched by DAAD (Hahn, 2005, p.19). Its main objectives include developing more programs for international students, increasing academic recognition, improving the procedures regarding to residence for international students and researchers, promoting international marketing of higher education (Hahn &Teichler, 2005). In 2000, DAAD implemented the second action scheme to improve the international competitiveness of the German Space for Higher Education and Science (der Wende, 2004, p.58), which encompassed enhancing the international attractiveness, developing professional marketing internationally (DAAD, 2016). In 2004, DAAD implemented the third action scheme emphasized quality in internationalization such as providing internationally attractive study programs and research, building efficient structures and framework for international management, overcoming language barriers, creating professional marketing environment to attract excellent scholars from all over the world (Hahn &Teichler, 2005). In 2013, DAAD presented its "Strategy 2020" with the three main action areas "Scholarships for the Best", "Structures for Internationalization" and "Expertise for Academic Collaborations", with the goal of securing German's position as one of the most popular destinations for internationally mobile students and attracting at least 350,000 international students by the year 2020 (DAAD Annual Report, 2013).

Regarding the national policies for the internationalization, it is worth to mention that internationalization Strategy (2008, 2016) and *"International Cooperation" Action Plan 2014*, as well as joint declaration 2013*"Strategy of the Federal and Länder Ministers of Science for the internationalization of the Higher Education Institutions in Germany"* (HRK, 2016). Internationalization Strategy 2008 refers to "internationalization of the whole education system and list concrete goals such as increasing incoming student mobility to 250,000 each year and working towards a target of 50% university graduates spending time abroad by 2020" (Streitwieser & Klabunde, 2015, p.110). Internationalization Strategy 2016 is further developed based on the Internationalization Strategy 2008 and sets five objectives including "strengthening excellence through global cooperation, developing Germany's strength in innovation on the international stage, internationalizing vocational training and qualification, working with emerging and developing countries to shape the global

knowledge-based society, and overcoming global challenges together" (BMBF, 2016). Among these objectives, international cooperation, international student and staff mobility are mentioned in detail.

"International Cooperation" Action Plan (2014) focused on some key areas: promoting research cooperation with the world's best; tapping international potential for innovation; promoting cooperation with the emerging and developing countries lastingly; contributing towards tackling global challenges; creating prospects for both people and industry through training (Action Plan, 2014, p.2-6). The joint strategy 2013 developed joint policy objectives in nine main fields of action to improve internationalization, which is related to student mobility, staff development, international student services, international cooperation, strategic framework for action, internationalization at home and targets for transnational education (Streitwieser, Olson & Burkhart, 2015, p.25) (Table 2.3). From the table, it is noted that the joint strategy refers to internationalization at home such as offering German students new opportunities to acquire intercultural and language skills, providing an insight into a different teaching culture, gaining intercultural insights, encouraging students to gain a different perspective (HMK, 2015, p.12-18). There are no obvious words to mention the internationalization at home as the field of action or joint goal, but its measures and aspects can be found in the joint strategy.

At the institutional level, many universities and colleges progressively developed or updated international strategies, which focus on the national priorities to promote student and staff mobility, strengthen the research collaboration, internationalize the curriculum, and begin to transfer the focus to improve the internationalization of administrative staffs and improve international services for foreigner students and German students (Streitwieser, Olson & Burkhart, 2015, p.25). In order to assist in the implementation of these strategy, *"HRK-Audit 'Internationalization of universities'"* brings an external expert commission to measure internationalization process and formulate concrete recommendation for the higher education institutions (p.25). To some extent, *"HRK-Audit 'Internationalization of universities'"* really made a great contribution to evaluate the internationalization of universities and promote the

process of internationalization (p.25). Over the past years, Germany has explicitly defined internationalization objectives and aligned its priorities to enhance internationalization level by the efforts from the federal, state, and institution level (Streitwieser, Olson & Klabunde, 2015, p.24).

Table 2.3: Joint strategy (2013)

Field of action	Joint policy goal	Significance
Strategic internationalization of the individual higher education institutions	• Supporting the higher education institutions to develop their own internationalization strategies	• Integrating internationalization into all aspects of university life • Being regarded as an instrument for quality development
Improving the legal framework for internationalization	• Improving the status for the internationalization of higher education institutions by developing the appropriate legal framework	• Facilitating the accreditation of joint programs and degrees • Making proposal for a joint procedure with a single agency for the entire course of study
Establishing a culture of welcome	• Establishing a culture of welcome at all levels • Providing the support and social integration service	• Encouraging development of a worldwide network of partners • Participating intercultural training courses and speaking English at all levels
Establishing an international campus	• Providing international and intercultural study programs • Expanding international contents in courses	• Making higher education institutions more attractive for international students • Offering German participants new opportunities to acquire intercultural and language skills.
Increasing the international mobility of students	• Promoting the international mobility of students • More than 20% graduates from German higher education institutions have already spent at least three months abroad	• providing the opportunity to get to know different cultures • improving foreign language proficiency • gaining intercultural insights • improving the recognition of courses and examination credits
Enhancing Germany's international attractiveness as a	• Improving Germany's position as one of the four leading places for international students	• Designing more applicant-friendly application and admission procedures • Improving the provision of

place to study	by providing attractive courses and pursuing a modern marketing approach	information regarding to the study and scholarship programs, universities • job vacancies and residence
Attracting excellent (young) academics from abroad	• Recruiting more outstanding experienced and young academics from abroad to accept a temporary or permanent position at German higher education institutions	• Providing an insight into a different teaching culture • Introducing new methodical and theoretical approaches to research • Encouraging students to gain a different perspective • inspiring students to undertake a study–related period abroad
Expanding international research cooperation	• Supporting German higher education institutions in initiating and conducting international research collaboration • Expanding excellent research networks through the world in order to face and master global scientific and societal challenges in association with international partners	• Networking with foreign colleagues are becoming a precondition for participation in international funding programs • Improving framework conditions to increase the number of successful German funding application
Establishing transnational higher education courses	• Enhancing the international reputation and visibility of German higher education institutions • Networking future specialist and managerial staff with German • Attracting highly qualified graduates to undertake post-graduate studies in Germany	• The participation in transnational study courses abroad is proving to be a positive driver for the institutions' internationalization • Strengthening international academic influence • Establishing expertise and structures in partner countries • Promoting networks and exchanges

Source: Building upon International Success, HMK, 2015, p.12-18.

2.5 Internationalization at Home

2.5.1 History and concept

The term of internationalization at home was first used in 1999 at Malmö University, Sweden and conceptualized by Bengt Nilsson. When Malmo university was founded, multicultural issues were central theme throughout the university. Because more than 35% of the population are immigrants or have immigrant parents in Malmo area (Nilsson, 2003, p.34). Thus, Malmö University gave great attention to home students and took some measures to strengthen international and intercultural competence for home students (p.34). It transformed the focus of internationalization "from student mobility to the idea of internationalization at home" (Wächter, 2003, p.5), which links international and intercultural aspects in improving the broad-mindedness and understanding of other cultures (Teekens, 2007, p.5). As Nisson (2003) pointed out: "I would like to see all our students leaving this university with the added value that an internationalized curriculum can give. Besides good knowledge of their subject area, they should have open minds and generosity toward other people, know how to behave in other cultures and how to communicate with people with different religions, values, and customs; and not be scared of coping with new and unfamiliar issues. I would like to vaccinate all our students against the dark forces of nationalism and racism" (Nilsson, 2003, p.39). Internationalization at home is an approach to internationalization beyond student mobility relating to international activities on campus. "It is not a coherent theory, but internationalization in action" (Tekeens, 2007, p.1). Regarding to the origins of internationalization at home, Teekens (2013) argued that "the main concern of internationalization at home remains just as relevant today: what do we do with vast majority of students who are not exposed to intercultural learning and international experience" (p.1).

The concept of internationalization at home emerged in a 2001 position paper published by *European Association of international Educators* (Crowther, Joris, Otten, Nilsson, Teekens & Wächter, 2001) in recognition of the limitations of student mobility as a vehicle for internationalization. In 2003, an international conference

about internationalization at home was hold in Malmö. Nilsson (2003) stated "concept of Internationalization at home is just a way to bring all ideas and measures to all students in an international dimension during the period of their study at the university" (p.32). The original concept of internationalization at home strongly focuses on intercultural issues and on diversity (Beelen, 2009, p.123), as Crowther et al. (2001) provided short definition of internationalization at home: "Any internationally related activity with the exception of outbound student and staff mobility" (p.8), which means internationalization at home is a phenomenon involving international activities except the outgoing mobility. To some extent, however, internationalization at home and student mobility are connected in the sense because the international experience from internationalization at home can help students and staffs with skills and awareness in international experience and further they might exchange abroad (Beelen, 2009, p.12). Internationalization at home promotes outwards mobility and improve its quality, but it focuses on what students and lecturers do in the local classrooms and programs rather than on only sending students abroad to improve their international perspectives (Beelen & Leask, 2011).

The rationale behind the concept of internationalization at home is to provide students who do not participate in exchange programs with international and intercultural experience universities (Wächter, 2003, p5). The original concept of internationalization at home focuses on intercultural and international elements in teaching and learning process and an understanding of internationalization beyond mobility (Wächter, 2003, p6). According to Beelen (2009), some features of internationalization at home are commonly acknowledged in accordance with original concept: 1) aiming at all the students and is therefore part of the compulsory program; 2) focusing on developing and improving international and intercultural competences in all students; 3) including short-term exchange that is a component of the compulsory curriculum (p.124).

2.5.2 Definition

The term internationalization at home is described as "internationalization happening on campus, through teaching-learning process, co-curricular programs, initiatives with local community groups and international student and scholar activities" (Wachter, 2003, p.10). Nilsson (2003) defined internationalization at home as "any internationally related activity with the exception of outbound student mobility" (p.31). Mestenhauser (2003) defined it as "the practice of an integrated, conceptually coordinated and system oriented approach to international education" (p.6).

According to Beelen and Leask (2011), "internationalization at home is not an aim or a didactic concept in itself, but rather a set of instruments and activities 'at home' that aim to develop international and intercultural competences in all students" (p.5). Beelen and Jones (2015) provide revised definition of Internationalization at home as "the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environment" (p. 69). The definition emphasizes integration of international and intercultural dimension into curricula purposefully and stresses the important role of internationalization at home for all students in all programs (Beelen & Jones, 2015, p.69). New definition focuses on guidance and stresses that all students should gain international and intercultural competences through the domestic curriculum (EAIE, 2015, p.8)

De Wit (2015) defined internationalization at home as "the intentional process of integrating an international, intercultural or global dimension into purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society" (p.3). The definition emphasizes that internationalization become more inclusive and comprehensive by focusing much more on the assessment of learning outcomes (p.3). Over last decades, the mobility is one of main focus on the internationalization agenda on the state and institution level. However, as the development of internationalization and integration of international and intercultural dimension in a purposeful way into the formal and informal curriculum, the focus on

the mobility is being transferred to a concern on the learning outcomes and enhancement of international and intercultural competence of all students.

2.5.3 The distinction of IaH, IoC, CI

The development and increasing attention of internationalization at home has gain prominence in Australia and the United Kingdom through the relationship with the internationalization of curriculum (Beelen & Leask, 2011). All these concepts have much common with internationalization at home. According to Leask (2009), internationalization of the curriculum is defined as "the incorporation of an intercultural and international dimension into the content of the curriculum as well as the teaching and learning processes and support services of a program of study. An internationalized curriculum will engage students with internationally informed research and cultural and linguistic diversity" (Leask, 2009, p.209). It emphasizes that it is important to build learning environment with international and intercultural elements into teaching and learning process as well as the formal and informal curriculum (p.209). It also provides a great focus on the student participation with variety and diversity in cultural understanding in the class and on campus (Leask, 2009, p.210).

Internationalization at home related to the concept of comprehensive internationalization in the United States (Beelen, 2009, p.135). According to Huzik (2011), comprehensive internationalization is "a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service mission of higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units." (p.1). "A comprehensive internationalized campus has more than a series of courses or programs that promote international learning: it intentionally links these components together to foster a learning environment and provide a set of experiences to as many students as possible." (Engberg&Green, 2002. p. 11). It emphasizes on the learning environment on home campus to develop the

international and intercultural skills for "as many as student" through the infusion of international and comparative perspectives.

It should be noted that the aims of them have much more in common, in particularly, focusing on making all students to develop international and intercultural competence. However, internationalization at home and internationalization of the curriculum have more similarities: developing international and intercultural competence into formal and informal curriculum for all students, focusing on international learning outcomes and assessment. The difference between them is "internationalization of curriculum encompasses internationalization at home" (EAIE, 2015, p.8). For example, mobility programs and cross-border or transnational education are not in the part of internationalization at home (p.8).

2.6 Internationalization at home and abroad

The term "internationalization at home" has been increasingly associated with internationalization of curriculum. As Beelen and Jones (2015) remarked, internationalization at home might be considered as "a rather narrow concept when the broader notion of internationalization of the curriculum is becoming increasingly the focus of attention un universities" (p.59). Internationalization at home is more related to the curriculum and concentrates on activities that aim to develop international understanding and intercultural competence, as well as the use of technology to promote virtual mobility (de Wit, 2015, p.45). which become clearly critical in the process of internationalization. Internationalization abroad consists of all types of education: mobility of student and staff, curricular and international programs (Beelen and Jones, 2015, p.61).

According to Knight (2008), there are two main streams of internationalization: "internationalization at home and internationalization abroad" (p.22-24). Internationalization at home include many aspects such as "intercultural and

international dimension in the teaching-learning process and research, extra-curriculum activities, liaison with local cultural-ethnic groups, and the integration of foreign students and scholars into campus life and activities" (Knight, 2008, p.23). From above, the internationalization at home focuses on the intercultural and international dimension of the teaching or learning process and the curriculum. But the aspects such as movement of people, delivery of programs, mobility of providers, international projects are not in the range of "at home" (Knight, 2008, p.22) Therefore, according to Knight, it seems that "it is necessary to distinguish campus-based internationalization and abroad-orientated internationalization" (p.2). However, there are very close relationship between two main stream. Similar to two stream of internationalization Knight (2008, p.23). Fielden (2007) argued that higher education internationalization must combine and adopt strategy of internationalization at home and internationalization broad, summarized in table 2.4 below.

Table 2.4: Institutionalizing internationalization at home and abroad

Internationalization at home	Internationalization abroad
Foreign language study opportunities	Home students studying abroad
Mix of international students	Staff mobility, research and teaching
Engage international students in teaching and learning process	Courses abroad jointly with partner higher education institutions
International academic staffs	Joint awards/ accreditation
Intercultural campus events	Research and scholarship partnership abroad
Internationalizing the curriculum	Capacity-building/technical assistance
Student placements with ethnic groups/organizations	International volunteering and charity work

Source: Fielden, 2007

The idea of internationalization at home put emphasis on the students who stay in local countries during their studies. It contains many campus-based dimensions such as: cultural diversity of the classroom, international case studies, extra-curricular activities, intercultural and international elements in the process of teaching and learning (Knight, 2008). That implies internationalization at home could enable the students with abilities that could help them to make more of their study or make better preparation for the study abroad (Leask, Beelen & Kaunda, 2013, p.191). Soria and Troisi (2014) conducted a study on students' understanding and development of international and intercultural competence from internationalization at home (p. 273). They suggested that internationalization at home activities in a positive way affect and enhance international and intercultural competence (p.273). In addition, the students who are internationally mobile share their international study experience and communicate with other students who are not internationally mobile (Nilsson 2003, p.31-34; Steglitz and Briggs 2005, p.11). Internationalization at home also promote to some extent the development of internationalization abroad, such as outgoing mobility.

2.7 Intercultural Competence

Nilsson (2003) defined intercultural competence in an understandable way, that it is described as "the development of understanding, respect, and empathy for people with different national, cultural, social, religious and ethnical origins" (p.36). Leask (2005) stated that "intercultural competence, the 'understandings, competences, attitudes, language proficiencies, participation and identities necessary for successful cross-cultural engagement', is a recurring theme in the discourses of internationalization in higher education" (p.10).

Deardorff (2004), defined intercultural competence as "the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural, knowledge, skills and attitudes" (p.194). Deardorff (2004) stated that "the top three

common elements in institutional definitions of intercultural competence were the awareness, valuing, and understanding of cultural differences; experiencing other cultures; and self-awareness of one's own culture" (p.183). Intercultural competence is a lifelong process, with the aim of people thinking, behaving and communicating in the intercultural way, which should contain components of regular self-reflective practices. (Deardorff, 2009, p. xiii).

Similar with Deardorff's definition, Fantini (2009, p.461) identified four common dimension of intercultural competence: awareness, attitude, skill and knowledge. Matveev and Merz (2014, p.145) identified three key dimensions of intercultural competence: cognitive, affective, and behavioral. Bennett (2008, p.16-17) identified four ways to develop the intercultural competence: 1) cultural knowledge such as history, geography, literature does not equal cultural competence and cannot make interactions successful; 2) language courses is not enough and sufficient for cultural learning; 3) cultural contact is not intercultural competence; 4) cultural contact does not always result in a great reduction of stereotypes (p.17).

In order to develop and improve intercultural competence, purposely interacting and communicating with the people from different cultures is a better way (Deardorff, 2008, p.45). Some different terms describing intercultural competence can be found including intercultural communicative competence, cross-cultural adaption, intercultural fluency and intercultural sensitivity (Fantini, 2006). Regarding to the intercultural communicative competence, Byram (2002) created the model and stated intercultural communicative competence includes communicative competence and intercultural competence (Figure: 2.9). Intercultural communicative competence includes linguistic competence, sociolinguistic competence, and discourse competence (Byram et al. 2002, p.11-13). Intercultural competence consists of five elements including skills of interpreting/relating, critical cultural awareness, attitudes-curiosity/openness, sills of discovery/interaction, knowledge (p.11-13). According to Byram, the attitudes-curiosity/openness is the first and basic element to other four elements (p.12).
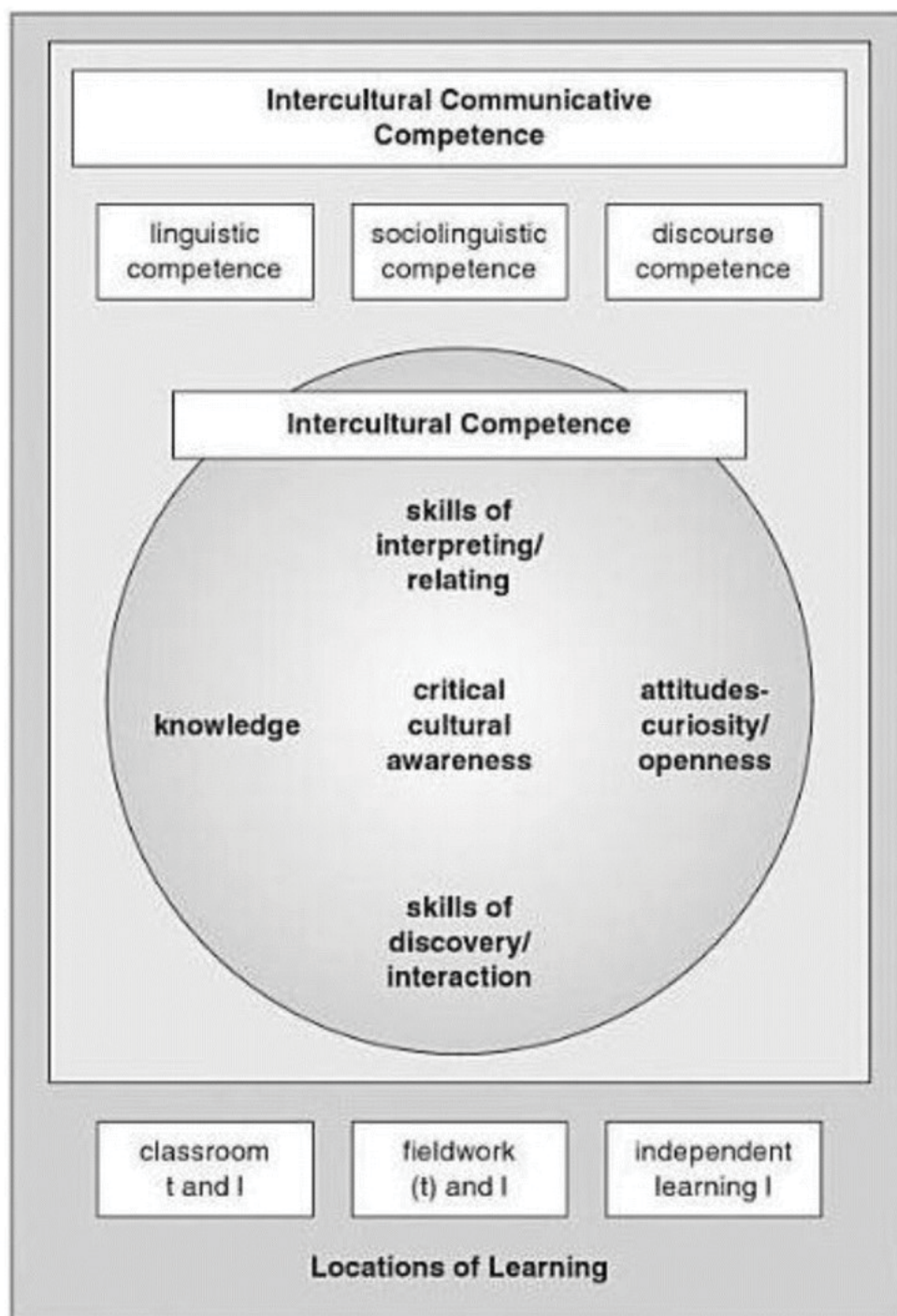
Figure 2.9: Byram's model of international communicative competence.
Source: Byram, 2002, p.11-13.

Compared to the model of Byram, the intercultural framework from Deardorff (2006) seems to be concise and comprehensive consisting of three elements: attitudes,

knowledge and skill (p.254). These elements produce an internal outcome containing flexibility, adaptability, ethno-relative perspective and empathy (p.254). Regular intercultural interactions and practices can lead to positive interactions and thus to long-term exchange of knowledge, attitudes and skills which capture the full potential of international competence, which lead to visible behavior and communication that are both effective and appropriate (Deardorff, 2006, p.256). Deardoff's (2006) model presents the ongoing nature of intercultural competence development and focuses on internal and external outcomes rather than outputs (p.256) (Figure 2.10). To sum up, Byram's (2002) model refers to much broader range while Deardoff's (2006) model is much more focused and concrete in the process of intercultural competence development.
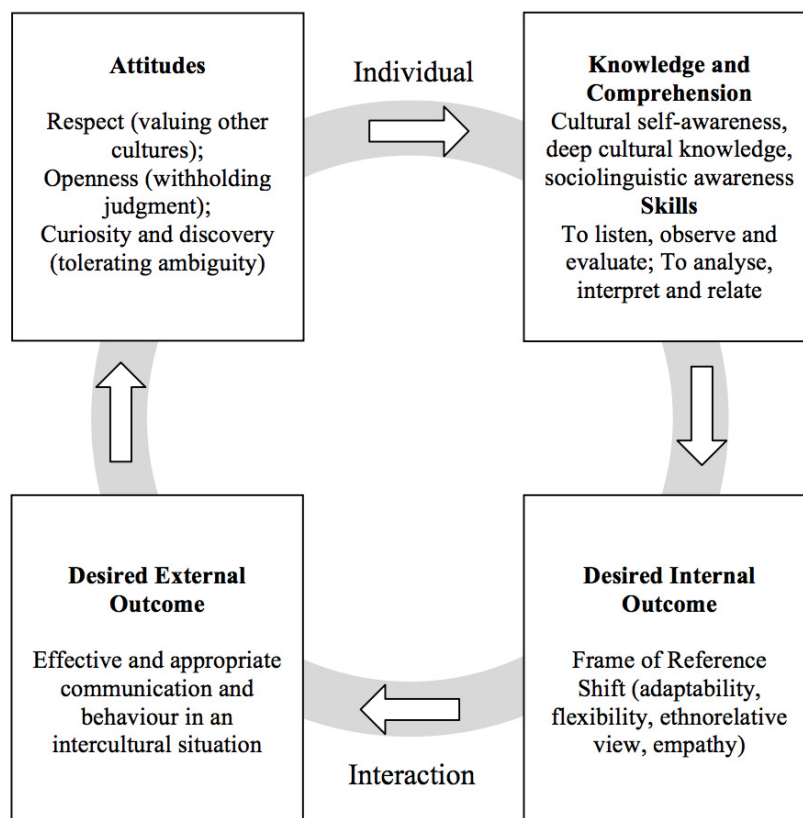
Figure 2.10: Deardorff's Model of intercultural competence
Source: Deardorff, 2006, p.241-266.

This study is interested in the improvement of intercultural competence of students through intercultural training and the integration among German students and international students. Intercultural competence is characteristics that individual processes which facilitate competent intercultural interaction (Nilsson, 2003). Studying abroad is always considered as the good way to improve international competence because regular different international conversation cultural learning take place in daily life. The improvement of intercultural competence can be achieved by cultivating awareness and skills through international and intercultural experiences. Therefore, mindedness, flexibility and greater tolerance in uncertainty can help the individuals with skills (Williams and Johnson, 2011, p.47). As the increasing number of international students, the campus environment is changing with different cultures, which leading to the challenge and uncertainty for students and staffs in campus.

International competence

Nilsson (2003) defined international competence as "knowledge about and ability in international relations such as foreign language skills and knowledge about the political, social, and economic development of understanding of countries/regions" (p.36).

Based on the traditional understanding of international experience, new skills have been supplemented in the concept of international competence, which is called hidden skills, including productivity, resilience and curiosity (Hidden competence, 2014, p.25) (Figure 2.11). Extended understanding of international experience involves that: 1) ability to think outside one's sphere of experience; 2) broad networks also in different field; 3) new abilities and skills during free time; 4) works with diverse groups of people regardless of language or location; 5) follows global media (Hidden competence, 2014, p.21-25).
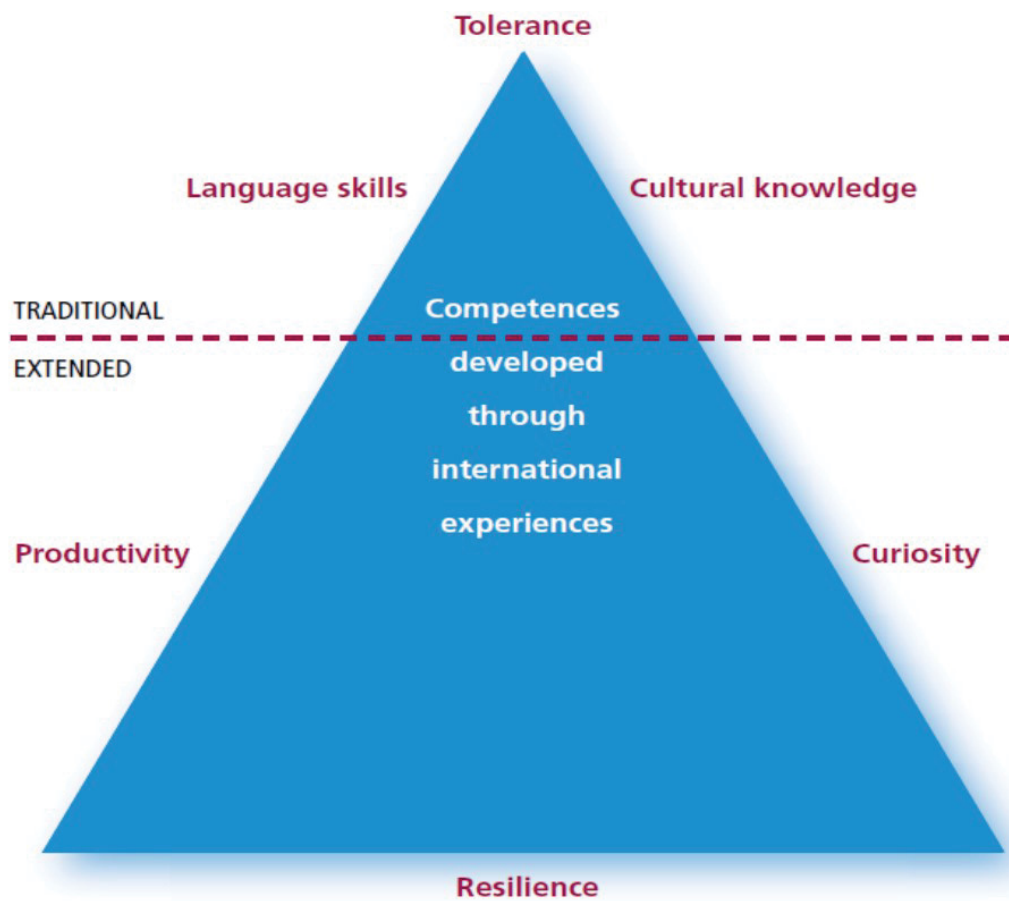
Figure 2.11: Traditional and extended Competences Developed through international
experience
Source: Hidden Competence 2014, p.8

Chapter 3 Method and Research Design

This chapter focuses on the methodological approach and discusses the research design, methods of data collection using semi-structured qualitative interviews and documentary sources, data analysis strategies and interpretation referring to coding process. In the end, reliability and validity, and ethical considerations are mentioned.

3.1 Research Questions

The study proposes the following two research questions:

1. What obstacles and challenges do the universities have in the implementation of internationalization at home?

2. How does "internationalization at home" being understood from the central level perspective?

3. What measures in the case universities are being taken to improve internationalization at home?

4. How should the implementation of internationalization at home been improved at higher education institutions?

3.2 Case study

The use of case study as study approach in natural and social sciences, particularly issues around the meaning, boundaries and generalization of strategy, has been explored and developed by various researchers for decades (Sturman, 1994; Stake, 1995). Cohen and Manion (1989) stated that "case study research typically observes the characteristics of an individual unit and the observation is to prove deeply and to analyze intensively the multifarious phenomena that constitute the life cycle of the unit with a view to establishing generalizations about the wider population to which that unit belongs" (p.124-125). Schramm (1971) described the definition of case study as following: "the essence of a case study, the central tendency among all types of case study, is that it tries to illuminate a decision or set of decision, why they were taken, how they were implemented, and with what result" (Schramm ,1971, in Yin,1989, 22-23). Yin (2009) emphasized that case study is "an empirical inquiry that investigates a contemporary phenomenon in-depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p.18). Creswell (2007) defined case study is "a qualitative approach in which the investigator explores a bounded system (*a case*) or multiple bounded system (cases) over time, through detailed, in-depth data collection involving *multiple sources of information* (e.g., observation, interviews, audiovisual material, and documents and reports), and reports a case description and case-based themes" (p.73).

Case study could explain "the complexity and particularity of a case and the 'bounded system' and provide a rich, holistic and in-depth explanation of the event or process" (Simons, 2009, p.23). Yin (2003) stated that some situations can be identified in the case study "when a how or why question is being asked about a contemporary set of events, over which the investigators has little or no control" (p.9). According to her states (2003), research questions reflect how does internationalization at home being understood from the central level perspective and how should the implementation of internationalization at home be improved.

Yin (2003) stated case study research contain single case study and multiple case study (p.14). In order to collect in-depth and detailed data, based on these definitions, the study focuses on twelve German higher education institutions including universities and universities of applied sciences. First of all, the study specifically purses the inquiry of internationalization and internationalization at home in a "real life context" at German higher education institutions. The case study approach is very appropriate for answering "how" and "why" research questions (Yin, 1994, p.5). As an educational case study, its purpose is not only to explain the hidden reason (why) of the obstacle of internationalization at home, but also but also provide some suggestions (how) to the improvement of internationalization at home. Because of research questions, the study selected the people from different universities and universities of applied science, who are in charge of the international affairs. The participants' views from the central level perspectives constructed a framework to answer the research questions. Meanwhile, the study collected evidence from documentary sources as a supplement for interview data collection. The documentary was downloaded from official websites of case universities and universities of applied science.

3.2.1 Sampling Selection

Launched in 2009, the project *"HRK-Audit 'Internationalization of universities'"* supports German universities in strategically organizing their internationalization and focus on assessing and analyzing the university's internationality and developing an institutional internationalization strategy (HRK, 2018). The *"HRK-Audit 'Internationalization of universities'"* is organized by the German Rectors' Conference (HRK) (HRK, 2018). It aims to help institutions to develop internationalization strategy and provide recommendations in four specific dimensions: "Planning and Steering, Study and Teaching, Research and Technology Transfer, Advice and Support" (HRK, 2018, p.8). There are 268 members from the higher education institutions in HRK (HRK, 2018). The *"HRK-Audit 'Internationalization of universities'"* organizes activities on current status and

problems of internationalization, and offers platforms for networking and share of experience about internationalization (HRK, 2018).

Purposeful sampling is widely employed in qualitative research from a large number of case that will help the researcher get the better comprehension of a phenomenon in depth and understand the problem and research questions (Patton, 2002, p.46, Creswell, 2009, p178). In the study, the sample universities and universities of applied science were selected purposefully in the Audit and Re-Audit membership participants from three states of Germany: Rheinland-Pfalz, Nordrhein-Westfalen, Hessen. The researcher studies in the state of Nordrhein-Westfalen. Because of financial reasons, the researcher selected the three states that are physically located nearby. In addition, the sampling selection not only focuses on the internationally reputed universities but also on the institutions such as specialized universities of applied sciences. Following these selection criteria, twelve universities were chosen, including six universities and six universities of applied science.

3.3 Methods of data collection

The data of the study will be collected through interviewing participants and examining documents. The case study approach requires the researcher to employ different sources of evidence and provide as much information as possible to "understand the case in its totality" (Yin,1994; Kumar, 2011, p.127). Qualitative research is "interpretative research, with the inquirer typically involved in a sustained and intensive experience with participants" (Creswell, 2009, p177). The qualitative data collection procedure has four types: observations, interviews, documents, audio-visual materials (p178) (Table 3.1). In this study, the researcher collected the data from semi-structured qualitative interviews and documentary sources.

The sources of data provide specific perspective and sufficient information for the study. Desk research and literature review were used to establish theoretical

framework of internationalization in Germany. The interviews with unstructured and generally open-ended questions were conducted. The public documents from official website such as university mission, report and evaluation related to internationalization were main approach for the data collection.

Table 3.1: Qualitative Data Collection Types

Data Collection Types	Advantage of the Type
Observations	• Researcher has a first-hand experience with participant. • Researcher can record information as it occurs. • Unusual aspects can be noticed during observation. • Useful in exploring topics that may be uncomfortable for participants to discuss.
Interviews	• Useful when participants cannot be directly observed. • Participants can provide historical information. • Allows researcher control over the line of questioning.
Documents	• Enables a researcher to obtain the language and words of participants. • Can be accessed at a time convenient to researcher • Represents data which are thoughtful in that participants have given attention to compiling them. • As written evidence, it saves a researcher the time and expense of transcribing.
Audio-Visual Materials	• May be an unobtrusive method of collecting data. • Provides an opportunity for participants to directly share their reality. • It is creative in that it captures attention visually.

Source: Creswell, 2009, p179-180.

3.3.1 Semi-structured qualitative interviews

In-depth qualitative interviews are conversations with purpose and structure (Kvale & Brinkmann, 2009) and are the better way to collect data in economical and effective way (Mertens, 1998, p.108-109). The qualitative interviews help the researchers collect detailed qualitative data of interviewees' experience and perception: how they

describe the experience and how they act and think about these experience (Rubin, 2012). Interviewees discuss their understanding of real world, and their ways of coping with situations (Cohen et al., 2013, p.409). In-depth qualitative interviews help the researcher to feel the real situation in the conversation when the interviewees talk about their experience, feeling, view and puzzle (p.409).

Internationalization and internationalization at home are important issue in the global environment. Many universities focus on the improvement of internationalization at home. Through the semi-structured in-depth qualitative interviews, the study aimed to collect updated empirical data and make some contributions to the education science.

Type of Interviews

Patton (2002) stated interview consists of four types including "informal conversational interview, interview guide approach, standardized open-ended interview and closed quantitative interview" (p.342). The *informal conversational interview* totally depends on "the spontaneous generation of questions in the natural flow of an interaction, often as part of ongoing participant observation fieldwork" (p.343). The *general interview guide approach* "lists the questions or issues that are to be explored in the process of interview" (p.343). The *standardized open-ended interview* include "a series of interview questions and arranged with the intention of taking each respondent through the same sequence and asking each respondent the same questions" (p.342).

In the study, general interview guide with semi-structure interviews has been used. Semi-structured interview is considered to be flexibility in the course of interview, in which the interview questions can be changed and adjusted according to interview situation and experience of interviewees. Semi-structured interviews are appropriate for "specific focus" research (May, 2001, p.123). The researcher made an outline of list questions systematically based on the research questions with important issues and details in advance (p.123). As Sharan Merriam (1998) remarks, "in this type of

interview, either all of the questions are more flexibly worded, or the interview is a mix of more and less structured questions" (p74).

The guide provides a framework, within which the researcher and participants are able to develop questions in greater depth to get useful and unexpected information. However, sometimes the participants talked broader off the important issues and framework because general interview guide remains conversational and situational (Patton, 2002, p.349). The researcher should pull them back into the main topic in the limited time to get much more useful data related to the questions outline. In addition, the order of questions and words could be changed and adjusted according the interview condition and situation.

Participation Selection

Based on the position and job responsibility closely involved in internationalization, the study selected the participants who are responsible for the internationalization affairs. At first, the researcher contacted about ten people who are administrative staffs and relate to the international work. But most of them refused the invitation because they said they did not know too much about the internationalization and could not provide the accurate information for the study. Most of them work in the specific field and do not have broad horizon for the development and concept.

Comparing with academic staffs and administrative staffs, the senior management leaders have broader horizon and richer experiences. They are key actors for making decision in the process of internationalization. International office coordinates and organizes the international affairs and communicates with different departments and senior management leaders at the central level. The director from international office is the key person because she/he has deeper understanding of internationalization than other staffs. With the development of internationalization, some universities set the special vice-president position, that can make focus on the decision-making for the international affairs. The vice presidents, directors of international office have rich

experience in their work and could provide more comprehensive opinions and new ideas.

And then the researcher sent the about 40 interview invitations. Some of them refused the invitation because of their busy schedule. Some of them said they could not provide any information because the university are developing the internationalization strategy and did not tell others anything. Some of them were very happy to offer help and make appointment with researcher. Most appointments were made after 1-2 month from the day when the email was sent. In the end, twelve participants were interviewed (Table 3.2). All of them were key players in the process and development of internationalization. They shared their work experience and provided important information about development of internationalization of university and talked their new ideas and suggestions about the improvement of internationalization.

Table 3.2: The Sample of Interviewees

Interviewees	Number
Vice President	4
Director of international office	4
Project director of internationalization strategy center	2
Sector leader of international office	2
Total	12

Source: Author

Interview Questions Design and Strategy

According to Creswell (2007), qualitative interviews conduction consists of three steps: "1) preparing for the interview; 2) constructing research questions; and 3) conducting the actual interviews" (Creswell, 2007). According to McNamara (2009), eight elements should be applied in the preparing and conducting the interview: 1) selecting a place with little distraction; 2) describing the interview aim; 3) addressing

terms of confidentiality; 4) explaining the form of interview; 5) explaining duration of the interview; 6) giving the contact number; 7) asking if there are any questions; and 8) making note or using voice recorder (McNamara, 2009).

Conducting effective research questions is vital to the interview design. According to Patton (2002), there are six types of questions in the interview design including "the experience and behavior questions, opinion and value questions, feeling questions, knowledge questions, sensory questions, background/demographic questions" (p.348). based on these types, eight part of interview questions are designed for the interview guide. Interview questions provide the useful and detailed information avoiding general and broader questions. If the questions were too general, the interviewees would feel confused and unclear. Then they might give general answers. In addition, follow-up questions or hints should be prepared to confirm the correct understanding and get the optimal responses.

Semi-structured interviews have "a clear checklist of issues to be addressed and questions to be answered" (Denscombe, 2010), but they should have flexibility to change the interview questions. Therefore, it was very important to design clear and flexible interview questions in order to create more natural and easy talking environment and get more useful information for the study (Denscombe, 2010, p.175). The interview questions were designed from simplicity to depth. At first, the researcher made a self-introduction and study experience in Germany, as well as the simple and brief explanation of research content and propose. Sometimes the interviewees talked about their position and responsibility. In addition, before every question, there were a brief conceptual and an example explanation about the questions in order to help the interviewees understand the questions well.

McNamara (2009) provided some strategies for the interview implementation: 1) occasionally confirming if the audio recorder works; 2) asking one question one time; 3) trying to keep neutral; 4) encouraging responses with head nods; 5) speaking transitional words between main themes; 6) controlling the situation of the interview (McNamara, 2009). Regarding the sixth strategy, it often occurs that interviewees talk

about other topics that deviated from main theme, which take long time to answer interview questions. In this case, the researcher disrupted the interviewees properly and guided them to the main questions. Right guideline and interactive communication would help the researcher to draw the interviewees back from the conversation when they talked too much away from the subjects. Interactive conversation would be important for the study because some new ideas deeply would be collected that the researcher did not think about before.

Research question 1 aimed to explore the important goals, critical factors, obstacles and challenges in the implementation of internationalization.

Research question 2 aimed to explore the interpretation of internationalization at home from the central level perspective. The interview question such as *"does your institution explicitly mention the concept of internationalization at home, and intercultural competences in the internationalization strategy?"* seemed to be important. The interviewees have different understanding of internationalization at home according to implementation of internationalization at their universities.

Research question 3 aimed to explore the measures that are being take to improve internationalization at home. The interview questions guideline mentioned some elements such as internationalization at home activities and programs, intercultural workshops and seminars.

Research question 4 aimed to explore how the interviewees think about the way of improving the implementation of internationalization at home. The supplementary questions were added in the end to get more useful information. The interviewees always talked about their experiences and opinions they want to tell the most or they know well from the daily work.

Pilot Interview

Merriam (2009) pointed out that the "best way to tell whether the order of your questions works or not is to try it out in a pilot interview" (p.104). Through the pilot interview, the researcher would get to know if the interview questions are reasonable and applicable such as flaws, limitations, or other weaknesses. The pilot interview helped the researcher with the improvement of interview questions.

Pilot interview was conducted in international office, Heinrich Heine University Düsseldorf. In fact, the pilot interview was not very successful. First, the interview questions were not categorized. The interviewee felt confused when facing many questions. He worked in the sector of international office and was responsible for the consultation for international students and he did not know the internationalization at home clearly. He just gave answers for some questions. And then the researcher realized the interview for the directors or vice presidents would be better. They could provide professional and broad perspective, which would be meaningful to the data collection. In addition, the researcher made a little change for the interview questions and made them into category.

Interview conduction

Creswell (2012) categorized interview into "face-to-face interviews, focus group interviews, telephone interviews and email interviews" (p.218). In this study, face-to-face, semi-structure interview was conducted for all interviewees. Interview data was collected from October, 2016 to November 2017. Before starting the interview, the researcher sent a consent form with brief introduction of research and ethical protection of interview by email. If the interviewees did not reply, the researcher sent another email again. General speaking, they would reply even if they refused the invitation. In total, thirteen interviews were conducted. But one of them, pilot interview, was conducted unsuccessfully. In addition, during the initial phase the researcher confirm if the content of interview could be recorded. The place of the

interviews could be arranged according to the interviewees' convenience and preference. Twelve interviews were conducted in the interviewees' office.

An interview is an interaction (Patton, 2002, p.374). The researcher has responsibility to make the questions wording clear and control the situation such as reaction and answer to the interview questions, and provide appropriate feedback to carry on the conversation" (Patton, 2002, p.375). The new questions and related questions were further added according to answers. Some new ideas were found in the process of interviews. And then questions guideline was modified better in detail.

In order to collect the original thoughts of interviewees, the interviews were conducted in English according to their daily working language. Generally speaking, each face-to-face interview would take 50-60 minutes. Three interviews took about 80 minutes and two interview took about 40 minutes. The researcher used audio recordings to confirm the information collected with the permission of the interviewees. All interviewees permitted to record the interview, which is very important for transcribing. But, the audio recorder does not replace taking notes, which could help the researcher formulate the new questions (Patton, 2002, p.385). Hence, at the same time, the researcher took strategic and focused notes.

Transcribing

After a recorded interview, the researcher checked first if the recording content is complete, and then wrote the content, correct for grammatical errors, and saved it as an original version for future checking. Twelve interviews were fully transcribed in original language, English, for data analysis. In order to make the transcripts accurate, the researcher listened to the audio record carefully for three times, wrote each word down, and modified some grammar mistakes. Then the researcher sent the transcripts of interview by email to the interviewees in order to confirm the accuracy and add additional information.

3.3.2 Documentary Sources

According to Creswell (2012), document is a good source for a qualitative study. Documentary sources can be used to supplement the information and enrich the data and contribute to the analysis of the cases (Simons, 2009). Documentary analysis also helps the researcher to carry on a longitudinal study at minimal cost (Robson, 1993). Documentary sources are "corroborate and augment evidence" from the interview sources (Yin, 2009, p.103), which are helpful and offer supplementary information in small-scale qualitative study.

In this study, all documents are official documents downloaded from official website. According to Creswell (2012), there are some strategies for collecting documents as following: 1) identifying the types of documents to answer questions; 2) considering public and private documents; 3) seeking permission to use them, once the documents are located; 4) offering detailed procedure instructions; 5) examining if the documents are accurate, complete and useful; 6) recording information from the documents (Creswell, 2012). Scott (1990) pointed out the selection criteria of documents should be based on authenticity, credibility, representativeness, and meaning (p.9). Documentary sources are one of appropriate tools to apply in this study. Based on these principles above, the researcher selected the documents including updated *Internationalization Strategy, International Student Handbook, Internationalization Long-term Development Plan,* brochures, the mission statements and some documents about the information of internationalization at home activities. The researcher did some translation work from German to English because some documents only had German version. These documentary sources of data provided the institutions' internationalization strategy and programs and activities on internationalization at home, which were supplement for the interviews.

3.4 Data Analysis Strategies and interpretation

Qualitative research is interpretative research, with the researcher involved in a stained and intensive experience with participants (Creswell, 2012, p.177). Data analysis relates to "the open-ended data collection on the basis of asking general questions and developing an analysis from the information supplied by the participants" (Creswell, 2009, p.184). The data analysis is an ongoing process during the research (p. 201). According to Creswell, general steps of data analysis involve "analyzing participant information, organizing the data, an initial reading through the information, coding the data, developing from the codes a description and thematic analysis, using computer programs, representing the finding in tables, graphs, and figures, and interpreting the findings" (p.201).

Coding Process

Coding is "the process of segmenting and labeling text to form descriptions and broad themes in the data" (Creswell, 2012, p. 243). Coding is applied based on the research questions. Once the raw materials are sorted into thematic categories, a review of "the range and depth of the data is an essential starting point to analysis" (Spencer, Ritchie and O'Connor, 2003, p.222). Coding process involves "taking text data or pictures gathered during data collection, segmenting sentences (or paragraphs) or images into categories, and labeling those categories with a term" (Creswell, 2009, p.186). Coding is an inductive process reducing the amount of the data, integrating relevant data into categories which conceptualizes them (Saldana, 2013). Coding relates to organize and categorize the original materials into segments of text, and then make a list of all topics with different themes (Creswell, 2009). Material sorting is very important in the process of identifying what is relevant (Creswell, 2009).

Computer software programs are efficient tools for storing and locating qualitative data. MAXQDA was applied in this study, which helped the researcher organize and

categorize the raw materials from interviews and documentary sources. According to Creswell (2012), a preliminary exploratory analysis consists of "exploring the data to obtain a general sense of the data, memoing ideas, thinking about the organization of the data, and considering whether you need more data" (p.243). Therefore, the researcher first carried on a primary analysis of the data and then wrote memos in the margins of transcripts in order to get more clear thought and clues and remind the key point for the initial process of data exploration. These memos relate to the short phrase, ideas, inspiration from the researcher "(Creswell, 2012, p.243).

3.5 Reliability and Validity

Qualitative validity means that "the researcher checks for the accuracy of the findings by employing certain procedures, while qualitative reliability indicates that the "researcher's approach is consistent across different researchers and different projects" (Gibbs, 2007, in Creswell, 2009, p. 190). According to Creswell (2009), there are right primary strategies: "triangulating different data sources, using member checking, using rich and thick description, clarifying the bias, presenting negative or discrepant information, spending prolonged time, using peer debriefing, using an external auditor" (Creswell, 2009, p.192). Based on these strategies the researcher conducted follow-up interviews and then sent confirm recording transcription to confirm the accuracy. Following these strategies, the validity of findings would be improved through providing many aspects and perspectives of topics and questions. The researcher provided detailed description and discussion based on the themes and subthemes from the coding analysis.

3.6 Ethical Considerations

Patton (2002) argues that qualitative methods are highly personal and interpersonal, because the naturalistic conversation and semi-structured in-depth interview make the researcher into the real context where the interviewee live and work, involving some personal information (p.350). Therefore, the researcher protected the privacy of interviewees including the personal information, titles, work position, personal attitudes and feeling towards internationalization of university. All the data including interview records, transcripts and documents were stored safely. The name, job titles of interviewees were removed in the transcripts. The names of institutions were substituted by numeral numbering. All the documents were also similarly anonymized by using numeral numbering the process of analysis. The researcher ensured that the process of research has been guided by the protecting and respecting the interviewees.

Chapter 4 Findings

Don't start with the problems, start with the opportunities.

--- Interviewee 9

4.1 Description of the interviewee

The twelve interviewees in the study are the key persons related to international affairs. Five interviewees are male and seven are female. Four of them are vice presidents who are responsible for the international affairs. Four of them are director of international office (Table 4.1).

Table 4.1: The Position of Interviewees

Interviewee	Gender	Position	City
1	Male	Vice president for international affairs	Ludwighafen
2	female	Vice president for international affairs	Düsseldorf
3	female	Vice president for international affairs	Frankfurt
4	female	Vice president for study and teaching	Soest
5	male	Director of international office	Cologne
6	female	Director of international office	Mainz
7	female	Director of international office	Mainz
8	female	Director of international office	Koblenz
9	female	Project manager for internationalization	Kassel
10	male	Funding and Policy Advisor Internationalization	Darmstadt
11	male	Sector leader of international office	Cologne
12	male	Director of welcome center	Frankfurt

Source: Author

4.2 Identifying the Themes and Subthemes

This chapter presents the themes that emerged in the study. There are five main themes relating to the research questions: the understanding of internationalization at home ， important goals for internationalization, measures being taken for internationalization at home, the obstacle to internationalization at home, promoting internationalization (Table 4.2).

Table 4.2: Theme and Subtheme

Theme	Subtheme
Theme 1: Understanding of internationalization at home	The concept has different focus.
	The concept is not very clearly defined in the internationalization strategy.
	It involves many aspects but it is not the main focus yet.
Theme 2: Important goals for internationalization	Offering outgoing mobility opportunities for home students.
	Integrating home students and international students.
	Improving international reputation and visibility.
	Recruiting young researchers.
Theme 3: Measures for internationalization at home	Inviting guest lecturers from international partner universities.
	Diversifying internationalization at home activities and programs.
	Providing certificate for students who take part in international activities.
	Improving the internationality of administrative staffs and lecturers.
	Digital tools are considered as effective measure.
Theme 4: Obstacle to internationalization at home	Inadequate English language skills of administrative staffs and lecturers.
	Traditional thinking/ attitude of lecturers and administrative staffs.
	Limited institutional leadership/vision.
	Insufficient financial resources.
	Lack of time for staffs.
	Limited student interest/ short-sighted.
	No incentives for staffs and students/ encouraging the staffs all the time.

	Limited specific intercultural training for staffs.
	Internationalization strategy is not updated.
Theme 5: Promoting internationalization	Taking more measures seriously for internationalization at home.
	Strengthening cooperation between international office and the departments.
	Communication and discussion are the effective way.
	Adding the external incentives for staffs and students.
	Combining with virtual mobility and physical mobility.

<div align="right">Source: Author</div>

Theme 1: The understanding of internationalization at home

The concept has different focus.

From the conversation of interviews, it should be noted that the understanding of concept of the internationalization at home from twelve interviewees has different focus but has one thing at least in common: internationalization at home aims to reach all students. From the interviewees' words of understanding of "internationalization at home", the researcher finds that the majority of case universities focus on learning together with foreign teacher and international students, intercultural and international understanding. When the interviewees mentioned the internationalization at home, all of them did not focus on the students who are outwards abroad, but on the students who are not able to study abroad. Three case universities and one case universities of applied sciences focus on the learning together with foreign teachers and international students. Two case universities and two universities of applied sciences focus on intercultural and international understanding and internationalization of the curriculum. Two case universities of applied sciences focus on learning together with foreign teachers and international students as well as teaching and learning in English. One case university of applied sciences focuses on teaching and learning in English. One case university focuses on infusing international and intercultural elements into formal and informal curriculum. In order to enhance students' international and intercultural competence and understanding, some interviewees pointed out it is

important to extend the international elements into the informal and formal curriculum. Three interviewees mentioned internationalized curricula as an important element of internationalization at home (Table 4.3).

Table 4.3: The overview of understanding of internationalization at home

The concept of internationalization at home	Key focus
Internationalization at home not the main focus yet. It is not a strategic goal, and it is a side effect. It has some aspects, such as bringing international guest lecturers to make students get used to different approaches in academia. Intercultural courses sometimes are offered, but on a general basis, not every student has to take them. It's one of the most important tool for those who are not able to go abroad. Of course, there's also programs like the buddy program that makes German students hook up with international students. (Interviewee 1, Uni)	Learning together with foreign teachers and international students.
Internationalization at home aims to reach all students. There are some courses taught in English for the majority of students. But most courses are taught in German and we need to work on that. (Interviewee 2, FH)	Teaching and learning in English
Internationalization at home is to make domestic students to get benefit from intercultural and international activities on campus. The key factor is to get international students and domestic students in contact and support interactions in the class, workshop and seminar. (Interviewee 3, Uni)	Learning together with foreign teachers and international students
Internationalization at home means we have to give our students and professors advice on how to communicate with the people from abroad and develop their intercultural understanding through various workshops and events. It also means that students ought to read sort of scientific literature in another language. Of course, we offer language courses and some public discussions on cultural differences. (Interviewee 4, Uni).	Intercultural and international understanding and internationalization of the curriculum
Internationalization at home aims to improve international experience for home students who are not able to study abroad. We invite more international students, so that there is a positive opportunity for our home students to get in contact with foreign culture. It requires courses in English. We have some bachelor and master program models in English and try to add more courses and programs in English. While we focus on several foreign students or foreign countries, so we always have keep in mind that we have German students originally here. We advise them to study for a minimum one semester abroad or do internship in another country. (Interviewee 5, FH)	Learning together with foreign teachers and international students; Teaching and learning in English
Internationalization at home focuses on the local students. We try to integrate more international subjects into the curriculum. For example, we invite teachers from partner universities to offer some lectures for local students. We offer language courses for local students and offer service about information and the	Learning together with foreign teachers and international students; Internationalization of the curriculum

preparation to go abroad and seek jobs abroad. (Interviewee 6, FH)	
I would just put the term "internationalization at home" into international classroom. It doesn't matter about what kind of measure it is if it's normal teaching in the classroom. If international and intercultural elements come to extra-curricular activities, all of these things are internationalization at home, international campus and international class. Internationalization at home applies to many universities, they're doing a lot. But it's not very clearly defined what is our direction in that field. (Interviewee 7, Uni)	Infusing international and intercultural elements into formal and informal curriculum/ internationalization of the curriculum
Internationalization at home focuses on all students. Most students will not go abroad. Because we are primarily pedagogical university locally, and eighty percent of our programs which will offer is for teacher training. We are trying to increase the amounts of international students to make German students in contact with foreign culture on campus. We increase the amounts of international guest lecturers who are offering not only new ideas on the specific research topics, but also new teaching methods. The contact with international students and international lecturers can make students to acquire intercultural skills they would need in their future work (Interviewee 8, Uni)	Learning together with foreign teachers and international students
Internationalization at home can be understood as gaining international experiences and international competence without going abroad, and we believe that these intercultural experiences are essential to understand different culture and successfully interact with people who have a different cultural background (Interviewee 9, FH)	Intercultural and international understanding and internationalization of the curriculum
That's a very broad topic. It involves all the players in the university including students, professors, and administrative staffs. Internationalization at home, as one aspect, means to give the students the possibility to be educated in an international manner, without going outside of the country. That concerns language and contents of the lectures. So, lectures are involved not only with Germany contents, but also with global and international contents. There are workshops and seminars in English, as well as lectures and seminars about regional studies in other languages. (Interviewee 10, Uni)	Intercultural and international understanding and internationalization of the curriculum
Internationalization at home is helping those students who cannot go abroad for different reasons with international experience. It's kind of mandatory as more than half of our students have international background in our universities. We bring them into the diversity group to communicate with the students who have international experience as well as international student, so that it can make them to contact different cultures. (Interviewee 11, FH)	Learning together with foreign teachers and international students.
Internationalization at home aims to make our immobile students open for more international experiences and create an international environment in order to strengthen their intercultural skills. (Interviewee 12, FH)	Intercultural and international skills and knowledge

Source: Author

87

The concept is not very clearly defined in the internationalization strategy.

In terms of concept of the internationalization at home, six interviewees pointed out that internationalization at home is not clearly defined in the internationalization strategy. One interviewee mentioned that there is no internationalization strategy from the central level. The concept is not strange for them but they do not have clear understanding of its meaning and its operation. Moreover, at the majority of case universities and universities of applied science internationalization at home is not the main point at the moment.

Internationalization at home is not mentioned very explicitly in the strategy. But we offer intercultural trainings for our students and also courses about international competences and intercultural competences (Interviewee 3, Uni).

In terms of internationalization at home, no, we do not explicitly mention that in our strategy. I found it interesting that in fact we have some measures for that, but we do not explicitly mention that in our internationalization strategy at all (Interviewee 9, FH).

Our strategy, is about success of students, the international courses in other languages, master courses, recruiting more students, the exchange of the teachers, study abroad, research. Internationalization at home is not the main point (Interviewee 1, Uni).

The strategy is to actually make students go abroad and recruit the international staffs and attracting the international students. Internationalization at home is not the main points in our institution (Interviewee 6, FH).

We know internationalization at home, but it is not explicitly mention in internationalization strategy. Our important thing at the moment is sending more students abroad (Interviewee 2, FH).

Internationalization at home is actually something which is of course many people talk about it, it's something like which is also in some sense, it is lived, but it's not like that we have a clear strategy about internationalization at home. I think that is

something which we will address in the future, to have it possible, for example, mixed strategy to make it clearer. We can say there are some engagements in the internationalizations at home. I think many universities are doing a lot in this field. But it's not very clearly defined what our direction is in that field, so I can't give you a really straight answer on that. In fact, we just want to add something a little bit on that point. I think the most important thing is how we are addressing internationalization at home at the moment in our institution (Interviewee 7, Uni).

Or they take some measures to improve internationalization at home, but it is not explicitly mentioned in the internationalization strategy:

Actually, for international competence and intercultural competence, yes, we explicitly name them in our internationalization strategy, but in terms of internationalization at home, no, we do not explicitly mention that in our strategy. I found it interesting that in fact we have some measures for that, but we do not explicitly mention that in our internationalization strategy at all (Interviewee 9, FH).

From the results of interviews, it is noted that internationalization at home is mentioned in the strategy at three case universities and two university of applied science. One interviewee pointed out that internationalization at home is sort of framework they want to establish. And one interviewee explained the concept is not updated in the strategy:

All these concepts, like you said, internationalization at home and intercultural competence are mentioned in the internationalization strategy. To some extent, internationalization at home is one of the goals, which is sort of the framework that we want to establish, and to improve it for our university (Interviewee 4, Uni).

Our internationalization strategy consists of sixteen measures and internationalization at home is explicitly mentioned as the one of measure. The head of the administration is my direct boss. During the last years, our agreement on targets with my boss always was concerned with internationalization at home in the administration. (Interviewee 10, Uni)

89

We do mention that in the strategy, but we have not yet updated this concept in document. If you read, for example, accreditation documentation for our English taught courses (Interviewee 5, FH).

There is one special part for internationalization at home and intercultural competence. But the internationalization strategy is only in German version. We want to build international community and attract more international students and professors (Interviewee 11, FH).

It is noted that only one interviewee pointed out internationalization at home is extremely important. It is clearly mentioned in the internationalization strategy. The reason might be that intercultural competence is considered as important ability for the students from the teacher training university. This interviewee explained why internationalization at home is important:

It does mention all of those three things, not only in the strategy itself, but also in the activity plan for the strategy which is only an internal document, where we have to identify some of the activities we would like to implement at our university, because internalization at home is very important for us. For our university, internalization at home is extremely important, because we are primarily pedagogical university, and eighty percent of our programs which will offer in the university is for teacher training. We are producing teaches and the programs for teacher training are very local, and very original. The students in these programs are not very mobile because it's also connected with their curriculum. They have a very rigid curriculum defined by the ministry, so for us internalization at home is extremely important (Interviewee 8, Uni).

From analysis of documentary resource, the researcher finds that internationalization at home or intercultural competence are mentioned in the internationalization strategy of three case universities and two case universities of applied science:

The *Internationalization Strategy* comprises seven comprehensive objectives which include different aspects of the university life (studies and teaching, research / transfer of knowledge and technology, international cooperation, as well as administration) and will be achieved through various actions. The university aims to achieve: a

continuous improvement of linguistic and intercultural competences of the university employees (Document 8, Uni).

 "Interculturalism at home": The transfer of knowledge concerning cultural diversity in society is a top priority for the University. It strives to impart intercultural competences and experience to all of its members and staff through specialized programs. To ensure that international and intercultural encounters become the rule rather than the exception for all at the university, the internationalization of administrative staffs will be promoted through language courses, intercultural training, and international staff exchange programs, and the incorporation of internationalization in as many processes and areas as possible, especially staff training and personnel development (Document 10, Uni).

Strategic guideline: international activities should encourage understanding of foreign culture (Document 5, Uni).

From the description of concept or objective about the internationalization at home or cultural competence, the researcher find that there is no explicitly explanation in the strategy or a special chapter for the description of internationalization at home and intercultural competence, just is simply mentioned in some words. One case university of applied science just mentions the foreign culture in one sentence, but various extra-curriculum activities are mentioned in the part of operational level in the internationalization strategy. Another case university provides the description of interculturalism at home involving intercultural training, intercultural competence, and internationalization of administrative staffs and so on. Even more, the internationalization at home is explained on the official website. However, there is no special part for internationalization at home on the website of international office:

Currently, about 10% of the University's students come from abroad. The university's international profile is also enhanced by more than 350 international guest scholars and scientists. The International Faculty Program makes the university particularly attractive for researchers from abroad. The program allows for the long-term cooperation of international researchers and enables them to teach at the university during the various phases of their research. The Welcome Center and

the International Office support international guests throughout their stay at the University.

As part of its Institutional Strategy, the university is also investing resources into the internationalization of its administrative support structures. This is a precondition for the successful internationalization of research, degree programs, and teaching (Document 10, Uni).

From the result of documentary analysis, it should be mentioned that there is no internationalization strategy in one case university of applied science, but it has special part for internationalization at home on the official website and there is a personal staff in charge of internationalization at home activities and programs, as well as certificate of intercultural competence.

It involves many aspects but it is not the main focus yet.

In fact, the internationalization at home relates to many aspects at one university. When the interviewees talked about the concept and measures of internationalization at home, gaining international experience without going abroad, recruiting international guest professors, languages, buddy programs and inviting international students are often mentioned in the conversation. In terms of the meaning of internationalization at home, interviewees described it from their own personal perspective and gave some explanations. In their opinions, internationalization at home is a very broad topic. One interview considered that internationalization at home is not strategy goal but a side effect.

Internationalization at home is not our big issue; on the contrary, we want our students to go abroad, so this could be improved. In a few programs, it's an obligatory part of the program to go abroad, but that's the aim of our university to make people move. Internationalization at home is not a strategic goal; it is a side effect (Interview 1, Uni).

That's a very broad topic. It involves all the players in the university including students, professors, and of course also administrative staffs. Internationalization at

home, as one aspect, means to give the students the possibility to be educated in an international manner, without going outside of the country. That concerns language and contents of the lectures. So, lectures are involved not only with Germany contents, but also with global and international contents. If the students study Spanish or other languages, or regional studies, then they have these lectures and seminars in other languages. That's some aspects of the teaching part. Internationalization at home involves many aspects, such as internationalization of administration, which is very important for us. In my opinion, internationalization at home means the internationalization of the university as a whole. It's international everywhere, but of course there is a long way to achieve this. (Interview 10, Uni).

One interviewee considered internationalization at home as "internationalization without moving to a foreign country", which is the main task of internationalization at home:

Internationalization at home is internationalization without moving to a foreign country. I just try to find the right words for the definition. Internationalization at home aims to make our immobile students open for more international experiences and create an international environment in order to strengthen their intercultural skills Internationalization at home can also conclude the staff members, what we have in plan for the future, together with our office staffs. We consider the internationalization at home as an important project (Interview 12, FH).

From the results of interviewees, the researcher finds that only one case university of applied science consider internationalization at home is extremely important. One interviewee mentioned there is a big group of students who need internationalization at home. Internationalization at home plays as important role when there are many home students who are not internationally mobile because of family or work reason. When the increasing of mobility trends to be steady and limitation of mobility is more obviously, internationalization at home will be of greater significance.

We had a lot of students who are at the university but not here indeed. That is to say, we have a lot of students who are not physical present. For example, there are one thousand students in total in our social faculty and eight hundred are physical not at

university. This is a very interesting group for internationalization at home, because we have students who can only study after their working days. Normally they have jobs and families, and they will not have this opportunity, or it's not so easy for them to go to foreign country for one semester. So, internationalization at home is the best for them. We can make a lot of work on internationalization at home (Interview 12, FH).

The majority of interviewees considered internationalization at home as the development of international and intercultural competencies for all students. In their opinions, it is the process of integrating German students and international students and creating an international campus. It also means the students are able to get international experience and intercultural competence without going abroad in the truly international campus and make preparation for the globalized times.

There is internationalization at home, but it's not the main focus yet, and this is a part of the internationalization strategy. One aspect is trying to bring guest teachers and lecturers to the university, so that they can give lecture in English and also with a different concept, and the students get used to different approaches from different academic staffs. Intercultural courses sometimes are offered but not on a general basis, but not every student has to take them, or that they're even offered so that all people could participate. Definitely one thing, as I guess all universities in Germany have language center, so we have language center for all students, which is a huge department offering languages to them, and all languages either for very little money or no fees at all. It's the most important for those who are not able to go abroad. Of course, there are also programs like the buddy program, so that German students might hook up with international students (Interviewee 1, Uni).

Actually, I would just keep the term "internationalization at home" and put this term into international classroom. Because that's what it meant for me, you have to be encountered in your university and all the things you are doing. It doesn't matter about what kind of measure it is if it's normal teaching in the classroom. But if you're going on an exchange or meeting people in extra-curricular activities, it has to be like something you have to feel that like international classroom and international campus.

If it comes to extra-curricular activities, I think all of these things are internationalization at home (Interviewee 7, Uni).

Internationalization at home can be understood as gaining international experiences and international competence without going abroad, and we believe that these intercultural experiences are essential to understand different culture and successfully interact with people who have a different cultural background, and this is how we understand and define internationalization at home (Interviewee 9, FH).

However, from the results of interviews, it is noted that internationalization at home means language courses or part of international activities in the opinions of some interviewees. They only mentioned one or two measures of internationalization at home:

And also, things like just providing language courses for our students could be also internationalization at home, but this is done many years ago, so it's nothing new (Interviewee 3, Uni).

Internationalization at home means that a German student who is not going abroad needs to have some international experience, and of course not every student is interested in it, many of students who are interested in international affairs have the possibilities to go abroad, there's lots of programs for students to go abroad (Interviewee 1, Uni).

One interviewee mentioned that some faculties do not do anything about the internationalization at home. Even some lecturers and administrative staffs have no idea about the internationalization at home:

We started internationalization at home in 2016. Some faculties do not do anything. Of course, our office is the only office where has an idea of internationalization at home. And there is also a lot of professors or maybe even whole faculty says it is the task from the international office, but they even don't have an idea of what it means and what is the necessary about it (Interviewee 12, FH).

Theme 2: Important goals for internationalization

When interviewees mentioned the important goals for internationalization, twelve interviewees pointed out outgoing mobility opportunities for home students, attracting international students and international student exchange. The majority of interviewees mentioned integrating home students and international students, improving international reputation and visibility, as well as internationalization of administrative staffs/sending more staffs abroad. For most case universities, they pay much more attention on the international research collaboration and recruiting young excellent researchers. It should be noted that internationalization at home and strengthening international/intercultural content of the curriculum rank fairly low (Figure 4.1). It is obviously that outgoing students and incoming students are more priority than home students who are not mobile for the majority of case universities. In addition, compared to these goals, international marketing is less important.

Most important internationalization goals

Goal	Value
Outgoing mobility opportunities for home students	12
Attracting international students and international student exchange	12
Intergrate home students and international students	8
Improve international reputation/visibility	7
Internationalization of administrative staffs/send more staffs abroad	6
International research collaboration/international cooperation	5
Recuiting young excellent reseachers	5
Improve international and intercultural competence for students and staffs	5
Add master programs in English	4
Internationalization at home	3
Internationalization of curriculum/strengthen international/intercultural content of curriculum	2
International marketing	1

Figure 4.1: Most important goals in the internationalization strategy/policy (N=12)
Source: Author

Offering outgoing mobility opportunities for home students.

The results of the interviews indicated that student and staff mobility is one of the most important goal in the process of internationalization. Compared to case universities, four case universities of applied science inclined more to set "sending more students abroad" as the highest priority. The internationalization at home is not important thing at the moment:

> To send more students abroad is the most important thing at the moment (interviewee 2, FH).

> We want to encourage more students to go abroad. That is the most important thing (Interviewee 6, FH).

When talked about the critical factors, the majority of case universities of applied science would like to mention student's mobility. Compared to case universities, universities of applied science emphasize more on the students' mobility. In order to motivate more students from engineering discipline to study abroad, they invite international students and offer positive opportunity for the integration of students:

> We realize that, several years ago, especially the engineering students from electrical engineering and mechanical engineering, are not interested in going abroad. I don't know why, maybe it has to do with personality or their social competence. We want to do something to motivate more students to study abroad. We invited more foreign students to come here. And then there is a positive opportunity for our German students to get in contact with foreign culture. And then they will have interest in studying abroad (Interviewee 5, FH).

When the researcher talked about the importance and future of the internationalization at home, one interviewee emphasized that physical mobility cannot be ignored. At the moment, the outgoing internationally mobility is the best way for the majority of case universities to develop internationalization and intercultural competencies in all

students. He considered that there are more potential possibilities to send more students and staffs abroad:

In my opinion, we could send more students. Of course, you are right. It is an important topic about the direction of internationalization at home. It changes within each situation, in which we just talked before. But I think there are still a lot of potential possibilities such as sending more students to go abroad, more and more students. Of course, you will never send all students, but I think there are still potential possibilities to send more and improve some awareness of changing (Interviewee 7, Uni).

Integrating home students and international students

Internationalization is "the intentional process of integrating an international intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society (de Wit, 2015, p.3). One interviewee articulates the essence of this condition:

We have six important internationalization goals, which are in dimensions of our internationalization strategy: integration of students, integration of teaching, integration of research, integration of transfer, integration of university management, integration of people who are stakeholders of the university. We integrate students, teaching, and research into our strategy. The integration is like cross-cultural thing. How does the university achieve those goals and how does the university define measures for those dimensions? Integration of students means that we're sending students out to our cooperation partners, and we are receiving incoming students from our cooperation partners. The integration of teaching means our professors could be guest lectures. Research speaks for itself. As you probably know, we are at the University of Applied Sciences. The transfer aspect is of vital importance to us, so we are always considering academic research from application specific perspective, which means we're not doing basic research that is not our focus (Interviewee 9, FH).

From the perspective of interviewees, the integration of students is a big challenge. It is not only integration of all students, but also it is integration of culture. Therefore, when the interviewees talked about the integration, they would like to talk much more about the integration of international students and German student as big challenge at the moment:

> We want our incoming students and international students to be integrated into our university (Interviewee 4, Uni).

> In the English taught cause, there are also German students, and so this is a really big challenge to integrate all the students better, and specially for the German students. It's also a wonderful opportunity to learn about foreign cultures here (Interviewee 2, FH).

> One important goal is internationalization at home which is empowering all the people to participate. That is a process of integration. We want to bring our students, staffs and professors to international universities. Another is finding and hosting our collaboration partners. Our city is very international and so our university is very. There are many international students on campus. (Interviewee 11, FH).

Improving international reputation and visibility

When the important goals are mentioned, five case universities and one case university of applied sciences set "improving international visibility" as an important goal:

> I'd rather mention the seven aims which we have identified in our strategy. One of them is to improve the visibility of the university. In comparison to other bigger universities, we are regional university and are not very visible on the international market (Interviewee 8, Uni).

We want to be more visible, which means improve the status of our university through advertisement of website and rankings. We want to attract more international students and excellent young researchers (Interviewee 4, Uni).

We have an internationalization strategy, and within this internationalization strategy, it has seven important goals of internationalization which are identified now. This should be further developed. To my opinion, fostering international visibility and international research corporations are critical (Interviewee 3, Uni).

The third goal would be the visibility of our university, mainly through the internet or other printed documents in English, which is an ongoing process, but of course there's still a lot to do, when it comes to the presentation of the university in English (Interviewee 1, Uni).

The fifth goal is of course like in all universities, very important goal, with international research and reputation, so we want to be a visible institution all over the world, and also has an effect of recruiting the best young academics for our universities (Interviewee 7, Uni).

One of important goal is to crease the number of international or internationally-oriented degree programs. We want to attract more international students (Interviewee 9, FH).

From the results of interviews, in the process of internationalization, visibility is much more important at case universities than case universities of applied science. It is worth to mention that only one interviewee pointed out the marketing is first priority at his university. If universities want to attract more international students and researchers, marketing is necessary and important:

The biggest challenge right now is actually I'm speaking about, what we have now, what out of our priorities are goals for our next future development. of course, this is more likely, it comes to marketing. I think that's also something that especially German universities will have to push more, and other universities in other countries there went much further, because they have tuition fees. They have to do marketing for the universities, because they want to attract students. So, I think they have a

longer experience with that, but actually that's my thinking. Germany universities have to address the marketing (Interviewee7, Uni).

Recruiting young researchers

Local and international academic and economic trends encourage the mobility of talent (Altbach, 2016, p.298), which makes the research more international and forefront. From results of interviews, it is noted that recruiting more young excellent researchers is the important goal of internationalization for five case universities. Three interviewees described the reason in detail:

> In my opinion, recruiting young people such as Ph.D. students and researchers is highest priority. We integrate them into our university, because this is the future. If they are here, the internationalization will be self-going, and it's through people that we internationalized (Interviewee 4, Uni).

> We want to have more international PhD students and excellent young researchers. We are supporting internationalization of young researchers. That is very important (Interviewee 3, Uni).

> The most important thing is to recruit more international academic staffs. That is a strategy, to attract more international professors and international post docs (Interviewee 1, Uni).

Theme 3: Measures being take for internationalization at home

According to the documentary analysis and interviewees, the researcher finds that the majority of case universities take some measures to promote internationalization at home such as offering different courses for all students, making international and intercultural elements visible within the university-posters and events, providing

certificate for students who take part in international staffs, improving the intercultural competence of administrative staffs, developing joint curriculum in collaboration with international partners, inviting guest lecturers from international companies or international partner universities, offering international and intercultural activities to integrate home students and international students, all of which are mentioned by all case universities. The majority of interviewees mentioned that encouraging students to participate in international projects, providing international excursion or study worldwide, offering language courses for lecturers and administrative staffs, offering intercultural training for the lecturers and administrative staffs to strengthen their intercultural competences are very important measures for internationalization at home (Figure 4.2).

It should be worth to mention that the measures that rank on the tops such as offering different courses, improving the intercultural competence of administrative staffs and lecturers, providing international excursion mainly focus on the international students and home students who are to be outwards mobile, but not focus on the home students who are not internationally mobile. However, the measures that are very important for the home students who are not internationally mobile such as offering workshop and seminars about international understanding and intercultural study, expanding and infusing international and intercultural elements in the curriculum, offering some internationalization at home programs or intercultural programs, rank fairly low.

Most important measures being taken for internationalization at home

Measure	Value
Offer different courses for all students.	12
Make international and intercultural elements visible within the university-posters, events.	12
Provide certificate for students who take part in international activities.	12
Improve the intercultural competence of administrative staffs.	12
Joint curriculum development in collaboration with international partners.	12
Invite guest lecturers from international companies or international partner universities or cultural research groups.	12
Offer international and intercultural activities to integrate home students and international students	12
Encourage students to particpate in international projects.	11
International excursion or study tour worldwide.	10
Offer language courses for lecturers and administrative staffs.	10
Create virtual mobility in the international classroom.	8
Offer intercultural training for the lecturers and administrative staffs to strengthen their intercultural competence.	8
Offer workshops and seminars about intercultural study and international understanding.	5
Offer internship opportunities in the international companies.	4
Expand and infuse international and intercultural elements in the curriculum.	4
Set up an independent division, personal coordinator, individual webpage for internationalization at home.	2
Offer some "internationalization at home" program or intercultural program that provides credits.	2

Figure 4.2 most important measures being taken for internationalization at home (N=12)
Source: Author

Inviting guest professors from international partner universities

Inviting more international guest professors has become one of the most important measures to improve the internationalization at home. The speeches or lectures on some hot topic from international perspective are very helpful for students to strengthen the intercultural competence:

> We also have established an internal funding at the university to support guest lecturers to come to our university for one or weeks to give their lecture. In this way, we hope to increase the elements of international input into lectures (Interviewee 3, Uni).

> We're trying to increase the amounts of guest lecturers who are offering not only new ideas on the specific research topics, but also new teaching methods which the students eventually can take over in their work (Interviewee 8, Uni).

> We have a network of partner institutions worldwide--over one hundred partner institutions worldwide now. We have very active link with many of them. Now one measure of internationalization at home would be that we invite guest lecturers of our international partners, and we try to expand the number of guest lecturers that we have. For example, just recently we had somebody come from Korea, and he gave a speech on international policy from the Korean perspective. The students are very interested in this speech. This is just an example. The speeches or lectures on some hot topics from international perspective are very helpful for our students to strengthening the intercultural competence. So, inviting international guest lectures is an effective measure (Interviewee7, Uni).

Three interviewees mentioned their universities regularly offer some events such as "international week" or "staff week", in which guest lecturers give some speeches from international perspective or answer the questions for students:

> We invite teachers from partner universities to offer some lectures for local students. We invite guest professors from partner universities or all over the world to come here

and offer lectures in an international week. All students can participate. The lectures are very different from our university (Interviewee 6, FH).

We are providing "staff weeks". Last year we had staff weeks where we invited our important European partners, and then we open it to two more partners where we were teaching about the strategy development in quality management. We also invited our colleagues from different universities, but it's not meant to recruit academic staffs (Interviewee 3, Uni).

Diversifying internationalization at home activities and programs

According to the documentary resource and interviews, the researcher finds the most popular international activities related to internationalization at home at all case universities: Buddy program and language courses (Figure 4.3). Eleven case universities offer international excursion or city tour and international kitchen or international picnic, or café multicultural. Most interviewees pointed out students are interested in the events such as international evening, café multicultural, international kitchen, which offer opportunity for the integration of all students. However, regarding to the intercultural activities, six case universities provide interucltural and internatonal workshops or seminars for students, and only four case universities provide intercultural programs with certificate. Almost all interviewees pointed out intercultural competence is very important for the students who are not internationally mobile in the global knowledge society. But the relative activities focusing on the home students who are not internationally mobile should be diversified. In addition, it shoul be be noted that only one interviewee mentioned joint curriculum development in cooaboration with international partners, which means they are not very necessary and ignored by most case univeristies. Joint curriculum development is a complicated matter and requires considerable skills and experience from the partners in the project (Beelen, 2009. p.31).

Most important international activities and programs

Activity	Value
Buddy Program	12
Language courses	12
International excursion/city tour	11
International kitchen/international picinic/ café multicultural	11
Diversity day	10
Movie night/bar night	10
Intercultural meeting club	9
Sport activites	8
Intercultural and international workshop/seminar	6
Intercultural program with certificate	4
Joint curriculum development in collaboration with international partners	1

Figure 4.3: Most important international activities and programs (N=12)
Source: Author

From the results of interviews, language courses are offered at twelve case universities. Offering language courses for students and staffs is one important measure being taken at German universities. Generally speaking, all the language courses are free and offered by language center:

> We have extra language courses for these students. If we talk about the language skills for both German students and international students, we are trying to increase the amount of those courses, depending on what are on the demands. Sometimes the students are interested in specific languages which we have not been offering yet, but we are planning. For example, Spanish was not offered before, now we're offering Spanish as well (Interviewee 8, Uni).

> We offer language courses for local students and service about information and the preparation to go abroad and seek jobs abroad. There are some language courses such as French, Spanish, Turkey, and Chinese in Business School. I think they start with Polish because they teach in one way. In the other schools, there are only French, English, and Spanish. All courses are free. We also offer German courses for incoming students (Interviewee 6, FH).

> Our language center offers different languages courses, including French, Spanish. All the students can take part in these courses (Interviewee 2, FH).

> Language center offers different courses in our university. Our students and staffs have opportunities to learn languages and don't have to pay for that. They are integrated when they come to those courses. I think this is really one thing we are really good at. We never concentrate on the students to take part in language courses. A lot of them learn languages because they also can get credits for that (Interviewee 4, Uni).

Regarding to the extra-curriculum activities, Buddy Program is absolutely one of the characteristics of activities. According to official documents and website at case universities, it should be noted that all case universities provide Buddy Program. The aim of Buddy Program is the integration of international students and home students.

"Mate-For-You" Buddy Program aims to improve the integration of our international students into life at our university and offers all students the opportunity to find international friends and gain intercultural experience. It brings each student from abroad (World Mate) together with a student from Germany (Home Mate) (HHU).

It is admitted that Buddy Program benefits for home students in developing languages and communication skill. It is a very good opportunity for home students to touch foreigner language and culture. General speaking, home students support international students at the beginning of stay to help them adopt into the new environment. One case university mention the benefits of the Buddy Program.

Meet student from all over the world. Participate in the welcome Days. Participate in a number of exciting, international social events. Develop your language skills. Demonstrate social commitment during your studies. Receive first-hand information about partner universities as optimal preparation for exchange term (Document 10, FH).

There is a possibility to get in touch with students from other countries, and get to know their cultures and languages. Buddy training and exciting events (international evening, cooking events). The international office issues a certificate for successful participation (Document 8, Uni).

From the interview conversations, all interviewees mentioned Buddy Program that focuses on the international students, but at the same time the German students who help them can get some international training and learn different cultural knowledge:

We have different kind of *Buddy Programs.* Many of them focus on international students and offer the service such as advising or mentoring new international students. So sometimes there are Germany student. International students and local students communicate together, so it's kind of mixed. But we definitely would regard that as a matter of internationalization at home, for example, we now have buddy programs for integration of students with the refugee background, for female students in engineering (Interviewee 7, Uni).

Our welcome center in international office managed and organized the *Buddy Program*. We do have a very active buddy program, at this point, and we always managed to find enough buddies: one German and one international. We have special Facebook page for that and events for the buddies and extra trainings for the buddies. We have fifty to sixty students always actively supporting the international office, together with the other departments of the university. And they are making the training for student advisers, and one of the specialization in this student advisor is intercultural and international competence or work, and there the students can contribute to the internalization of the university through their projects, and receive the credit points for that, and there we give them the task. For example, they help with making the web page more attractive for the students from the students' perspective, because at the moment we have the web page we wrote, and we don't know whether the students perceive in the same way, so we want to see from the perspective of the students. We organize some events or workshops with the international public, so through this additional program of student advisers where the students receive their certificates as well as sometimes credit points (Interviewee 8, Uni).

But from the conversation of interviews, the researcher noted that most of activities or programs aim to offer the service for international students at first place. Anyway, it will be the process of integration:

There is buddy program in our school. But in fact, buddy program is for the incoming students. Local students who have been abroad, or who want to go abroad, would like to engage in helping international students with administrative affairs. They have opportunity to communicate with international students and get to know their culture. That's what we do for them. (Interviewee 6, FH)

We have buddy program here, usually in the first semester, mostly for international exchange students. We try to match him or her with a German student who helps them with the adaption to the new environment. This is good opportunity to get them together. (Interviewee 2, FH)

Beside Buddy Program, there are some other extra-curriculum activities for integration of students such as intercultural workshop and seminars, *International Afternoon*, *Diversity Day, Summer School,* global studies, international study,

international excursion, and international kitchen. Through the participation, the students can get the opportunity to learn different culture knowledge and improve intercultural competence:

We have an *International Afternoon* which is organized two times for one semester by the international office, where all the students are invited. German students mix and mingle with international students. It is a special event. Typically, this is like a kickoff for other events which are not organized anymore, and of course as I told you, we have to keep in mind our resources. We would like to offer more, but people can only work a certain number of hours per day, then they leave. Another event is called *Diversity Day*, which takes place twice per semester. You know diversity is a concept that covers very different dimensions, but one dimension of diversity is cultural background and cultural differences. On last Diversity Day, the manager who is in charge of organizing approached us to give some advice: "cultural diversity is also part of the diversity concept, so how to make cultural diversity will be the topic of the next diversity day." Diversity Day is not organized by us, but sometimes cultural differences are part of the diversity concept. International guest lectures, *International Afternoon*, and *Diversity Day*, which is occasionally organized by the international office. (Interviewee 9, FH)

We have several activities, like *Summer Schools*. They would be not the same program every year, which depend on what kind of lectures, and which kind of majors and the professors who have free time to prepare the summer school. There are several similar activities every year. (Interviewee 5, FH)

We have established refugee program in which a lot of students are engaged voluntarily. They do cultural programs together with administrative staffs. German students can learn different culture from that. (Interviewee 4, Uni)

Besides the buddy program, we have international excursion, and all the students can take part in. We make two excursions per one year organized by international office. The short excursion take 3-5 days to visit museum and concert. But there are some long trips for the students. For example, if they make excursion to China, and they have opportunity to get know about art architecture and talk with Chinese people. I also know some students from design faculty cook together to celebrate Christmas

Day. They are interested in different food. So, cooking together is a good way to let them together (Interviewee 2, FH)

Besides the buddy programs and language courses or related training, some internationalization at home activities like intercultural communication are integrated into the curriculum or some study programs. It depends. (Interviewee 3, Uni)

We have a program called global studies mainly for our non-European exchange students, which is a program on German and European or world history politics economy in English language. But we also invite a group of German students to join them for the lectures to discuss with them to receive credit points for that. That's one special program in this sense for the internationalization of our students, by bringing them explicitly together with foreign students. And now we are just creating a very similar program for European students which are called EU-connect, which means we connect students from countries of the European Union and German students to discuss about the development of Europe. So, that's kind of a special program for the internationalization of our students to improve their intercultural competence and international awareness (Interviewee 10, Uni)

The extra-curriculum activities with international and intercultural elements play an important role in the process of internationalization at home. The students are able to get international experience in different extra-curriculum activities. The majority of case universities and universities of applied science provide diverse international activities.

In addition, the students can learn something about international experience in workshops or programs. Of course, we should include all the various in their different extra-curricular activities. Because in these kinds of things, if they are living together, or they're working together, or they are spending their free time with foreigner people, they will learn a lot about different cultural knowledge. In fact, these kinds of things are under the term of internationalization at home. The extra-curricular activities like doing sports together, there are various things I think, play an important role. And there are specific things we offer from the central level for internationalization at home, (Interviewee 7, Uni)

In addition, from the results of interviews and documentary analysis, the researcher finds that ten case universities and universities of applied sciences offer the intercultural courses for students and one case university offer them only for PhD students and post-docs. One case university of applied science does not offer any intercultural activities from the central level.

The information about activities or programs of intercultural competence can be found on the official website. Furthermore, the related information is very systematic and clear to read and understand. When the intercultural courses or activities were mentioned, the interviewees always showed the brochure to the researcher. All students can get the certificate after participating the courses or activities.

> The certificate (Zertifikat Interkulturelle Kompentenz) attests your international and intercultural commitment. Awarded by the General Study's program and international office, it represents a valuable document for your CV. To attain the certificate, four elements of evidence should be provided: international experience, language proficiency, intercultural training, international commitment (Document 4, Uni).

> We offer some opportunity to enable the students participate in intercultural activities. Or they are offered in international courses. If there is space left, German students can always be there (Interviewee 5, FH).

> Besides the language courses, there are also courses for intercultural competence, directly addressing intercultural competence. We have language courses plus these courses, that are also offered from the language center. There is a subdivision in the language center, which is called the center for intercultural competence. They are providing courses for students who want to go abroad, or for students who just interested in developing their international competence. (Interviewee 7, Uni)

However, from the conversation with interviewees, the researcher finds that the intercultural trainings and activities are offered for international students in the first place in the earlier years. If the German students are interested in, they can also participate. From result of interviews and documentary analysis, it is noted that most

activities aim to integrate the students, but the most important thing is to make international students to adapt to the new environment:

> For the students, we do have courses in intercultural training, and we have those especially for international students. Because they need those in the first place and they are abroad, but for the German students as well, especially those who still have the idea of going abroad at some point. We have projects for all students, about how to work in intercultural classrooms with every student, because as a teacher training university, we have an expertise in this field as well (Interviewee 8, Uni).

> On the one hand, we offer intercultural workshops and intercultural courses, and they are offered for all the students and staffs (Interviewee 9, FH)

> We do have intercultural courses, but there are mainly for PhD students and post-docs. For the bachelor or master students, there are not related courses on a general level. There might be some courses or training in the different faculties, but from the central level we do not offer for bachelor or master students (Interviewee 1, Uni).

> We don't measure international competence. Sometimes they are involved in some study programs and our language center offer some related courses and intercultural seminars or workshops (Interviewee 3, Uni).

From above, the majority of case universities offer language and intercultural courses, Buddy Program, and other diverse international activities. But there are no intercultural workshops and programs at seven case universities and universities of applied science. Although all interviewees said that intercultural competence is very necessary for the future work of students. When some students from different countries study and discuss together, they should think how to communicate with others and how to understand others before they make a judgement.

> We don't have the other programs and workshops about intercultural competence. In fact, we don't have any special internationalization at home programs, and we just have regular programs. At our institution, there are no activities for

internationalization at home from the central level. Maybe there are some in different faculties (Interviewee 6, FH).

Three interviewees pointed out that they organized intercultural workshops for the students and two interviewees mentioned that at the moment intercultural programs are being developed.

We have been successful implementing those intercultural workshops together with the student initiatives, where they have received training from us, and now they're working as trainers in the workshops. So, there's a workshop "students for students" which works very well and it's very well received by the students. The only thing we always have to pay attention to is that, when the students graduate, there are someone else taking over the place, who again has to be trained first, so there is always some kind of a continue unit (Interviewee 8, Uni).

The workshops are more interactive for the students, where they can talk about the topics of intercultural understanding in different cultures and on culture shock. They also share their experiences because usually the trainers in other workshops have been abroad, so they have practical experience as well. This is more about learning to communicate, and being more open-minded. The people express one idea in this way in Germany, which doesn't mean that the someone else in other countries expresses the same way. Maybe something which you perceive as rude is totally normal in another culture, so we're trying to show through the examples or even like some simple things, like not smiling in some countries doesn't mean that the people are rude, it's just because it's not culturally normal, whereas in America this is normal, and everyone is smiling, and everyone saying hi, so we're trying to make them think before they make a judgment. We definitely need something like that for the personnel now. I'm afraid we can't send the students to talk to the elderly employees, but we truly need a really good trainer for that, with a professional, but because the acceptance is not going to be the same, so this is something we want to develop, but doesn't yet exist. Well, workshops last only for two to three days. We have them twice a semester. (Interviewee 9, FH)

Although the concept of internationalization at home and intercultural competence is not explicitly mentioned in the strategy at the majority of case universities and case

universities of applied science, it is deepened and developed gradually in some international programs and workshops:

In many cases, the professors create an international classroom in engineering studies, that with a high number of international students. Even though this kind of programs are not actually created to be something for internationalization at home, they are very much something for internationalization at home. (Interviewee 7, Uni)

Providing certificate for students who take part in international activities

In order to improve the intercultural competence of students and staffs, all case universities and universities of applied science organized different kinds of international activities. From the conversation of interviews, the researcher finds that there is no any other motivation except offering certificate. Most of them only encourage the students and staffs to join in the international or intercultural activities through some advertisement flyers, some brochures and talking with them. But if they do not join or do not want to join, there is no other way to motivate them:

We motivate them through certificates, and we want to implement the credit points, but at this point these only the certificates, just showing which they can show to their future employees at the activities, they were conducted or they help worth at the university. (Interviewee 8, Uni)

We advertise like flyers that are scattered all over university. As I said, we offer a certificate for those who participated in buddy program. We tell those students that they don't only have the duties, and we also offer some special intercultural training before they become buddies, so this is another incentive in order to motivate students to participate. In our international office, there are some part-time job opportunities for students. If they are looking for a student system job, we expect them to also participate in these programs, so actually we expect them to participate in these programs like buddy program before, and then they can apply for a job and get the certificate. The credits points are by far the most important thing for German students.

But we don't offer so many credits. All the other advertisements and other benefits that we're talking of, when we try to motivate our students, is by far not as effective as credit points, this is limited (Interviewee 9, FH)

There is information on the website. We have lots of meetings with the students and talk to them about new information. (Interviewee 10, Uni)

I think these courses are offered and the students can get the information online or they can consult the special staffs. Some students are taking part in the programs or courses. Some programs are offered for international students, so they come to join us. But for my thinking, there is no clear strategy to motivate and market them. but each program or project which addresses already is marketed in different way, and actually it's marketed by the persons in charge for that program, and though they all find different ways of motivating the students (Interviewee 7, Uni).

Improving the internationality of administrative staffs and lecturers

From the results of interviews, the researcher finds that the case universities and universities of applied sciences concern more about internationalization of administrative staffs. Because the majority of academic staffs gained international experience before their work or they have opportunity to improve intercultural competence through the cooperation with partner universities and the participation of international conference. Therefore, intercultural competence training is not very popular and important and they are encouraged to go abroad to learn new method directly. In addition, it is obviously noted that all the professors of German universities of applied sciences are required to have at least five-year international experience in companies. In other words, they have enough international experience:

For academic staffs, we have projects about how to teach and actually lots of our professors teach that. But it's more professors to our students, and less professors to the other professors, because other professors usually get this knowledge from our training abroad. They do some of those courses abroad for one or two weeks, about

117

how to teach in English or new methods of teaching, and they visit their colleagues in other countries where they've seen the interesting methods of teaching, and they will visit them for one or two weeks, and just follow their classroom work, and see and observe how the teaching is done, so we don't have extra courses for them here, we allow them to go abroad (Interviewee 8, Uni).

All professors at universities of applied science are required to have international experience outside the university at lease for five years before becoming professors, I was in the international consulting department. So, I think they have enough international and intercultural competence (Interviewee 5, FH).

Compared to the academic staffs, the administrative staffs would like to take part in the language and intercultural courses more because the courses are beneficial for their work and personal development:

When it comes to language competence and courses, I would say that it is more popular with administrative staffs than with professors. From the professor side, not so many of my colleagues admit that they might run into trouble when they have to teach in English. I know that it is quite popular within our administrative staffs, so there are many people from the administration side who attend those courses, they don't have to, but they do it voluntarily, because they think it is good for their work, and they also might think it is good for their personal development. But with professors, it is not very popular, we offer that, we don't require, but there's very few who accept (Interviewee 8, FH).

However, we have some courses for student secretariats and for examination officers. They wanted to have and asked for the courses because they saw the problems they have in communicating with international students. Some international students don't speak German, so they asked for the courses. My department has been financing these courses that are already offered several times. They are not forced, but luckily for us, because they want to take those courses (Interviewee 8, Uni).

We offer intercultural trainings and workshops for all the staffs. But few professors would like to participate. More administrative staffs would like to take part in these

trainings. In fact, the university focuses on the intercultural training for administrative staffs (Interviewee 10, Uni).

As the growing number of international students and international guest professors, the administrative staffs face serious challenge. That not only concerns language, but also cultural understanding. Therefore, intercultural competence is much more essential for administrative staffs in communication with international students and guest lecturers. One interviewee explained the importance of intercultural competence for administrative staffs. It should be noted that the improvement of internationality of administrative staffs mainly benefits for the students who are outgoing internationally mobile but not for the home students.

> We have English courses for all the colleagues in the administration, and it's even obligatory for administrative staffs on a higher level in the administration. We have intercultural trainings, for example, Erasmus Staff Exchange Program. We offer certificate for the staffs who take part in staff exchange. We want to implement so-called internationalization guides in all the units of administration through language learning, intercultural seminars, intercultural sensitiveness development. If there is a scientist from another country and foreign scientist, he/she have to communicate with administrative staffs in some ways. That not only concerns language, because there are information sheets in English, but also cultural understanding. It is not always easy to understand different culture for some professors, so the administrative staffs have to explain our way of proceeding. On the other hand, our administrative staffs can learn from foreign professors who might have ideas to simplify or make our process easier from them (Interviewee 10, Uni).

In order to improve the internationalization of administrative staffs and lecturers, the majority of interviewees pointed out that staff mobility can bring new ideas and new teaching methods:

> We encourage exchange with international universities, so that our lecturers go abroad for a certain time, and they bring in new ideas and some international lecture to our university. So, this has been encouraged. As I said, we also offer some training for academic staff. sometimes we even offer language courses for academic staff, but not

much. I guess a lecturer in Germany is supposed to know English. English is not a foreign language anymore, and it's just as common as German for an academic staff. English is the common language for academia. I mean that if you want to become a professor in Germany, most of the peer reviews that you have to publish your articles are not in German, most of the peer reviews are from Americans, so they have to speak English, and they take part in English-speaking conferences (Interviewee 1, Uni).

Sometimes we try to send them abroad, especially in Europe, because we have Erasmus funding. We send all lecturers to give their own lectures in Europeans. As I said before, mobility is very important, and we try to send our professors there, and hopefully, they would be stronger in pushing the internationalization at home. They maybe say, "I have been abroad. I want wo tell may students something international. I want to focus on international issues and activities". So, we try to stimulate these things (Interviewee 2, FH).

The case universities not only encourage the lectures to go abroad, but also offer the platform for them. Short-term mobility within Europe is common and popular within academic staffs. When they came back from the short-term study abroad, they would work different and creatively. One interviewee pointed out that providing platform for academic staffs who want to engage in international activities can help them with more international cooperation:

We used to promote staffs' mobility very much. As I said, we don't have to promote that anymore, because it becomes so popular that there are more and more people who ask for it, for example, two weeks exchange abroad in Portugal with one of our partner universities. And then that's part of my responsibility as vice president, I provide a platform for those colleagues who want to engage in international activities. If the colleagues come to me and say, "I would be interested in teaching in china." "My research is on electric mobility, and so far, I've pursued that research from a German perspective. Now I read in a newspaper that immobility is a huge thing in China, and I'm looking for a Chinese colleague to develop joint research." And then I tried to contact the colleagues who are working in the same field to share the same interest from our partner institutions (Interviewee 9, FH).

The international students have different needs, and they have different challenges, for example, some international students might not be understood because of languages. So, our teachers need to know more about these issues, and they can only do so through intercultural training, or short-term exchange abroad. You will find some difference when they come back from short-term study abroad. They might work different (Interviewee 2, FH).

In addition, the researcher finds that the majority of case universities and universities of applied science focus on internationalization of administrative staffs. They want the administrative staffs more sensible to international affairs. Three interviewees mentioned that mobility of administrative staffs is an important measure to strengthen their intercultural competence and improve the international service for students:

We have not only professors going abroad for lectures or for courses, we have also administrative staffs for English courses for example in UK for one or two weeks, so this option is very actively taken in our university (Interviewee 8, Uni).

We want to really encourage our academic and the administrative staffs really to go abroad. So, they should find a colleague from another institution and learn with each other. Of course, we encourage our staffs to use Erasmus staff mobility grants to go abroad. It doesn't matter if there are staff trainings. If staff exchange for training mostly means administrative staff or academic staff exchange for mobility or teaching, they can just spend two weeks in another European university and give a few lectures or some reports, which can strengthen academic staffs' intercultural competence just as you really address. I think the best of things to do is just to send more staffs to go abroad. We have some very interesting partners, so we can send staffs to the USA, China, Taiwan, Russia, Israel and Brazil. In addition, we offer some travel grants for our staffs to go to our strategic partners. We also have really special relations with some international institutions. We also offer specific grants for mobility of administrative staffs. I think that's the most important thing to strengthen intercultural competence (Interviewee 7, Uni)

From the conversation with one interviewee, the researcher noticed that the administrative staffs refuse to study abroad at the beginning. But as long as the

program begins and someone makes it and comes back with the new ideas and good experience, other staffs will be interested in the exchange and mobility:

> We concern about the staff exchange. And we sent our administration staffs to our partners abroad. Actually, we send more abroad than we received. Unfortunately, it started even before I took over office, maybe for five years or six years even. In the first one or two years, people were really reluctant and they don't want to go. But it has changed significantly now. You know how come? The people who go abroad first were a little bit shy and thought "how can we manage that? Can we handle that good?" It takes just for two weeks. But they were quite afraid, and they thought it was a big adventure, and a big step into the unknown. But when they came back, they were really excited, because they came back with good experience. It's just short-time exchanges. Actually, we did not send them to overseas, and most of them stay within Europe because it makes traveling so much easier. All of them came back with good stories, and then of course the word spreads. One colleague speaks to the other, says "I've been there, and it has been great, and this has really kind of developed like an avalanche, so more and more people heard, "oh this is great, so I'll go" We have never heard of one person who did staff exchange and came back with bad experiences, so in fact it's really now a very important part of the progress that we try to increase and build up international and intercultural competence (Interviewee 9, FH).

Digital tools are considered as effective measure.

Digital and virtual learning tools bridge the distance among learners and institutions. Digital learning makes it possible to connect the learners all over the world. Various digital tools help the universities to optimize the process of internationalization at home, as it enables more involvement to intercultural and international learning and encounters are no longer limited to physical mobility. It is noted that digital tools are considered as an important and effective measure to improve the internationalization at home:

We see it as a very important tool, especially in acquiring not only additional skills into international field, but also in the professional field as well, because lots of students like to learn new knowledge, and they need to get some more information on basics of mathematics or whatever. And there are lots of courses already developed, and those are usually developed in English language, so we're trying to consolidate them and make them accessible to the students, like open source, and we are also implementing some of our projects where are working online, for example, where the students take the courses online in other countries, and our students also are able to attend online courses of other universities. We are now already working on the digitalization strategy, where an important part of that is bringing new skills to the teachers and administrative staffs and students at our university (Interviewee 8, Uni).

We are now in one world, which is getting more and more digitalized. Of course, everybody is creating new programs which are more digitalized. This should be combined with international atmosphere and international elements using some methods like virtual mobility, exchange of classes, and exchange of teaching like these kinds of things which you already addressed a little bit. So, in this field we can do more, for example in the international classroom, not just thinking about the really physical classroom with students from different countries sitting there. We should really think about digital form such as digital performance to create an international classroom. Actually, these kinds of things have challenges in the future (Interviewee 7, Uni).

From the results of interviews, digital tools are indeed important for the case universities. Virtual classroom, skype conference, video lectures are the common ways in the process of teaching and learning:

We are doing that in some parts, and it's increasing more and more. For example, the international business program always has projects with university in United States. Our students are here and their students are there. They do the task all online, so they have skyped conversation and have project work. It's very interesting, because they only do it online, they never meet. That's very cool (Interviewee 2, FH).

There are some kinds of teaching exchange, which means that we have class here, and the students from our partner university could take part in the class at the same time.

123

Maybe they're offering something else of their teaching and we also can take courses. So, it's some kind of exchange. It's some kind of virtual classroom and it's also international. It's strengthening students' and staffs' intercultural competence. But at the same time, we do not need to move anywhere and we can exchange the courses, teaching and the contact group (Interviewee 7, Uni).

I have several ideas for that, for example, just making a virtual classroom or getting the sky conference, this is what our program often makes with South Africa. Every faculty has two persons who are in charge of e-learning, which is very attractive. We make some videos lectures and get other videos from other universities, so that our students were not mobile, and just have some lectures in a different language. This is our ideal project we want to start (Interviewee 12, FH).

Theme 4: Obstacle to internationalization at home

In the study, lack of time for staffs, limited staffs interest and involvement, lack of foreign language proficiency of administrative, traditional thinking and attitude of lecturers and administrative staffs, lack of cooperation from the departments rank fairly high among the obstacles to internationalization at home. It should be noted that limited experience and expertise of staffs are also an important obstacle although not all the interviewees mentioned it. From the interviews, the researcher find that some case universities provide intercultural training for their staffs and encourage them to participate relative seminar from other organizations to improve their teaching skills and expertise. Most interviewees pointed out there is insufficient focus on the development of staffs' competencies required for the implementation of internationalization at home (Figure 4.4). The competencies help staffs with the improvement of integrating the various cultural backgrounds in an international classroom.
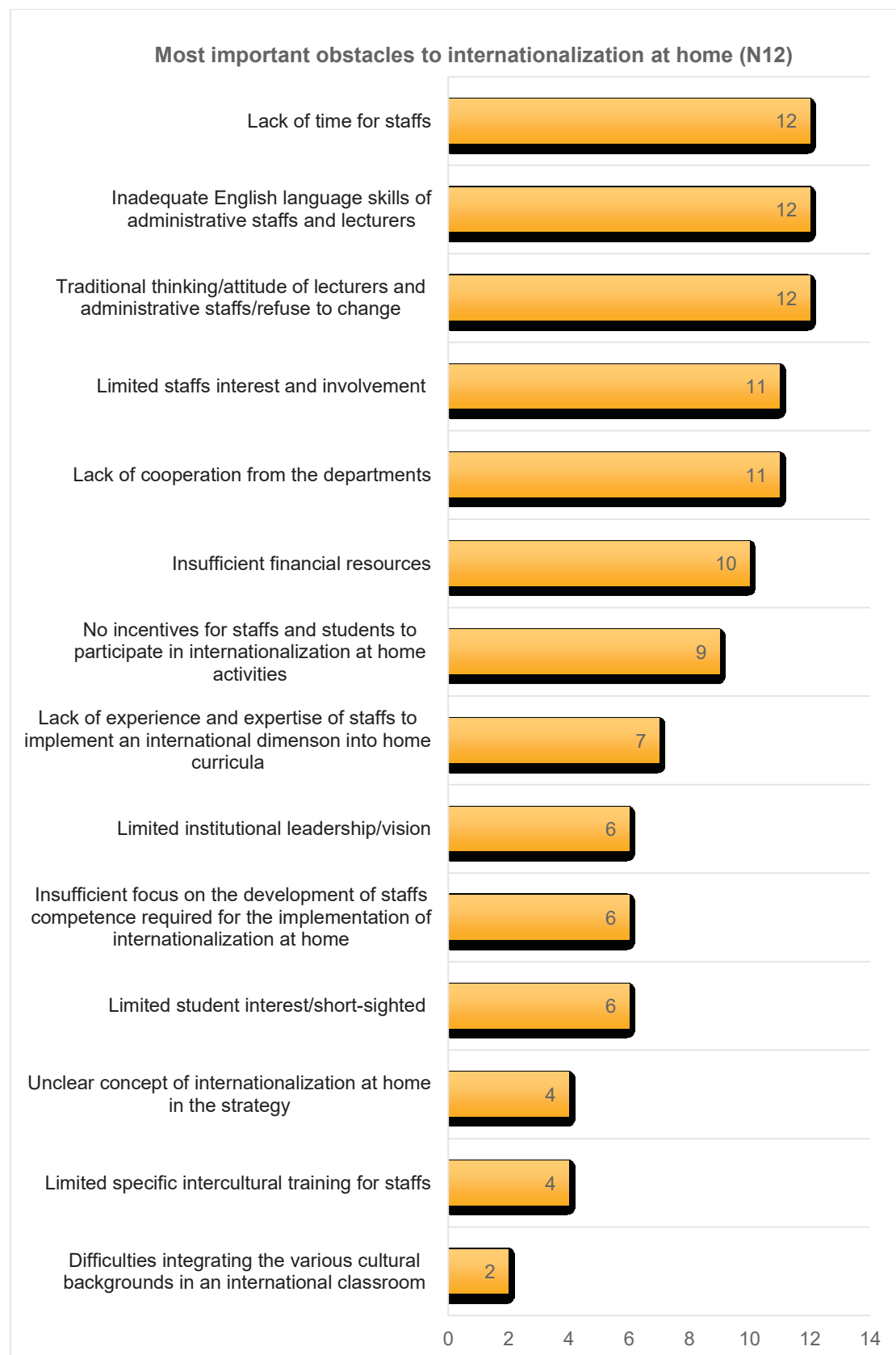
Figure 4.4 Most important obstacles to internationalization at home (N=12)
Source: Author

Inadequate English language skills of administrative staffs and lecturers

General speaking, German universities offer bachelor courses in German, and just a little few courses are offered in English. In order to attract much more international students, the universities and universities of applied sciences increase the number of English programs at the master level. As the development of internationalization, there are big challenges in administration structure and teaching. From the results of interviews, it is noted that language is a serious obstacle and an important concern in the process of internationalization at home. As the increasing number of international incoming students, the administrative staffs are required to offer service in English language and academic staffs are sometimes required to teach in English. All case universities and universities of applied science offer language courses for students and staffs. But from the conversations with interviewees, the researcher finds that it is difficult to push the internationalization still because of language problems, or it means that some staffs are refuse to learn and adapt the changing environment:

> No one of them teaches English in our engineering faculty. Only in Business faculty, three professors have to teach in English, because they have one study course about marketing and international business. The students in this program have to go to a foreign country for one semester (Interviewee 12. FH).

> Well, the biggest challenge, as I said, is the language. The administrative staffs do not run in English in their work, and it's all in German. They do not want to use English or their English is not good. Our courses are almost all in German. I think just a few some master programs are taught in English. On the bachelor level, all courses are in German, and main part of the master levels is taught in German. So, for the development of internationalization, that's a big challenge (Interviewee 2, FH).

> The university is still required to provide teaching in German language, especially on bachelor level. If the university nominate international professes at the moment, German language proficiency is required. This is now slowly changing. Last semester, we had one new appointed professor at our arts department, who is good at German and exclusively teaches in English (Interviewee 3, Uni).

Some specific courses are mostly taught in English, but it depends on. If the international students are not so much, German will be used in the class (Interviewee 7, Uni).

Well, the biggest challenge, as I said, is the language. Internationalization is happened in the university, but the administration work does not run in English. It's all in German, and also our courses are all in German (Interviewee 1, Uni).

Mainly in the administration, another obstacle is language. Some elder people did not learn so much English at school. It's difficult to change that. There might be sometimes even impossible (Interviewee 10, Uni).

Because the language problem, the international class cannot work well. The international students are not able to speak German, and the lecturers and administrative staffs are not able to speak English. They could not communicate in English. Even the students' English and German both are not good, which makes the international class not work well:

The low German level is a problem, because they can't talk well in German and our staffs can't speak English. Most of them are not able to communicate in English. And it's very difficult to answer simple questions when international students are new here. And even the English and German of these exchange students both are bad. Our eighty percent international students are from Tunisia. Their second language is French. Some of them even have no English lessons before. So, the class cannot work well. The professors have no way to solve this problem, not even talk the integration of them (Interviewee 12, FH).

Traditional thinking/ attitude of lecturers and administrative staffs

There was a general consensus among the interviewees that internationalization of administration is a big challenge in the process of internationalization. International environment helps international students study and live much easier, so administrative

127

staffs should be more sensible and required to communicate with international students and international guest lecturers in English:

> We want to make our staffs including professors and administrative staffs more sensible for international students and guest researchers who come to our university, which means we want to make them speak English, and we want to offer more convenience for international students or researchers, and we want to bring people from our university together with those who come from abroad (Interviewee 4, Uni).

> It means that they should see an idea of the different culture that people bring with them, not reject them, not say they are different. I want to have it as I am used to have things, but also to let other perspectives come into our culture thinking (Interviewee 7, Uni).

All interviewees agreed that internationalization of administration is very essential at the moment. According to document resources, internationalization of administration is mentioned in internationalization strategy in three case universities. Improving internationalization support structures become important objectives:

> To further deepen the internationalization of degree programs, teaching and research, the faculties strive to improve its support structures for students and staffs in cooperation with the International Office. (Document 2, FH)

However, it is not easy to change the situation. Changing the mind is a big challenge for case universities and universities of applied science. The director of international office and vice president involving in international affairs make efforts to encourage some professors and administrative staffs to change the traditional mind and adapt the internationalization. But they refuse to change, for example, they do not want to go abroad, or they have their own plans, or they think they will have no enough time to prepare new lessons in English, or they think English teaching has no meaning, or they do not like teach in English, or they do not try the new ways to teach in the international classroom. Some of old administrative staffs do not want to learn English. Therefore, traditional thinking/attitude is really one obstacle in the process of internationalization at home:

Some people have very traditional thinking and do not want to change, that means they are not very open-minded to internationalization, and to migrations of other people. They refuse to speak English. Another critical factor could be sort of people who just want to stick on their posts, and do not go abroad. It's a sort of laziness in mind (Interviewee 7, Uni).

They refuse because they don't want to change. It's the denial of any change, in their personal circumstances and professional circumstances, which seems to be going quite well, but internationalization brings sort of fresh air, and perhaps sort of new circumstances in their surroundings (Interviewee 4, Uni).

Some people are reluctance to follow the strategy. Reluctant means that they don't see the needs and necessity and they don't want to do that. Some professors say, "I don't want to teach in English. I have enough to do. I have enough on my plan". When we want to promote mobility, this is a very big challenge. We want to make our professors and administrative staffs more sensitive because they are in international environment (Interviewee 2, FH).

We want our staff, our professors to be more international. For example, in the office of students' services where students want to register, if they want to enroll, many of administrative staffs don't speak English, or some do, but not all. Of course, older people wouldn't speak English, or they speak English not well. It is not impossible to establish a strategy for human resources (Interviewee 9, FH).

I think concerning internationalization in general research and teaching, German universities in general are quite far. But I think internationalization at home still is a long way, until we reach the point where we can be content. That does not so much mean internationalization at home for the students. There are quite some things for them, such as international students here, the buddy programs and global study programs. But internationalization at home for the administration is still a rather long way for our university, and I think this is also true for many other German universities. (Interviewee 10, Uni)

One interviewee pointed out traditional thinking and refusing to change are really obstacle in the process of internationalization at home:

Some lectures don't want to teach in another language. This is one of the main obstacles, and other one is that they don't want to go abroad, for just one week or two. Perhaps this disturbs a certain way of life that has been established until now. Certainly, if they plan to teach in English, and then at the beginning, they have a lot of work to prepare lessons in English, and it's more exhausting. So, these are really obstacles (Interviewee 4, Uni).

Compared to the opinions above, one interviewee had a different opinion that some professors would like to teach in German because they think the subject will become stronger in some professional field such as traditional mechanical engineering:

In some special programs, there are some compulsory courses including international case studies, not in all programs. But like very traditional engineering subjects or mechanical engineering faculty, professors like to teach in German not in English. Because these programs or faculties are very traditional German subjects. A lot of literature are in German. But it changes a lot, for example, they publish the books or articles in English. Our engineering subject is very old. Some professor said they teach in German and read in German and can make the subject grow bigger (Interviewee 7, Uni).

There is another example: in one engineering faculty, some professors would like teach in English, but their colleagues are very negative and stop them. The reason is this is Germany University and courses should be taught in German not English:

Our professors are not so positive; when you say just make your lecture in English. We can't tell the professors anything, and of course we have some professors who want to give more lectures in English, even in the faculty of engineering, but their colleagues are very negative, and want to stop them because they say: "We are at German university. Why do you want to give lectures in English?" But we have now some new professors who are very motivated to make English lectures. And I hope they can insist for a long time (Interviewee 12, FH).

We don't have many students from other federal states. Our students drive about twenty or fifty kilometers to study here. This is why they are very local-oriented. So, they don't want to move to other countries. They even do not want to travel long way

to other universities. And this is why many professors or teachers say: why do we want to have an internationalization strategy? Because our students will get a job here. We have very good companies here. We have good education, so internationalization is not necessary (Interviewee 12, FH).

Limited institutional leadership/vision

Three case universities and three case universities of applied science considered funding resources and human resources as important issue. In some cases, human resources seem to be more important than funding resources:

Provide key persons. That's my point. The university has to find really persons who are really highly involved in what they are doing, and they really want to push corporations, and they want to reach the international goal (Interviewee 8, Uni).

The right persons with leadership or involving in internationalization could push the development of internationalization. The right persons mean that he/she wants to do and is able to do. The right and key person in every faculties could help the international office implement effectively. He can set a good example for other staffs, communicate with vice president, and put forward to new ideas. At two case universities, the interviewees stressed directly that providing right persons is the most important. At the majority of case universities and universities of applied sciences finding the right persons is the main problem:

How to find the right persons and the money are main problems and the challenges. Finding the right person who wants to internationalize their curriculum is not easy, for example in the English taught master program. It will be better if the departments are somehow pushed, but actually if they refuse and say that it is difficult to change, we should create more international programs, so this is of course the limitation you have to find. My apartments have some people who are really willing to work in driving and pushing top decision into their departments to create more

international curriculum. Of course, these kinds of things cost money, so the universities also have to think about that (Interviewee 9, FH).

Funding, to some extent, is of vital importance. We should have enough people who work in the internationalization field at our institution. For example, if we want to integrate students from China to spend a semester with us, now in order to integrate them, we need resources, and administrative staffs in order to do the enrollment, help them with finding an apartment. We need people to do the international job in the international office. That is to say, we need resources both human resources as well as financial (Interview 5, FH).

The truth is, from the conversation, it is noted that the right person as a dean in one faculty who is open-minded for internationalization is changing the atmosphere and even the colleague's mind:

Now our engineering faculty has a new dean, and he is very open-minded for internationalization. The atmosphere of internationalization is changing gradually. How a faculty can be changed when it has a dean who is open for the new things. So, I hope our engineering faculty will be more open in some months because they have a new dean now (Interview 12, FH).

Insufficient financial resources

Three case universities of applied sciences put the sending more students into highest priority. Two of them mentioned that they want to get much more funding to send more German students abroad for exchange:

Money is very important, because many students cannot afford for studying abroad (Interview 6, FH).

Somehow a critical factor could be the financial situation of students. In fact, I could not give you concrete statistic, but I suppose that there are more students which have

not the financial background from their families to go abroad, so they need funding from somewhere else (Interview 5, FH).

I want to support all departments to change their curriculum and make the curriculum more international. Especially, if they're really changing a complete program in the language from German into English, they have to cost a lot of money, so the university has to think about how they can support from the top-down management. There are some kinds of changes within a university, because that would really easy for the departments to implement. Now we know it's a good thing and we encourage the department to do that. Most of them know it's a good thing, very good thing. But they just said ok. What the hell should you do, and that's really something connected to money (Interviewee 9, FH).

Funding resources are much more limited and obvious challenges at case universities of applied sciences in some states:

The most important issue is resources. We are lack of resources. Our budget for internationalization is not big enough, and I would assume that budget restrictions are a problem for many universities, which is something that we have to worry about. Compared other state, the budgets are pretty much limited. I had some colleagues in other universities before, and we talked often. The funding there is much better that our state. So, I would say that the biggest challenge is resources, funding resources (Interviewee 9, FH).

To some extent, funding resources become main obstacle to the implementation of internationalization at home:

Money is the main obstacle to the implementation of internationals at home. Because we would like to offer more courses in different language, for example, we want to offer more English lectures. But we would have to employ more teachers to be able to teach in English, which is not possible for everybody. (Interviewee 6, FH)

We have some exchange programs, which can help students with their international mobility. If there's any obstacles for the implementation for the strategy of internationalization at home, it's maybe a lack of funding when you want to bring in

133

more international lectures, you could always have more international lecturers coming if you have more funding, but it's not a big obstacle. (Interviewee 1, Uni)

In addition, they need much money to employ more administrative staffs for international office. As long as enough administrative staffs can work together in efficient way, they could make contribution to the development of internationalization:

For example, one recommendation from HRK is to employ more staffs in the international office to enable to work on more topics, but you know, we don't have the money to pay for more staffs, so that's it. I am the only person full-time for the central administrative international office. I have some colleges from different schools, but they only work part-time. There are three colleges from business school. It is the most active school in the internationalization. I have lots of things to do (Interviewee 6, FH).

From the interviews, the researcher finds that compared to the case universities, case universities of applied sciences encounter much more serious problem in funding resources especially in some states. They do not care about the internationalization, let alone internationalization at home. The interviewee pointed out that when they received some recommendations for modifying internationalization from HRK, no one cares about that. Funding resources might be one of important reasons.

To some extent, funding resources and human resources are connected. The number of administrative staffs working in international field is from ten to twenty in the majority of case universities. They have enough staffs and there are some people who have passion and ideas and want to do extra international work. But sometime they lack of money for international programs:

We have great ideas, but it's usually the problem that most of the projects can be implemented on the project basis, where the money is available received from some organizations. But when the project is over, the money is gone. We cannot have sustainable continuation of the activities, so this is something which we already communicated to the ministry here, saying that if they want the universities to be

more international, they also have to invest some money into that, and with connected the personnel. If there is the money, there are personnel (Interviewee 8, Uni).

If we have somebody who would work only on internationalization at home, that would be improved. But we don't have any staffs for that (Interviewee 2, FH).

Lack of time for staffs

Besides the funding resources and personnel resources, time is another critical factor in the process of internationalization at home. The big challenge is having no enough time and no extra personnel focusing on the internationalization at home:

There is no person who does the work about the internationalization at home. I do not have time to do that. If there is someone doing that, it will be better (Interviewee 6, FH).

When the financing of the project runs out, we have to see how it is possible to keep it, and how to make it going in spite of lacking resources, and at the same time it is related to its time recently. We need to give people room and availability to focus on and support internationalization at home. At the moment, for most international master programs at our university, there are some coordinators who are dealing with not only organization of issues and administrative issues, but also organizing the joint events for the study programs. One of the biggest challenges is that we need time to arrange and do it. If they leave, someone else has to take over their tasks, and we have to build up competence again, because the experience might be lost (Interviewee 3, Uni).

Everybody is enthusiastic about internationalization, including the professors. But time is limited. I think the true obstacle is time. (Interviewee 7, Uni)

Time is the most important problem at the moment. At least for the administration, so there are so many things to be done in the administration such as human resources department or finance department. They have plenty of work, and then I can go to

them and ask them: "please be international, change your processes to be more, create a better welcome atmosphere for the international scientists and students." They would like to do that, but time is very restricted. So, I think time is really very important resource (Interviewee 10, Uni).

Of course, time is a big obstacle. It is limitation. For example, if we want to build an international module, the professors should provide lots of content and integrate with some original modules from the perspective of internationalization. This will take some time. If we have much more time, we could do it better (Interviewee 11, FH).

One interviewee pointed out that some people would like to learn something new or focus on internationalization or take part in intercultural seminars, but they do not have enough time to engage. In some cases, time is much more important than money in the process of internationalization.

We could do a lot more about it, but the problem is that I have to meet so many people from administration office. I have no time to work on the any concepts for the internationalization or to promote more new ideas for the improvement of internationalization. That's really difficult (Interviewee 6, FH).

Of course, money is always a problem. But I think, or at least to my experience, time is much more important than money. For example, we want to have seminars for intercultural competence, and some of my colleagues are very good trainers for intercultural competence, so they can give some lectures in the seminars for the colleagues in the administration office of different faculties. And in principle it doesn't cost much money, but it costs time. If they do it in their working time, they do not have enough time to give many seminars. The same situation is that other colleagues who would like to take part in these seminars. It doesn't cost them any money to join the seminar, but it costs them a lot of time. In many cases, the money is sufficient, but the time is restricted for those staffs who want to travel for learning. So, I think that time really is an important. That is my experience (Interviewee 10, Uni).

We have lots of ideas, but we usually have the problem of financial resources and time resources. Our professors have very good ideas, but everyone is overworked, and if we don't have extra personnel to implement ideas, they usually just die without

being ever tried out. As we see the need and demand, and we have good ideas, but we always have to look for external funding to be able to implement those ideas, and it cost time from our side. But when we find the funding, the activity is no longer current, or is no longer wanted, so it is a circle we can't break at the moment (Interviewee 8, Uni).

It will take some time to adapt the new change in the process of internationalization at home. Two interviewees mentioned that they want the administrative staffs and professors more international in mind, but it will take some time:

They need to adopt all the materials they need, all the teaching things they need to go through, quality check for teaching and the courses, and various things. They really need to adopt the recruitment process, and all these kinds of things, which takes some time (Interviewee 7, Uni).

Above all, the researcher finds restricted-time is a very obstacle in the actual situation. However, it is worth to consider why they always mentioned that they do not have time or they want to do but restrict-time hinders them. One interviewee talked her real thought:

We have different language intercultural courses, but nobody join that at all. They always say that they do not have time to participate and they are busy. In fact, they want to go back home earlier and take care of their family. We can do nothing to force them to take part in (Interviewee 12, FH).

In some cases, restricted-time is just a very good excuse but not real thought in their minds. They only care about their responsible work and neglect the new things, or they think these courses are none of their business. From the conversations of interviews, the researcher find that the staffs are not interested in the internationalization at all. One interviewee complained that there is no staff caring about the internationalization improvement at all.

We participated in the Audit "Internationalization of Universities", HRK in 2011 and 2012. There are lot of things to do because we have to do self-report, which is

consisted of statistic information concerning internationalization, what we have already done and not yet. And then we could get some recommendations what we should do, but nobody cares about that. (Interviewee 6, FH).

Limited student interest/ short-sighted

Regarding to the implementation of internationalization at home, short-sightedness of students might be considered to be one obstacle to the implementation. Students would like to graduate quickly and always consider that they can make a successful career without intercultural competence. It is not easy to convince them that intercultural competence that can be improved through internationalization at home will benefit for them:

> There is a tendency of our German students to rapidly finish their degree and start a career, and I don't think this is good. But one has to take into account that currently the job market in Germany is very good, so the students tried to graduate quickly, and once they graduate to earn money and start a career. They will find a job without kind of soft skill, but I do not think that many of them will make a successful career without that. Sometimes students tend to be shortsighted, and they just see what the next step is. We tried to tell them otherwise, but it's like with my kid, they do not always listen to their dad, and this is the same with our students, we tell them it makes a lot of sense, "you will be exposed to international and intercultural aspects in work and life sooner or later, and it's almost impossible to only work with Germans during all your career, and by the way it's nightmare to do that from my perspective, but then even if you want it, even you're working in the ministry, you will not only work with Germans, you will also have an international project, so we think it is of vital importance". So, the second obstacle is this tendency of students to be shortsighted, to graduate as quickly as they can (Interviewee 9, FH).

To be truth, the students have to invest a lot of time in the professional study and have not enough time to involve in the extra-curriculum activities. If they participate in these activities, they also have to spend much time. But they think they cannot get much benefit such as credit points.

Actually, the obstacle is always probably time that students really have. At our university of technology, the professors are really teaching something technical important stuffs and also know soft skills of courses such as internationalization at home or international competence is something important which they really directly have to address. But it comes on other side; sometimes these things might be a little bit neglectful into teaching, even though they could include those. The students just come to say they cannot get the credits to do things like extra-curricular activities and extra language courses that will need some time. In fact, the students do not have time in these kinds of things. Because they really have to have a strict focus on their professional courses and study. In addition, they cannot see too much benefit from that, if they really invest such a lot of time, because they are already investing a lot of time in their professional education. I think this may be one of the biggest obstacles (Interviewee 7, Uni).

In addition, not only the professors but also some students would like use German in the professional study. One interviewee mentioned that some students would like attend courses in German not in English because they can get the good grades easily:

Some professors know the importance of internationalization, so they really want to push that forward, and they want to make it occur. For example, one professor offered one professional course in English, but the students are not interested in that. Probably because they signed up the program in German, and they thought everything was in German. And now they have to speak in English, maybe their English is not very good. They feel that they might get worse grades because the course is taught in English. So not only the professors but also students would say, "my English isn't great enough, I can't teach English, I can't learn in English." Especially older professors or the ones from engineer faculty would not be comfortable when teaching in English. These are problems or challenges (Interviewee 2, FH).

The engineering faculty applied for an international program with south Africa. And of course, now the University of South Africa has one module in English so that we can teach our students using that English module for one semester. However, what's the problem? Some students say: "I want to have everything in German". There are some professors saying: "okay, it's up to you". So, it's not that bad to have one module in English. But what do we get (Interviewee 12, FH)?

From the results of interviews, it is noted that some of students have no interest or have nothing to know about the international issues and intercultural competence. There is no attractive motivation such as credit points in the international and intercultural activities. Consultation and making internationalization visible is important way to get them interested:

> In fact, the students have no interest in the intercultural activities. We need to interest them, but there are no general ways. We try to get them interested in international issues, and we offer consultation hours from the language center, from our international office, from the welcome center. There are some professors and some administrative staffs with international mind are trying to interest the students in international areas. At the moment, I know that the offer of the language center is widely accepted (Interviewee 3, Uni).

> We always wonder how to reach our students, because students are busy. And sometimes they do not care about international things. But they are interested in the food from different countries. This is a good opportunity to integrate them together. So, what we should do is to make them interested in international thing (Interviewee 2, FH).

No incentives for staffs and students/encouraging the staffs all the time.

Motivation is a word that interviewees talked more in the conversation. When the critical factors of internationalization are mentioned, it is obviously showed that motivation is one important factor from perspective of interviewees. One interviewee pointed out that it is not easy to motivate the students and staffs in the process of internationalization at home. Internationalization at home requires all the people to participate and involve. From the conversations with interviewees, the researcher finds that some students would like to start career and neglect the intercultural competence because it cannot help them with their career in short time. However, it is worth to consider the reason behind that. Incentive might be one of important reason behind. Credit points are considered as the most important thing to the students. From

the results of interviews, it is noted that nine case participant universities and universities of applied science only offer certificate for students, but no credit points:

> This is something we've been already discussing with the office of studies and the department of studies, because we have noticed the students are very much interested in doing something. Also with international public, but they usually do not have time. If they have to do it on top of their studies, so at the moment we do not offer anything which offers credit points, but this is something which we want to implement. We want to implement free workload in most normal teacher degree programs, and we also put it as an activity in our activity plan for internationalization strategy, to implement this free workload in most of the study programs at our university by the end of twenty thirty, so having this free workload in the programs, we hope that the students will be able to contribute more to the social intercultural and international life of the university, and inhabited it, recognized in their studies. At this point we do not have the set amount of credits, but we want to do for that, at least six credits, this is the minimum we want to give. How much higher would go, I think it's going to be between six and eight credits in total for the free workload, so but this is still a plan, and this has not yet been implemented (Interviewee 8, Uni).

In the conversation with one interviewee, he talked about the *Bologna Process* has a lot of benefits but it is one obstacle to implementation of internationalization at home, because the credit points are always the first thing to consider for students. To some extent, they do not have extra time and energy to develop other things under the pressure of credit points:

> I just look at my notes, and I see that there's one more obstacle, and I think it's the Bologna principle, you know we switch to the bachelors and masters scheme in two thousand and six, I think in general, before we have the diploma principle, now with these bachelors and masters courses, what happened is that the curricula are very regimented, meaning they have a very strict structure, lots of exams each semester, and you have to do this in the first semester, and you have to do that in the next semester and so on, now that used to be different with the old scheme, you had more degrees of freedom, now if you have more degrees of freedom, it is easier to develop an interest in things which are not counted in ECTS and credit points, now whenever

you talk to students, they will always think how many credits are associated with that, because this is actually the base that they learn to think in, but once they graduate, it will not be relevant for them anymore, I see this shift over to bachelors and masters programs, bologna process has a lot of benefits, but it's also an obstacle actually to implementation of internationalization at home (Interviewee 9, FH).

The majority of case universities and universities of applied science make some advertisements about the internationalization and encourage students abroad. But some of them are not interested in that. And there is no other incentive for them. It seems encouragement and advertisement is only way to motivate them:

Regarding study and teaching, as I said, regional university strongly focuses on teacher education and engineering, supporting our students and enabling our students, encouraging our students to go abroad. It seems there is no some motivation, we just encourage them to do that and do some advertisement such as flyers. But some students are not interested in that (Interviewee 3, Uni).

It is not always easy to motivate our students. For example, how to motivate more students abroad is not easy work for us. I think studying abroad is absolutely essential for young people these days. But many of our students will say: "no, I want to finish my studies quickly and then start a career in Germany" (Interviewee 9, FH).

Anyway, some case universities plan to develop some special intercultural programs offering credit points. But for staffs it seems that there is no better way to motivate them to participate actively in international affairs. From above, some staffs refuse to change themselves to adapt the internationalization. Besides the internal motivation such as interest, passion and curiosity, external incentives can help the staffs with much more involvement in the internationalization. "What benefit can I get from that?" is always what people think about:

If we have a concept in mind, maybe, and just have to talk with the lecturers. They usually ask, "What do I get from that, and what's my benefit", so we have to be smart in designing the event (Interviewee 5, FH).

The second critical factor is motivation. I think it is absolutely vital, and in fact, it is not easy to motivate all the stakeholders in the university. For example, it is difficult to motivate my colleagues to give lectures in English. They might say what the benefit is for me if I teach in English. It is not easy to motivate our administrative staffs. Some people might think that enrollment of foreign students, taking care of all the visa applications procedures are extra work (Interviewee 9, FH).

Although all case universities and universities of applied science take some measures and encourage the staffs to adapt the international environment and improve the ability of language and communication. There are no any incentives or rewards, they just offer the opportunity for language courses, intercultural training, exchanging for one or weeks abroad, and encourage them and talk to them again and again. They do not have to participate, and they can take part in them voluntarily if they like or they can neglect them if they refuse to change. If that, there is no other way to improve.

This is part of our human resources development program. But they don't have to, it's an option for lecturers and for staffs (Interviewee 9, FH).

The lecturers will choose individually which one makes sense. We do not organize that, as administration of the university, we do not organize the common course or general course for every lecturer, so they can go to one of good courses and visit seminars from the DAAD (Interviewee 5, FH).

We have kinds of courses and training and always say these are good for you to join them. But they do not want to do that and nobody join them. As long as it is voluntary, it's difficult to get the people motivated. As a federal university, we don't have anything to make pressure, and this is a problem. There are no other incentives to motivate them (Interviewee 12, FH).

Limited specific intercultural training for staffs

Regarding to the intercultural training for staffs, all interviewees mentioned that intercultural trainings or workshops are essential and important for their communication with international students, adaption to the changing environment, and enhancement of intercultural awareness. From the results of interviews, four case universities and two case universities of applied sciences offered intercultural training or workshops for staffs.

> We have special courses which are only open for staffs not for students. They are part of our human resources development program. The content of program is published once every semester. If our staffs are interested in some courses and then they can talk with the manager of program and say "this course is interesting, and I want to take this course". And the manager will say that this course is a part of the human resources development program, which fits into the goals that we're defined together. For example, we have English conversation courses, project management courses, and related courses that are focusing on intercultural and international competence, all the staffs can take part in these courses. (Interviewee 8, FH)

> Language center mostly offer language training, for international people coming to Germany, for Germans who want to go abroad. The language center is open for all students and staffs of the whole university, apart from language training; it also offers training in intercultural communication (Interviewee 3, Uni).

Two case universities and four case universities of applied sciences do not provide no special intercultural training for staffs. Compared to the case universities, the majority of universities of applied sciences do not offer intercultural training for staffs.

> Intercultural competence and international competence are important for our administrative staffs, and we are offering courses such as English skill courses for our students, registered office staffs, and laboratory technicians. I guess the international students also have labs, and the teachers are not always there to translate for them, so they have to communicate with technicians. The technicians need some basic English. So, we've been regularly offer language courses for them. In terms of intercultural

competence courses, we know they are important, but we did not develop any specific for our administration. This is something we still have in our writer but not something we implemented yet (Interviewee 8, Uni).

We have offered intercultural workshops for staffs that in the past, but not regularly, about two times for one year (Interviewee 6, FH).

We offer language courses for administrative staffs but no intercultural training we are still working on those. We want to develop them, but at the moment I can't name any we've already implemented, so at this point I would say no (Interviewee 8, Uni).

There is one case university of applied sciences not offering intercultural training, but they encourage their staffs to participate related programs or trainings from some organizations, such as DAAD.

Intercultural training is very important and necessary for our staffs. We encourage our staffs to take part in some programs for intercultural training, international seminars or workshops offered by DAAD (Interviewee 5, FH).

We have an agency of all the universities of applied sciences in Hesse, in which courses or trainings on intercultural competence are offered. Our staffs can participate (Interviewee 11, FH).

Internationalization strategy is not updated.

Regarding to the strategy of internationalization, one case university of applied science has no internationalization strategy and two case university of applied science only has internationalization strategy in German version. Four interviewees described that the internationalization strategy is not updated for long time. Six interviewees described that the university is developing and updating the new strategy. As the development of internationalization, its focus will be changed:

We have no international strategy at our university, and we don't have even goals. Every faculty has its own goals. As the international office, we have some goals, but it's very difficult to get all faculties together. We want to have an international strategy, of course, but this is not that easy as I though (Interviewee 12, FH).

We have a strategy paper which is now a little bit outdated, and it's four years old now. We are currently running an internationalization survey at the university. It's a survey in all the different faculties and institutes, trying to actually find out what exactly all different faculties and institutes are doing in terms of internationalization, so that's goanna be a huge process, and we don't have the findings yet, it's currently running (Interviewee 1, Uni).

We have the situation that we have international strategy running for five years, and now is four and a half years, so it will be five years next year. Actually, that's why we are at the moment, recently developing a new international strategy, which will have a different focus, so that's why we can say that we have in the last international strategy our top priority goals a little bit different than our top priority goals in the next internationalization strategy, because we want to develop some things and so on (Interviewee 7, Uni).

Actually, yesterday we just had the meeting with all the teams of our departments and the management board, so the president, the vice president and the chancellor sat together. One of the topics is what the strategy of the departments is for next year. All of them define their strategy, and I'm not sure if all the strategies are really published online. There is a document, but it might be for internal use only. For our departments, internationalization is of significant importance for their strategy, so they define their department internationalization strategy which of course is aligned with the strategy that I defined. But they interpret, actually when it comes to student exchange, as the vice president, I can say this is important for us, but I cannot implement that, it can only be implemented on a program level, so this is what the departments do (Interviewee 9, FH).

We have developed an internationalization strategy last year, which has been approved by the senate as well and we already worked on it for two years (Interviewee 8, Uni).

In addition, the researcher is impressed by one comment about the changing mind. Everything is changing in the changing world. The strategy should be modified and updated and people have to adapt to the changing circumstance:

> The circumstance to internationalization is a topic which is literally everywhere in an institution, of course, so it will not disappear in short time. They should focus on the next step: internationalization has to be connected more with digitalization for example. Five years ago, everyone felt that the most important stuff of internationalization is physical mobility, but now it's changing. So of course, international strategies of all the institutions should be modified and updated in order to adopt to the changing circumstances (Interviewee 7, Uni).

Theme 5: Promoting internationalization

Taking more measures seriously for internationalization at home

In order to improve the internationalization at home, the interviewees pointed out some measures will be taken seriously in the future for internationalization at home such as recruiting foreigner professors who have international experience, creating intercultural program or international at home program that offer credits, adding intercultural workshops and seminars, creating virtual mobility in the international classroom, expanding and infusing international and intercultural elements in the curriculum, encouraging students to participate in international projects, offering internship opportunities in international organization and intercultural research center. Compared to these measures, "adding the methodology of international classroom in the intercultural training and motivating all students to participate in development cooperation projects" rank relative low. In fact, these measures are very important for the students who are not internationally mobile (Figure 4.5).
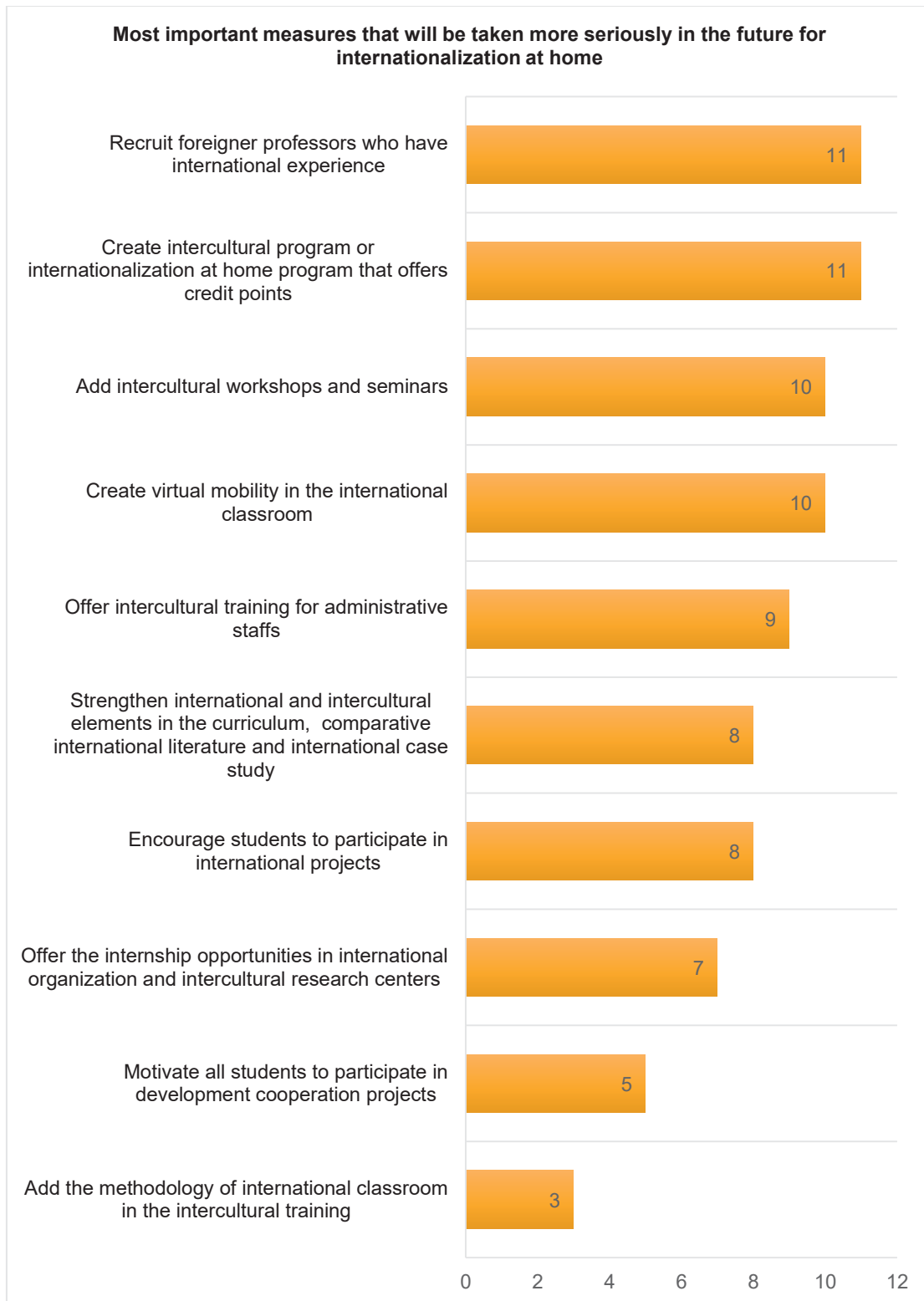
Figure 4.5: Most important measures that will be taken more seriously in the future for internationalization at home (N=12)
Source: Author

Strengthening cooperation between international office and the departments

In the study, the researcher obviously noticed that working together is very critical factors. Internationalization connects every aspect such as teaching, research, corporation, administrative work. It does not exist separately. International office and all the departments and faculties should work together:

> Everyone was doing his own thing, and no one knew what was going on. Therefore, now we want to have this first share of information, and then through that, hopefully having more joint projects. We are working together (Interviewee 3, Uni).

Working together seems much more important at one case university of applied science because it is very difficult to get all faculties on one table and discuss something new. There are lots of obstacles on the way to the internationalization. In the end, the president gave up:

> Just as I explained before, so when everyone has the idea of internationalization and every faculty should behave and make it together. I just ask the president last year: why is that difficult to get all faculties on one table and discuss about it?" And he said that he gave up already." For him it's very hard to get them together, and he just gave up. Because thirty or forty years ago every faculty was a single university, and even now it's not possible to work together. Even on our international week, there are only two faculties coming and the other on making their own thing. If we can work together, it will be better (Interviewee 12, FH).

But it is worth to think why they do not cooperate with international office. From the results of interviews, the most possible reason is they think they are excellent and professional and do not care about the internationalization. For them internationalization at home even internationalization is not very important or not their priority.

In addition, according to the findings of the documentary analysis, the researcher find that the working together is mentioned and emphasized in the internationalization strategy of two case universities. The implementation of internationalization strategy

requires the participation and efforts of all involved in the university:

> The university sees internationalization as a central component of its strategic development and an undertaking that requires the collaboration and participation of all involved in the university, from the executive board, to the academic staff and students, as well as the administrative staffs in all their various roles (Document 10, Uni).

Working together and good coordination is noted and emphasized frequently when talked about the critical factors. One interviewee pointed out the critical factors at her university is the possibility to work together. In order to improve the implementation of internationalization, working together and discussion with other departments and faculties is the most important:

> We offer the possibility to work together, because internalization is not something that can be done by a single department. It involves so many aspects of the university, such as teaching, research, corporation, administration. For example, I think of some wonderful activities which can be implemented, but if the colleagues in other departments do not find the ideas good enough, they will not implement them (Interviewee 3, Uni).

> We are trying to work together, that's why we had the strategy before it was approved. What we are trying to do was discussed on both campuses for two years with all the employees, with the students, and those who wanted to talk with administrative staffs. When we create a spirit of internalization as something positive, which the employees realize that this is something good, and we can get help from other departments. If we want to implement some projects, we are not left all along, and we know whom we can talk to, and we hope to get help with these, so what we are trying to do is to work together with other departments, with the professors, otherwise a single department when it's only a talk on the approach, will never work, at least not in our university (Interviewee 8, Uni).

> We are stressing different measures within the internationalization. But at first, we should contact with the departments about implementation of the strategy (Interview 9, FH).

What should we do at the moment is to improve the coordination, but we are still working on it (Interviewee 10, Uni).

From above, all departments and faculties are required to participate and make efforts. Good leadership plays a key role in the collaboration. The vice-president position for international affairs is considered to be vital in making decision and guiding the staffs. Director of international office coordinate and organize the work in detail and offer the suggestion of implementation:

> The critical factor definitely is a strong international office, is a strong vice president for international affairs. Good thinking and right guide will be very helpful for the development of internationalization. If these two people work together, and these two institutions, vice presidency and international office, if they work together and then share with the colleagues from the different faculties and from the different departments inside the administration (Interviewee 3, Uni).

> So actually, we have a clear top to down mandate, from the top management which is actually written down in one paper, that's our international strategy of the whole institution. we have a director officer for international affairs (Interviewee 7, Uni).

> We do coordination jobs. For example, we give impulses and new ideas into the faculties and develop the internationalization strategy together with the rector of the university, and organize lots of activities. (Interviewee 10, Uni)

In order to promote and push the international work, two case universities established council, in which there are members including professors and administrative staffs from all the faculties of university. One interviewee emphasized the combination of personal resources and exchange of new ideas and information are important in organizing international work:

> At the beginning the members in council meet twice a semester, and we exchange the information between both campuses and all the faculties about what is going on in each faculty, what are the plans, what are new activities and new programs they are planning. If the projects are relevant with both of campus, it could be helpful for them

151

to work together, and to combine their personal resources as well, and to be more successful in that project. First of all, we want to have the exchange of ideas and information. There was no really communication between the faculties. Everyone was doing his own thing, and no one knew what was going on. Now we want to get to share of information, and then through that, hopefully we will have more joint projects. We are working together (Interviewee 7, Uni).

One interviewee talked about the coordination among three level and the way to trigger the motivation of administrative staffs from business perspective. What is done on the operative level should be aligned with strategic ideas of management of university. From up to down, international works are being done in an efficient way:

We differentiate these three levels, strategic level, technical level, operative level. Now on the strategic level, how to coordinate that, actually, is my function. I am vice president for international affairs in this institution, and I'm only person who is responsible for international affairs. I am responsible for defining the strategic dimension of our process. We have a technical level, which is functional. The director of our department, which is on the functional level, is responsible for taking care and supervising those activities we have on the operative level, and then she talks to me and reports to me. Whatever they do on the operative level should be aligned with the strategic ideas of the management part of our university. Our international office is on the operative level. The colleagues there engage in international activities. We define the strategy and measures in order to reach our goals. We draw a big picture and convince them that it is important. Then our director for the department of international affairs connects the big picture with the implementation of those activities. The international office follows our ideas. I believe, it is very important to establish a communication to keep people who do at administrative detail to keep them motivated, to let them know that what they do is valuable, not only for their earning but for the university to progress in the internationalization field, and it needs a lot of talking to people from the director side of the international affairs department to convince our workers that, what we treasure, and that it is important what they do, because they will keep them motivated. If everyone does everything, we will do it in the efficient way (Interviewee 9, FH)

When the colleagues from different faculties and other departments hesitate to participate in internationalization or refuse to change, communication timely and encouragement effectively always help them to think and do in a positive way. The vice president or the director of international office would like to work with them together and implement internationalization at home together with faculties:

> We always have this open dialogue. What we are trying to implement is something for all of us. This is not something we wanted to implement from top down, from the president's office. We don't give them orders, like "you have to do that", instead of that we asked them "what do you think is necessary for us", and then we're trying to implement together with them. So, it's really good working together rather than just saying we want to do this (Interviewee 8, Uni).

From the results of interviews, internationalization at home is not main focus at the majority of case universities and universities of applied science at the moment. Internationalization at home is connected to many aspects. Everyone knows soft skill such as intercultural competence and international competence will be important for the students in communication with others. But there are many obstacles and problems in the process of implementation such as funding resources, personnel resources and limited-time. However, the researcher is impressed by the opinion of one interviewee: "Get together with your colleagues and think what we should do? Don't start with the problems, start with the opportunities."

> And how can we improve internationalization at home, I sometimes think, in German institutions, we sometimes tend to think very much in what constraints do we have from a legal side, and I think that kind of killing creativity, so I think that thinking out of the box sometimes brings up innovative ideas, and what I tried to convince my colleagues and convince the organization of our university is that, we should do more out of the box thinking, just come up with an innovative idea, don't think of limitations in terms of budget, don't think of limitations in terms of legal constraints, develop the idea and then somehow you will find a way to make it work, let's say unconventional thinking, not traditional, the creative. Sometimes we do that, and I think we should do that even more, just for example, get together with some colleagues and do a brainstorming session, imagine if you had unlimited resources,

153

what would you do, what would you change in terms of improving internationalization at home, and sometimes ideas pop out which are good but unrealistic, but sometimes ideas pop up when you think it's not that unrealistic, if you implement them in this or that way, all of a sudden, it might work, and this is something that I think has a lot of value, when you develop new products, how do you do that, you have to really start a creative flow, and that does not work, if you tell me people from the very start, this is the limitation, that is limited. So, don't start with the problems, start with the opportunities (Interviewee 9, FH).

Regarding the role of international office in the process of internationalization at home, from the result of interviews, international office is key department in case universities and universities of applied science, which is not only for the internationalization at home, but also for the whole internationalization strategy of the university:

> When I took this position three years ago, my first task from the president was to develop a strategy. So, that's why it is directly rooted in my department, what I don't want to have is to have this department as the only institution making internationalization. As I said, I want to work together with other departments, and so far, it's been working very well. But our department is usually the first department the professors turn to, if they have any questions connected with anything that has internalization on it, whether its research studies exchange, or anything else. We don't have any other institutions in our university working in dealing with international projects. So, it's all going through us (Interviewee 8, Uni).

However, there is no special office or personal staffs coordinating the internationalization at home affairs at the majority of case universities and universities of applied science. From the result of the interviews, international office organizes all the international affairs and pushes the implementation in different faculties:

> We don't have separate office or division for internationalization at home. We are coordinating it at our university through the council (Interviewee 7, Uni).

International office is responsible of affairs of internationalization at home. It collected all the information from different campus of our university and different faculties. We have eight faculties in five locations. There is one representative or one delegate for international affairs from each faculty. And these are also professors, and they have to discuss internally in the faculty which programs are interested in or which partner universities matches the need from the concrete courses in this faculty (Interviewee 5, FH).

Communication and discussion are the effective way

When talked the challenge of internationalization, interviewees often mentioned that the way of improvement of internationalization and the main challenge is communication. One of reasons is that some administrative staffs and academic staffs are refusing to change. The collection of the ideas, needs, problems, and feedbacks from different department seems to be necessary and important. Therefore, the communication is the effective way to push internationalization and implement new strategy:

I think what we still need to do here is to have more conversations with the faculties, and to see their needs as well, because what we have been doing so far, was something we think from administrative perspective necessary for the university. We've asked the faculties what they want, and when we were developing the strategy, but it's been one year ago, and I think we know again have to ask them specifically on internalization at home---where do you see the need? How do you think? What would be the most useful way from your point of view to reach the students? What kind of information do they need? What kind of skills do they need? Because the professors are in direct contact with the students, so this is something we can discuss during the council meeting and international council meeting where the officers in functionalization can talk to the professors in their departments and ask those questions. Do we need to develop something for internalization at home? If yes, what support do you need? Because as I said my department cannot implement everything, we can maybe give some financial resources, but we need people in place eager to

155

implement those activities. So, the first thing would be to intensify the cooperation with other departments and faculties, and then I think it would work better rather than us always just thinking from one department, we can do this and we can try this, just tried from different sides (Interviewee 8, Uni).

I think one main challenge is to get things communicated, it's the internal communication that's we are striving for a process which is needed, and all have to be involved into the process, this is something good for not only the university as an institution, but for all the people living on campus and being employed at the university. This is an issue. For example, if we took the ranking as a task, some people will say that I have to give so much input for this ranking, and I don't want to do that. We have to communicate with them and create the sense that being more international is something that will also create another feeling on campus (Interviewee 7, Uni).

A problem we have to work on is to talk to people and discuss with them and define processes of the internationalization in the university. We have the central international office, which I think is quite strong, but we also have so called centers for internationalization in the faculties, which means colleagues, administrative staffs or management staffs from six faculties are working on the internationalization of the faculties. And how to bring all this together is one of the main issues, which is responsibility of international office. We hold round-tables to talk the implementation and measures of internationalization and other aspects of internationalization involved. The director and the dean of each faculty also discuss on the agreement on the targets of internationalization (Interviewee 10, Uni).

The strategy might be modified and improved because of feedback and then could be successfully implemented. Through communication and discussion with the colleagues from faculties, the international office can get more feedback of implementation and realize what should be modified and what should be reported to vice president, and it is also possible to help the people from the operational level with their idea:

Before we implement something very big, or something that concerns them as well, we always ask them, "How do you find it". In this way, we can avoid some mistakes as well ahead of time, and it takes a lot of time for those discussions, and I am

constantly present on campus. I'm constantly making myself available to the professors, and normally during the semester I have regular office hours on campus, where I go there for the whole day, and I'm sitting in office where everyone knows where to find me. On that day, I announced it from email to everyone, "I'm going to be there. Just come and talk to me." It's usually one week in one campus, one week in another campus. This lasts at least two weeks. It's been very successful. I never had a day when I was just getting bored, and I was always talks and discussions with visitors. So, they have the feeling that they want to contribute or make something for internationalization, and if they have their ideas, there is always someone to listen to them and help them with their idea. I think this is important that we've brought the whole idea of internalization up, to the down level of the university and to the level of operators, the professors, the students, rather than we try to think of something on the management level. And then just tell them this is it, so it does work very well. I'm very happy with that, and I wish I had more money, which is taking too much time for me at this point (Interviewee 7, Uni).

Adding the external incentives for staffs and students

Generally speaking, special programs about the intercultural or international competence offer credit points. At the moment, some case universities are engaging to create some new intercultural programs for students. Two interviewees pointed out they are developing the plan to offer the credit points for the students who participate in the extra-curriculum activities in order to encourage more students to join and enhance their intercultural competence. From the results of interviews, it is noted that three case universities and universities of applied science offer credit points for students in order to motivate them to join the international and intercultural training or courses. One interviewee pointed out the students might have a certain intrinsic motivation because they realize internationalization is attractive. But the truly problem is that if there are no credits offering, how do the universities try to motivate the students?

And we offer credit points in a smaller part of special programs. I think, for most people, credit points are one important aspect of motivation. Credit points are like the money. So, we can motivate them to participate by offering credit points for special programs. (Interviewee 10, Uni)

We have courses that give credits to students, for example intercultural courses give credits to students, which are open to all students, okay, but then when you're talking about motivation, actually this is why people are attracted by those courses, but they might have a certain intrinsic motivation, because they find internationalization is important and attractive, but on the other hand they want to earn their credit points, now how do you motivate students beyond that, and that is when we tell them if you become a buddy, you don't get credits, but you get a very special intercultural training, and this is how we try to get beyond those credit points (Interviewee 9, FH)

All the interviewees mentioned that how to motivate the staffs to participate in internationalization is one of important thing for them. One interviewee gave his opinion that participating in intercultural training or language courses is obligatory for all administrative staffs; the implementation of internationalization at home will be improved. But now what he can do is talking with academic staffs about the staff exchange and intercultural training. When new professors begin to work, he would like to explain something about the internationalization at home to them in the meeting. In terms of incentives for staffs, there might be a long way to achieve:

Well, how should be improved? More and more colleagues in the administration do it, not because they want to, but because that it's obligatory. Make much stronger effort on the colleagues. That is to say, they must join the courses and training. Now we give information meetings, and we quite often talk about that. So, that's the means why we try to motivate them to participate. I join meetings from administration and give some information about the staff exchange on intercultural trainings. All the things we offer to the new colleagues is more international, I think this is one of the means of motivation for internationalization at home. And the same way holds for new professors at the university. There is long meeting taking one day for the new professors once three months. I have half an hour to talk to them and to explain them about our measure for internationalization at home. That's a way to motivate them to

participate in this. But for older people, who can force them to participate (Interviewee 10, Uni)?

Combining with virtual mobility and physical mobility

From the results of interviews, the topic of digitalization in internationalization is an important concern at case universities and universities of applied sciences. It is obviously admitted that the digital tools play important role in the process of internationalization at home, but interviewees emphasized that the combination with virtual learning tool and physical mobility will be a better way to support the idea of internationalization at home:

> I would think they can support brilliantly the idea of internationalization at home, I do not believe that a virtual learning tool or digital learning tool can act as a standard level, so it's always supporting. In fact, I believe that for example blended learning, when you have face-to-face communication as well as virtual aspects, I think this is the way to go, we have some experience in that, also I have that in teaching, we used to have a project with the Finland and US university, where the students were assigned in randomly in groups, and they had to perform a teamwork, and they did all the work by means of virtual project management, but the kickoff was a real event, so the people from Finland came to Germany, and they met our German students, and they had a real face to face kickoff meeting, and then once again, so it's the combination, so I think internationalization at home, it cannot be substituted by digital tools, but it can be supplemented (Interviewee 9, FH).

From the perspectives of interviewees, digital tools are effective measure to improve the internationalization at home, but virtual mobility will never replace physical mobility. Internationalization at home is just a feeling of international experience, not international experience. Sending more and more students is one of best ways to develop intercultural competence:

Actually, very limited people can go abroad. I would just partially agree with that. It is an important topic about the direction of internationalization at home. It changes within each situation, in which we just talked before. But I think there is still a lot of a potential possibility such as sending more students to go abroad, more and more students. Of course, we will never send all students, but I think there are still potential possibilities to send more and improve some awareness of changing. For example, we can take advantage of virtual mobility. Virtual mobility will never replace physical mobility, because that is just a feeling of international experience. That's really the best thing to develop intercultural competence and improve internationalization. But it will be better to make some measures to create more international environment in universities. To my thinking, virtual mobility will never replace physical mobility and there are a lot of possibilities to use funding wisely and to send more students and more staff abroad. In fact, they are still potential to do it more (Interviewee 9, FH).

Chapter 5 Discussion

Everything is connected and will be possible.

---Author

Research Question 1: What obstacles and challenges do the universities have in the implementation of internationalization at home?

A lack of time, limited skills of staffs, and financial resource are obstacles for the implementation in many higher education institutions (Gaalen&Gielesen, 2016, p.151). The findings reveal that international office is not only in charge of general international affairs, but also kinds of activities about internationalization at home. The interviewees stated some obstacles and challenges from their personal experience. The majority of the interviewees stressed that time is the most challenge. To some extent, it is even more important than funding resource. Some staffs and directors with open-mind and passion do something for internationalization. But they do not have extra-time to implement their ideas. In some circumstances, it will take some time or lots of time to promote the internationalization at home because there are some new and additional arrangements and the staffs have to change their former schedule and try something new. Most interviewees stated that there are always not enough administrative staffs at universities. They have lots of work to do every day and they do not have time to take part in the intercultural courses or go abroad for learning. For academic staffs, they need time to adapt new materials and new methods in the international classroom.

However, it is worth to consider why they always mentioned that they do not have time or they want to do but restrict-time hinders them. Time is always a problem in every field. What is the real reason? The researcher is impressed by one interviewee's words: "We have different language intercultural courses, but nobody joins that at all.

They always say that they do not have time to participate and they are busy. In fact, they want to go back home earlier and take care of their family. We can do nothing to force them to take part in." That means internationalization and internationalization at home are not important at all in their minds. To be truth, it is not time problem in some cases but thought problem. In addition, they are not interested in the internationalization at all. Some staffs only care about their responsible work and neglect the new things, or they think these courses are none of their business. If they do not participate, their salary and work will not be influenced. In addition, from the findings, it is noted that there is no incentive at all. The director of international office and vice president cannot order them or give them pressure. The only way is encouraging them again and again. Therefore, "they do not have time" is just a very good excuse but not real thought in their minds. Another hidden reason of the time-limited is that the internationalization at home is not the main focus at the moment at the majority of case universities and universities of applied science. The interviewees emphasized that the most important goal is sending much more students abroad. The concept of internationalization at home is not mentioned explicitly in the internationalization strategy at the majority of case universities. Or it is not mentioned at all in the strategy. Therefore, these are real reasons behind the restricted-time. Anyway, internationalization is a long process, and everyone involving in that should speed up their steps to adapt and change.

Compared to the case universities, funding resources are much more important at the case universities of applied science. Nowadays, internationalization is of vital in the development strategy of university. At the research universities, there are many special funding resources for internationalization development from universities or some organizations. However, funding resources seem to be a big problem for the universities of applied science, especially for those located in the not affluent areas.

In terms of human resources, the majority of interviewees mentioned them in the conversations. In order to enhance the internationalization and internationalization at home, providing the right person with good leadership who absorbs in the

international affairs will accelerate the process of internationalization. In other words, the right person can take decisive measures and guide other colleagues to make efforts together. There is an example: at engineering faculty of one case university of applied science, nobody would like to teach in English. But when the new dean with open-mind on the internationalization comes to the position, the situation is becoming better gradually. However, most interviewees stressed that it is difficult to find right person who has ability and passion to do the job of internationalization. As the staffs in the international office, they hope there is a person with strong leadership and wisdom guiding and supporting them in the process of internationalization at home, because they are confused about the something new or they are not brave to try new ideas. At the majority of case universities and universities of applied science, there is no special staff to focusing on the internationalization at home. There are only one full-time staff in the international office at one case university of applied science. This interviewee stated: "when I got the recommendations of improving internationalization from HRK and then I advised my staffs to take action, but no one cares about that. I am not able to do that on my own." It seems that is a dead circle, which means if they have enough funding, they can employ more staffs. However, to some extent, if they want to get the funding, there should be someone writing and applying for the funding. Some people, who want to do or have to do, complain and can do nothing, and others do not care about at all. That is really a very big obstacle for universities of applied science.

As the increasing number of international students and international guest professors, the administrative staffs are required to be more sensible and have intercultural competence in order to communicate with international students and international guest lecture in effective and appropriate way. Furthermore, they can offer some professional suggestions for German students about the knowledge of international and intercultural dimension, which is essential in the future. The findings reveal that staffs' traditional thinking is a very big obstacle at German universities and universities of applied science. The vice president and the director of international office both have experience of talking with other colleagues and explaining the

163

importance of internationalization. Some professors and administrative staffs have laziness in mind and refuse to change. The problem is much more obvious and serious in the traditional field. In their opinions, teaching in English at German universities is so strange. There is an example: some professors would like to teach in English at the engineering faculty of case university of applied science, but their colleagues are very negative and stop them and said: "We are at German university. Why do you want to give lectures in English? We have good companies in our place for our students. We are self-sufficient and do not need internationalization at all." Sometimes they know internationalization is a good thing, but they cannot get benefit in short-time. In some cases, the benefit is always highest priority for them. From the findings, it is noted that the international office at one case university of applied science strives to coordinate and push the internationalization. But they have no way to promote at all. There is an example: the international office at one case university of applied science organized some activities, there were few students participating. When the president organized a meeting, no staffs from engineering faulty come. Communication is not useful at all. It is very difficult to get all the faculties together around one table to discuss internationalization. In the end, the president had to give up. Anyway, at some case universities, communication might be effective measure. But for this case university of applied science, there are no ways to cope with this problem at the moment.

Base on the literature and findings, language problem could not be neglected. All interviewees mentioned language is big obstacle when they push the internationalization, although there are different language courses offered. One of important reason is that the staffs are not interested in learning new language. It is probably not easy to learn new language for the elder. At one case university of applied science, there are some exchange students from North Africa in engineer faculty. Their English and German are not good. It is difficult to teach in these two languages in this international class and the lecturer encounters many problems in the process of teaching. In many cases, language is big obstacle for the internationalization and internationalization at home at German universities.

In the process of internationalization at home, the students' attitude should be considered. From the findings, the students are always busy with their professional study and do not have time to participate in intercultural courses or workshops. Under the pressure of credit points, they have to take the professional learning into highest priority. Some students are not interested in international affairs at all and they just want to finish the study in short time and then start a career. Only the students who want to study abroad are probably interested in the international things. At one case university of applied science, the students ask the lecturers to teach in English in the English module. Because German is much easier to them and it is not necessary to learn English just for the exchange of one semester. However, in the globalized times, they will be exposed to international and intercultural environment and might work with colleagues and partners from different culture. Therefore, the staffs encourage the students to participate in international activities and improve their intercultural competence. But the majority of case universities only offer the certificate for involving the activities. Most students would not like to take part in if there are no credit points. That is the main reason that few students participate in the intercultural courses at some case universities. Two interviewees mentioned that they plan to develop the system of the credit points for intercultural activities and create some intercultural program which can provide credit points.

Research Questions 2: How does "internationalization at home" being understood from the central level perspective?

From the central level perspective, internationalization at home is understood as different focus. The majority of case universities focus on the learning together with foreign teachers and international students, as well as intercultural and international understanding and internationalization of curriculum. The findings reveal the concept of the internationalization at home is not mentioned very explicitly in the strategy of internationalization at six case universities and universities of applied science. The concept is not strange for the interviewees. In fact, to some extent, the case

universities and universities of applied science take measures for internationalization at home, but they do not explicitly mention it in the strategy. Two case universities mention the concept in the strategy but they do not update it for a long time. One case university is planning to establish a framework of internationalization at home. One case pedagogical university and one case university of applied science consider internationalization at home as an important goal. To sum up, the findings reveal there is no explicitly explanation in the strategy or a special chapter for the description of internationalization at home and intercultural competence at the majority of case universities and universities of applied science.

In terms of the understanding of internationalization at home, the majority of interviewees are able to talk about some aspects of internationalization at home. They mentioned language courses, international activities, intercultural competence, buddy program, recruiting more international guest professor and internationalizing administration. Beelen and Jones (2015) provide the definition of Internationalization at home as "the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environment" (p. 69). The findings reveal the majority of interviewees consider the internationalization at home as a part of internationalization involving many aspects and all players at the university are including the professors, students, and administrative staffs. The students can gain the international experience and intercultural competence without going abroad by taking some measures such as inviting guest professors, participating in more international activities, improving internationalization of administration. Only one interviewee mentioned the concept and implementation of internationalization at home should be merged into the international classroom. Two interviewees stated internationalization at home means language courses or parts of international activities. One interviewee mentioned some colleagues from faculties do not know the idea of internationalization at home. From the perspectives of the majority of interviewees, the internationalization at home is not main focus at the moment and they cannot give explanation in details. In their opinions, internationalization at home is not strategy goal but a side effect.

Research Questions 3: What measures in different universities are being taken to improve internationalization at home?

The findings reveal that case universities and universities of applied science take some measures to improve internationalization at home. The researcher summarized the top five measures which mentioned much more frequently: offering different language and intercultural courses, inviting international guest professors, integrating German students and international students through international activities, making administrative staffs to be more sensible for internationalization, using digital tools.

At all case universities, language and intercultural courses and buddy program are considered as very important measures being taken at the moment. All case universities and universities of applied science offer different language courses for all students and staffs. Furthermore, some of them are planning to increase the amount of language courses. Learning language is also the process of culture learning at the same time. Some German students participate in the language courses in order to get ready for studying abroad. Eleven case universities and universities of applied science provide intercultural training or courses for students. General speaking, language and intercultural courses are offered and organized by language center. All the students can get the certificate after participating the training or courses. In addition, the students have opportunity to participate in kinds of intercultural and international activities. It seems obviously that intercultural competence is emphasized more and more at all case universities and universities of applied science. However, the majority of case universities and universities of applied science do not offer intercultural workshops and programs from the central level. Three interviewees mentioned that they provide intercultural workshops for students and two mentioned they are planning to develop intercultural program.

When the international extra-curriculum activities are talked, the first response of the interviewees is the buddy program. This program offers the opportunity to integrate German students and international students and it normally lasts for one semester. From the findings, it is noted that buddy program initially aims to help the

international students to adapt the new environment and meanwhile it helps German students to get some international training and learn different culture. Before German students become a buddy, they will take part in some intercultural courses first. In fact, there is a little part of German students participating buddy program. Two interviewees pointed out about fifty to sixty German students take part in buddy program every academic year. However, as a part of measures, the buddy program is the very good beginning of integrating German students and international students.

Case universities and universities of applied science make efforts to integrate German students and international students through different international activities. Besides buddy programs, they provide some other extra-curriculum activities such as international afternoon, diversity day, global studies, international excursion and study tour worldwide, international kitchen. From the findings, it is noted that German students like to join the international kitchen and excursion. But it seems that most international activities are provided for international students in the first place. They aim to integrate all the students, but the most important thing is to make international students to adapt to the new environment. Anyway, there is no doubt that extra-curriculum activity with international and intercultural dimension play an important role in the process of internationalization at home. They actively and positively provide more and more opportunity for German students to get in touch with different foreigner people and improve intercultural competence. In addition, general speaking, international office is responsible for the organization of activities. However, the findings also reveal that there are no any other international activities from the central level except buddy program at one case university of applied science, at which the interviewees mentioned that compared to the engineering school, business school is much more active in the integration of German students and international students.

From the findings, it is worth mentioning that inviting international guest professor because all interviewees consider it as a very important measure at the moment. The speeches on some hot topic from international perspective are very helpful for the students to enhance international and intercultural knowledge. Some case universities and universities of applied science regular offer some events such as international

week, in which international guest professors give some lectures and communicate with students.

Besides inviting international guest professor, the majority of case universities and universities of applied science strive to make administrative staffs to be more sensible for the internationalization. Internationalization of administration is very essential to the implementation of internationalization at home. Because some administrative staffs do not care about the internationalization at home and refuse to attend the language and intercultural courses, encouraging them to go abroad become one important measure at the moment. Three interviewees mentioned staff exchange for training can strengthen their intercultural competence. They consider it as the best way to improve the internationalization of administration. General speaking, short-term mobility within Europe is common and popular for them. In addition, it is worth mentioning that the staffs normally refuse to study or exchange abroad at the beginning, but when other colleagues make it and come back with the new ideas and good experience, they will be interested in the exchange abroad. On the other hand, the case universities support teaching exchange with partner universities, in which the lecturers give their speeches at other universities and can also bring new ideas and new teaching methods. Furthermore, the case universities provide platform for academic staffs to help them with more international cooperation. In this way, when they are in the exchange or in the cooperation abroad, they might be inspired by the creative and different things of other universities. Their traditional thinking might be influenced and changed. Everything is connected and will be possible.

From the findings, the researcher finds that mobility of students and staffs is considered as the important factor to improve the internationalization. The interviewees believed that sending much more students also can enhance the internationalization at home. When the students come back from the exchange abroad, they also bring new thoughts and opinions about different culture and talked with their friends and classmates who are not able to go abroad and influence them in some ways.

Compared to the staff mobility, offering intercultural workshop or programs for them is not very popular at the majority of case universities and universities of applied science. First, the staffs are not interested in them and would not like to participate in them. Second, the majority of case universities offer language and intercultural courses but not intercultural workshops and programs. The staffs from some case universities of applied science have to participate in the related programs or courses in other organization such as DAAD. Nevertheless, compared to the academic staffs, the administrative staffs would like to participate in language courses intercultural courses more because these courses are beneficial for their work and personal development.

In addition, the interviewees also talked more about the digital tools in the conversation. Some case universities are working on the digitalization strategy. The digital and virtual learning tools help the universities to optimize the process of internationalization at home and are considered as important and effective measure. For example, the students are able to attend online courses of partner universities in other countries. From the findings, the majority of case universities and universities of applied science attach importance to the application of digital tools in the courses and conferences. The students are able to do the task online, have skyped conversation and carry on a project. Digital tools will also be used in the international classroom, although it changed slowly in the engineering faculties.

From above, it is noted that the measures are being taken is basically staying the level of internationalization not internationalization at home. For example, few interviewees talked about the internationalization of curriculum. There is no the methodology of international classrooms in the intercultural training. They do not invite guest lectures from cultural research groups or international companies or international partner universities. There is no special division or no special person who is in charge of internationalization at home at the majority of case universities. There are no expert facilitators to define and assess intended international and intercultural learning outcomes.

Research Questions 4: How should the implementation of internationalization at home be improved in higher education institutions?

The findings reveal that the internationalization at home is not main focus at the moment. In their opinions, sending much more home students abroad is the most important thing at the majority of case universities of applied science. Recruiting more young researchers, international cooperation, improving visibility are much more important at the majority of case universities. To some extent, internationalization at home is not a strategy goal, but it is a side effect. Overall, the concept of internationalization at home is not deepened into their mind. Although there are two interviewees emphasizing that internationalization at home is very important at their university. Anyway, some interviewees talked about the ways to improve the implementation of internationalization at home from their experience and perspective.

First, the majority of case universities and universities of applied science do not put the internationalization at home as highest priority. The concept is not explicitly mentioned in the strategy of internationalization. In interviewees' opinions, the internationalization at home is a misty concept. They cannot give a detailed explanation. For example, some interviewees considered it that as language courses or international activities. Therefore, it is the first step that universities attach great importance to the internationalization at home. As the development of internationalization, more and more students have opportunity to study abroad. The campus becomes much more internationalized along with the increasing number of international students. The internationalization strategy has not been developed and updated at most case universities. Therefore, developing and updating the internationalization strategy and explicitly mentioning the concept of internationalization at home and intercultural competences in the internationalization strategy will be effective way to help the staffs to understand them more clearly. As long as the central level takes it seriously, the staffs from the operational level will accept it gradually.

Second, the findings reveal that communication is a very effective way to implement internationalization at home. Some interviewees said they have internationalization strategy, but the staffs do not follow and have their own ideas. In this case, the director and vice president strive to communicate with their colleagues. Three interviewees summarized that at the moment this is the most effective way to cope with their problems and improve the implementation of internationalization at home. They try best to have more conversations with the faculties and see their needs such as: "where do you see the need?" "What would be the most useful way to improve students' intercultural competence from your point of view?" "Do we need to develop something for internationalization at home?" what support do you need?" From the conversations, they can get to know what the staffs on the operational level have been doing so far in the implementation and listen to their advice. Therefore, for international office at the case universities and universities of applied science, intensifying the cooperation with other departments and faculties, improving the communication skills are very effective ways to enhance the implementation of internationalization at home. However, communication always does not work at some case universities. One interviewee mentioned the vice president at her university tried many methods to make the staffs more internationalized. The majorities of staffs refuse and ignore. He tried many times and in the end, he gave up. In this case, the incentives might be the better way to cope with it. Nevertheless, it is no doubt that communication is an effective way to improve the process of internationalization at home.

Third, it is worth to mention the incentives. At the majority of universities and universities of applied science there are no incentives for students and staffs. For students, some case universities are planning to develop some special intercultural programs offering credit points. If the students participate in the international activities or programs, they can get the credit points. Through this way, more and more students will participate and improve their intercultural competence. Therefore, establishing special intercultural programs offering credit points will attract more students to participate. Offering some benefit can help them with long-term benefits.

172

For staffs, there are no any incentives at all. Communication is the most effective way at the moment at all case universities and universities of applied science. The staffs in international office are encouraging their colleagues in different faculties again and again. Consequently, an effective incentive system should be established in order to realize the change from passive management to active participation.

Fourth, most interviewees mentioned that it is not easy to find a right person who has ability and highly involved in internationalization. But it is an important factor to improve the situation in an efficient way. At the majority of case universities, the position of vice president has been established. Thus, there is special person in charge of international affairs from the central management level such as setting up strategy and development goals. In addition, the director of international office plays an important role in the coordination with different department and faculties. Some interviewees mentioned that they hope there is one person with leadership and wisdom who can guide them because sometimes they are confused about new things. In addition, for the most case universities, they are in badly need of key coordinators in different faculties. The coordinators with open-mind and enthusiasm would make contribution in the process of internationalization. For example, they would directly push their colleagues to involve actively in the international affairs. In addition, in order to improve the internationalization at home, it will be better to establish a division or employ a special person. To achieve this, the central level should attach great importance to internationalization at home and support in the aspect of human resources and funding resources. At some case universities of applied science, shortage of personnel in the international office hinders the implementation. Therefore, human resources should be considered seriously in order to improve internationalization at home.

Fifth, internationalization at home should be a long-term strategy goal, not the side effect. The findings reveal that case universities provide diverse international and intercultural activities for students. But it is admitted that the original purpose of these activities is to help the international students to adapt the new environment. One interviewee talked that normally if there are enough space in the activities, German

173

students can participate. Therefore, international and intercultural activities or programs especially for German students should be added in order to encourage more German students to participate and improve their motivation. Each student should have more opportunities to participate in the different activities and then a realer and broader international campus will be created for all students. Moreover, all interviewees think promoting the staff mobility is also effective way to improve the internationalization at home. The majority of case universities strive to encourage more staffs abroad and invite more international guest lecturers. But it is not easy to send administrative staffs abroad because most of them prefer to work nearby and take care of their family.

Finally, the digitalization should be used more in the process of internationalization at home. Digital tools are supplement for the teaching and research. From the findings, the interviewees mentioned that the use of digital depends on the academic staffs. And some staffs prefer to use the traditional way in the process of teaching. From the perspectives of interviewees, virtual mobility will never replace physical mobility. Their focus is always sending more students at the moment. One interviewee suggested that the combination with virtual mobility and physical mobility will be the better way to improve internationalization at home. Anyway, digitalization should be improved and attached great importance in the process of internationalization.

Conclusion

Internationalization at home and institutional policy

The interviewees mentioned the concept of internationalization at home, which is important for their understanding of obstacles and measures. There are three main focuses in the understanding of concept: learning together with foreign lecturers and international students, intercultural and international understanding, internationality of curriculum. According to the understanding focus, the concept they mentioned emphasizes to reach all students. However, some understanding of internationalization at home is fragmented and marginal from some interviewees' perspective. For example, they considered internationalization at home is a side effect or only part of international activities. One of reasons is that the concept of internationalization at home is not mentioned explicitly in the internationalization strategy or policy. The first step to implement is that the policy for internationalization should focus on all students, not only for those that inwards and outwards internationally mobile. Only five case universities mention the intercultural competence or internationalization at home, internationality of curriculum, aiming all students in their internationalization strategy. "Intercultural and international competence" seems to be mentioned more

than "internationalization at home" from the interviewee's perspective. In addition, it should be noted that further elaboration about these terms should be carried on at the program level.

All case universities pay attention to various forms of internationalization at home in internationalization strategy, such as recruiting foreigner professors, participating in international projects, inviting international guest lecturers, improving intercultural competence. To sum up, in a positive development, the majority of case universities formulates internationalization strategy or policy and states the importance of international and intercultural competencies to the students. However, the case universities do not have internationalization at home strategy. The terms such as

virtual mobility, internationalization at home are not mentioned in the institutional policy or internationalization strategy. In addition, the case universities pay little attention to student involvement in development cooperation projects as an approach of improving their students' international and intercultural competencies, as well as the assessment of intercultural competences and learning outcomes.

On the other hand, it is obviously that many mission statement of case universities still focus on the outgoing mobility and international cooperation. All case universities take measures to prepare the students to promote the mobility. According to the research findings, institutional policies pay little attention on substantively supporting the students who are not internationally mobile during their study at home to enhance their international and intercultural competence. The majority of interviewees consider internationalization at home for all students is not the main focus at the moment. They considered internationalization at home as good complementary of internationalization, which should be developed in the future. If institutional policy or internationalization strategy state that all students should get an international experience, the departments and the lectures will give much more focus on internationalization at home.

Internationalization at home and curriculum

In order to improve the internationalization, all case universities provide many international activities such as Buddy Program, international excursion, international kitchen/picnic, movie night, which rank fairly high. However, it should be noted that all of them mainly focus on international students although these activities are open for all students. Some activities such as intercultural workshops and seminars which focus on the home students, who are not internationally mobile, rank relative low. It should be noted that all interviewees pointed out the Buddy Program offers very good opportunity for the integration of international students and home students. Many activities outside the formal curriculum influence the home student's international learning experience. Interaction and integration of international students and home

176

students, to some extent, improve the implementation of internationalization at home.

However, the international activities offered by the case universities cannot satisfy all the students. Just a small part of home students participates in these activities. On the one hand, the activities focusing on all the students are few and most activities mainly focus on international students and home students who are outwards internationally mobile. On the other hand, some students who do not want to go abroad are not very interested in the international issues. Therefore, expanding and infusing intercultural and international elements in the curriculum which mentioned by some interviewees is very important for the students who are not internationally mobile. The main component of internationalization at home is an internationalized curriculum that offers possibility for home students to acquire international and intercultural skills at home. With the demand for global professionals and citizens in globalized society, international, intercultural, and global learning outcomes become important dimensions of modern curricular, which needs infusion of multiple and global sources of knowledge (de Wit &Leaks, 2017). However, the findings reveal that at the majority of case universities, at the moment, expanding and infusing international and intercultural elements in the curriculum is not the main measure for internationalization at home and only two interviewees pointed out the institutions pay attention on it.

Internationalization at home and staffs

The findings reveal the measures are being taken for internationalization at home at the case universities. It should be noted that some measures are important for the students who are inwards or outwards internationally mobile, not always for the students who are not internationally mobile. For example, the majority of language learners is mainly from international students who want to learn German, and home students who prepare to study abroad. Most case universities emphasize the importance of internationalization of administrative staffs, such as improving intercultural and international competence of administrative staffs, which is much more important for the students who are outwards internationally mobile than for the

177

students who are not internationally mobile. They should be trained as well to handle incoming students. However, some interviewees pointed out the enhancement of administrative staffs' competencies would support and improve the international service in managing specific matters for international guest lecturers. The majority of interviewees pointed out that inviting international guest professor is an effective method to internationalize curricular. The students will benefit from the seminars or workshops including international literature and case studies from their countries. At the majority of case universities, inviting international guest lecturers is by far considered to be an important measure for making the students who are not internationally mobile to become internationally competent.

From the findings, the top five obstacles to implementation of internationalization at home are related to the staffs including administrative staffs and lecturers: lack of time for staffs, inadequate English language skills of administrative staffs and lectures, traditional thinking and attitude, limited staffs' interest and involvement, lack of cooperation from the departments. In the study, the majority of interviewees inclined to emphasize the internationality of administrative staffs. But the intercultural competencies of administrative staffs that are important for the mobile students receive much more attention from the central level.

Compared to the role of administrative staffs, the intercultural competencies of lecturers are much more important for the students who are not internationally mobile, however, which is always ignored by the interviewees. The lecturers that are equipped with the necessary competencies largely determine to a great extent the success of internationalization at home. In the study, the topic about the lecturers is always ignored because the majority of interviewees consider that most lecturers have international experience and good English skills. Moreover, the lecturers are not actively to participate in intercultural training or internationalization at home activities. In fact, the lecturer is very key person in the control of the learning process. Every lecturer should have professional training and enough competence for the preparation of teaching in the international classroom. For example, the lecturer

should have ability to integrate international literature and case studies into the process of teaching and learning, and adjust for cultural differences within the group, and properly differentiate cultural impact from personality and characteristics (Beelen, 2009, p.38). But in fact, the role of the lecturer is not always taken seriously enough by the central level at the higher education institution (p.38).

As the study findings reveal, from the most interviewees' perspectives, the best way to improve the students' international and intercultural competences is to send them abroad. It seems the perspective from the central level is still limited in the mobility of staff and student. In addition, adding the methodology of international classroom in the intercultural training rank fairly low in the most important measures that will be taken more seriously in the future for internationalization at home. In addition, in terms of intercultural training, most case universities do not provide intercultural training for staffs. On the other hand, some lecturers keep to their own thought and are reluctant to participate in intercultural training.

Based on the research findings, the study offers some recommendations:

1. The institutional policy should explicitly explain the concept of internationalization at home, and international and intercultural competence and emphasize that all students should have an international experience. The framework could be made to offer the direction, core tasks, measures, and methods for internationalization at home. The assessment of international and intercultural learning outcomes should be clarified in the strategy and the study programs. Moreover, the further elaboration of relative terms such as internationalization at home, intercultural and international competencies should be emphasized at the program level.

2. More and more students get benefit from internationalization at home activities. Intercultural workshops and seminars should be organized for all students with different cultural topics. Virtual mobility, joint curriculum development in collaboration with international partners has great potentiality in the future. In

order to develop the intercultural and competencies of all students, these activities require the intensive supervision by the lecturers who are equipped with specific and necessary competences.

3. The students should acquire the competencies not only from the activities, but also from specific study program focusing on development of international and intercultural competencies. Moreover, the internationality of curriculum should receive much more attention. International and intercultural elements should be expanded and infused into core curriculum rather than elective courses or programs. International and intercultural elements should be integrated into the curriculum and teaching and learning process through the assessment of international learning outcomes.

4. The professional development of lecturers is an important objective on the internationalization agenda. The role and competencies of the lecturers should be paid much more attention. Institutions and training programs formulate the goals for the internationality of lecturers. Internationalization at home should become a component of training programs for the lecturers. In addition, it is crucial to add the methodology of international classroom in the training program.

Reference

Altbach, P., & Teichler, U. (2001) Internationalization and Exchanges in a Globalized Uni-versity", *Journal of Studies in International Education*, 5 (1), 5-25.

Altbach, P., & Knight, J. (2007) The internationalization of higher education: motivations and realities, *Journal of Studies in International Education*, Vol. 11 Nos 3/4, pp. 290-305.

Altbach, P. (2005) Globalization and the university: Myths and realities in an unequal world. *The NEA 2005 Almanac of Higher Education*, 63-74.

Altbach, P. (2006) Globalization and the University: Realities in an Unequal World. In: Phillip Altbach, James Forest (ed.) *International handbook of higher education.* Dordrecht: Springer, 121-139.

Altbach, P. (2016) Globalization and the University: Realities in an Unequal World. In: Phillip Altbach. Global perspectives on higher education. Johns Hopkins University Press. 81-104.

Altbach, P., Reisberg. L., & Rumbley, L. (2016). Tracking a Global Academic Revolution. In: Phillip Altbach. Global perspectives on higher education. Johns Hopkins University Press. 15-28.

Arum, S., & van de Water, J. (1992). The need for a definition of international education in U.S. universities. In C. Klasek (Ed.), Bridges to the futures: Strategies for internationalizing higher education. Carbondale, IL: Association of International Education Administrators, 191-203.

AuH (2016). *Facts & figure.* Retrieved from http://www.research-in-germany.org/en/research-funding/funding-organisations/alexander-von-humboldt-foundation.html, accessed February 26, 2017.

Bartell, M. (2003). Internationalization of universities: A university-culture based framework. Higher Education, 45. 43–70.

Beelen, J. (2007). Implementing internationalization at home. EAIE Professional Development Series for International Educators. Amsterdam, the Netherlands.

Beelen, J. (2009). The current debate and current trend in iah in Guide of Good Practices Tempus Corinthiam Project No. 159186-2009-1-BE-SMGR. Edited by Beelen, J., Boddington, A., Bruns B., Glogar, M., Machado, C.

Beelen, J. (2009). Internationalization at home. In: European Commission, Guide of Good Practices: Tempus, 2009. Edited by Beelen, J., Boddington, A., Bruns, B., Glogar, M., & Machado, C., No:159186-2009-1-SMGR,123-131.

Beelen, J., & Leask, B. (2011). Internationalization at home on the move. Berlin: Dr. Josef Raabe Verlag.

Beelen J., & de Wit, H. (2012). Internationalization revised: new dimensions in the internationalization of higher education. Center for applied research on economics and management, Amsterdam 2012, 5-20.

Beelen, J., & Jones, E. (2015). Redefining internationalization at home. In: *The European higher education area: Between critical reflections and future policies.* Edited by A. Curai, L. Matei, R. Pricopie, J. Salmi & P. Scott (Eds.), Dordrecht: Springer, 67-80.

Beelen, J. (2016) Global at Home: Internationalization at home in the 4 the Global Survey. In *Global and Local Internationalization.* Edited by Jones, E., Coelen, R., Beelen, J., de Wit, H. Sense Publishers, the Netherland. 2016, p.55-66.

Bell, L. (2004). Strategic planning in primary schools. Management in Education, 18 (4), 33-36.

Bennett, J. M. (2008). On becoming a global soul: A path to engagement during study abroad. In *Developing intercultural competence and transformation*. V. Savicki (Ed.). Sterling, VA: Stylus, p. 13-31

Bennett, J. M. (2009). Cultivating Intercultural Competence. In Sage *Handbook of Intercultural Competence*, Edited by Darla K. Deardorff (London: SAGE Publications, 2009), 134.

Bernd Wächter, "An Introduction: Internationalization at Home in Context," *Journal of Studies in International Education* 7, No. 5 (2003): 5.

Beverwijk, J., P. Boezerooij, F. Kaiser, A. Klemperer and L. van de Maat (2000), Update report Higher Education Monitor Winter 1999/2000. Enschede: CHEPS.

BMBF (2016). *The Bologna Process.* Retrieved from: https://www.bmbf.de/en/the-bologna-process-1421.html, Accessed 26, February 2016.

BMBF (2016). *Germany is first choice for international students.* Retrieved from: https://www.bmbf.de/en/germany-is-first-choice-for-international-students-1446.html, Accessed 26, February 2016.

Bohn, A., Davis, D., Meares, D., & Pearce, D. (2002). Global student mobility 2025: Forecasts of the global demand for international higher education. Sydney: IDP Education Australia.

Bogdan, R. C. & Biklen, S. K. (1998). Qualitative research in education: An introduction to theory and methods (3rd ed.). Needham Heights, MA: Allyn & Bacon.

Brandenburg & de Wit (2011). The End of Internationalization. *International Higher Education.* No. 62 Winter, p.15-17.

Bremer U. (2018). Internationalization Strategies of German Universities, Publication series of the HHL Leipzig Graduate School of Management. Springer Fachmedien Wiesbaden GmbH, part of Springer Nature, 2018.

Bürger, S., Günther, M., Kehm, B., Maiworm, F., Schelewsky, A. (2006). "International Study on Transnational Mobility in Bachelor and Master Programmes".

In Deutscher Akademischer Austauschdienst, ed. *Transnational Mobility in Bachelor and Master Programmes.* Bonn, 1-65.

Cohen, L., and Manion, L. (1989) Research methods in education. 3rd Edition. London: Routledge.

Cohen, L., Manion, L., & Morrison, K. (2013). Research methods in education. 7th Edition. London, UK: Routledge Falmer.

Creswell. J. W. & Miller. D. (2000). Determining validity in qualitative inquiry. Theory into Practice. 39(3),124-130.

Creswell, J. W. (2007). Qualitative inquiry and research design: Choosing among five approaches/ 3nd Edition. Thousand Oak, CA: Sage.

Creswell, J. W. (2008). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. 3th Edition Upper Saddle River, NJ: Pearson Education.

Creswell, J. W. (2012). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. 4th Edition. Boston, U.S.: Pearson Education.

Creswell, J.W. (2009). Research design: Qualitative, quantitative, and mixed method approaches. 3th Edition. Thousand Oak, CA: Sage.

Creswell, J.W. (2014). Research design: Qualitative, quantitative, and mixed method approaches. 4th Edition. Thousand Oak, CA: Sage.

Crowther, P., Joris, M., Otten, M., Nilsson, B., Teekens, H., & Wächter, B. (2001). Internationalization at home: A position paper. Amsterdam: EAIE.

DAAD (2017). *Types of Higher Education Institutions.* Retrieved from https://www.daad.de/deutschland/nach-deutschland/angebote/en/6002-choosing-the-right-university/, Accessed December, 19, 2017.

DAAD. *Facts & figure.* Retrieved from https://www.daad.de/der-daad/zahlen-und-fakten/en/, Accessed September, 15, 2017.

DAAD (2006). *Studying in Germany: A Guide for International Students.* Deutscher Akademischer Austausch Dienst German Academic Exchange Service, Bonn. Retrieved from http://studying-in -germany.de, Accessed March, 25, 2016.

DAAD (2013). Annual Report. Retrieved from https://www.daad.de/medien/der-daad/medien-publikationen/publikationen-pdfs/daad_jahresbericht-13-en_140903.pdf, Accessed September, 18, 2017.

DAAD (2014). Annual Report. Retrieved from http://germaninnovation.org/shared/content/documents/jahresbericht_2014_daad_englisch.pdf, Accessed September, 18, 2017.

Deardorff, D. K. (2004). The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United States. Ed.D., North Carolina State University, United States -- North Carolina State Univerisity. Retrieved from http://proquest.umi.com/pqdweb?did=765920641&Fmt=7&clientId=20956&RQT=309&VName=PQD, Accessed May, 05, 2016.

Deardorff, D.K. (2006). The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United States, *Journal of Studies in International Education* 10:241-266.

Deardorff, D.K. (2009). Implementing intercultural competence assessment. In Sage handbook of intercultural competence. Thousand Oaks, CA: Sage, 477-491.

Deardorff, D. K. (2009). Cultivating Intercultural Competence. in The Sage Handbook of Intercultural Competence, ed. (London: SAGE Publications, 2009), xiii.

Deardorff, D. K. (2008). Intercultural competence: A definition, model and

implications for education abroad. In V. Savicki (Ed.), Developing intercultural competence and transformation (pp. 32-52). Sterling, VA: Stylus.

Deem, R., Mok, K.-H., & Lucas, L. (2008). Transforming higher education in whose image? Exploring the Concept of the 'World-class' University in Europe and Asia".
Higher Education Policy, 21 (1), 83-97.
Retrieved from http://peoplelearn.homestead.com/Higher.Ed.transform.pdf, Accessed May 15, 2017.

De Wit, H. (2002). Internationalization of higher education in the United States of America and Europe: A historical, comparative and conceptual analysis. Westport, CT: Greenwood Press.

De Wit, H. (2010). Internationalization of higher education in Europe and its assessment, trends and issues. Accreditation Organisation of the Netherlands and Flanders. 1-28. Retrieved from
https://educ.utm.my/sanitah/files/2016/02/Internationalisation_of_Higher_Education_in_Europe_DEF_december_2010.pdf, Accessed 15, September, 2016.

De Wit, H. (2011). "Globalisation and Internationalisation of Higher Education".
Revista de Universidad y Sociedad del Conocimiento (RUSC). Vol. 8, No 2, pp. 241-248.

De Wit, H. (2011). Global Citizenship and Study Abroad: A European Comparative Perspective. In Trends, Issues and Challenges in Internationalization of Higher Education. Hans de Wit, Center for Applied Research on Economics &Management, School of Economics and Management of the Hogeschool van Amsterdam, 2011, p.77-92.

De Wit, H. (2015) Quality Assurance and Internationalization. Trends, challenges and opportunities. *INQAAHE conference,* Chicago, U.S.

De Wit, H., Hunter, F., Howard, L., & Egron-Polak, E. (Eds.). (2015). Internationalization of Higher Education. *Brussels: European Parliament, Directorate-General for Internal Policies.*

De Wit, H. & Jones, E. (2014). We need to change the language of internationalization. *University World News Issue* No 343, 14th November 2014.

De Wit, H. & Leask. B. (2015) Internationalization, the Curriculum, and the Disciplines. *International higher education*. Number 83: Special Issue, 2015, 10-12.

De Wit, H., &Fiona, H. (2015) The Future of Internationalization of Higher Education in Europe. *International higher education*. Number 83: Special Issue 2015, 2-4.

De Wit, H., & Verhoeven, J. (2001). The higher education policy of the European Union: With or against the member states? In: *The international dimension of higher education.* J. Huisman, P. Maassen and G. Neave (eds), Higher education and the nation state. Amsterdam/London, etc: Pergamon, 175-231.

De Wit, H., & Adams, T. (2010). Global Competition in Higher Education: A Comparative Study of Policies, and Practices in Australia and Europe. In: *Higher Education, Policy, and the Global Comprtition Phenomenon,* Portnoi, M, L., Rust, D, V., & Bagley, S, S. 2010, New York, 219-234.

De Wit, H. (2016). Misconceptions about (the End of) Internationalization: The Current State of Play. In *Global and Local Internationalization.* Edited by Jones, E., Coelen, R., Beelen, J., de Wit, H. Sense Publishers, the Netherland. 2016, p.15-22.

De Wit, H. and Leask, B. (2017). Preparing global citizenry, implications for curriculum. GUNI, Higher Education in the World 6; Towards a Socially Responsible University: Balan- cing the Global with the Local. Barcelona: GUNI-ACUP ed.

De Wit, H. (2017). The importance of internationalization at home. TH&MA. 2017.05. p.25-29. Retrieved from: Themahogeronderwijs.org. Accessed June,10, 2018.

Delgado. B. L.; Hurtado, N. E., &Bondar, Y. (2011). Internationalization of Higher

Education: Theoretical and Empirical Investigation of Its Influence on University Institution Rankings. In: "Globalisation and Internationalisation of Higher Education" [online monograph]. Revista de Universidad y Sociedad del Conocimiento (RUSC). Vol. 8, No 2, pp. 265-284. Retrieved from file:///Users/Sophie/Downloads/254143-342973-1-PB%20(1).pdf, Accessed April, 18, 2016.

Denscombe, M. (2010) The Good Research Guide for small-scale social research projects. 4th edition. Maidenhead: Open University Press.

DFG (2016). Deutsche Forschungsgemeinschaft Jahresbericht 2016 Aufgaben und Ergebnisse. Retrieved from http://www.germaninnovation.org/shared/content/documents/dfg_jb2016.pdf, Accessed September, 20, 2016.

EAIE (1992) International education in Europe: a professional view on the memorandum on higher education in the European Community. EAIE Occasional Paper, 2, Amsterdam.

Elkin, G., Farnsworth, J., & Templer, A. (2008). Strategy and the Internationalization of Universities. *International Journal of Educational Management*. Vol. 22, 239-250.

Ellingboe, B. J. (1998). Divisional strategies to internationalize a campus portrait: Results, resistance, and recommendations from a case study at U.S. University. In Reforming the higher education curriculum: Internationalizing the campus. Mestenhauser, J., & Ellingboe, B., (Eds.). Phoenix, AZ: *The American Council on Education and The Oryx Press*, 198-228.

Elzinga, A. (2012). Features of the Current Science Policy Regime: Viewed in Historical Perspective. Science and Public Policy, 39, 416-428.

European Commission. Erasmus+Programme Guide (2016). Retrieved from https://ec.europa.eu/programmes/erasmus-plus/sites/erasmusplus2/files/2017-erasmus-plus-programme-guide-v2_en.pdf. Accessed 12, June 2017.

European Commission. Horizon 2020. Retrieved from

https://ec.europa.eu/programmes/horizon2020/en/what-horizon-2020. Accessed 20, June 2018.

Fantini, A. E. & Tirmizi, A. (2006). Exploring and assessing intercultural competence. Final Report of a Research Project conducted by the Federation of The Experiment in International Living with funding support from the Center for Social Development at Washington University, St. Louis, Missouri. World Learning Publications. Paper 1. Retrieved from
http://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1001&context=worldlearning_publications, Accessed 19, May 2016.

Fantini, A. E. (2009). Assessing intercultural competence. In: The Sage handbook of intercultural competence. D.K. Deardorff (Ed.). Thousand Oaks, CA: Sage, 456-476

Fielden, J. (2007). Global Horizons for UK Universities. London: The Council for Industry and Higher Education.

Fraenkel, J.R., & Wallen, N.E. (2006). How to design and evaluate research in education. New York: McGraw-Hill.

Fraenkel, J.R., & Wallen, N.E., &Hyun, H. (2012). How to design and evaluate research in education. New York: McGraw-Hill.

Gibbs, G. R. (2007) Analyzing qualitative data, in: The Sage Qualitative Research Kit. U. Flick (Ed). London: Sage.

Gvirtz, S., & Beech, J. (2007). The internationalization of education policy in Latin America. In: *Handbook of research in international education.* M. Hayden, J. Levy & J. Thompson (Eds). London: Sage, 462–475.

Haan. H. (2014). Where is the gap between internationalization strategic planning and its implementation? A study of 16 Dutch universities' internationalization plans. *Tertiary Education and Managemnet.* 135-150.

Hahn.K. (2004). Germany. In: Jeroen.H., & van der Wender.M. (eds) (2004). On

Cooperation and Competition. *ACA papers on International Cooperation in Education,* Bonn, Germany: Lemmens Verlag, 51-79.

Hahn, K. (2005). German Universities in the Process of Globalization, Europeanization and internationalization. In: Jeroen.H., & van der Wender.M. (eds) (2005). On Cooperation and Competition II. *ACA Papers on International Cooperation in Education.* Bonn, Germany: Lemmens Verlag, 19-38.

Hahn, K., & Teichler, U. (2005). Internationalization mainstreaming in German higher education. In *Globalization and Higher Education.* Arimoto, A., Huang, F., & Yokoyama. K. Research Institute for Higher Education Hiroshima University, Japan, *RIHE International Publication series,* No.9, March 2005. 39-66.

Hall, P.A. (1993), Policy paradigms, social learning, and the state, Comparative Politics, 25(3), 275-296.

Hatch, J. A (2002). Doing Qualitative Research in Education Settings. Albany: SUNY Press.

Hazelkorn, E., and Fritze, E., 2014, 'Changes to HE funding is biggest effect of crisis',

IAU Horizons, 20 (3), p.14. Retrieved from

http://www.iau-aiu.net/sites/all/files/IAU%20Horizons%20Vol%2020%203%20 web%20version_ENG.pdf, Accessed 25, June 2018.

Hidden Competences 2014. Faktaa - Facts and Figures 1/2014. Centre of International Mobility CIMO. Retrieved from https://urly.fi/N2N. Accessed 11, June 2017.

Hiller, G. G., & Wozniak, M. (2009). Developing an intercultural competence programme at an international cross-border university. Intercultural Education, 20 (4), 113-124.

Huisman, J. (Ed.). (2009). International perspectives on the governance of higher education. Alternative frameworks for coordination. London and New York: Routledge, Taylor & Francis group.

HRK (2016). *German Higher Education System.* Retrieved from https://www.hrk.de/uploads/media/GERMAN_HIGHER_EDUCATION_SYSTEM.pdf. Accessed 11, December 2016.

HRK (2015). Strategy of Federal and Länder Ministers of Science for the internationalization of the higher education institutions in Germany. In: The HRK-Audit "Internationalization of Universities". Building upon International Success, Bonn, Germany, 12-18.

Hudzik, K., J. (2016). Drivers of Speculation over the Futrure of Higher Education Internationalization. In *Global and Local Internationalization.* Edited by Jones, E., Coelen, R., Beelen, J., de Wit, H. Sense Publishers, the Netherland. 2016: 23-30.

Ivar Bleiklie, & Svein Michelsen (2013). Comparing HE policies in Europe Structures and reform outputs in eight countries, Springer Science Business Media Dordrecht, 2013(65):113–133.

Kehm, B., & Teichler, U. (2007). Research on Internationalization in Higher Education. *Journal of Studies in International Education,* November: 260-273.

King, R., Marginson, S., &Naidoo, R. (Eds). (2013). The globalization of higher education. Cheltenhan, UK: Edward Elgar.

Knight, J. (1994). Internationalization: Elements and checkpoints. Canadian Bureau for International Education Research, Research Monograph, No. 7, 1-15.

Knight, J. (1997). A shared vision? Stakeholders' perspectives on the internationalization of higher education in Canada. Journal of Studies on International Education, Vol. 44, No 1, 27–31.

Knight, J. (1999). Internationalization of Higher Education, IMHE: Quality and Internationalization in Higher Education. Paris: OECD.

Knight, J. (2003). Updating the Definition of Internationalization, *International Higher Education*, Issue 33, Fall 2003. Boston, 2-3.

Knight, J. (2004). Internationalization Remodeled: Definitions, Approaches, and Rationales. Journal of Studies in International Education, Vol. 8 No. 1, 5-31;

Knight, J. (2008). Internationalization: Key concepts and elements. In *Internationalization of European higher education*: An EUA/ACA handbook. Berlin: Raabe, 1-22.

Kumar, R. (2011) Research methodology: a step-by-step guide for beginners. Los Angeles: SAGE.

Kwiek, M (2001). Globalization and higher education. Higher Education in Europe, 26-28.

Kvale, S. and Brinkmann, S. (2009), Inter Views: Learning the Craft of Qualitative Research Interviewing, Sage, Los Angeles, CA.

Leask, B. & Beelen, J. (2010) Enhancing the engagement of academic staff in international education in Europe and Australia: Background Paper 2. Paper prepared for the IEAA-EAIE Symposium: Advancing Australia-Europe Engagement. Hawthorn: International Education Association of Australia (IEAA).

Leask, B., & Bridge, C. (2013). Comparing internationalisation of the curriculum across the disciplines: theoretical and practical perspectives. In Compare: a journal of comparative and international education Special Issue: Contemporary issues on the internationalisation of higher education: critical and comparative perspectives, Volume 43, Number 1, (pp. 79–101).

Leask, B. & Beelen, J., & Kaunda, L. (2013). Internationalization of the curriculum: International approaches and perspectives. In, The next 25 years of the internationalisation of higher education. de Wit, H., Hunter, F., Johnson, L. & van Liempd, H, G. (Eds). Amsterdam: EAIE, 188-204.

Marcelo Parreira do Amaral (2006). Regime Theory and Education Governance: The Emergence of an International Education Regime. International Perspectives on Education and Society, Volume 12, 57–78.

Matveev, A. V., & Merz, M. Y. (2014). Intercultural competence assessment: What are its key dimensions across assessment tools? In Toward Sustainable Development Through Nurturing Diversity: Selected Papers from the Twenty-First Congress of the International Associate for Cross-Cultural Psychology, 141-153.

May, T. (2001) Social research: issues, methods and process. Open University Press.

McLaughlin, M. W. (1987). Learning from experience: Lessons from policy implementation. Educational Evaluation and Policy Analysis, 9(2), 171–178.

McNamara, C. (2009). General guidelines for conducting interviews. Retrieved from http://managementhelp.org/evaluatn/intrview.htm, Accessed 11, January 2017.

Merriam, S. (1998). Qualitative research and case study applications in education: Revised and expanded from case study research in education. CA: Jossey-Bass.

Merriam, S. B. (2009). Qualitative research: A guide to design and implementation. San Francisco, CA: Jossey-Bass.

Mertens, D. (1998). Research methods in education and psychology. Integrating diversity with quantitative and qualitative procedures. Thousand Oaks: Sage.

Ngok, K., & Guo, W. (2008). The quest for world class universities in China: Critical reflections. Policy Futures in Education, 6(5), 545–557.

Nilsson, B., (2003) Internationalization at Home from a Swedish Perspective: The Case of Malmo. Journa of Studies in International Education 7, 27-40.

O'Toole, L. J. (2000). Research on policy implementation: Assessment and prospects.

Journal of Public Administration Research and Theory, 2, 263–288.

Patton M.Q. (2002). Qualitative research and evaluation methods. 3 rd Edition. Sage Publications; Thousand Oaks, CA.

Peter M. Kretek • Zˇ arko Dragsˇicˊ • Barbara M. Kehm (2013). Transformation of university governance: on the role of university board members. Springer Science Business Media Dordrechtm, 2013(65), 39–58.

Platt, J. (1981) Evidence and proof in documentary research. The Sociological Review, 21(1), 31-66.

Rakic, V. (2001), Converge or not converge: the European Union and higher education policies in the Netherlands, Belgium/Flanders and Germany, Higher Education Policy 14(3), 225-240.

Robson, C. (1993) Unobtrusive Measures and Other Approaches. *Real World Research.* Oxford: Blackwell Publishers.

Rudzki, R. E. J. (1995). The application of a strategic management model to the internationalization of higher education institutions. Higher Education, 29, 421-441.

Rubin, H. J., & Rubin, I. S. (2012). Qualitative Interviewing: the art of hearing data. 3 rd Edition. Thousand Oaks, CA: Sage.

Saldaña, J. (2013) The coding manual for qualitative researchers. London: SAGE.

Schoorman, D. (1999). The pedagogical implications of diverse conceptualisations of internationalization: A U.S.-based case study. Journal of Studies in International Education, 3, 19-46.

Schomburg. H., &Teichler, U. (Eds). (2011). Employability and mobility of bachelor graduates in Europe. Rootterdam/Taipei: Sense Publishers.

Schramm, W. 1971. Notes on case studies for instructional media projects. Working paper for Academy of Educational Development, Washington DC.

Scott, J. 1990. A Matter of Record: Documentary Sources in Social Research. Cambridge, UK: Polity Press.

Scott, Peter (2005). The Global Dimension: Internationalising Higher Education. In Internationalization in Higher Education: European Responses to the Global Perspective. B. Khem and H. de Wit (eds.), Amsterdam: *European Association for International Education and the European Higher Education Society* (EAIR), 2005.

Scott, P. (2008). The Internationalization of Higher Education and Research: purposes and drivers. Handbook of Internationalization of European Higher Education. Berlin: EUA, ACA, and RAABE.

Seeber M., Lepori B. (2013) The internationalization of European higher education institutions. In *Knowledge, Diversity And Performance In European Higher Education.* Bonaccorsi, A. Cheltenham: Edward Elgar.

Smeby, J. and Trondal, J. (2005). Globalization or Europeanization? International contact among university staff, Higher Education. 49, 449-466.

Simons, H. (2009). Case Study Research in Practice. London: SAGE Publication.

Simon, S. (2015), Going Mobile: Internationalization, mobility and the European Higher Education Area.

Soderqvist M. (2002). Internationalization and Its Management at Higher-Education Institutions: Applying Conceptual, Content and Discourse Analysis. Helsinki: Helsinki School of Economics.

Soria, K.M. & Troisi, J. (2014) Internationalization at Home Alternatives to Study Abroad: Implications for Students' Development of Global, International, and Intercultural Competencies. Journal of Studies in International Education 18:3, 261-280.

Spencer, L, Ritchie, J. and O'Connor, W. (2003) Analysis: Practices, principles and

processes. In: *Qualitative research practice: a guide for social science students and researchers.* Jane Ritchie and Jane Lewis (ed.) London: Sage, 199-218.

Stake, R. E. (1995). The Art of Case Study Research. Thousand Oaks, CA: SAGE Publications.

Stensaker, B., Frølich, N., Gornitzka, A., & Maassen, P. (2008). Internationalization of higher education—The gap between national policy-making and institutional needs. Globalization, Societies and Education,6(1), 1–11.

Steglitz, I., & Briggs, P. (2005). *Rethinking Campus Internationalization.* Retrieved from
http://ceri.udistrital.edu.co/archivos/estadoArteInternal/estrategiasMovilidadEstudiant il/1.%20Art%C3%ADculo%20Internacionalizacion%20en%20Casa.%202005..pdf, Accessed 10, November 2016.

Streiwieser, B., Olson, J., Burkhart, S., & Klabunde N. (2015). Coordinated German Internationalization: Broadening Perspectives. Special Issue 2015, No: 83. International Higher Education, 24-25.

Sturman, A (1994) Case study methods, In J. P. Keeves (ed.) Educational research methodology, and measurement: an international handbook, 2nd edition. Oxford: Pergamon, 61-66.

Teekens, H. (2007). Internationalization at home: An introduction. In Teekens, H. (Ed.), Internationalisation at home: Ideas and ideals Amsterdam, The Netherlands: European Association for International Education, 3–11.

Teekens, H. (2013). Internationalization at home: Crossing other borders, *University World News*, Issue No:276. Retrieved from
http://www.universityworldnews.com/article.php?story=20130613084529186&query =teekens, Accessed 10, November 2016.

Teichler, U. (1996). Research on Academic Mobility and International Co-operation in Higher Education: An Agenda for the Future. In: *Aacademic Mobility in a Changing World: Regional and Global Trends.* Peggy Blumenthal, Craufurd Goodwin, Alan Smith, & Ulrich Teichler. London: Jessica Kingsley.

Teichler, U. (2004). The changing debate on internationalization of higher education. *Higher Education*, 48, 5–26.

Teichler, U. (2009) Internationalization of Higher Education: European Experiences, Asia Pacific Education Review, 93-106.

Teichler, U. (2007). The changing patterns of the higher education systems in Europe and the future task of higher education research. In: *Higher education looking forward: Relations between higher education and society.* European Science Foundation (ESF) (Ed.), Strasbourg: European Science Foundation(ESF), 79–103.

Teichler, U., &Maiworm, F. (1997). The ERASMUS Experience: Major Findings of the ERAS- MUS Evaluation Research Project. Luxembourg: Office for Official Publications of the European Communities, 3-16.

Teichler, U. (2014) The impact of Convergent Higher Education Reforms in European Countries. In: The Forefront of International Higher Education. Edited by Maldonado-Maldonado, A., B. Springer Dordrecht Heidelberg New York London.

Trompenaars and Woolliams (2003), Research Application - toward a General Framework of Competence for Today's Global Village, 442-443.

Universities UK, International students now worth £25 billion to UK economy - new research 2017. Retrieved from https://www.universitiesuk.ac.uk/news/Pages/International-students-now-worth-25-billion-to-UK-economy---new-research.aspx, Accessed 15 June 2018.

Van der Wende, M. (1997) Missing Links: The Relationship between National Policies for Internationalization and those for Higher Education in General. In:

National Policies for Internationalization of Higher Education in Europe. Kalvermark, T. & M.C. van der Wende (Eds.). Stockholm, Sweden: Hogskoleverket Studies, National Agency for Higher Education, 10-31.

Van der Wende, M. (1999), "An innovative perspective on internationalization of higher education institutionalization: the critical phase", Journal of Studies in International Education, Vol. 3 No. 1, 3-14.

Van der Wende, M. (2001). Internationalization policies: About new trends and contrasting paradigms. Higher *Education Policy,* 14, 249–259.

Van der Wende, Marijk. 2001. Internationalisation policies: about new trends and contrasting paradigms. Higher Education Policy, Volume 14, Issue 3, September 2001: 249-259.

Van der Wender, M., & Huisman, J. (2004). Europe. In: Jeroen.H., & van der Wender.M. (eds) (2004). On Cooperation and Competition. *ACA papers on International Cooperation in Education,* Bonn, Germany: Lemmens Verlag, 17-49.

van Gaalen, A., Hobbes, H. J., Roodenburg, S., & Gielesen, R. (2014). Studenten internationaliseren in eigen land. The Hague, The Netherlands: Nuffic.

van Gaalen, A., Gielesen, R. (2016). Internationalization at Home: Dutch Higher Education Policies. In *Global and Local Internationalization.* Edited by Jones, E., Coelen, R., Beelen, J., de Wit, H. Sense Publishers, the Netherland. 2016, p.149-154.

Van Vught, F., der Wende, U., &Westerheihden, F. (2002). Globalization and Internationalization: Policy Agendas Compared. In: *Higher Education in a Globalising World: International Trends and Mutual Observations a Festschrift in Honour of Ulrich Teichler.* Enders, J., & Fulton, O (Eds.). Kluwer Academic.

Wächter, B. (2003) An introduction: internationalisation at home context. *Journal of*

Studies in International Education, 7(1), 5-11.

Wiseman, A. W., & Baker, D. P. (2005). The worldwide explosion of internationalized education policy. In: D. P. Baker & A. W. Wiseman (Eds), Global trends in educational policy. International perspectives on education and society, Vol. 6, 1–21.

Wang, Y. (2008). Internationalization in higher education in China: A practitioner's reflection. Higher Education Policy, 21, 505–517.

Williams. C.T., & Johnson, L.R. (2011) Why Can't We Be Friends? Multicultural Attitudes and Friendships with International Students, International Journal of Intercultural Relations, 35, 41-48.

Wissenschaft weltoffen kompakt (2017), *Foreign Students in Germany*. Retrieved from http://www.wissenschaftweltoffen.de/kompakt/wwo2017_kompakt_en.pdf, Accessed 2 March, 2018.

Wissenschaft weltoffen kompakt (2017), *Mobilitätsentwicklung und Gastländer*. Retrieved from http://www.wissenschaftweltoffen.de/publikation/wiwe_2017_verlinkt.pdf, Accessed 3 March, 2018.

Yin, R. K. 1989. Case study research: Design and methods. Applied Social Research Series, Vol. 5. London: Sage.

Yin, R. K. (1994) Case study research: design and methods. 2nd Edition, London: Sage.

Yin, R. K. (2003) Case study research: design and methods. 3rd Edition, London: Sage.

Yin, R. K. (2009). Case Study Research: Design and Methods. 4th Edition. Los Angeles, Calif: Sage.

Appendix 1 Abbreviation

AuH   Alexander von Humboldt Foundation (Alexander von

              Humboldt-Stiftung)

BLK   Bund-Länder Commission for Educational Planning and

              Research Promotion (Bund-Länder-Kommission für

              Bildungsplanung und Forschungsförderung)

BMBF   German Federal Ministry of Education (Bundesministerium

              für   Bildung und Forschung)

Bologna   Bologna Process/Bologna Declaration

CHE   Centre for Higher Education Development

CI   Comprehensive Internationalization

DAAD   German Academic Exchange Service (Deutscher

              Akademischer Austauschdienst)

DFG   German Research Foundation (Deutschen

              Forschungsgemeinschaft)

ECTS   European Credit Transfer and Accumulation System

Erasmus   Erasmus study exchange programs

EHEA   European Higher Education Area

HRK   German Rectors Conference (Hochschulrektorenkonferenz)

IA	Internationalization Abroad
IaH	Internationalization at home
IoC	Internationalization of the Curriculum
IoU	Internationalization of universities
KMK	Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (Ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland)
UNESCO	United Nations Education Scientific and Cultural Organization

Appendix 2 Interview Questions Guide

Please introduce yourself first.

1. **Internationalization Strategy**

   (1) What are the five most important goals in respect of internationalization in your institution?

   (2) From your perception, what is the highest priority of internationalization in your institution?

   (3) What do you think are the critical factors to successful internationalization in your institution?

   (4) How does your institution evaluate the level of internationalization?

   (5) What issues and challenges does your institution have in the process of internationalization implementation?

   (6) How do you organize and coordinate in an efficient way in the process of internationalization?

2. **Internationalization at home**

   (1) How do you understand internationalization at home and intercultural competences?

   (2) Does your institution explicitly mention the concept of "internationalization at home", "international competences" and "intercultural competences" in the internationalization strategy?

   (3) Does your institution have a special project to propose different measures for all students and staffs to increase their international and intercultural competence?

   (4) Does different department have a policy document for internationalization at home, international competences and intercultural competences?

(5) What measures in your institution are being taken for "internationalization at home" to improve students' international competence and intercultural competence?

(6) What are the obstacles to the implementation of internationalization at home?

3. The role of international office on the internationalization at home

(1) What role does your office or department play on the implementation of internationalization at home?

(2) Is there one division or office or personal staff coordinating "international at home" affairs?

4. **Internationalization at home activities**

(1) What "internationalization at home" activities, programs, workshops and international dialogues does your institution offer for all students (Please give an example in details)? For example, a program "Migration and Language" offering credits, in which students are provided with an understanding of issues concerning migration, integration, communication, human rights, and globalization, as well as essential knowledge, analysis skills, and proficiency in communication in English. Who are in charge of activities arrangement?

(2) Does your institution offer some "internationalization at home" programs that could offer the 2-4 credits for local students?

(3) How many students participate in these programs (e.g. buddy program) every year?

(4) How does your institution motivate students to participate in the "internationalization at home" activities or programs?

(5) Generally speaking, how long will the programs or projects take (six weeks? nine weeks? six months)?

5. **Internationalizing the curriculum**

    (1) Are there some compulsory courses in an international language (English) in your institution that could be applied by all students?

    (2) Are there some compulsory courses including international literature and international case study for all students? (give an example)

    (3) Would you please talk about the successful case and development of internationalizing the curriculum in your institution? (take one faculty for an example)

    (4) Does your institution have expert facilitators to define and assess intended international and intercultural learning outcomes? Where are these expert facilitators from?

6. **The deployment of academic staffs**

    (1) What are the estimated percentage of international academic staffs and German academic staffs who have international experience in your institution?

    (2) Does your institution offer courses such as "how to teach in English and practical English for administrators" to increase the language competence for teaching and administrative staffs?

    (3) Does your institution offer intercultural trainings, workshops or seminars for staffs? If possible, would you please give an example?

    (4) Do these trainings contain the methodology of international classrooms?

    (5) What other measures does your institution take to improve academic staffs' skills and knowledge required to internationalize the curriculum and strengthen academic staffs' intercultural competencies?

7. **Digital and virtual learning tools**

    (1) How do you think of the importance of digital and virtual learning tools in the internationalization at home?

8. **Implementation of "internationalization at home"**

(1) From your personal perspective, how should the implementation of "internationalization at home" been improved in your institution?

(2) Is there anything else you would like to add?

Appendix 3 the email to Interviewee

Dear Professor (Interviewee's Name):

My name is Junfeng Wang (Sophie is English name), and I am a doctoral candidate in the Department of Educational Research and Management, Heinrich-Heine-University Dusseldorf. I am conducting a research study on implementation of Internationalization in Germany Higher Education Institutions and requesting your assistance. The purpose of this email is to ask and encourage you to participate in my research study. The interview will be done in the study and it will take 35-45 minutes.

As you know, internationalization has become an increasingly important trend. The goal of my study is to gain a fuller understanding of the implementation and problems in the process of internationalization. The study mainly focuses on internationalization development for the local students and internationalization measures being taken for the local students in the institutions.

Regardless of your international work experiences, your participation and assistance will be critical and meaningful. All information gathered from you during the study will be confidential, and I will protect your identity in all written and oral reports on the research. I hope you will agree to participate in this study as I believe I can learn much from you about this topic.

Thank you in advance for your time and consideration. If you have any questions or concerns about my research topic, please feel free to contact me directly.

Sincerely,

Junfeng Wang (Sophie)

Appendix 4 Sample Interview Transcription

Question: **what are the five most important goals in the respect of internationalization in your institution?**

Interviewee: this, actually in our institutions right now, we have the situation that we have international strategy running for five years, now is four and a half , so it will be five years next year, so actually that's why we are at the moment, recently developing a new international strategy, which will have a different focus, so that's why we can say that we have in the last international strategy our top priority goals are a little bit different than our top priority goals in the next internationalization strategy, because we want to develop some things and so on, but actually I will say, we'll speak now about the five most important goals of our recent study, which is still in place, which is actually the whole strategy ,because the new one is not finalized, so, but I think it can be later on , I'll give you some ideas, the new perspective of our institution, it comes to internationalization.

So actually, our five most important goals are international cooperation or partnership development, which means in a sense like you can have created teaching partnerships with renowned universities worldwide, and also to make use of teaching networks, mostly on the European level, but also international level, mostly there on the European level between universities, so this is the first point international corporations. Such international or international-oriental education is the second one, so this includes of course to increase the number of student exchanges within our institutions, so to provide all the students a possibility to go abroad physically, and also of course includes what's interest to you, a lot of measures of internationalization at home, but there are not so well defined in our institution, but I think we will go later in detail. The third is a big topic is English taught master programs. It includes international-oriental education, because it's actually something which is also for international and for national students, for local students, as well as like a recruiting instrument, to create an international air, so largely English taught master programs, and especially there is a focus on the master level, I think in pretty much most

Germany institutions, English taught courses are on the master level, so the basic level, the first sight of the bachelor level is mostly taught in English just in specific programs, and we also have to focus to really create a lot more English taught master programs, and we have a clear role on that point to have, in two thousand and twenty one, thirty percent of our master programs in English, at the moment we have just about ten percent, so it's quite vicious and you really want to create new ones, only in the master level. On the bachelor level there could be possibilities of creating programs and taught in English, but it's not a priority, so it very depends, if you have a program which is so to say like, in such as international field, in the English in the master level, it doesn't necessarily to have to be the problem, doesn't notice that we have to be an international focus, just have an interesting concept which attracts students from all over the world, so it's for us to create new programs to use that as a recruiting tool, and on the bachelor we only do that very selective. So, then forth priority or important goal, is to create an international campus, that's so like everything which is connected to welcoming students, to really create an environment where you can feel international environment, in many places in the university. You can call that international campus. The fifth one is of course like in all universities, very important goal, with international research and reputation, so we want to be a visible institution all over the world, and also has an effect of recruiting the best young academics for our universities.

Q: What is the highest priority of internationalization in your institution?

Interviewee: Actually we can just say, it's an international cooperation such as in research and teaching, because all of that combines all the other priorities, you have to work together in research and teaching with other institutions.

Q: What do you think are the critical factors to successful internationalization in your institution?

Interviewee: you have to provide key persons, that's my point, they have to have really persons who are really highly involved in what they are doing, and they really want to push corporations, they want to reach the international goal, and the second

thing, as you also have to have money, you have to find good funding sources for the things you want to do. The funding is from European union. it could be from the state of Hesse, for example so it's like county level, it could be federal states money. so it depends on the program line you are addressing, but actually you should be very open and look at all the different programs, fund program, to really check out what is a good source for gathering a lot of funds for pushing your internationalization in the university, so they are two critical factors, the key persons and the funding, the driving persons and the funding, you have to have persons who are involved.

Q: What issues and challenge does your institution have in the process of internationalization implementation?

Interviewee : okay, if it comes to challenge, the biggest challenges right now is actually I'm speaking about, what we have now, what out of our priorities are goals for our next future development. of course, this is more likely, it comes to marketing, I think that's also something which especially Germany universities will have to push more, and other universities in other countries there went much further, because they have tuition fees. Though they have to do marketing for the universities, because they want to attract students, so I think they have a longer experience with that, but actually that's my thinking, Germany universities have to address, so it's marketing, and so it means like, it's also internally and externally soon. And an international recruiting which is logic is combined with marketing, everything which there is digitalization, it's just inevitable, so just have to get adopted to new digital world and to adopt your teaching in international programs, in the digital world and to find new measures informative of teaching.

Q: How do you organize and coordinate in an efficient way in the process of internationalization?

Interviewee: yeah, you mean in our institution how we are organizing our international situation and the internationalization strategy. so actually, we have a clear top to down mandate, from the top management which is actually written down in one paper, that's our international strategy of the whole institution. we have a

director officer for international affairs. So, I'm also part of the director of international affairs. So, also an employee there, in this directory, which is a part of the administration, so we are responsible of the implementation of the trick of the strategy, so we are stressing different measures within the international station, as in vision that strategy and also contact with the departments about implementation of the strategy. So, then for this to push all the international recession strategy into the departments. We have boards, two kinds of boards, so on the one hand, we have a board of the part mental coordinators for international affairs which is a strategic board. it consists of professors from the different departments of our university. So, each department sends one professor to that board. it's a honor position. So, he's not paid for that. it's an honor position where he is speaking about his exchange between the colleagues about the internationalization, and each department and the administration to set common goals we want to reach, also there are international situation strategies of the single departments developed. During the last two years, development that was also discussed in that port, and forth there is department study abroad advisers, which means this is a position. and so, each department has its operational plans. For each department, there is one person who speaks for consultant students about their study abroad and the possibility of going study abroad, these kind of things, and there's also a board of this operational thing, and they are talking to our colleagues who are responsible for exchange, and though they are also in regular contact, on the operational level, to get streamlined.

Q: You told me there is a board from the professor from the department, and how many times does the board hold meeting every year?

Interviewee: the board for the professor, we need to have meeting every half a year, two times a year, but for example, as we are now developing a new strategy, we meet more often in breaking groups, to develop certain parts of the strategy, but in general, the board of our international coordinators or departmental coordinator for international staff meet two times a year. We have thirteen departments, so we have thirteen documental coordinators. So, each department recommends one professor, and also who's taking part in the board, and also our president takes part in, and the

people from the directorate of international affairs, which means, my boss and me and sometimes other colleagues take part in the board.

Q: Now the questions are about internationalizations at home. How do you understand the internationalization at home and intercultural competence?

Interviewee: Internationalization at home is actually something which is of course many people talk about it, it's something like which is also in some sense, it is lived, but it's not like that we have a clear strategy about internationalization at home. I think that is something which we will address in the future, to have it possible, for example, mixed strategy to make it more clear. What does really our institution to engage in the internationalizations at home, so for us, we can say there's a lot of them in that field. but I think that applies to many universities, they're doing a lot. but it's not very clearly defined what is our direction in that field, so I can't give you a really straight answer on that.

Q: How do you understand it?

Interviewee: To myself, it's like; actually, I would just keep the term "internationalization at home" and put this term into international classroom. Because that's what it meant for me, you have to be encountered in your university and all the things you are doing. It doesn't matter about what kind of measure it is if it's normal teaching in the classroom. But if it's adding international pre-check or if you're going on an exchange or meet people in extra-curricular activities, it has to be like something you have to feel that like international classroom and international campus. If it comes to extra-curricular activities, I think all of these things are internationalization at home, international campus and international class.

Q: That means, internationalization at home did not explicit be mentioned very clearly in the internationalization strategy, right?

Interviewee: yes, we just want to add something a little bit on that point. I think most important thing is how we are addressing internationalization at home at the moment in our institution. It includes creating master program taught in English. Actually,

because of these programs, the numbers show that we are tracking much more international students, and of course creating an environment of international classroom. And of course, then it's up to the teachers, to really use that resources they have in these courses and programs --the international resources. They have to really create something new out of that, to create some new formats and some new cooperation between the students, and not to just keep them in the classroom. They can do all the international working. You can hear the Germany students working on a project, which would be in our senses. And also, things like just providing language courses for our students could be also internationalization at home, but this is done many years ago, so it's nothing new. And also, to include international student assistance every departments in the work, you know it's also something which is important.

Q: okay, does different department have a policy documents for internationalization at home?

Interviewee : In fact, they do not have in their strategies for chapter internationalization at home.

Q: How about the international competence and its cultural competence, are they very clear mentioned?

Interviewee: No, I don't think so. you cannot find a single chapter there about this kind of thing. So, it's more or less that. It's indirect and these kinds of strategies, the things. So actually, I don't remember one of our department holds too energies of internationalization that they were really directly mentioning these kinds of things. It's more that they are assumed that they commonly said, so it's more indirect.

Q: What measures in your institutions are being taken for internationalization at home?

Interviewee: yeah actually, I said some to you just already, which is most important is really English-taught master programs. And then of course they're all the other things about language courses, involving international student assistance courses for

teachers. They also have them but can also do some language courses to adults, to the new performance of teaching in English. All measures of welcoming extra-curricular activities will be included, which you can bring international students and Germany students together.

Q: What are the obstacles to the implementation of internationalization at home?

Interviewee: I know, actually the obstacles, it's always maybe probably time. Time for students to really have. I don't know. Maybe you have to know that when you are speaking about our university of technology, maybe it's also a little bit that the teachers, the professors feel that they are really teaching something technical important stuffs, which came to like a lead to soft skills of course such as internationalization at home or international competence, which is part of that. So, it comes on the side, they are not thinking like that---many of them are not thinking like that. They say okay, this is something important which we really directly have to address. But it comes on other side, so it sometimes maybe a little bit neglectful into teaching, even though they could include that, much more sometimes neglected, and if you just come to say more things like extra-curricular activities and extra language courses where you don't get credits for that, engaging yourself in something like welcoming, cannot get credit or for something, but it needs time. In fact, the students do not have time in these kinds of things. Because they really have to have a strict focus on their professional courses and study. In addition, they cannot see too much benefit from that, if they really invest such a lot of time. Because they are already investing a lot of time in their professional education. I think this may be one of the biggest obstacles.

So, a solution for that could be that you really include more into the curriculum and courses, which looked more like the soft skill teaching, which comes on the side. Because it doesn't mean that you cannot do the same thing at the same time. Actually, you can do that simultaneously. If you are teaching a course, and you have an international classroom of course, then you can do group works or kinds of things. In order to create design projects, you can use your professional knowledge, or something that is actually professional knowledge together with that you're doing,

which creates team buildings kills and soft skills. You're working with international elements, which really improve your international confidences. That means you can do everything at once. And it's highly professional, because you are using the professional skills you gained in designing projects and engineering projects. Whatever it is, so this is somehow solution, how to trigger that, because time is definitely a limiting factor.

Q: I got it. What role does your office or department play on the implementation of internationalization at home? Is there one division or office or personal staff coordinate "international at home" affairs?

Interviewee: yeah actually we have one division with our directorate of international affairs. I am from the international relations and mobility office, which is responsible for exchange, and for developing partnerships and strategy, the international strategy. We have a division for welcoming in housing, that offers service for all the exchange students, degree-seeking students, international students. and the division is providing them with welcoming measures, with all the information they need, with extra-curricular activities such kinds of these things. And they help them to find housing, and then we also have international commission, which is only responsible for those who want to study for short-time. And we also have a welcome center which is responsible for the young academics and all guest professors, visiting professors of our universities. So, you would be also, if you want to come, that you would also located in contact with our welcome center. In addition, we are pushing different department about the internationalization. Actually, I would like to say that they could do more. We are pushing and it works.

Q : It will be great. In order to strengthen the intercultural competence and international competence, what "internationalization at home" activities, programs, workshops and international dialogues does your institution offer for local students (Please give an example in details)?

Interviewee: That means what kind of offers for internationalization at home. Okay, actually, the things I just mentioned some, like language courses. The students can take part in buddy programs, and things like that, we have different kind of buddy programs. Many of them focus on international students and offer the service such as advising or mentoring new international students. So sometimes there are Germany student. International students and local students communicate together, so it's kind of mixed. But we definitely would regard that as a matter of internationalization at home, for example, we now have buddy programs for integration of students with the refugee background, the buddy program for female students in engineering, the buddy program for mentoring for internationals at the beginning of their study, like in the master program, and we have several different mentoring buddy programm.

Q: Does your institution have other workshops for all students about internationalization except buddy programs?

Interviewee: you mean what we offered for all students. The students can learn something about international experience in workshops or programs. Of course, we should include all the various in their different extra-curricular activities. Because in these kinds of things, if they are living together, or they're working together, or they are spending their free time with foreigner people, they will learn a lot about different cultural knowledge. In fact, these kinds of things are under the term of internationalization at home. The extra-curricular activities like doing sports together, there are various things I think, play an important role. And there are specific things we offer from the central department for internationalization at home, Besides the language courses, there are also courses for intercultural competence, directly addressing intercultural competence. We have language courses plus these courses, that are also offered from the language center. There is a subdivision in the language center, which is called the center for intercultural competence. They are providing courses for students who want to go abroad, or for students who just interested in developing their international competence. So, this is definitely something usual in universities, so this is something definitely, because language courses embodied problems he will find pretty much everywhere. There are some design projects, actually projects on the departmental level, not just connecting to teaching, to develop

intercultural competence. In many cases, the professors create an international classroom in engineering studies, that with a high number of international students. Even though this kind of programs are not actually created to be something for internationalization at home, they are very much something for internationalization at home.

Q : Does your institution offer some internationalization at home programs that could offer the credits for students?

Interviewee : It's a normal part of the curriculum, to have these kinds of design projects. There is a question about that. Of course, it's really like to create something like an international campus and international classroom. You will just find that on the website and you do not get credit for the normal courses. But they are more international-oriented. You can choose language courses freely but you can get the credit.

Q : How your institution motivates local students to participate in the "internationalization at home" activities or programs?

Interviewee: I think these courses are offered and the students can get the information online or they can consult the special staffs. Some students are taking part in the programs or courses. Some programs are offered for international students, so they come to join us. But for my thinking, there is no clear strategy to motivate and market them. Each measure will be already we were talking about in the last minutes. I mentioned a lot of different things, but each program or project which addresses already is marketed in different way, and actually it's marketed by the persons in charge for that program, and though they all find different ways of motivating the students, so I think it doesn't make sense to give an easy answer there.

Q: Are there some compulsory courses in an international language (English) in your institution that could be applied for by all students?

Interviewee : what do you mean actually, but you don't mean language courses. You mean the regular course of their programs. This depends on the program, as I said, if you have English taught master program, everything is in English.

Q: If for normal courses but not English program?

Interviewee: I have to talk a little bit longer; actually we have courses which is like pure in English. So, we have English taught master program, so everything is in English. Then we have programs where you are able to study the whole program in English, but or in German or mixed actually. So, it's possible for international students to have a complete stream through the program with all the credits they need to finish for their study in English. That's also possible, and of course everybody was interested in that. Local students could also take part in the English courses. Some programs just offer a few courses, what are taught in English. They could be offered for the exchange students, and of course for German and local students. They're also taking part in these courses, and they get credit for that. They are sometimes mandatory, sometimes obligatory.

Q: Are there some compulsory courses including international literature and international case studies for all students?

Interviewee: in some special programs, there are some compulsory courses including international case studies, not in all programs. But like very traditional engineering subjects or mechanical engineering faculty, I think there are no compulsory courses. Professors like to teach in German not English. Because these programs or faculties are very traditional German subjects. A lot of literatures are in German. But it changes a lot, for example, they publish the books or articles in English. Our engineering subject is very old. Some professor said they teach in German and read in German and can make the subject grow bigger.

Q: In international classrooms, which language are being used (English or German)?

Interviewee: Mostly in English, but it depends on. if the international students are not so much, German will be used in the class. We also have international students on the bachelor level. Of course, the percentage of international students is much lower, because we don't have programs in English for Bachelor students, and we also are not recruiting so many international students on the bachelor level. They are international students on the bachelor level. Of course, they have to know German very well. It's also prerequisite. They have to know very good German to be able to start their studies on the bachelor level. Of course, that's in general, of course mostly here it comes to international activities or international classroom things. It's mostly in English.

Q: Do you know what factors should be considered when setting up to international classroom, maybe language, the method and how to teach?

Interviewee: I can just think personally whether I would take into account in these kinds of things. I cannot talk for my institution, because there is no model we are setting. But personally, I would always be aware of the different international students I have in the classroom, different cultural things, and some cultural areas. As a teacher, you have to be aware of that, and you should really find good methods in the mixed environment. That's the most important. You should find some ways to create group works, to encourage them work together on designing projects and on presentations or on whatever. I think this is the most important.

Q: Are the international elements of the curriculum visible in examinations?

Interviewee: Yes, in some programs. If the professor creates an international classroom, he will ask the students to create some form of work together such as working groups and presentations. What they presented and what is the outcome and what they are going to create for the task will be a very technical thing. So, they really present something which is connected to the subject. Of course, in the examinations there are something about the subject not the intercultural competence. They put international elements in the process of internationalization and in the part of teaching.

In this process the students will acquire more soft skills such as international experience and intercultural competence. But this is not shown in the examination.

Q: Does your institution have the expert facilitators to define and assess intended international and intercultural learning outcomes?

Interviewee: Actually, we don't have this kind of person, like expert facilitators. But we have measures for teachers, for example, they could attend a course for intercultural competence, which is also offered by language center.

Q: What problems does the institution encounter in the process of internationalization?

Interviewee: How to finding the right persons and finding the money is main problems and the challenges. Finding the right person who wants to internationalize their curriculum is not easy, for example in the English taught master program. Of course, from a top down decision of our management, and the proof of the presidency, we can see that they really want to internationalize their curriculum. It will be better if the departments are somehow pushed, but actually if they refuse and say that it is difficult to change, we should create more international programs, so this is of course the limitation you have to find. My apartments have some people who are really willing to work in driving and pushing top decision into their departments to create more international curriculum. Of course, these kinds of things cost money, so the university also has to think about that. I want to support all departments to change their curriculum and make the curriculum more international. Especially they're really changing a complete program in the language from German into English. Of course, they have funding for this. They need to adopt all the materials they need, all the teaching things they need to go through, quality check for teaching and the courses, and various things, and they really need to adopt the recruitment process, and all these kinds of things. They have to cost a lot of money, so the university has to think about how they can support from the top -down management. There are some kind of changes within a university, because that would really easy for the departments to implement. Now we know it's a good thing and we encourage the department to do

that. Most of them know it's a good thing, very good thing. But they just said ok. What the hell should you do, and that's really something connected to money.

Q: Does your institution have international faculty program that makes institution particularly attractive for researchers from abroad?

Interviewee: Actually, we don't have some kind of. But I would say what we have is welcome center. We are providing "staff weeks". Last year we had staff weeks where we invited our important European partners, and then we open it to two more partners where we were teaching about the strategy development in quality management. We also invited our colleagues from different universities, but it's not meant to recruit academic staffs.

Q: Invites some guest professors?

Interviewee: yes, we have different funding opportunities for guest lectures. Of course, there are a lot of chances, but mostly the departments themselves are searching for the funding opportunities from other universities. We have Erasmus staff mobility program. If we have teachers from other European universities, they could come with money from program. And if they want to stay longer being a guest lecture in our university, there are different funding opportunities within Germany. For example, German academic exchange service, there is something like that, so they have various opportunities. But of course, these are some departments to invite their guests from abroad. Our welcome center is providing all the organizational support. So, they invite their colleagues from abroad, because they know each other. Maybe they worked together for a long time.

Q: What measures does your institution take to improve academic staffs' skills and knowledge required to internationalize the curriculum and strengthen academic staffs' intercultural competencies?

Interviewee: Actually, intercultural training is one format we can offer, but more important to say here, is also be offering our staff exchange possibilities. This is very important for us. We want to really encourage our academic and the administrative

staffs really to go abroad. So, they should find a colleague from another institution and learn with each other. Of course, we'd like, this is kind of that, all European universities have possibility to use Erasmus staff mobility grants, and we really try to push our staffs to do that much more. It doesn't matter if there are staff trainings. if staff exchange for training mostly means administrative staff or academic staff exchange for mobility or teaching, they can just spend two weeks in another European university and give a few lectures or some reports, which can strengthen academic stuff intercultural competence just as you really address. I think the best of things to do is just to send more staffs to go abroad. We also have grants for USA, but of course it is not easy to get the grants. But the exchange and work in Europe will be much easier.   We have Erasmus programs, which like mobility program within Europe. Of course, we have some very interesting partners in these programs as well, so we can send staffs to the USA, China, Taiwan, Russia, Israel and brazil, and some very interesting countries. If they find other purpose or sources of funding to finance their teaching abroad, of course it's also possible sometimes, to send them abroad. The department will send them. In addition, we offer some travel grants for going to some our strategic partners, and we have free strategic partners, although not too many. We also have really special relations with some international institutions. We also offer specific grants for mobility of academic staffs and administrative staffs. I think that's the most important thing to strengthen intercultural competence.

Q: How many percent of the academic staffs to participate in this exchange training?

Interviewee: not too much, because the numbers are actually very limited for mobility of these people. Actually, most of teachers or professors go abroad regularly because of their research. That's the basic reason why they go abroad. I was just talking about just like additional teaching programs.

Q: What digital and virtual tools are mainly being used in the international classrooms? What other virtual tools are being explored in enhancing internationalization?

221

Interviewee: This is very diverse from the central administrative level. It's very much dependent on the teacher. Each teacher has his own tools to use in the class. Of course, a lot of potential for developing these kinds of things will come soon. We actually have some ideas, but we just have in mind for our new international strategy, that really says how should we do. That is not just saying okay and then we are sending people abroad or inviting people. It's also possible to exchange teaching to just take your courses and provide them to another university. That is also called internationalization. But There are some kinds of teaching exchange, that you have class here, and the students from your partner university could take part in the class at the same time. Maybe they're offering something else of their teaching and you also can take courses. So, it's some kind of exchange. It's some kind of virtual classroom, It's also international. It's strengthening students' and staffs' intercultural competence. But at the same time you do not need to move anywhere and you exchange the people, courses, teaching and the contact group.

Q : That is great. It means the professor give a lecture in your university and the students from your universities and partner universities can participate and share.

Interviewee: Yes. Well. They can also take part in that course. You would know that they are not physically there. And on the other hand, when we are also giving some teaching to them, they will take part in another course. But that need very good service system. It's not something which we really can say and which is done already. I'm just speaking about ideas, about the concept ideas how to develop further.

Q: From your personal perspective, how should the implementation of "internationalization at home" been improved in your institution?

Interviewee: I think many universities in Germany are doing a lot, if it comes to the part of welcoming international students and certain activities. But there still are some kinds of problems and challenge. For example, how to make the students and staffs to have real feeling of international campus, which means that it really completely logical normal to involve in everything at all internationals and in every kind of

activities to feel that you really use the resources in the international environment and involve in more critical activities, international project designing, creating international classroom and so on. We can really improve in this area. Of course, like what already said, it is very important to create new attractive programs.

We are now in one world, which is getting more and more digitalize. Of course, everybody is creating new programs which are more digitalized. This should be combined with international atmosphere and international elements using some methods like planned mobility, ritual mobility, exchange of classes, and exchange of teaching like these kinds of things which you already addressed a little bit. So, in this field we can do more, for example in the international classroom, not just thinking about the really physical classroom with students from different countries sitting there. We should really think about digital form such as digital performance to create an international classroom. Actually, these kinds of things have challenges in the future.

Q: Very good idea. Is there anything else you want to like to add about internationalization and internationalization at home?

 Interviewee: I would like to add something about internationalization. I think we're talking almost an hour. We tried pretty much on every area of the topic. I think the most important thing is that, in all universities they don't focus on developing an international strategy. Maybe you just then realize that, after some time, they think they so international now and reach their goal of being international, and that's it. But I think that's not the case. I think all institutions should focus on the changes. I can give you one example. The circumstance to internationalization is a topic which is literally everywhere in an institution, of course, so it will not disappear in short time. They should focus on the next step: internationalization has to be connected more with digitalization for example. Five years ago, everyone felt that the most important stuff of internationalization is physical mobility, but now it's changing. So of course, international strategies of all the institutions should be modified and updated in order to adapt to the changing circumstances. But in general, we can really say this is some the topic, because you cannot say that internationalization will become normal,

because we will have the resources international sphere, so it will be always the work to do for us, yeah just the circumstances would change.

Q: Yes, you are right. Ten years ago, people talked about internationalization and mobility, and now people talk about internationalization at home and intercultural competence.

Interviewee: yes, okay, then I also want to add something more, because actually at the beginning we talked about that, very limited people can go abroad. Not all students can go abroad. I would just partially agree with that. We could send more students. Of course, you are right. It is an important topic about the direction of internationalization at home. It changes within each situation, in which we just talked before. But I think there is still a lot of a potential possibility such as sending more students to go abroad, more and more students. Of course, you will never send all students, but I think there are still potential possibilities to send more and improve some awareness of changing. For example, we can take advantage of virtual mobility. Virtual mobility will never replace physical mobility, because that is just a feeling of international experience. That's really the best thing to develop intercultural competence and improve internationalization. But it will be better to make some measures to create more international environment in universities. To my thinking, virtual mobility will never replace physical mobility and there are a lot of possibilities to use funding wisely and to send more students and more staff abroad. In fact, they are still potential to do it more.

Q: I think maybe now we can do it at the same time. Sending more students to go abroad and create the international environment in the university at the same time.

Interviewee: okay, we will never reach all, but I completely agree with you. We should do both, and that's also the idea what I have, how the institution should develop its internationalization nowadays is really to do both, to continue strengthening physical mobility and push it further because they are already doing that, at the same time, to build up new measures of internationalization at home,

224

connecting with teaching conversation, which would be like my vision of internationalization of an institution.

I want to add a little about the intercultural competence. You said the cultural understanding is very important. I think it's easy to create cultural and international environment. But I think, there will be also a risk of neglecting physical mobility if you put too much effort in these things of internationalization at home. I don't want to do that. It is good and needed to emphasize something extra-curriculum activities. It is coming more and more. But do not neglect physical mobility. It is very important.

"I herewith declare that I have composed the manuscript submitted here by myself and without using any means other than those stated and that I have clearly indicated as such all ideas from third-party sources adopted either directly or indirectly and that the manuscript has not previously been presented in the same or a similar form to any examining authority nor has it yet been published. Previously published parts are marked as such in the manuscript."

Junfeng Wang

Düsseldorf, 06.2016

Curriculum Vitae

Name: Junfeng Wang

Gender：Female

Nationality: Chinese

Date of Birth: 15/12/1983

Telephone: 0049-15257310976

Email: sophiejfw@hotmail.com

Mail Address: Neuenhofer Straße 67. 42657 Solingen, Germany

Academic Background

01.2015-10.2018	Heinrich Heine University (Düsseldorf, Germany)	
	Doctor Degree on Education	
09.2009-06.2012	Tianjin Normal University, China.	
	Master of Arts on Education	
09.2003-06.2008	Datong University, China.	
	Bachelor of Arts	

Working Experience

2012.04-2014.12	Assistant Director	
	Journal of World Education, Ministry of Education, China	