

February 2015: Institutional vision RUG on internationalisation

Overall mission RUG

The University of Groningen offers research-driven education in a wide range of disciplines. We generate and share knowledge, contributing to the innovative development of society and to “grand societal challenges”, while preparing students for a life and career in a globalized world.

Values

Building on our traditional foundations, we highly value our cross-disciplinary and entrepreneurial character, producing work that contributes to international developments. We work in a context of academic excellence, autonomous thinking and integrity, and embrace diversity.

Vision on internationalisation ^{1 2}

UoG strives to be a truly international university³ and a major global player. This is reflected in:

- an inclusive environment with equal rights and access for all staff and students
- an international perspective throughout research disciplines and degree programmes
- an international perspective at the institutional level, reflected in all policies and regulations
- a continuous development process for staff and students (life-long learning)
- engagement with society in local, regional, national and international contexts.

This is accomplished by:

- attracting a diverse and talented staff and student population in terms of background, culture, gender, age, and education
- including international and intercultural competences in learning outcomes
- encouraging international mobility for staff and students
- cooperating with international partners worldwide in international networks and projects
- building an organization/environment in line with recognized international standards
- using the diversity of staff and students as a resource.

¹ Internationalisation is not a static phenomenon, but a constantly evolving process. Our vision and definitions of internationalisation might thus need to be adjusted from time to time

² “A vision on internationalisation should be clear and shared and supported by all stakeholders, and linked to the quality of education. For internationalisation of the curriculum, start with a vision at programme level ” (appendix 2, **NVAO** framework DQFI).

³ This is reflected in a comprehensive approach to internationalisation (Hudzik, 2011), internationalisation is an integral part of RUG mission and strategy.

The following **definitions** from literature (most prevalent) describe the framework for the RUG vision on internationalisation and subsequent policies and models.

Rationales for internationalisation

Literature (De Wit, 2002, 83-102) identifies four broad categories of rationales for internationalisation: political rationales; economic rationales; social and cultural rationales; and academic rationales.

Globalisation and internationalisation

Philip Altbach, Liz Reisberg and Laura Rumbley (2009, 7) state:

*“**Globalization**, a key reality in the 21st century, has already profoundly influenced higher education (...) We define globalization as the reality shaped by an increasingly integrated world economy, 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(...). **Internationalisation** is defined as the variety of policies and programs that universities and governments implement to respond to globalisation.”*

From a management/institutional perspective

Internationalisation: “internationalisation of the institutional level is the process of integrating an international, intercultural, global dimension into the purpose, functions, and delivery of higher education at the institutional and national levels” (Knight 2008; p. 21).

From a student/staff life-long learning perspective:

For students:

Internationalisation is an important aspect of students' education. It broadens their mind, not only in their academic but also in their personal development. In addition to this, it adds to their employability. It broadens their labour market potential and increases their attractiveness to potential national and international employers.

For staff :

Internationalisation makes the university a more interesting place to study and work. Students and staff are exposed to a larger and more diverse pool of people and ideas. It strengthens knowledge creation, which is the primary aim of any academic venue.

“Internationalisation of the curriculum is 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 programme of study. An internationalised university will engage students with internationally informed research and cultural and linguistic diversity. It will purposefully develop their international and intercultural perspectives as global professionals and citizens” (Leask 2009; p. 209).

“Internationalisation at home is any internationally related activity with the exception of outbound student and staff mobility” (Bernd Waechter, 2000).

“Internationalisation at home is including activities that help students to develop an international awareness and intercultural skills, preparing them to be active in a globalised world” (Knight, 2008; p. 22-24)

Curriculum (formal, informal and hidden): everything that shapes the students' learning experience (Leask).