Universities' response to Internationalization:

Case of University of Twente, is it truly international?

Master Thesis

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PREFACE

The report you are about to read is the product of the research done for my graduation assignment in order to obtain the Master of Science Degree in Business Administration, specialization in International Management.

As a Sri Lankan who has lived in 5 countries in the past 10 years, internationalization is a subject that is close to my heart. I've had the chance to study in higher education institutions in Sri Lanka, England, Turkey and Netherlands. I personally have felt the differences in the internationalization process of these institutions and have always been curious about the reasons for these differences. This was the primary reason why I chose this subject as the core of my master thesis.

The preparation of this report would not have been possible without the support and guidance of my two supervisors from the University of Twente. I would like to thank Dr. Huub Ruel and Dr. Sirp De Boer for all the help and encouragement they provided. The path was long and the going was tough but thanks to both of you, it has been a fantastic experience which I will never forget.

Furthermore, I am very grateful to all the professors and students at the School of Management and Governance at the University of Twente, who allocated time in their busy schedules to talk to me. Without their help this research would not have been possible.

Last but not least, I would like to express my heartfelt gratitude to my parents and sister for their continued support even when some of my ideas were crazy, to my otherhalf Tifenn who's been one of my strongest pillars and always been tolerant whenever I threw my crazy tantrums, and to my very good friends Yeshey and Lorna who have supported and helped me to finish my research paper. Moreover, I am very grateful to Prof. Yvon Gourlay for helping me start my Master degree in The Netherlands.

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ABSTRACT

This study sought to assess how and why higher education institutions have responded to challenges of internationalization and, in particular how organizational culture influences universities' responses to internationalization.

Using a qualitative approach, empirical research was used to explore the impact of internationalization at the School of Management and Governance at the University of Twente. Using a single Case-study approach, academic staff and Students were interviewed with the help of semi structured questions. Moreover, secondary data were gathered by analyzing the mission statement of the university, the documents released by the international office and the 2008 report of NUFFIC (Netherlands organization for international cooperation in higher education).

The findings show the faculty has two distinct organizational cultures: Collegiate and bureaucratic. Moreover, the faculty acknowledges the need for better systems and processes to be in place in order to successfully face the challenges of internationalization. However, at present most of the objectives are ad hoc in nature and somewhat disorganized. Therefore, at present the university could be described as an institution with extensive but ad hoc entrepreneurialism (Davis, 2001).

Finally, the organizational culture was found to have some effect on the faculty's response to internationalization. Thus, the study supports that organizational culture is one of the variables that influences the internationalization process of the universities (Burnett & Huisman, 2009; Bartell, 2003). Additionally, some theoretical and practical implications of the results are discussed.

Keywords: Internationalization, Higher education, Organizational Culture, Netherlands

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1. Introduction

1.1. Background

Changes in external environment factors such as social, technological, economic and political forces have forced universities worldwide to adapt rapidly (Bartell, 2003). This has resulted in universities opening up their borders in new ways for their services and products (Gumport & Sporn, 1999). Advances in communication, transportation and rapidly available information through media have resulted in students having much more information and choices on where to study and what to study. Unlike in the past, study choices are not limited to national boundaries (Burnett & Husinman, 2009); moreover, academic staff are able to access sources and materials from all over the world quickly and easily. These reasons have made universities, which were previously competing at local levels, suddenly competing in the international arena.

Although the phrase internationalization of universities has been given great importance since the 20th century, internationalization is not a recent phenomenon. It can be traced back to at least the Middle Ages, if not to the 5th century Greek Scholars who used to travel around the globe observing different civilizations (Welch & Denman, 1997).

Though internationalization is becoming accepted and central to the provision of higher education, a great diversity of interpretation exists as people use the same phrase with many different definitions (Knight J. , 1999). Most of the time, internationalization is often mistaken for globalization. Knight and De Wit (1997) present the following definitions of the two phrases in terms of internationalization of the higher education sector:

> "Globalization is the flow of technology, economy, knowledge, people, values, and ideas across borders. Globalization affects each country in a different way due to a nation's individual history, traditions, culture and priorities. Internationalization of higher education is one of the ways a country responds to the impact of globalization yet, at the same time respects the individuality of the nation. "

Internationalization of universities is not a homogeneous process i.e. not all universities respond in the same manner to internationalization (Knight and De Wit, 1995; Knight, 1997; Gumport & Sporn, 1999; Yang, 2002). The response level of universities ranges from

conventional study abroad programs to providing access to higher education in countries, where local institutions cannot satisfy the demand (Altback & Knight, 2007). Furthermore, almost all universities try to internationalize by increasing the proportion of international students from abroad. Not only does this bring awareness of different cultures, but it also increases the profit level of these institutions significantly.

Considerable variations exist among universities, and among different faculties and departments within a single university, in respect to internationalization. Some of the reasons for these variations could be explained by the university's structure, strategy, field of study and its organizational culture (Bartell, 2003).

The assumption that the organizational culture is an important variable that explains how institutions make decisions has made the study of universities' organizational culture very popular (Gonzalez, 2002). There have been many definitions for organizational culture (Jones et al, 1991, Hofstede, 2001, Rikowski, 2002). Jones et al define organizational culture as "the underlying or latent assumptions, values, and philosophies that help explain why things happen the way they do in an organization (Jones, Steffy, & Bray, 1991).

In terms of understanding and studying the organizational culture of a university, Tierney, (1988) claims the institution needs to be looked as "an interconnected web" that cannot be understood, unless one looks not only at the structure of the web but also at the actors' interpretation of this web. He concludes organizational culture is the study of this web of significance within an organizational setting. .

1.2. Objectives

Internationalization is a phenomenon that is poorly understood and in most cases misinterpreted (Jones P. W., 1998; Altback & Knight, 2007). This study aims to find out what has triggered universities that were focusing on a regional or national basis a few years ago to internationalize.

Moreover, few studies have tried to find out how organization's culture influences the Internationalization process of the university (McNay, 1995; Bartell, 2003; Burnett &

Husiman, 2009). This research aims to see if a link between organizational culture and internationalization activities can be found empirically.

1.3. Research questions

Based on the formulated objective the central research question of this thesis is as follows:

How have universities responded to internationalization and how has the organizational culture influenced this response?

To answer this central question, we divide this query into two research questions, guiding the research process and analysis.

Firstly the concept of internationalization in higher education needs to be understood and thereafter, the possible responses by higher education institutes to challenges of internationalization need to be analyzed. This leads to the first research question:

1. What is internationalization of universities, and how have universities responded to the challenges of internationalization?

The first part of this question will be answered with the help of a literature study, reviewing previous research on internationalization in higher education. The second part of the question will be answered using the case study approach.

This is followed by a research question regarding a possible relationship between the organizational culture of the university and the university's' response to internationalization.

2. What are the characteristics of the organizational culture of universities and how do they influence the response to internationalization?

By answering these two research questions, the objectives set in the previous section should be achieved and the central research question can be answered.

1.4. Research strategy:

As internationalization of universities is a poorly understood phenomenon, and taking into account the limited amount of research conducted in this field, the research will be of exploratory nature (Lee, 1999). This type of research is useful to find out "what happened" or to seek insights and understanding of a problem and fits the objective of this study (Saunders et al., 2007). In order to answer the main research question, the case study research method was used in analyzing the internationalization process of the School of Management and Governance at the University of Twente. Data collection was conducted through several semi-structured interviews and analyzed with narrative analysis.

1.5. Summary

This chapter gave a brief introduction to internationalization of universities, followed by a brief description of why universities are forced to internationalize and what organizational culture is. Section 1.2 and 1.3 presented the objective of the study and the main research question. Finally, section 1.4 described briefly the research strategy.

2. Literature review:

This chapter is subdivided into six sections. Section 2.1 talks about the difference between internationalization and globalization and the reasons why they should not be confused with one another. Secondly, the history of internationalization ranging from the 12th century to the 21st is looked at. This is followed by section 2.3, which includes some past research done by academics in the study of internationalization of universities. Next, section 2.4 discusses why universities need to internationalize in order to survive. Fifth, section 2.5 briefly analyses the structure, strategy, and culture of universities and discusses how these factors play a large part in the progression of internationalization. Finally, section 2.6 explains the research framework and 2.7 summarizes the chapter.

2.1. Difference between Internationalization and Globalization.

International education, multicultural education, comparative education, cross-cultural education and global education are all terms that have been used interchangeably when trying to describe internationalization (Knight & Wit, 1995). However, in most cases, internationalization is mistaken for globalization. Thus the importance of first pointing out in which ways internationalization differs from globalization.

Internationalization and globalization are two terms that are confused as one when it comes to higher education; however, one needs to realize they are not the same. Academics have come up with many different definitions when trying to differentiate globalization and internationalization (Jones, 1998; Cambridge & Thompson, 2001; Altbach & Knight, 2006).

Altbach and Knight (2006) define globalization as "the economic, political, and societal forces pushing 21st century higher education toward greater international involvement". In their study, they describe globalization as an unalterable phenomenon that largely focuses on developed countries that are already in possession of high amounts of wealth, knowledge, and power. By doing so, they argue globalization has the tendency to increase the existing inequality among the rich north and the poor south. On the other hand, internationalization is described as a phenomenon that consists of many choices and seen as a "two way street" where students and academics are seen moving from the south to the

north and vice versa. By doing so, they are able to serve both parts of the world without discrimination.

Jones (1998), recognizing the tension between globalization and internationalism distinguishes them by quoting:

> "Globalization is seen as economic integration, achieved in particular through the establishment of a global marketplace marked by free trade and a minimum of regulation. In contrast, internationalism refers to the promotion of global peace and well-being through the development and application of international structures, primarily but solely of an intergovernmental kind. Despite important conceptual difficulties in formulating the case for internationalism and despite the world's patchy record of putting its principles into effect, the essentially pro-democratic logic of internationalism stands in sharp contrast to the logic of globalization. (pg 143)"

Lapiner (1994; Cited in Bartell, 2003), on the other hand, makes an explicit distinction between globalization and internationalization by claiming that globalization is an advanced phase in the evolving process of internationalization. In his work, Lapiner describes four phases that universities go through in terms of internationalization: the domestic phase, multi-domestic phase, multinational phase and global phase.

Scott (2000) on the other hand, provides three main reasons why globalization should not be considered as an advanced phase of internationalization. Firstly, he argues internationalization assumes the existence of nation states, where as globalization does not believe in nation states. Secondly, he points out internationalization is best expressed through the worlds of diplomacy and culture; while globalization is best expressed through the modern worlds of mass consumerism and global capitalism. And thirdly, he suggests internationalization, due to its reliance on the unequal pattern of nation states creates and encourages hierarchies and authority; whereas globalization is described as a restless, subversive force that addresses the inequalities between the North and the South (Scott, 2000, p. 5).

To sum it up, Yang (2002) gives the following definition for internationalization of universities:

> "The awareness and operation of interactions within and between cultures through teaching, research and service functions, with the ultimate aim of achieving mutual understanding across cultural borders (pg. 83)."

2.2. History of Internationalization of Universities

Although internationalization is a concept that has been given great importance since the 20th century, internationalization process has existed even before the Common Era (De Ridder-Symoens, 1992; Welsh, 1997; Welch & Denman, 1997). Scholars such as Protagoras, Paracelsus, and Galileo braved persecution when they presented their "out of ordinary" viewpoint on many subjects, after wandering many foreign lands (De Ridder-Symoens, 1992).

Looking back at the history of universities, the original universities that were founded in Paris and Bologna in the 13th century spread quickly to most parts of Europe due to the fact most Europeans spoke Latin (Altbach & Teichler, 2001). This enabled the training of students and employment of professors from all parts of Europe. Internationalization kick started when these scholars started translating Greek and Arabic books in order to transfer knowledge from places, which at that time, were the most advanced regions in the world. These scholars, who were usually from the elite social group of their country, were later placed in the high office where they had the perfect opportunity to apply the knowledge they learnt from their various travels (De Ridder-Symoens, 1992). Furthermore, Pope Gregory IX granted the right known as "jus ubique docendi" to the masters of the University of Paris in 1231, which gave them free reign to teach and travel anywhere in the Christian world, in return for their pledge of obedience (Welsch, 1997). Nonetheless, internationalization stalled after the Protestant reformation in the 16th century. This was largely due to the fact the universities started teaching in the local language of each country, instead of the common language, Latin (Altback & Teichler, 2001).

The 19th and the 20th century saw the resurrection of internationalization with the establishment of the scientific disciplines. This took place at the time when the Europeans started colonizing various parts of the world. By doing so, not only were they successful in establishing European institutions in these colonies, but were also able to transfer knowledge to the locals.

The influences of the Anglo-Saxon ideologies are so strong in East Asian Societies, Mok (2006) argues although East Asia was de-colonized after the Second World War, in practice this is not the case. He claims there is a rise of "new imperialism" as systems such as education are influenced by global standards which are either dominated or determined by the Anglo-Saxon paradigms. In addition, to show how, even at present, educational systems in most parts of the world are influenced by the European countries, Knight and Wit (1995) points out the following examples:

> "Higher education in Latin America was, and still is to a large extent, modeled on higher education in the Iberian Peninsula. Higher education in India and other Asian, African, Caribbean and Northern American countries belonging to the British Empire, was modeled on British Higher education. In the same way, the Asian, African, Caribbean and Northern American universities in the former French colonies were constructed according to the pattern of French higher education. (pg.7)"

Therefore, it is not a surprise to realize that the United States of America based Oxford and Cambridge as models to create most of the Colleges (Knight & Wit, 1995). Australia and Canada also followed the same trend.

2.2.1. Internationalization after World War II:

The destructions caused by the Second World War left Europe with no choice other than to use all its resources on reconstruction and rebuilding. The migration of the remaining scholars, who had not been victims of the war, to continents such as North America and Australia hindered the Internationalization process of Europe; however, this allowed the

two new super powers, the Soviet Union and the United States, to invest heavily on international educational exchange and corporation (knight & Wit, 1995).

Political, economic, social and academic powers of the Soviet Union were used heavily in the aim to bring the whole of Central and Eastern Europe under its control. As a result, academic freedom and autonomous exchange in these regions were almost nonexistent.

The 1960s and 1970s brought the newly "decolonized" third world countries into the world of internationalization. As the mobility of these students were usually one-way, from the south to the north, countries such as USA, USSR, and Western Europe all rushed to expand their political and economic powers by investing in development of higher education in regions such as Asia, Latin America, and Africa (Knight & Wit, 1995 p.9).

The end of 1980s and beginning of 1990s, along with the fall of communism, brought new players, such as Japan and Western Europe, who challenged the dominance of USA in research and teaching. Over all "the global environment moved from one hegemonised by the superpowers (USA and USSR) to a dehegemonised, dehomogenised world" (Knight & Wit, 1995).

2.2.2. Internationalization in the beginning of the 21st century

In the end of the 20th century, scholars expected higher education to grow further in the 21st century. Some even went as far as branding the new century as "the century of education" (Altbach & Teichler, 2001).

Technology has made mobility easier than ever in the 21st century; however, International student's mobility remains largely from South to North. The majority of international students come from developing countries and go to major industrialized countries for their studies. According to the statistics of 2001, 1.58 million foreign students enrolled in OECD (Organization for Economic co-operation and development) countries (Marginson, 2006). The dominant host nations are the United States of America, the United Kingdom, Japan, Germany, France and Australia.

Three broad domains of cross border education are identified by OECD (2004). Firstly, short term exchange programs by students between the OECD countries. A good example is the ERASMUS program which supports more than 100,000 students annually in Europe (Altbach & Teichler, 2001). These students tend to pay less than full cost fee and usually return to their home countries once the course finishes. Secondly, students from emerging nations, especially from Asia, enter countries where the mother tongue is English. Marginson (2006) points out almost seventy two percent of all Asian international students end up in these English speaking countries. These students are usually self-financed and pay the full tuition fees. These international students are able to obtain valuable knowledge in these industrialized nations, which they could not have obtained in their home countries. However, benefits apply both ways; most host nations charge high tuition fees to the international students in order to maximize their profit, for an example, an estimated $ 12 Billion is spent by international students in the United States alone (Altback & Knight, 2007).

Finally, students move within these importing nations. Two distinct education styles are growing rapidly in this domain, one being the opening of foreign branch campuses by OECD universities in countries such as Singapore, Malaysia and China, and the other, distance education, i.e. online education with links to locally based study centre (Marginson, 2006).

Internationalization, along with the ease of mobility, has presented scholars and researchers a global labor market instead of a national one (Altbech & Teichler, 2001). Academics are able to apply for jobs all over the globe, and in some host countries, such as Australia, Canada, and the United States, are even granted citizenship.

Although overall mobility of scholars and students has given many positive results, such as better understanding of key issues and knowledge, this has also resulted in one big disadvantage for the developing countries. Instead of "brain exchange" that all countries were hoping for, developing countries have instead faced a "brain drain", especially scholars in the African continent who tend to leave in order to keep away from the political, as well as economic hardship faced in the region (Knigher & Wit, 1995, Altbech & Teichler 2001).

Nevertheless, the past decade has seen the return of highly skilled individuals back to their home countries due to several pull factors, such as political and economic liberalizations. This has led way to "reverse brain drain" (Tzeng, 2006).

2.2.3. The future of Internationalization

The modern university is quite unlike the University of the Mid-twentieth Century. Student numbers have trebled in some cases and the predominant students are no longer individuals from privileged societies, nor are they likely to occupy elite positions after finishing their education (Scott, 2000). Curricula are constantly reviewed, new teaching technologies are continuously introduced and new subjects are being created by the universities. These actions give an indication of a fundamental shift in the organizational character of universities.

Higher education is seen by most scholars as a central factor in the economic future (Altbach & Teichler, 2001). At the same time, internationalization is recognized as a key element of the future of higher education. This is one of the reasons why more and more countries are creating well structured programs and increasing the quality of their education in order to make sure they are not marginalized in the future.

Altback and Knight (2007) point out the following as some of the factors that will effect the rate of internationalization in the future:

- Political realities and national security: tightened visa requirements in most Western countries due to the threat of terrorism will be a handicap to internationalization of higher education.
- Government policies and the cost of study: increasing tuition fees and additional costs such as fee for visas may discourage staff and student mobility.
- Expanding domestic capacity: countries are constantly increasing the access to higher education locally, this may lead to the decline of interest in studying abroad.
- Use of English: universitites that offer programs in English may experience higher demand, especially in the graduate level.

- Internationalization of the curriculum: students may find curricula, that use models that are developed in the industrialized countries useful, compared to curricula that focus on the national level.
- E-learning: advancements in technology and formation of internationally accepted online degrees may lead to an increase in distance education. (Altback & Knight, 2007, p. 303)

Although, it is clear the above factors will play a part in the future of internationalization of higher education, the weight of these factors will differ by each country (Knight, 1997).

Conclusion of the section

Internationalization is a phenomenon that started even before the Common Era. The turn of the century saw big changes in the internationalization processes of universities as factors, such as technology and transportation, expanded tremendously. Although, in most industrialized countries international higher education provides extensive access, it is still considered a niche market in the developing countries.

As external environment changes so must universities in order to make sure they are not marginalized in the future. These changes could be achieved through activities such as constant improvement and changing of the curricula according to the latest developments, introducing new methods of teaching according to the latest technological advancement, and introducing virtual classrooms in order to attract even more students.

Finally, as mentioned in the section, "brain drain" has been a setback for most developing nations; however, the past decade has seen the arrival of "reverse brain drain" as several citizens of the third world countries return to their home country after receiving education from the western hemisphere.

2.3. Past studies on Internationalization of Universities

Universities, especially in the last two decades have been under immense pressure to internationalize in order to face the rapidly changing social, technological, economical, and political environments (Bartell, 2003). Higher education needs an international approach to avoid parochialism and to encourage critical thinking and enquiry about issues that abide on the relations among nations, regions and interest groups (Yang, 2002).

Academics have come up with several strategies that the universities can follow in order to internationalize (Example: Chaffee, 1985; Knight & De Wit, 1995; Altbach & Teichler, 2001). Ellingboe (1998; cited in Bartell, 2003) highlights the following five components : college leadership, international involvements by faculty members, ease of access and affordability of study abroad programs, number of international students and scholars integrated in the campus, and international co-curricular units, as the main components in the internationalization process of universities (Bartell, 2003, p. 46).

Knight and De Wit, (1995) on the other hand, point out the following: programme strategies and organizational strategies, as the two strategies that universities need to follow in order to successfully internationalize.

The authors define *programme strategy* as the academic programs, activities and services which support and encourage student, faculty and staff participation. The activities that describe the strategy are grouped under four classes of activity: research related activities, education related activities, activities related to technical assistance and development cooperation, and extracurricular activities and institutional services (Knight & De Wit, 1995, p. 13).

Organizational strategies, on the other hand, are defined as the strategies that help internationalization integrate into the university's administrative processes and structures. The authors give a number of examples for this strategy, such as: commitment and support of board of governors and senior administrators, support and involvement of a critical mass of faculty, role of the international office, adequate funding and support (internally and externally), and incentives and rewards for faculty (Knight & De Wit, 1995, p. 22).

Taking Knight and Wit's claim as well as Ellingboe's components it could be seen that internationalization is not a homogeneous act, i.e. not all universities internationalize the same way. Scholars have described many different ways in which the internationalization of higher education is conducted by universities (Lapiner, 1994; Knight & De Wit, 1995; Rudzki, 1995; Knight, 1997).

Lapiner (1994; Cited in Bartell, 2003) looks at internationalization as an evolving process. This evolution process consists of four phases. Phase I started in the middle of the 20th century, while phase IV took place in the beginning of the 21st century. Phase one is where universities function primarily with an ethnocentric perspective i.e. focuses only on the domestic environment. This *domestic phase* was popular during the post World War II period.

Phase one was succeeded by a *multi domestic phase* (Phase II). In this phase, each domestic market was addressed separately and differently. Study abroad movements which largely originating in the United States, brought American undergraduates to European, Asian, and Latin American universities, to fulfill the requirement of their home schools, is given as an example for the multi domestic phase by Lapiner (1994; Cited in Bartell, 2003).

Gumport and Sporn (1999), describe phase III as the *multinational phase*. This is a Bilateral or nearly reciprocal model characterized by global price-sensitivity. As Adler (1997) suggests "Firms can gain competitive advantage only through process engineering, sourcing critical factors on a worldwide basis, and benefitting from economies of scale" (pg 12). In the context of higher education, a good example is the development of international campuses that function as self supporting enterprises of the parent institution, using the local faculty for local students.

The final phase according to Lapiner (Phase IV) is the *global or transnational phase*. This phase emerged as the organizations started transactions beyond their domestic origin (Gumport & Sporn 1999). For the universities that involve in higher education, this phase brings many technology-aided learning methods. As Gumport and Sporn (1999) claim,

> "New forms of communication and collaboration between teachers and students become possible through on-line services like electronic mails. The creation of distance education programs or virtual universities expands access to students in

geographically remote regions. Academic programs can be customized to individual learning needs. (p. 110)"

This phase, with the help of the advancing technology, allows the community of students to not have one common geographical location, but instead a student may be on an aircraft carrier, in the comfort of home, or quite simply anywhere at any time, and yet still manage to receive information through satellite transmissions, personal computers or straight to palm held equipments (Bartell 2003, p.48).

Lapiner's four phases of internationalization can be used to analyze almost all universities as most universities have either gone through most of these phases or are in the process of moving from one phase to the other.

Rudski (1995) on the other hand identifies four major dimensions of Internationalization. He describes internationalization as

> "a defining feature of all universities, encompassing organizational change, curriculum innovation, staff development and student mobility, for the purposes of achieving excellence in teaching and research" (pg 421).

Student mobility is described by Rudski as, not only the physical mobility of the minority of students, but also the intellectual mobility of the majority. Some of the major aspects of student mobility to be considered are the recruitment of overseas students, introduction of exchange programs, availability of overseas work placement, access to foreign materials such as books and journals, and desirability of learning a foreign language either as a compulsory or optional part of study (Rudzki, 1995, p. 433)

The main aspects of *staff development* are the availability of facilities for staff to learn foreign languages, financial support for conference attendance, opportunities for international research, necessary amount of time permitted for the staff to work on publications, opportunities for staff exchanges, guest speakers and lecturers, recruitment of staff who are experienced in teaching abroad, and the encouragement of a teaching specialism.

Curriculum innovation is described by Rudski "as the incorporation of the leading knowledge and methods in the subjects taught". The aspects involved can be clustered as

internal or external. *Internal* consists of aspects such as creating a set of new courses, encouraging new language learning through either compulsory or optional programs, changing the way the subjects are taught by introducing case studies or project works, bringing new ways to assess what is learnt, and finally encouraging the use of internships. On the other hand, *external* consists of aspects such as introducing joint or dual qualifications, enabling the portability of qualifications with credit accumulation and transfer scheme, and franchising courses or degrees abroad which enables students to get a degree from a country without even setting foot there.

The final dimension that is presented by Rudski is *organizational development*. He argues in this rapidly changing world, universities need to adapt quickly if they want to survive and be successful. He presents a list of issues that need to be addressed in order for the university to successfully internationalize. Some of the most important points are as follow:

- Allocation of resources in such a way that central posts and international offices are able to undertake activities that are best done centrally, while at the same time facilitating other activities that are best handled by faculties, departments or individual staff.
- Establishment of high quality links with overseas partner institutions.
- Structural change.
- Coordination and support of development at the most senior level.
- Development of policies that allows for the competent evaluation of foreign qualifications including foreign language ability.
- Recognition of the importance of information technology for teaching and learning.
- Extension of links with commerce and industry.
- Development of courses for groups outside of higher education such as the retired or unemployed. (Rudzki, 1995, p. 432)

Rudski, in his support for internationalization, argues that internationalization does not necessarily mean additional resources. He suggests activities such as a change in curriculum does not involve any costs, while other activities such as rationalization of staff visits overseas; where visits to conferences, or for research purposes can be combined in order to save money. Moreover, activities such as short courses for overseas students and summer schools can actually act as cash cows and generate income.

He concludes that management should ensure that internationalization is spread to all levels of the institution and power should be devolved to the level where the actual work is undertaken. Additionally, he suggests that central policies on quality and continual improvement can only be progressed through managements' support for staff initiatives and enthusiasm.

Finally, Knight (1997) points out four generic approaches that institutions use, when they plan and implement an institution wide internationalization strategy. Table 1 shows the typology of the four different approaches. Jane Knight also points out that these four different approaches are not necessarily exclusive.

Approach	Description
Activity	Categories or types of activities used to describe internationalization: such as curriculum, student/faculty exchanges, technical assistance, international students.
Competency	Development of new skills, knowledge, attitudes and values in students, faculty and staff. As the emphasis on outcomes of education grows there is increasing interest in identifying and defining global/international competencies.
Ethos	Emphasis is on creating a culture or climate on campus which promotes and supports international/intercultural initiatives
Process	Integration or infusion of an international or intercultural of a wide range of activities, policies and procedures.

Table 1: Approaches to internationalization (Knight, 1999)

In the 1970s and 1980s *activity approach* was almost used synonymously with the term international education (Knight, 1999). This approach explains the most popular activities and programs in the internationalization process.

In the *competency approach*, major significance is given to the human element of the academic community; due to this fact internationalization is looked in terms of developing new skills, attitudes, knowledge in students, faculty, and staff (Knight & Wit, 1995).

The *ethos approach* focuses on developing a university culture that gives importance to intercultural and international perspectives and initiatives.

Finally, the *process approach* describes internationalization as the process which integrates an international dimension or perspective into the major functions of the institution. Knight and Wit (1995) describe this approach as "the most comprehensive approach to describing internationalization"

Conclusion of the section

Section 2.3 described some findings from previous researches on components that stimulate internationalization and strategies that universities devise in order to increase the internationalization process. Moreover, the works of three academics; Lapinar, 1994; Rudski, 1995; and Knight, 1999, were presented as some of the ways how universities can increase their internationalization process.

The corollary of the above section is that internationalization transmits a number of understandings, interpretations and applications, anywhere from a minimalist view, such as securing funding for study abroad programs, to a view that describes internationalization as a complex, policy driven process, vital to and infusing the life, culture, curriculum and research activities of the university and its members (Bartell, 2003).

Looking at the previous studies done by academics, it is clear internationalization process should be given high priorities by universities who wish to compete and survive in the long run.

2.4. The need and justification for Internationalization of Universities.

The increase of competitiveness in the external environment forces has resulted in an astonishing amount of challenges for the universities (Gumport & Sporn, 1999). Moreover, the changing competitive environmental forces have resulted in universities that work in an isolated, local environment redundant. Bartell (2003) explains the reason behind this as:

> The proximity and intertwining of diverse cultural experiences, political systems, economic relationships and technological options require the development and infusion of a world view and perspective in curriculum formulation and implementation, and in the definition of research areas and questions posed by researchers in the various disciplines (p.49).

The American Council of Education (1995; Cited in Bartell, 2003) goes even further and states "higher education institutions must become in a genuine sense institutions without boundaries if the nation and its people are to prosper in the environment of the new century".

Altbach and Knight (2006) take a different view to why institutions internationalize. They claim that earning money is the biggest motivation to internationalize for most private universities and for those non-profit universities which struggle with financial problems; however, they also mention, most non-profit universities' main motivation behind internationalization is to enhance research and knowledge capacity, in order to increase cultural understanding (p.2).

Knight and De Wit (1995) identify the influences of the various stakeholders as the main reason to internationalize by quoting:

> The rationales and incentives for internationalization are influenced, and to a large extent, constructed by the role of the viewpoint of the various stakeholders: international, national, and regional governments; the private sector; institutions; faculty and students. While each of the stakeholder groups has a distinctive perception and set of priorities with respect to internationalization, there is also substantial overlap (Pg. 9).

When academics point out numerous reasons backing internationalization (Lapiner, 1994; Knight, 1995; Altback & Knight, 2006), Welsh (1997) discusses why internationalization could be frowned upon by some higher education. He claims:

> In an era of increasing financial strictures in higher education, the temptation for institutions to withdraw from international activities, and simply concentrate on core teaching and learning activities, may perceive international staff programs as a needless expense or an indulgence(p.339).

However, he does recognize the short sightedness of halting the internationalization process and follows up by affirming:

> The contemporary world is increasingly interdependent, economies and polities are interconnected in more and more powerful ways. Trade practices in one area of the world have direct impacts upon other areas, international investment strategies are a major source of economic influence (p. 339).

Bartell (2003) on the other hand, justifies internationalization within and across disciplines in a university with the following three points:

1. Due to the rapidly expanding communication and transportation, information has been able to flow across countries in extreme pace. As per this reason higher education cannot be at a rhetorical level but instead should be mixed with interpersonal, cross cultural, international and shared experiences.
2. As a result of the expanding media, popular cultures are spread across the world rapidly. As per this reason, countries that were previously in a remote state of mind find themselves being influenced by these cultures, especially in ideologies such as democracy and modernization.
3. Due to the economic and political interdependence of nations, there has been a growth in common norms as well as an increase in flow of persons through migration and tourism. Furthermore, economic competition has increased through internationalization processes such as mergers and acquisitions, and Free trade agreements (Bartell, 2003, p. 51).

Due to reasons mentioned above, internationalization of higher education, which historically was predominantly followed by Western Countries, also became attractive to East Asian Countries such as Japan and China. The "100,000 by 2000" plan introduced by the Japanese Ministry of Education in 1983, where the government hoped to have 100,000 international students studying at Japanese education institutions by the year 2000 is a good example (Horie, 2002).

Conclusion of the section

Section 2.4 described some of the arguments that were presented by academics in previous studies on why internationalization should be taken seriously by universities; however, as Bartell (2003) explains in his work, internationalization may be viewed as occurring on a continuum. At one end of the continuum, internationalization is limited and mostly symbolic; while on the other end of the continuum, the internationalization process is described as a synergetic, transformative process, involving the curriculum and the research programs, that influences the role and activities of all stakeholders (p.52).

2.5. University Structure, Strategy and Organizational Culture

Considerable variations exist among universities, and among different units within a single university, in respect to internationalization (Groennings & Wiley, 1991). Some of the reasons for this variation could be explained by the university's structure, strategy, field of study and organizational culture. Although this research paper focuses primarily on culture, literatures on structure and strategy are summarized below.

2.5.1. University structure

Bartell (2003) defines structure as "the formal hierarchy of authority, patterns of communication, interactions and coordination" (p. 50). Usually, the structure and status of the universities are designed to allow a maximum of independence both internally, and with respect to outside forces (Tsichritzis, 1999). However, this makes structural change very difficult.

Nevertheless, traditional universities are being restructured with advancements of technology which has created virtual classrooms, digital libraries and computer simulation substitutes for laboratories (Tsichritzis, 1999). Universities that are changing its structure according to the global changes are naturally in a better position to respond to internationalization. Moreover, a good structure that has adopted the latest new technologies provide a great learning environment that addresses cultural issues and help the university provide the best education possible to its students.

Even within the university, internationalization can differ from one field of study to another (Groennings & Wiley, 1991). Groennings and Wiley (1991) argue the nature of the disciplines of fields, such as science and engineering, has made these fields internationally oriented. This is made possible due to the use of mathematics as a universal language understood by all; however, fields such as social science, education and public administration have been more national oriented, as these fields usually differ with each country. Bartell (2003) suggests this is one of the main reasons why sometimes in one campus, levels of internationalization might differ from one faculty to another.

2.5.2. University Strategy

Strategy involves action plans, ways and means employed for interacting with the environment in order to achieve the institutional goals (Bartell, 2003). Strategy is linked with how the activities of the organization are chosen to be constant with its objectives and purpose (Buckland, 2009). Therefore, strategy needs to be suitable, feasible, and acceptable in terms of the institution's overall mission in order to have a good fit (Rudzki, 1995).

Rudzki, (1995) argues that in order to implement an internationalization strategy, it is first necessary to allocate resources that make sure the strategy succeeds. These resources can vary from finance, staff, to student programs and accommodation. Secondly, the organizational structure needs to be altered accordingly to make sure the most effectives methods are used for implementation.

Chaffee (1985) presents three different models of strategy: linear, adaptive, and interpretive. The *linear strategy* consists of decisions, actions and plans that set and achieve plausible organizational goals. The *adaptive strategy,* on the other hand, focuses on developing a match between the external environmental opportunities and the organization's capabilities and resources. Finally, *interpretive strategy* is defined as "orienting metaphors or frames of reference that allow the organization and its environment to be understood by organizational stakeholders" (Chaffee, 1985, p. 93).

Although, strategic planning was implemented in the corporate world during the 1960s; it took another 15 years before universities started introducing strategic planning in to their reforms (Buckland, 2009).

Finally, incorrect strategy or strategies that are not implemented correctly can be a hindrance to internationalization. Mintzberg (1994) points out two reasons why a strategy could fail. First, the absence of commitment from top management to planning, and second, a non-congenial climate where strategic thinking is not considered important. Needless to say both these reasons can pose as a barrier to internationalization.

2.5.3. Role of Organizational Culture in Higher Education Institutes.

Tierney, (1988) points out in the past, institutes with similar missions and curricula, although expected to perform in a similar fashion, have performed differently. This difference in performance could be linked to the heterogeneous external factors such as demographic, economic and political conditions; however, one cannot forget the strong forces within the organization that influence the performance of the institution. This internal force derives its strength from the values, processes, and goals apprehended by the individuals who work in the organization. Tierney claims this internal force is the organizational culture of the institution that affects decisions, actions, and communication both on an instrumental and a symbolic level (Tierney, 1988).

Organizational culture has been defined in many different ways (examples: O'Reilly, 1989; Hofstede, Neuijen, Ohayv, & Sanders, 1990; Jones, steffy, & Brey, 1991; McNay, 1995; Schein, 1996; Hofstede, 2001; Rikowski, 2002).

Schein, while anaylzing why the American companies were not as successful as some of their Japanese counterpart companies realised national culture is not the only reason behind this difference. He noticed differences between organizations within one society, therefore, Schein, (1996) describes organizational culture as:

> "A set of basic tacit assumptions about how the world is and ought to be that a group of people share and that determines their perceptions, thoughts, feelings, and, to some degree their overt behavior. (pg.11)"

In addition, he describes three levels of culture: the level of artifacts, the level of values and the level of underlying assumptions. The *level of artifacts* consists of the visible organizational structures and processes that one can observe or feel as they enter a new culture. However, unless explained by an insider these signs are difficult to interpret.

The *level of values* consist of the strategies, goals, norms, standards, moral principles, and other untestable premises. These espoused values reflect what a group wishes ideally to be and how it wants to present itself to the public (Schein, 1996).

Finally, the *level of deep tacit assumptions* consists of assumptions that are the core of the culture. These underlying assumptions can only be discovered with extensive analyse of the

values by observing the behavior, anomalies and inconsistencies of the insiders (Schein, 1988). These assumptions usually start as values but over time as they survive the challenges, they graduate in to taken for granted assumptions.

Organizational cultural influences occur at many levels within an institution (Tierney, 1988). This can range from the lowest department level to up to the top management level. Due to the fact these sub cultures vary from one another, the decisions makers of the institutions need to make sure culture conflict does not exist within the organization as this will hinder the development of common goals. Tierney (1988) concludes although understanding the organizational cuture is not a panacea to all administrative probems, it can provide significant insight about which of the many possible paths to choose in order to make optimum dicisions.

O'Reilly (1989) gives two major reasons to why culture is an important variable in an organization. He claims by developing a culture that fits with the organizations' competitive strategy, organizations are able to obtain sustainable competetive advantage. He also suggests culture is a critical component that helps developing and maintaining levels of intensity and dedication among employees.

Cameron and Quinn (1999) points out, not only does organizational culture effect the performance and long term effectiveness of organizations, but it also effects individuals on aspects such as employee morale, commitment, productivity, physical health, and emotional well being. Moreover, the authors argue organizational culture needs to change according to the external changes in the environment in order for the institution to survive. They claim even when procedures and strategies are altered in an organization, if the values, orientations, and goals stay constant then the organization will inevitable return to the status quo. To back their argument they point out the fact out of the 500 biggest companies that existed in the fortune magazine's first edition copy only 29 remain at present. As per this reason, they conclude in order for an institution to be constantly successful organizational culture needs to change accordingly.

Hofstede et al (1990) suggest six distinct characters of organizational culture. They claim, organizational culture is holistic, historically determined, related to anthropological concepts, socially constructed, soft, and difficult to change (pg.286).

O'Reilly (1989) gives the following four variables that help organizations develop a favorable organizational culture: system that encourages participation, clear visible actions on the part of management in support of cultural values, consistant feedbacks, informations and messages from co-workers, and a comprehensive reward system that offers more than monetary rewards.

Moreover, Hofstede (2001), defines organizational culture as "the collective programming of the mind that distingushes the members of one group or category of people from another". Furthermore, he suggest that values are invisible until they become evident in behavior. Therefore he identifies rituals, heroes, and symbols along with values as visible manifestations of culture. Furthermore, he claims these four manifestations are mutually exclusive and reasonably comprehensive.

The following onion diagram sums the concept:
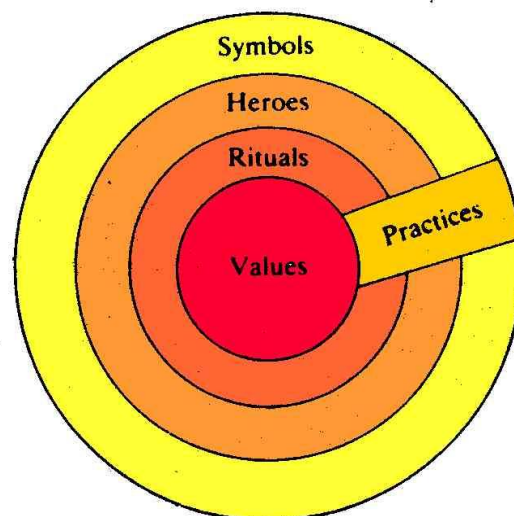
Figure 1: The "Onion Diagram": Manifestations of culture at Different level of Depths (Hofstede, 2001)

Hofstede's explanation of each of these layers is as follows:

- *Symbols*: defined as words, gestures, pictures, and objects that carry meanings recognized as such by those share the culture.

- *Heroes*: defined as persons, alive or dead, real or imaginary, who possess characteristics that are highly prized in a culture and thus serve as models for behavior
- *Rituals*: defined as collective activities that are technically unnecessary to the achievement of desired ends, but considered essential within the culture.

To summarize Hofstede's argument, he concludes that culture is about how one expects people to behave. It sets boundaries to what people's drives and personalities would have them do (Burnett & Huisman, 2009).

The assumption that organizational culture is an important variable that explains how decisions and actions are implemented at institutions, has increased the amount of studies about university culture (Gonzalez, 2002). Academics have come up with various models that connects organizational culture and higher education (Examples: Baldridge et al, 1977; Bolman & Deal, 1991; Smart & St.John, 1996); however, for this study McNay's (1995) models of University as organization will be used.

McNay (1995) describes four sets of cultures: Collegial, bureucratic, corporative, and enterprising, in the following figure:

```
                        ┌─────────────────────┐
                        │  Policy Definition   │
                        └─────────────────────┘

          ┌──────────────────────────────────────────┐
          │                                           │
          │    A                    B                 │
          │    Collegium            Bureaucracy       │
┌──────────────┐    │                                 │
│ Control of   │    │                                 │
│Implementation│────┼─────────────────               │
└──────────────┘    │                                 │
          │                                           │
          │    D                    C                 │
          │    Enterprise           Corporation       │
          │                                           │
          └──────────────────────────────────────────┘
```

Figure 2: Models of University as Organization (McNay, 1995).

In figure 2, the horizontal dimension shows the extent to which a university has loose versus tight operational controls while the vertical dimension emphasizes on the extensiveness of the policy and strategy.

McNay points out that all four cultural types co-exist in almost all universities, but in different balances. Traditions, leadership styles, missions and external pressures are given as some factors that are behind these differences among universities (McNay, 1995).

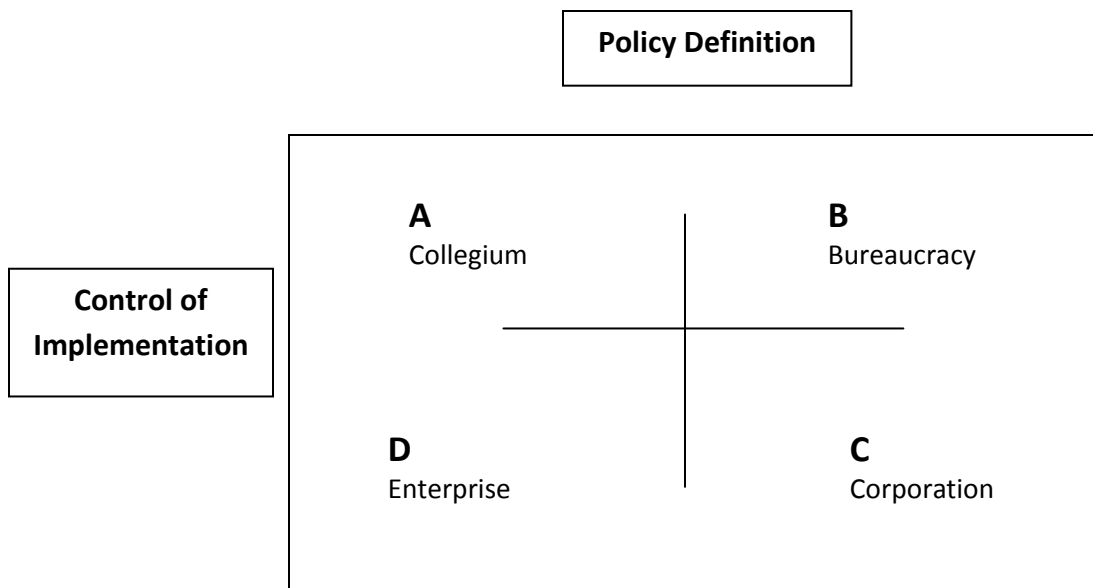*Collegiate culture* consists of loose policy and loose operational control. Organizations that have a collegiate culture are typically decentralized organizations that give priority to institutional freedom from external controls. McNay suggests this form of culture works well in small organization as individuals have ample freedom to work without any external pressure; however, he also notes that this culture is open to individual abuse especially through personal bias and would be difficult to succeed in large organizations.

Bureaucratic culture consists of loose policy but tight operational control. Lots of emphasis is given on rules, regulations, and precedents. McNay explains that a dominant bureaucratic culture is not necessarily a disadvantage. He claims that in a bureaucratic culture there is consistency of treatment, and efficiency can be achieved through standard operations procedure. He does point out that, however, due to the rigidity of the system there is an increase in decision-making time and there is little chance of rapid changes. Also, a bureaucratic organization has an increased chance of political manipulation.

Corporate culture consists of tight policy and tight operational control. This type of culture the organization is run by a dominant senior management and cannot be maintained for a long time as the employees usually resent the dominant behavior of management. Nevertheless, this is an ideal good culture to use during crisis.

Finally, *enterprising culture* consists of tight policy, but loose operational control. Organizations with a dominant enterprising culture, always take the good of the client into consideration when going through decision-making phase. In university term, this would mean a curriculum committed to serve diverse communities or to develop enterprise skills and competence (McNay, 1995, p. 107).

Davis (2001) goes one step further and categorizes collegiate and bureaucratic cultures as pre entrepreneurial culture and names corporate and enterprising culture as entrepreneurial cultures. Collegiate and bureaucratic cultures have been dominant in many universities in the past (Burnett & Huisman, 2009). However, factors such as reduction in public funding, the pressure on universities to develop applied research, the drive for lifelong learning, globalization of higher education, and the opportunities of the information society have pushed the university culture towards entrepreneurial and corporate (Davies, 2001).

Davies (2001) suggests the *pre-entrepreneurial culture* is highly individualistic with priority given to individual autonomy. This has resulted in isolation, defensiveness and a denial of the need for overarching strategies. Although the culture is kind, non-threatening and safe, response to external opportunities will be individualistic, and the norms of the academic market place will be distrusted.

In contrast, in *entrepreneurial culture*, whilst there is high amount of respect for the successful individual academic or group, there is usually an acceptance of the need for university-level strategic thinking to set policy frameworks. The entrepreneurial culture is marked by: open communication and frankness, the ability to handle internal comparisons and identify weakness and act accordingly, a preparedness to confront problems and to be accountable, academically and financially (Davies, 2001).

Davies (2001) also points out the one main difference between an entrepreneurial and a corporate university. He claims:

> "Entrepreneurialism is also about financial consciousness, the ability of the institution and its members to exploit commercially the opportunities presents, and to generate surpluses which may be used to invest in further development, or meet deficits incurred by government financial reductions or declining enrolments or other academic business (Davies, 2001, p. 29)."

To summarize, one can safely assume from the above statements that organizational culture plays a major role in how universities respond. Universities whose dominant cultures are bureaucratic or collegial will most probably find it hard to change or respond to

environmental change compared to universities whose dominant cultures are corporate or entrepreneurial (Burnett & Husiman, 2009).

2.5.4. Conclusion of the section

Section 2.5 gave a brief summary of what organization's structure and strategy are, and how they affect the organization's decision makings. Next, the section discussed what organizational culture is and the different types of organizational cultures that exist.

Both the concepts of internationalization and culture are complex and multifaceted (Burnett & Huisman, 2009), but they do interact with each other. McNay's collegiate culture and bureaucratic culture are commonly defined as pre entrepreneurial culture by Davis (2001); while, the corporate culture and enterprising culture are categorized as entrepreneurial culture. The corollary of section 2.5 is that organizational culture has a significant role in how universities respond to internationalization. However, as pointed out by Davis (2001), this response will differ depending on the type of organizational culture that is dominant.

2.6. Research Framework

As the research question consists of two parts, the framework also consists of two models. The organizational culture of the School of Management and Governance of the University of Twente will first be analyzed using McNay's organizational culture model presented in figure 2. As most universities have more than one organizational culture that overlaps one another (McNay, 1995), the research will aim to find the most predominant one out of the four cultures described by McNay. By doing so, the researcher will understand if the organizational culture of the School of Management and Governance is pre-entrepreneurial or entrepreneurial in Davis's framework.

Next, with the help of Davies' model of approaches to internationalization, the School of Management and Governance will be fit into one of the four following basic quadrants:

- A: *Ad hoc-marginal*: Little activity takes place and is not based on clear decisions.
- B: *Systematic-marginal*: The activities are limited but well organized and based on clear decisions.
- C: *Ad hoc-central*: A high level of activity may take place throughout the institution, but it is not based on clear concepts, i.e. considerable development but rather disorganized.
- D: *Systematic–central*: There is a large volume of international work in many categories, which reinforce each other and have intellectual coherence. There is usually considerable development, explicitly supported and organized by the organization (Davies, 2001; Burnett & Huisman, 2009).

The model measures two different aspects of the university. First, it looks at the nature and the rate of expansion of entrepreneurial activities such as: continuing education, Research and Development, Technology transfer and consultancy. Secondly, it measures if these developments are largely ad hoc or if these activities are set within an explicit policy frame with carefully designed processes and support mechanisms (Davies, 2001).

This model was chosen over others due to the reason that not only do these quadrants categorize universities in terms of their internationalization process, but they can also be used to categorize individual faculties within a university (Davies, 2001).

The characteristics of each of these four quadrants are given in the following figure:

Ad Hoc ⟷ Highly systematic	

Marginal

A	**B**
· Low development	· Explicit place in mission
· Opportunism	· Deliberately limited involvement
· Little incentive	· Selective procedures
· Few supporting procedures	· Simple structures at centre
· Ground rules implicit	· Legitimate
· Networks informal + personal	· Small scale but planned connections with core
· Individual/dept. based	
· "Barons" predominant	
· Weak market intelligence	
C	**D**
· High development	· High development + opportunism in defined framework
· High opportunism	· Explicit mission
· Limited policy frame	· Business planning
· Uneven procedural support	· Resource + personnel incentives policies + procedures
· Incentives – Freedom	· Targeted marketing
· Confused structures + relationships	· Specialist organs + roles
· Ad hoc review processes	· Strong connections with academic core
· Tensions with core	
· Uneven mission	
· Confused finances	

Extensive

Figure 3: Means and style of development of entrepreneurial culture (Davies, 2001).

With the help of Davis' model, the paper intends to find out in which category the School of Management and Governance of the University of Twente fits in. Moreover, the research aims to see if there is any empirical evidence from the collected data that connects the faculty's response to internationalization with its organizational culture.

3. Methodology and Design

This chapter explains how this research was conducted and what methodology was used in order to conduct this research. Divided in three parts it focuses on three main aspects: research objective, research design and method and analysis.

3.1. Research objective

The goal of this research is to analyze the internationalization process of universities and to see how the organization's culture influences this process. In order to do so, the University of Twente was taken as sample and its School of Management and Governance was extensively analyzed. The ultimate aim of this research is to find out which of the four organizational cultures mentioned by McNay is the most dominant one at the School of Management and Governance and if there is any empirical evidence that suggest this dominant organizational culture influences the decision making process of the Faculty in terms of its internationalization process.

3.2. Research Design

Since the purpose of this research is exploratory, the research adopts a qualitative approach (Saunders et al, 2007). The objective of an exploratory research is finding out what is happening and seeking new insights. Yin (1994) looks at the research design as a blueprint of research that deals with four distinct problems: what question to study, what data are relevant, what data to collect, and how to analyze the results. The main purpose of the design is to make sure a situation does not arise where the end result does not address the initial research questions.

As the research aims to analyze why and how universities respond to internationalization, case study research was used to obtain the relevant data. This is due to a number of reasons. Firstly, case study research is the most appropriate method as the topic of internationalization of universities is relatively unexplored. Secondly, it is the best applicable method when it comes to understanding a complex issue (Yin, 1994).

In case study research design there are five primary components that need to be considered (Yin, 1994, p. 20)

1. *Research Questions*: tend to focus on how and why organizational phenomena occur.
2. *Theoretical propositions*: the tested theory is used to guide the study's design and execution.
3. *Unit of analysis*: could be an individual, a community, an organization or all of them together.
4. *The logic* linking data to the propositions.
5. *The criteria* for evaluating these propositions.

The research design aims to carefully follow these five components in order to carry out an effective case study research.

The tools used to collect the relevant data can be categorized according to the two types of data: primary and secondary. The *primary data* were collected through the help of interviews; specifically, semi-structured interviews with open-ended questions. This method of interviewing has a number of advantages (Lee, 1999). Firstly, the interviewer is free to pursue matters as circumstances dictate. Secondly, the semi-structured interview maintains a balance between a free flowing and a directed conversation. During the interviews, although a list of themes and questions were covered, this did vary from interview to interview (Saunders et al, 2007). Furthermore, according to the respondent's position in the organization and the level of experience some questions were either omitted or added. As tapes provide a more accurate rendition of any interview than any other method (Yin, 1994), a tape recorder was used to record all the interviews. These records have then been converted to texts and are attached in the Appendix of this research paper.

The interview questions were constructed using the characteristics provided in Davis's Model of entrepreneurial culture. This was done with the aim of distinguishing the selected faculty clearly. For an example respondents were asked to what extent the management was committed to internationalization and how serious were they about increasing the internationalization process, by asking questions such as this enables the researcher to pin point effectively to which category of the model, the School of Management and Governance belongs to.

The *secondary data* were collected through documentation and archival records. Before the interviews took place, the mission statement of the university along with the mission of the School of Management and Governance, were examined. The 2008 international students' data released by the International office of the School of Management and Governance, and the 2008 data regarding the international students in the Netherlands released by NUFFIC were also studied. Apart from giving information about the university and the Faculty, these secondary data also helped the interviewer with formulating questions for the interviews.

Finally, case study research has a number of advantages and disadvantages. Lee (1999) gives the following two comments that favor case study research:

1. The in-depth data and local contextualization of case study research allow for stronger causal inference than are typically allowed by correlational field studies.
2. Case study research is far less disruptive to organizations than formal field experiments (Lee, 1999, p. 61)

Yin (1994) on the other hand points out three limitations of case study research.
1. Lack of rigor of case study research, i.e. researchers in the past have been found guilty of influencing the direction of the findings and conclusions due to bias perceptions.
2. Critics have argued that case studies provide little basis for scientific generalization.
3. Case studies usually take too long and lead to massive documents (Yin, 1994, p. 9).

3.3. Data collection and analysis

In order to use the framework to understand the internationalization process of the Faculty, the primary data, in the form of semi structured interviews, was collected from the School of Business and Governance of the University of Twente. In addition, secondary data on the Dutch education system and the University of Twente were also collected through sources such as government reports and mission statement of the University. This was due to the reason; the analysis of the environment of the institution should provide accurate

information on the current state of activity, as well as the staff's ability to engage in the process of internationalization (Rudzki, 1995).

With the help of qualitative semi-structured interviews the following members at the School of Management and Governance of the University of Twente were interviewed.

- Person in charge of internationalization: This person would ideally have all the information regarding what the present objectives are for the university in terms of internationalization and what they hope to achieve in the future.
- Head of departments: Interviewing head of departments would give some idea on how departments within the faculties differ in terms of internationalization and the reasons behind these differences.
- Senior lecturers: Interviewing Professors is vital to know what they think about the current curriculum and what the response from the university management has been when they asked for alterations in the curriculum in the past.
- PhD Students: In the Netherlands, PhD students are considered as employees. These students are typically the individuals who are in the lowest hierarchy of the organization's structure. It would therefore be of interest to get their opinions about internationalization.
- Master students: By speaking to international as well as local Dutch master students the researcher could get an overall idea of what the students think about the international process of the university.
- Student support organization: These organizations usually work as a bridge between the students and the Faculty staff. They deal with complains, suggestions and are involved in frequent meetings with the management. It is vital to get their opinions about the university's internationalization process.

Finally, to get some comparison with the other universities in Netherlands, the Director of Admissions and the International Office of Vrije University, located in Amsterdam, were interviewed.

4. Findings and Analysis

This chapter aims to analyze and discuss the findings from the data that were collected from the School of Management and Governance of the University of Twente. The chapter first provides information on the higher education system of the Netherlands and the types of universities it offers. Next, the chapter focuses on the case of the Faculty of Management and Governance and the outcome of the interviews is examined. Finally, the School of Management and Governance's internationalization process and the faculty's organizational culture are analyzed, using the framework discussed on chapter 2.

4.1. Netherlands and Higher Education.

The Netherlands was the first non-English speaking country that offered programs in English. Out of the overall 1462 international programs and courses offered today in Dutch institutions, 1455 are taught entirely in English (NUFFIC, 2009).

As seen in the below figure, higher education in the Netherlands is organized around a three cycle degree system which starts with the bachelor's degree, followed by a master's and ends with a PhD degree (NUFFIC, 2009).

These degrees are offered by two different types of institutions: Research universities and universities of Applied Sciences. Research universities are primarily for research oriented programs, whereas universities of Applied Sciences provide programs that prepare students for specific professions.

A third, smaller branch of higher education is provided by institutes for International Education, which programs are especially designed for international students.

At present there are fourteen Research universities and forty-one universities of

Applied Science. Doctorate studies in Netherlands are possible only through Research universities.

As shown in the figure, when the first cycle of the higher education is finished, the students can move to the second cycle higher education, from a Research university to a university of Applied Science and vice versa. However, the students might have to take bridging courses before this transfer is made possible.

The following figure summarizes the Dutch higher education system.

INSTITUTION TYPE	**RESEARCH UNIVERSITIES**: INCLUDES • GENERAL UNIVERSITIES • UNIVERSITIES SPECIALIZING IN ENGINEERING AND AGRICULTURE • OPEN UNIVERSITY	**UNIVERSITIES OF APPLIED SCIENCES**: INCLUDES • GENERAL INSTITUTIONS • INSTITUTIONS SPECIALISING IN SPECIAL FIELDS SUCH AS AGRICULTURE, FINE AND PERFORMING ARTS OR TEACHER TRAINING.
FIRST CYCLE HIGHER EDUCATION	BA/BSc (180 credits)*	Bachelor degrees (240 credits) & Associate degrees (120 credits)*
SECOND CYCLE HIGHER EDUCATION	MA/MSc (60-90 credits, and 120 credits)* Medicine, Dentistry, veterinary med, pharmacy (180 credits)*	Master's degree (60-90 credits, and 120 credits)*
THIRD CYCLE HIGHER EDUCATION	Doctorate: PhD	

*(A year worth of studies consist of 60 credits. A typical bachelor degree consists of 180 credits which equals to 3 year worth of education.)
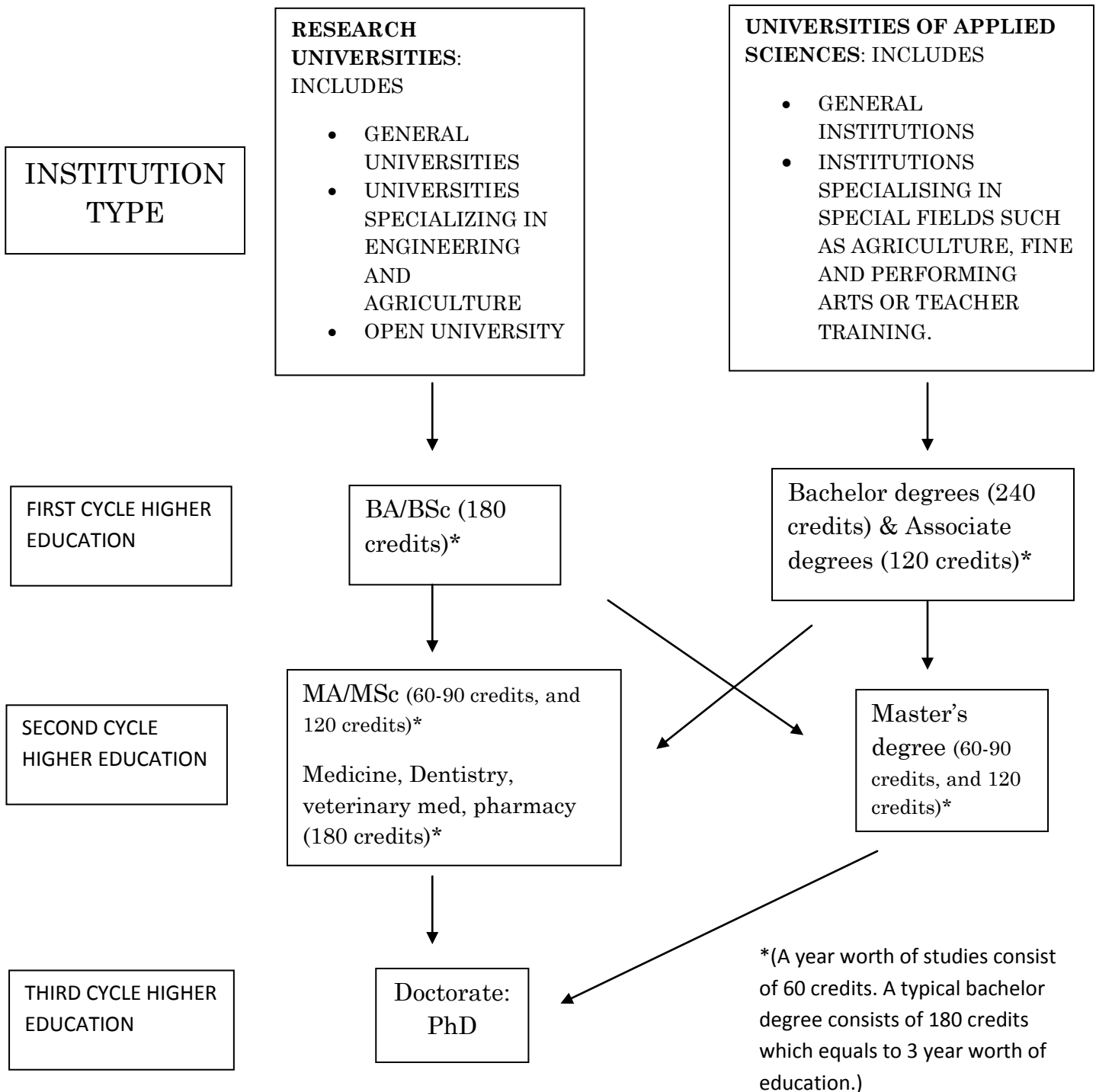
Figure 4: NUFFIC, July, 2009

According to the 2008-2009 statistics of the Netherlands Organization for International Cooperation in Higher Education website (NUFFIC) there are over 76,000 international students studying in the Netherlands; almost half of these students (30,400) being from the EU and EFTA (Iceland, Norway, Liechtenstein, and Switzerland) countries.

Although the figure may look high, it is nowhere close to the top three countries that attract international students: U.S.A, the U.K and Australia. The following table shows the 2008 figures for the number of international students in the four countries mentioned above.

	U.S.A	U.K	Australia	Netherlands
Number of International students	671, 616	341, 795	543, 898	76, 000
Percentage of students who are international	10.2%	15%	20%	7.4%
Data received from	Education USA 2008 figures	UK council for international student affairs (UKCISA) 2008 statistics	Australian education international (AEI) 2008 statistics	Netherlands organization for international cooperation in higher education, (NUFFIC), 2008 figures

Table 2: Total number of international students in some OECD countries.

The next part concentrates on the University of Twente more closely and analyzes the internationalization process of the School of Management and Governance.

4.2. Case : University of Twente, Enschede

Founded in 1961 as Technische Hogeschool Twente, it later moved from being a Higher Vocational Institute of Technology to a Research University. The Eastern province's rich industrial history was the main factor behind the government's decision to locate this university in Enschede, the biggest city of Twente region.

Consisting of 7000 students and 1352 staff, University of Twente offers degrees in Social, Behavioral Science, and Technology. In the academic year of 2008, the university consisted of 950 international students (11.5% of the total). 698 of these registered at the Bachelor's level, while 286 of them pursued a Master's degree. With endowment of over 279 million Euros, the University of Twente is the only Research University of the region.

The university consists of five faculties: School of Management and Governance, Behavioral Science, Electrical Engineering, Mathematics and Computer Science, Engineering Technology and Science and Technology; each of these faculties being divided in several departments.

As the Thesis focuses on one faculty alone, the following information is relevant to the faculty of Management and Governance only.

The School of Management and Governance offers students to pursue their higher education in areas such as Business Administration, Business and IT, European studies, Health Sciences and Technical Business.

Out of the five faculties at the University of Twente, School of Business and Governance is the faculty that sends the highest number of exchange students (average 60 per annum) abroad each academic year. Moreover, it is also the faculty with the highest number of exchange programs available at the University of Twente.

The faculty started early on concentrating on internationalization by creating a centralized international office some fifteen years ago. Four years ago, the international office experienced a change in management which brought in new refreshing ideas.

Today, on top of helping the international students, the international office is also involved in procedures such as improving the university's marketing strategy, targeting specific countries to attract international students, and creating more exchange programs

The international office is at present focusing their marketing strategies on countries such as China, Mexico, India, Indonesia, Greece. Turkey, South Africa, Brazil and Russia.

The following table shows the 2008 key figures of the school in terms of international students:

	Number of Students	Dutch Students	International students	International student Percentage
Bachelors	1445	1190	255	17.6%
Masters	744	633	111	14.9%
Total Students	2189	1823	366	16.7%

Table 3: International students at the School of Business and Governance

As shown in the table, around 17% of the students at the faculty are international students. One of the goals for the international office is to increase this percentage to 35% by the year 2014. However, one needs to note that at present more than 55% of the international students are from Germany.

Although the Bachelor programs have a slightly higher percentage of international students, all bachelor programs, apart from European Studies, are taught in Dutch. However, the International office and the Head of Departments were quick to point out that the new bachelor program: International Business Administration that is being introduced for the coming September semester is entirely taught in English.

The faculty charges a non –EEA international student a fee of 6,500 Euros per an academic year. Interestingly enough compared to the other social science faculties in Netherlands this is the cheapest (Business school of Maastricht 12,000 Euros, Vrije University Amsterdam: 12,500 Euros).

The following part consists of the analysis of the findings from the interview. The findings have been divided in to two categories: Academic staff, and PhD and Master Students. This is due to the fact in some questions the academic staffs' viewpoints differ from the students' points of views.

4.3. Findings from the responses from the Academic staff.

The academic staff category consists of two department heads, where one of them has experience in heading the internationalization process committee, 3 senior lecturers, an associate professor who is originally from China, and the Coordinator for the international office of the School of Management and Governance.

Some of these respondents have been with the University of Twente as long as 30 years. Although most questions during the interview were homogenous, some of the questions differed according to variables such as the number of years the individual has been working with the University, the type of track they work under, and places where they have worked before.

4.3.1. Internationalization and Netherlands

As mentioned in chapter 2, academics have defined internationalization of universities in many different ways. So, the researcher aimed to see whether a universal definition could be found for the phrase internationalization of universities. Respondents were asked to describe what they thought internationalization of universities meant to them. Although the answers did differ from one another, the principal contents were very similar with four dimensions that usually repeated themselves in each respondent's answer when they defined internationalization in the context of teaching.

Firstly, most respondents divided their answers under two categories: teaching and research. In the context of research, corporation among borders were identified as the most important aspect. Internationalization of universities was defined as a process where the academic staff are able to communicate and work regularly with the international academic community. Publishing in internationally well known journals, and being involved in

editing and commenting in these journals were given as some examples of internationalization in the context of research (Academic staff 3).

In the context of education on the other hand, respondents gave a wide variety of answers and explanations. One staff mentioned providing education in an internationally known language i.e. English and having an internationally oriented curriculum as two of the most important aspects of internationalization (Academic staff 7). While another staff pointed out that the ability to make sure the local students are capable of working in an internationally oriented environment along with many different cultures, as one of the most important aspects of internationalization (Academic staff 1).

Overall though, most respondents identified four main aspects that came to their mind when they thought of internationalization of universities. These were attracting more international students to the campus, encouraging the local students to go abroad either through exchange programs or for the final thesis projects, Staff mobility through methods such as international seminars, guest lectures and visiting professorships, and the corporation among similar faculties of different universities.

Two out of the four dimensions; staff mobility and student mobility, were similar to Rudski's four dimensions of internationalization that was mentioned in chapter two. However, the other two dimensions described by Rudski, curriculum innovation and organizational change were also identified by some respondents (Academic staff 6 and 7).

Next, the respondents were shown the 2008 statistical figures of international students in the U.S.A, U.K and Australia and were asked why Netherlands was lagging behind. Again, a variety of interesting and mind opening answers were given by the staff.

Most of them agreed that Netherlands was not as attractive as the other three countries for a number of reasons. The mother tongue being Dutch was given as one of the main reasons for this unattractiveness. As one professor quoted "for international students it is completely pointless to learn Dutch as it is internationally a useless language" (Academic staff 2).

Secondly, general image of the country was given as a reason. As one professor flatly put "we are a flat country! We do not have an Eifel tower or a Tower Bridge. Us having mills, Tulips and wooden shoes does not make us any spectacular" (Academic staff 4).

A senior professor went as far as comparing the colonial past of Great Britain and the Netherlands and blamed the present handicaps on the failure to influence more countries in the past, which Britain has done successfully. He argued that as the British were able to influence a lot of countries' educational system in the past, at present it has made the admission process of these students easy as the education systems of countries such as India are still similar to the U.K system. However, due to the fact the Dutch educational system is quite different, even processes such as admission takes a significant amount of time (Academic staff 3).

Another professor put the fault on the educational system for the low number of international students. By pointing out the fact most bachelor programs are in Dutch he quoted "by targeting only master students we are entering the market way too late. If the students know that Netherlands is also a place for bachelor education, then we will have more students" (Academic staff 1).

Most professors also pointed out the size of the Netherlands being one of the reasons why the Netherlands has not been successful in attracting more international students. However, when the follow up question asked them why a country such as Australia, which demographically speaking has a population almost the same size of Netherlands, earns such high revenue through its "exportation of education", the educational system and the fact they are geographically close to the Asian markets were pointed out as the possible reasons.

As one professor quoted "Although there are many disadvantages in the Australian education system they are very professionally organized. But when I talk about the Dutch universities especially about our university and this department, they are very amateuristic. There are some willing people, but they lack the experience. Also they lack the fundamentality of what the foreign students need from educational point of view and support point of view. These are much, much better organized in Australia" (Academic staff 2).

Another professor pointed out how Australia has successfully opened international campuses in countries such as Malaysia and Singapore in order to make their degrees even more attractive. He also mentioned when he tried to talk to the educational authorities of Netherlands to convince them to allow Twente to open an international campus in China, he was faced with many red tapes and a lot of discouraging rules. To describe the rigid mindset of some government officials, he quoted the following "I wanted to set a campus there (China). They (Government Officials) asked us how we can guarantee the quality of our education if it is set up in China. So they always come up with barriers. I told them Phillips has their LCD screen factory in China. And if Phillips can guarantee their quality why cannot we do that? To explain this to all the government officials who have different mindset it is very difficult" (Academic Staff 1).

Next, the academic staff were asked why they thought almost all Bachelor programs in all the Dutch universities were in Dutch. Most professors agreed that this is something that needs to be changed in the future if the universities in Netherlands want to be truly international. The professors pointed out that till now the main market for the bachelor programs have been the local students, as per that reason even though all materials such as the books used for the classes were all in English the lectures still remained in Dutch. However, the international office also pointed out that according to the Dutch law the university is required to offer bachelor programs in Dutch (Academic staff 7).

When questioned, why the Dutch universities were not interested in the huge international market that exists for bachelor programs, one professor's response was "we always thought that the students will be more mobile only when they have already finished their bachelor degree. The bologna agreement of decoupling the bachelor and master was probably because of this reason too. So due to this reason we thought the master program will be in English while bachelor will be in Dutch" (Academic staff 5).

4.3.2. Campus' Geographic situation and the issue of Tuition Fee

The geographic location of the university's campus can be a double edge sword when it comes to attracting international students. On one hand, international students might be put off by the fact the campus is far away from the busy and exciting West that consists of cities such as Amsterdam and Rotterdam. However on the other hand, this can also act as an incentive for students who are looking for a calm, laid back place where they can concentrate in their education without any disturbance.

The professors acknowledged that the geographic situation of the Campus indeed is a double edge sword. One professor pointed out how being situated in an internationally unknown city was very bad for the reputation or image of the university. He quoted "Nobody in china or Malaysia knows where Twente is, however, everyone knows where Amsterdam and Rotterdam is" (Academic staff 1).

However other professors claimed that the geographic location was not entirely a weakness, as it depended on each individual's mind set. Moreover, pointing out the fast railway services that exist in Netherlands, they argued that the students will always be able to visit any cities they want, while still staying in a student friendly, open and safe town such as Enschede.

Next, when showed the big price difference between the tuition fee of Twente and the rest of the universities in Netherlands. All the professors, apart from one (Academic staff 6), agreed that this low fee was a big disadvantage.

The international office pointed out how having international students was a very expensive procedure and how the university is hardly reaching breakeven figures with the current figure. Moreover, most professors also pointed out the physiological drawbacks of charging lower fees. One professor repeated the words of the famous European Industrialist Sir James Goldsmith by quoting "students might think if you pay peanuts, you get monkeys".

Therefore most professors wanted the fee to be increased as not only would this increase the faculty's financial situation well but also physiologically this might add value to the degree. However, two professors also pointed out the disadvantages of increasing the fee.

The Professor originating from China, supporting the low fee, claimed "(By having a low fee) we will be able to attract students from families who are not well off. Just because you are from a rich family does not mean you are a clever student" (Academic staff 6). A departmental head also pointed out how increasing the fee might give extra pressure on the university to offer higher guarantees to the students about the degree and he mentioned this might affect the university in a negative way (Academic staff 1).

4.3.3. Management's commitment, the organization's structure, and culture

There were some mixed responses from the staff when asked if they thought the management was committed to internationalization. Most of the staff believe that internationalization is on the management's agenda but not as high as it should be. Professors also were under the impression that there were a lot of objectives and strategies in terms of internationalization written on paper by the management but not all of them were put to action.

Most staff also admitted there were many problems at present at the faculty when it comes to internationalization that needs to be changed. The international office gave an example by quoting "the admission procedure for international students for now takes almost 6-8 weeks. If you want to attract a lot of international students you really cannot take 6-8 weeks to decide. Currently, the university is working on bring it down to 2 weeks" (Academic staff 7).

While one of the head of departments questioned the mindset of the management when it comes to internationalization; the other one questioned the commitment level of the executive level staff. He quoted "the executing level i.e. people who are in the first line, the individuals who are guiding the students, I think that level is less motivated or more indifferent to internationalization. For an example I don't think they care if there are 50% Dutch students or 70% Dutch students."

When asked about the structure of the faculty, almost all professors described it being highly centralized, and hierarchical. Some even went as far as to call it bureaucratic as the management was very specific about staff following the rules and regulations set by them.

Professors who have been with the university for more than ten years pointed out this was not the case ten years ago. They admitted ten years ago when the position of Dean was given to senior professors through a rotation policy, the organization's structure was decentralized and relaxed; however, all this changed when the newly appointed "outside" dean introduces new layers in the organization and made is more centralized. The senior professors were under the impression, the internationalization process would have been better if the Dean was part of the faculty member as he will have more understanding of what the problems are and will possess better knowledge in solving the issues. However as one of the head of department honestly acknowledged, being one of the last deans ten years ago, his comments can be biased.

The organizational culture is overall somewhat bureaucratic; in terms of internationalization however, it is described as a relaxed culture that is open to internationalization, ready to welcome international students and staff without any problems. Professors have a lot of professional autonomy and a lot of freedom. Nevertheless, one professor did point out that although the culture is set in a way where people welcome internationalization, there is no drive i.e. it is not one of the priorities (Academic staff 4).

Summary of the section

Overall, most academic staff came up with similar definitions when they were asked to describe internationalization of universities. Most staff were also under the impression the present Dutch education system and the attitudes of the government staff were big setbacks for the Dutch universities' internationalization developments.

On the whole, the staff seem to think the university should exploit the geographic location of the campus, to attract more international students for a number of reasons. Firstly, being located near the German border, the university should be able to convince more German students to enroll at the University. Secondly, almost all the staff pointed out, the campus is surrounded by a student friendly city, which is also one of the safest areas in the

Netherlands. And finally, due to the very good railway service that exists in the country, traveling to the west should not be too much of a problem for international students.

The issue on the tuition fee however, more or less drew the same conclusion from most of the respondents. The majority of the staff felt, the university needs to increase the fee at least to the same level as their competitors and either redistribute the money as scholarships or invest them in to the faculty.

Most staff agreed that the management was not doing enough to increase the internationalization process of the Faculty. Moreover, most staff were also doubtful if the management was aware of the present problems that the faculty has in terms of internationalization.

Finally, predominant of the respondents described the faculty as a highly centralized, hierarchical organization with an open and relaxed culture. However, some of them also did mention that the overall organizational culture seems to be becoming more and more bureaucratic.

4.4. Findings from the responses from the students

The respondents can be divided into two categories; PhD students and Master students. The PhD students as per the Dutch law are employed in their respectable departments as employees. In the faculty of Business and governance almost 60% of the PhD candidates are international students. True to its nature four individuals who were from Japan, Hungary, Pakistan and Netherlands were interviewed. Four master students, from India, Bhutan and Netherlands were also interviewed.

4.4.1 Internationalization and the Netherlands

Just like the professors the students were also asked what they thought what internationalization of universities meant. Not surprisingly most of them mentioned the dimensions that were pointed out by the professors as well. Therefore there were no major differences in the answers of both parties.

Secondly, the respondents were asked if they thought, in terms of internationalization, the Netherlands were lagging behind countries such as the Great Britain and Australia, and what the reasons could be behind this. Again, most of them agreed that the mother tongue being Dutch made Netherlands unattractive to international students. Most of them also questioned the frame of mind of the education system. As one PhD Student quoted "having bachelor programs in Dutch is a handicap for sure. I think they should offer English and Dutch programs simultaneously. They should realize there is definitely a lot of demand" (PhD 2).

Another PhD respondent put the blame on the differences in the economic approach of these countries. He quoted "they (U.S.A and U.K) are capital states. So they promote the capital culture where you earn much and spend much. But in Europe especially Netherlands it is a social state. They try to protect everyone and they don't appreciate multiculturalism and they don't like foreigners coming in to the system" (PhD 3).

The master students also thought the society was a little enclosed compared to the other countries. As an example some of them mentioned how uncomfortable it was to walk around classrooms when all the Dutch students are in their own groups talking in Dutch and not paying attention to the international students (Master students 1, 2, and 3). They

also mentioned how surprised they were when the professor had to force the students to make groups that consist of Dutch and International students. Although they mentioned it was better than having just a Dutch only group, they were still under the impression the professor should not have to force this issue, as the local students should actually come forward and form a group with the international students (Master student 1 and 3).

The master students also complained, the acceptance procedures at University of Twente were quite complicated and it was very discouraging when you first start the procedures. Moreover, the students from Bhutan felt the university admission was unfair as they were to do a six month pre master course while students from other countries were not required to do so. They felt this country specific discrimination was making the university very unattractive to international students from specific countries.

Lastly, they were also very disappointed with the fact it took the university almost 8 weeks to make a decision during the admission process. They felt when students are under pressure to plan everything before leaving their home country, such a long duration for the admission process makes University of Twente very unattractive.

4.4.2 Campus' Geographic situation and the issue of Tuition Fee

Interestingly enough almost all students regardless of their current education thought the geographic location was an advantage for the university. Most of them agreed that the campus was in a calm, quiet place surrounded by a city that is safe for students. The low cost of living was also pointed out as a reason why they like living in Enschede. They also pointed out that if they wanted to go to the busy west, thanks to the good railway systems it was not a problem. Fascinatingly even the usual negative aspects were shown in a positive manner by the students. For an example, one of the master student mentioned she was glad that there was no part time jobs available in a city such as Enschede as this enabled her to focus on her studies without any hassle (Master student 1). Moreover, the Japanese PhD student mentioned that not having other Japanese in the environment enabled him to practice his English which will not be the case had there been more Japanese students.

The tuition fee issue on the other hand gave some mixed views. Unlike the professors most of the students thought it was an advantage as it was cheaper for them. However, the master students were under the impression that the universities in the west were somewhat superior when it comes to the level of education compared to the University of Twente. A master student citing the world ranking of the University of Amsterdam argued that the students will be willing to pay more for an education from there compared to the University of Twente (Master student 3).

The students also agreed that psychologically students would connect cheap fee to an inferior education. As one of them pointed out "usually we do not want to get stingy for education or medical treatments" (Master student 2). All of them also mentioned that the university should do more such as exploit the university rankings, the availability of unique tracks and also the cheap living cost of the region in order to encourage students to come over this psychological barrier.

Nevertheless, all the master students agreed that when they were deciding on which university to choose for their education, tuition fee was one of the reasons why they chose University of Twente.

4.4.3 Management's commitment, the organization's structure, and culture

Most of these questions were asked only to the PhD students, as the chance of Master students noticing the organizational culture, or having knowledge on the organization's structure was highly unlikely.

Unanimously all students thought that the management is not committed enough when it comes to internationalization. The Pakistani PhD student pointed out eight out of ten e-mails he gets from the management or the secretaries are always in Dutch. He also mentioned it is disappointed to walk through the entrance of the campus to see a sign that says "Universiteit Twente" and not "University of Twente". Moreover, the Dutch PhD student recalled an event where a group of Chinese students had to come and ask her for help to show them which toilets were for the ladies as the signs were all in Dutch.

Furthermore, international students pointed out browsing the web pages of student support Web Pages were such a hassle when you do not understand Dutch. One student commented "when I tried opening the webpage of Integrand (An organization that helps students obtain internships) it originally came out in Dutch and when I changed the language option to English, half the contents were missing" (Master Student 3).

The students also felt the lectures were not as internationally oriented as they hoped for. One of the master students recalled an event where the professor was explaining the slides in English while the actual slides were in Dutch. And he pointed out, although the professor was trying to explain everything, it just did not make sense as he couldn't connect them. Moreover, almost all the international students and the PhD students, who did their masters at the University, mentioned they can identify at least one professor who they had difficulties understanding as the professor's English was not up to standard.

Overall, both categories of students felt these small aspects differentiate a truly international university from the rest. Although, most of them did agree that the changes are happening, they were under the impression it was not quick enough. As an example the Hungarian Student pointed out "If you look at the new cafeteria all the signs are in English as well, before it was only in Dutch. So they are changing" (PhD Student 2).

Most PhD students described a confused structure and culture pattern at the organization. Most of them mentioned that on paper the organization is very mechanistic, with a lot of hierarchies and formal communication patterns. However, in reality they described a culture that is very relaxed, with no one bothering each other as long as the work is done. As one of the PhD students commented "I came here 4 years ago and the professor showed me the desk I am going to work and since then there has been no deadlines, I don't need to come to the office if I don't want to!"(PhD student 1).

Summary of the Section

The corollary of the section is most international students are not happy with the internationalization process of the University. Students are under the impression the management is focusing on the Dutch students primarily and somewhat ignoring the requests of the international students. As one of the PhD students, who was also the secretary of the Pakistan student association for two years, commented "every time we tell them (management) our problems, they just say they are looking at it, but nothing ever happens" (PhD student 3).

Unlike the academic staff, most of the students thought the tuition fee was a positive factor to attract more international students. However, they did mention the management can do more to exploit the advantages of this campus in order to erase off any psychological setbacks that might put off some students.

Finally, the culture was described by most PhD students as a relaxed and open culture that was very supportive in terms of internationalization. Nevertheless, they also mentioned on paper the culture is very mechanistic and to some extent bureaucratic. As an example one of them mentioned "many rules and regulations might be there on paper, but not many are followed by the faculty" (PhD student 1). So taking this in to consideration, it could be said a culture similar to "mock bureaucracy" exists in the lower level of the Faculty's structure.

4.5 Analysis of the School of Management and Governance

4.5.1. The impact of culture

Rudski (1995) in his study observing organizational culture quotes "the way internationalization is dealt with within an institution will carry very clear and powerful messages about its importance; Such messages may well range from active discouragement of staff activities, through benign neglect to whole-hearted support and redirection of resources to place internationalization as central dimension of the university's activities (pg 429)."

Half the respondents at the School of Management and Governance described the organizational culture as open, supportive, and forward thinking, while the other half described it as mechanistic, and bureaucratic. It could be assumed that two predominant cultures, collegiate and bureaucratic (McNay, 1995), seem to exist within the faculty. A closer looks at the organization reveals the possible reasons why these two major types of culture exists in the faculty.

Since the introduction of an outside Dean, the faculty's structure has become quite centralized and hierarchical. Due to the faculty's steady growth in the current years, the requirement for better systems and procedures to be in place has led to the culture becoming bureaucratic. In terms of internationalization, to some extent this has been a setback, as acknowledged by senior staff, sending feedbacks and decisions makings have become lengthy processes. Nevertheless, most respondents pointed out this problem is not exclusively limited to this organization as bureaucracy in the global higher education sector seems to be increasing recently.

On the other hand, the faculty is easily reachable for students and, as a whole, is quite student-centered. Furthermore, the culture welcomes diversity and has successfully functioned with individuals from other cultures. A good example here is the majority of the PhD research staff being international (Over 60%). This could be the reason why, almost half of the respondents (most of the PhD staff) described the organizational culture as a collegiate culture that accepts multiculturalism, and acknowledges the long term benefits of internationalization.

The faculty believes, to successfully internationalize, the culture needs to be open and has to welcome individuals outside the local environment. The culture has enabled a rather ad hoc, but nevertheless triumphant, series of proposals that contribute positively to the response to internationalization.

Overall, it is clear the culture is supportive of the internationalization process of the university. The culture is highly individualistic and very respectful of individual autonomy, which often has resulted in isolation of individuals. Furthermore, response to external opportunities so far has been individualistic and on an ad hoc basis. These characteristics define a pre-entrepreneurial culture (Davis, 2001).

4.5.2. Response to internationalization

In terms of internationalization, it is understandable the School of Management and Governance wants to increase its response. The faculty aims to increase the present 17% of the international students to 35% within the next 4 years. Although, at present larger percentage of the international students are from the European Union, the faculty is targeting countries all over the globe in order to make the faculty truly global.

When asked why the faculty should internationalize, unanimously the respondents pointed out the three following reasons: the value of diversity, local students getting the chance to increase their social and political awareness, and overall learning of different culture by students and staff. As the campus is situated in a relatively small city, benefits of a diverse community should prove to be very useful to the domestic students (Burnett & Huisman, 2009). Overall, the faculty members consider it essential for their graduates, regardless of the nationality, to have an understanding of the world and to have an overall sense of social and political awareness.

All respondents agreed international students make broad and positive contributions to the university. Other than, forcing the local students and the staff to interact in English only, international students also help stimulate discussions in the classrooms by displaying different viewpoints compared to the local students.

The university as a whole tries hard to make the integration of the international students as smooth and helpful as it can. A week full of activities targeting the international students, at the start of each academic semester helps the international students get used to the Dutch culture and to know the whereabouts of the campus. Furthermore, institutes such as: the international office, the visa office, and housing office, all start to help these international students even before they set foot in the country.

Taking the staff mobility in to context, the faculty members are neither encouraged nor discouraged to seek international research or trainings; nevertheless, as long as the staff arranges everything themselves the appropriate support is provided by the management. By looking at the tuition fee structure, it can be assumed revenue generation through international students is not one of the prime reasons why the university wants to attract more international students, at least at present. However, most staff feel the university is losing financially by not increasing this fee to at least break even.

The faculty aims to have curricula which have a global focus. The curricula are constantly reviewed and in the end of the academic year the relevant changes are made as per the suggestions of the academic staff.

The faculty has tried hard to respond to internationalization through activities such as recruitment of international students, internationalization of the curriculum, promoting student mobility; nevertheless, it could be seen that some of these responses are on an ad hoc basis. Moreover, the management has been guilty of promising many reforms and not keeping their words.

Overall, the School of Management and Governance has extensive development in entrepreneurial activities, but is rather disorganized. Due to these reasons the School of Management and Governance can be described as a faculty with ad hoc and extensive entrepreneurialism (Davis, 2001). Thus, this study finds similarities with the previous research carried out by Burnett & Husiman (2009) in connecting organizational culture with internationalization.

In summary, the analysis does show there is a relationship between culture and the response to internationalization. It can be assumed, the relaxed, open, and supportive organizational culture of the School of Management and Governance, has helped the faculty

respond to internationalization in a positive manner. However, as the research is done extensively on one faculty alone, with the available data the researcher cannot predict if a change in the organizational culture can improve the internationalization process of the School of Management and Governance at the University of Twente.
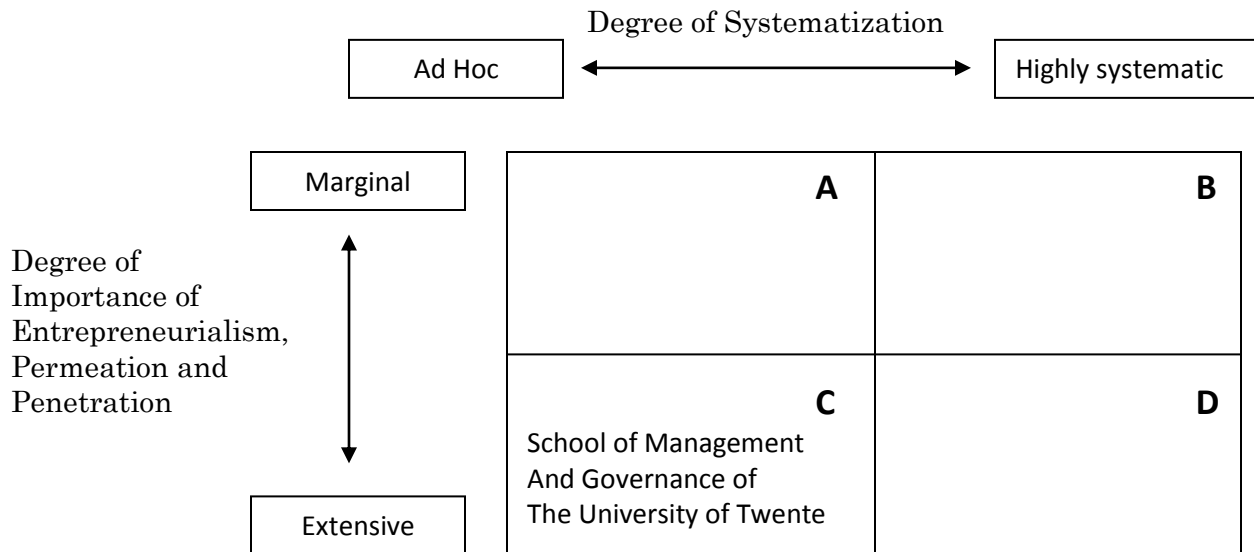
Degree of Systematization

| Ad Hoc | ←――――――――→ | Highly systematic |

Marginal

Degree of
Importance of
Entrepreneurialism,
Permeation and
Penetration

| | A | B |
| | C School of Management And Governance of The University of Twente | D |

Extensive

Figure 5: Current means and styles of development of entrepreneurial culture for the School of Management and Governance

Source: Davis, 2001.

4.6. Reflection on Theory

The past two decades has seen universities expanding greatly on international activities in volume, scope and complexity (Altback & Knight, 2007). This study intended to analyze if this expansion is anyway influenced by the organizational culture of the universities.

Davis's theory on entrepreneurial universities suggest a higher education institute that has a principal pre-entrepreneurial organizational culture i.e. a collegiate or a bureaucratic organizational culture, will find it hard to respond positively to the challenges of internationalization. This could be due to a number of reasons such as the reluctance to deal with problems, management usually given priority to matters that are non academic in

nature, institution as a whole having limited time horizons, having goals that are ambiguous, imprecise and decision making being very slow (Davies, 2001).

On the other hand a university that has an entrepreneurial organizational culture such as a corporate or an enterprising organization culture will find it much easier to internationalize successfully. This is due to the fact decisions are made faster, communication within the organization is open and frank, and the institute overall if prepared to face problems and is ready to be accountable both academically and financially (Davies, 2001).

This study found support for this theory as the School of Management and Governance at the University of Twente was found to have a pre-entrepreneurial organizational culture, where the organizational culture consists of collegiate and bureaucratic culture. This could be argued as one of the reasons why the faculty has not been able to internationalize as much as it hoped to. Although the data suggest organizational culture influences the internationalization process of the faculty, without analyzing other faculties or universities it will be difficult for this study to confidently argue that the organizational culture is one of the main factors that influence the internationalization process of the universities.

However, Burnett and Huisman (2009) in their study found support for Davis's argument. They studied four Canadian universities in terms of their internationalization process and realized the universities' responses to internationalization differed in terms of policy context, institutional characteristics and setting, and more importantly in terms of their organizational culture.

Specifically, they found that the two universities that predominantly possessed entrepreneurial organizational culture were able to successfully internationalize, while the university that had a pre-entrepreneurial culture, specifically bureaucratic organization culture, struggled to internationalize as much as the other universities. The authors conclude, there is a clear connection between the organization culture of a university and its strategic approach to internationalization activities (Burnett & Huisman, 2009).

5. Conclusion and limitations

5.1. Conclusion

University of Twente is the only Research University in the region and the geographic location of the campus has provided the university with many opportunities. The commitment to internationalization is somewhat mixed from the management of the School of Management and Governance. Although, the mission statements and strategies are filled with objectives aiming at increasing the international process of the faculty, the management does not seem to recognize the strengths of the institution or the activities aiming to exploit these strengths have rather been disorganized.

Currently the faculty lacks clarity in its mission, policies and procedures. Also, the connection between the academic core and the management is not as strong as it should be. The academic staff seem to think the social science faculties are not funded enough as the university's management focus more on the technical faculties of the university. The organizational culture is predominantly collegial and bureaucratic and it fits most of the collegial and bureaucratic culture characteristics described by McNay (1995) in chapter 2.

The faculty has high potential and should exploit its strength to maximize its response to internationalization. However, as the faculty has to compete with the core technical faculties for funding, the management needs to carefully analyze how to utilize the resources to increase its internationalization activities.

The management needs to realize internationalization can actually generate income and are not necessarily costly (Rudzki, 1995). For an example, an increase in the tuition fee of the international students brings in much needed revenue. Moreover, as mentioned by some of the respondents, this might even increase the amount of international students applying to the university, due to the psychological reason of connecting high tuition fee to good education. Additionally, the university can introduce English courses for international students whose English proficiency level is not up to standard. By doing so, the university will not only generate income, but at the same time also enroll more students for its degree programs.

A main adjustment appropriate for an institute that is in the category ad hoc and extensive entrepreneurialism on the Davis's model, is to become more joined up with is strategies on internationalization so there is a shared understanding of what is being planned and achieved (Burnett & Huisman, 2009).

5.2. Limitation

Despite the careful planning and execution of this study it still has its limitations. Due to the fact most Dutch universities were unwilling to participate in this study, in the end the study was done in one university alone. As per this reason the external validity of this research is low. Therefore the results should be interpreted with great caution when attempting to generalize.

Although the researcher aimed to interview at least one staff from each department within the School of Management and Governance, due to the fact the data gathering was done during the holiday period this was not possible. So it is possible the results do not reflect the internationalization process of the whole faculty.

Moreover, although the researcher did his best to reduce the risk of introducing "interviewer bias", there are possibilities the interviewer's comments, tone or non-verbal behavior could have biased the interviewee responses.

Finally, the findings from the interviews were not presented to the interviewees for comments or approval.

5.3. Future Research.

The internationalization of higher education is relatively an unexplored topic. Moreover, very few studies have analyzed how organizational culture effect internationalization process of universities.

This study analyzed a university that is situated in a country where the universities have several disadvantages such as restricted funding and language handicaps. Nevertheless, the universities are trying their level best to compete among the other successful OECD countries.

The results received from this research paint only a small part of the picture. It would be interesting to see where other universities in The Netherlands stand in the response level to the challenge of internationalization.

Moreover, this study found some evidence the structure and the geographic situation of the campus plays a part in the internationalization process of universities along with organizational culture. It will be interesting to see if other universities also are affected by these factors.

Future researchers should take this study one step further and analyze if different faculties, within a single university, respond to internationalization differently, and if the sub-cultures that exist in each of these different levels play a part in this (if any) difference response.

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7. APPENDICES

Appendix 1: Planning

Work Plan

Activity	Period
Finalizing the research proposal	March 2010
Reviewing the literature and developing the research methodology	April-May 2010
Contacting the university and carrying out the interviews	June-July 2010
Processing and analyzing the data	July 2010
Drafting the master Thesis and discussing with the supervisors	August 2010
Presenting the Master thesis	August 2010

Appendix 2: Transcribed Data

Academic staff 1

1. Universities respond to internationalization in different ways, when you hear the term internationalization of universities how what comes to your mind?
    What comes to mind is that we have to educate our students in a way that they are able to work in a global environment. And that they are able to corporate with people from different countries as I think that will be the future.
2. Most individuals point three variables when it comes to internationalization, which are attracting more international students, developing exchange programs so the Dutch students will have the opportunity to go somewhere, and staff mobility. Do you agree with this statement? Explain?
    What I don't hear is the corporation among universities. The close contact between universities around the world and that the faculties of universities should work together.
3. At one side we have countries such as USA and Britain that are highly open to internationalization, where do you see Netherlands in this picture?
    In terms of internationalization we are lagging behind these countries. But that's not mean we are open enough, in fact I think we are more open that the U.S.A and U.K. but the disadvantage of course is the fact our native language is not English. But we do have an advantage, because we are an open society international students feel open and comfortable in our society. I hope that doesn't change anytime soon. Moreover we are in the schengen system so students can go around Europe without any problems. That is a disadvantage for countries such as the U.K.
4. Although a large amount of the Dutch population speak English, this is not well known to the international community outside the country. Would you say the PR has not been able to exploit this well in order to attract more international students?
    I don't think it is a marketing problem. We are doing a lot of marketing to be honest. We are taking parts in all the international education fairs. So I think we cannot increase our marketing activity any more without losing money. So this is not the case, if you speak with the international students, always the states come in to the mind because U.S.A has this reputation that we do not have. The universities in Netherlands are very good but they are not famous! For an example in France there are some well known famous universities, so the reputation plays a big part.
5. Comparing to a country such as Australia, which although has a similar population level as the Netherlands generates almost 30% of its GDP on education. What is missing in the Dutch system?

I was involved in this question and I also asked a lot of people about that. First of all Australia already started with international education much earlier that we did. The reason for that is they had a lot of off capacity and they offered that to other countries. Moreover, they also had the advantage of the language. So they had the benefit of being early in the market. What they also did is they set up campuses in Asia. That is not possible in our country. I tried setting up a campus in China but there is a lot of bureaucratic rules in Netherlands. So that was a very good strategy of Australia to have campuses in Singapore and Malaysia. Also they are closer to the Asian benefit. So to sum it up, they are very focused on international. My idea is if we start in Netherlands, I already started this proposal 10 years ago to set a campus in china but with the rules it was not possible.

6. Only 17% of the students in the faculty are international students, Moreover, more than half of these students are from Germany! What are your thoughts on that?
   The international office aims to increase this to 35% by 2015. Do you think this is enough? Why do you think this campus has not been able to successfully attract more international students?
   German is not international, it is almost like local. So to be honest for now we are not very international. We did many investigations to see why we have been unsuccessful. I also did my personal investigation on that as I am in the group who are thinking of reorganizing the master education. What came out of that research is that when many international students are looking for study abroad they think of three places; United States, United kingdom or Europe. If they don't choose U.S or U.K then they choose Europe. Even then Netherlands is not the first country that comes to mind. When they do choose Netherlands based on information that are given to them by either relatives, or education fairs, even then Twente is not the first pick. They first think of University of Delft, Eindhoven and only finally Twente comes to mind. Twente is usually chosen only when they are looking for very specific programs. As business administration is not a specific program that is one of the reasons. On the other hand we are also very selective in choosing students. for each program we usually get about 150 applications but we admit only a few students.

7. Do you think this faculty is actually committed to internationalization? Can you back your answer with some examples?
   We just set up a program called international business administration which is bachelor program that is in English. And that program seems to be going well. We are expecting an enrollment of 150 students for it, but of course again most of them are from German.

8. Why is most of the bachelor programs in Dutch? This effectively cuts off the whole international students market?
   Yeah I agree. One of the ideas we developed in our strategic room is that internationalization has to start in the bachelor program, because if we start on the master program then we are too late in entering the market. So we do know that. If

students know that Netherlands is a market for bachelor program then we will have more students.

9. Do international students who are struggling with English have the opportunity to come over and learn English before joining their respected department? Because that is another market that is being missed by the Netherlands?

Yeah we also considered this but the money is also important. I don't know how the American universities financed that. Because we cannot finance these pre master programs. We also have to realize that international students are very expensive. A student from Asia pays 6500 Euros but if you make the cost calculation of what we spent for international students we have to triple that money. Our education is rather expensive. I know from my American colleagues that they do programs for less money but then their quality is less compared to us.

10. Some international students when asked the same question mentioned "if I am going to spend money in learning English, then I'll rather do it in a foreign country where I can learn the culture and experience a new country than stay at home" so why not transfer this cost of teaching English to the students by charging them?

Yeah we can do that but nevertheless it will be a rather high fee. It will be thousands of Euros and I do not know how much money people will be willing to pay. Besides there is housing and living and traveling cost.

11. The international student fees are relatively lower compared to other universities in the Netherlands, would you say this is strength? Or a weakness? (12,500 Euro VU)

I know from my experience from the Chinese corporation that the tuition fee is quite an issue. I think we also will double the fee in the future as we are spending more than what we are getting. So we are losing money. So I think when we have substantial international students then we also will increase the fee. But for now I do not know if this low tuition fee is an advantage or not. The negative side is if we ask for a lot of money then you also have to guarantee for their diploma. And you cannot ever guarantee a diploma without influencing the quality in a negative way.

12. The campus is away from the busy and highly developed west of the country, this could be a double edge sword when it comes to attracting international students, what are your thoughts on that?

It is a disadvantage in terms of reputation. Nobody in china or Malaysia knows where Twente is. for an example when we were in China for a fair we translated Twente in to Chinese in a wrong way. For them it sounded like the Local Dutch University. So that was an issue. so Amsterdam or Delft are more reputable place. But in fact we can use it as an advantage. I agree with you. We can offer students a total package. So we do not make benefit of our advantage. If we can offer in our website a total package such as tuition plus housing. Besides we are not exactly far away from Amsterdam. The train services are so good in this country. Besides international students usually spend more hours studying than the Dutch students.

13. When I asked this question to some international students, they mentioned how they were hesitant before them came here as they were not sure how far this place

was or if the train services were good etc. but they were pleasantly surprised when they arrived here to see a calm, peaceful, green place. So would you say the management is not doing enough to exploit this?

Yeah I agree that the management is not exploiting this advantage. also this place is so much safer for students compared to Amsterdam or Rotterdam. Although the environment there is nice too but it is not a student environment. For an example Rotterdam is a very dynamic international city but it is not suitable for students. in Enschede on the other hand it is perfect for students. but we are not exploiting that.

14. There has been a feeling that although there is a lot of goals and objectives are shown on paper, when it comes to action it is not backed correctly. Would you agree with this statement?

I agree. I also experienced a lot of these issues in practice. The main reason why I think this happens is that the mind set is not on internationalization yet in the university. When I talk to my rector he always says that we need to attract more international students. but when you take a country like Australia. Australia knows that they can earn a lot of money through education as there is a huge market. But we do not have that drive or that mind set in the university or the country as a whole. The people from the government always come up with the constraints and difficulties there are. 5 years ago I proposed a program to the people from the government that would carry partly in china. Basically I wanted to set a campus there. And they asked how we can guarantee the quality of your education if it is set up in China. So they always come up with barriers. I told then the LCD screen factory is in China. And if Phillips can guarantee their quality why cannot we do that? To explain this to all the government officials who have different mindset then it is difficult.

15. Processes such as visa and immigration rules that reduce the attractiveness of international students to come to the Netherlands are out of the hands of the universities. But process such as the admission time period which is around 6 weeks in this university can be controlled. For an example when I applied to this university, it took them 8 weeks to come up with an answer. What are your thoughts on that?

I agree with that! We have not organized it well. We are working on that now. We are developing new procedures in order to improve them.

16. So would you say the management is actually aware of all these problems?

I don't think the management is aware of these problems. But I am meeting next week to talk about that. There is a lot to do.

17. 10 years ago the dean was one of the senior professors, however now it is an actual manager from outside the faculty. Would you say this is a good thing or bad in terms of internationalization?

I am a little biased because I was the last dean during the senior professor rotations. And I was very much involved in internationalization. So I cannot comment on that. But I personally do agree that the professors would have done a better job!

18. How strong does the management feel about following rules and regulations?

I think we are increasing our regulations. And also the government is doing that. This will inhabit a lot of development.

19. Would you call this faculty bureaucratic?

Yeah and it is going to increase that! That also is a problem. But it is not a local problem. I heard this also from my Italian, German and American colleagues. This bureaucratic system will handicap the internationalization process.

20. Would you say the social science faculty is more international compared to other faculties in the university?

No! it makes it more difficult as we are facing difference in cultures in our field. The law of Newton is universal but the bureaucratic organizational mechanism is different from each culture.

21. Professors have complained that the international students' language proficiency is not that good. And this is due to the fact the university accepts students who have low scores in English. What are your comments on that?

No I don't! we require 6.0 in all aspects on IELTS and that is rather high. However my experience is students from some Asian countries have difficulties in speaking English but it is more to do with cultural difference and linguistic problem.

22. Is the management's attitude towards responding to internationalization on the right track? What do you think they need to change to increase this responsiveness?

I think that we are inclined to internationalization. We are open to internationalization.

23. Do you think what is currently being done by the management in terms of internationalizing is enough? What else would you recommend?

The procedure should be improved. The mind set should be different. We have to realize internationalization costs money and what we are doing now is we attract people from abroad but we do not spend time for that.

24. Would you call this university a international university or a Dutch university that gives courses in English?

I have to say it is the latter. But it is improving now! But not fast enough!

25. There is a large amount of German students in the faculty. Would you say it's an opportunity to the university as it's close to Germany geographically and Twente should exploit this opportunity?

In my opinion it is not a good focus to welcome so many German students, because I don't think we get the best German students any ways. So in order to be properly international we need to focus on getting the best students in certain well focused areas. In order to do so the Dutch government needs to change the finance system so we can get enough funding.

26. When you think of universities in Netherlands, the immediate thoughts are Rotterdam, University of Amsterdam, university of Twente is usually looked only when they want some specific courses. So why not exploit this threat in to opportunity and focus on the niche market of offering special programs?

In my opinion it is a good idea and we are thinking about how to distinguish our self from regular programs. Our advantage is we have a very good technical core which is highly rated so if we could combine them with social science then we can offer technical programs with social studies then it will be a very attractive course. So students will be able to develop their own technology but at the same time able to do business at the same time. Now we have three main focuses. First of all we should be research oriented, next to that we have the make design based on our research, and we should also be entrepreneurial oriented. So we need to develop programs that focus on all three of these aspects. The management is thinking of doing this but the problem is everybody has their own opinions. I might think like this but the scientists from the technical side might not be interested in entrepreneurship.

27. At the topuniversitites.com university of Amsterdam's social science programs are ranked as 32 in the world, Rotterdam 54, Maastricht 64, while Twente is 246! Why do you think this university is lacking behind?

    Well the ranking is based on research. There is an explanation for that. It is because we are lacking money in the budget. All the other universities in terms of research they are better financed. The government does not have enough money to finance this region as they do in the west. Even within this university the main focus is the technical part of it. So they are more biased when it comes to allocate funds. Social science is not the core business of the university.

28. There is a large part of European students who travel as far as the USA or Australia to study. One of the reasons why Australia succeeded in attracting more international students is the fact they are very close to the south East Asian market. When you take the case of Netherlands, it is one of the very few countries in Europe that offers such extensive Master courses, so why can't Netherlands attract more European students?

    Well if you can see we attract a lot of European students such as the Germans. So I disagree with that comment.

29. Some professors think that the university is better off putting all its time and fund and focusing on one market alone such as the European market in order to attract international students than spread the fund and time globally. Would you agree with that kind of tactic?

    Yes I agree with that. I would advice to focus on special areas in the world. My advice will be to set facilities such as foreign campuses in the right places like what Australia did. We can always do this by making corporations with foreign universities.

30. You mentioned to me last time that the Rector actually wants to attract more international students, so it is a priority. What is the management doing in order to put this objective in to practice?

    He has increased the promotion. I am in the group to brain storm and discuss to se what we can do to increase the position of our university in the foreign market. So

he has created this group to make it possible. So from 2 or 3 years from now on we shall have set up an organization that would focus on international market.

31. Most of the professors I have spoken to have mentioned that they actually do know the weaknesses such as increased time in accepting students, the language barriers in some students etc. however; they also believe that the management is not aware of these problems. What do you think is the reason for this? Is it because the management does not ask for feedbacks or they just turn a blind eye to the feedbacks from the professors?

Organizations are always the same. Let's say it has something do with the nature of the organization. Normally organizations are invert systems that do not want to change. It is difficult to say why because there is no direct relationship between the dependent and independent variables. That is my theoretical answer.

I think one of the biggest problem is the rector has mentioned that we need to focus on the international market, but we do not do that, in fact if you take our program as an example the new program international business administration., this is the first time we really are focused on internationalization. Before that we were always national oriented. Even now we are still focusing more on the German market and not yet the international market.

32. You mentioned although the university has a high acceptance standard in English, some students especially from the East Asian community still struggle to communicate, what do you think the university can do to tackle this problem?

Well one of my answers why they struggle is because in social science you need to communicate a lot and the concepts are all well defined. So in order to understand you need good knowledge of English. It is even difficult for me to explain sometimes as my first language is not English.

First of all I think this problem is temporary as it is a generation problem. For an example I have known china for more than 10 years and if I can compare the present and past, the younger generation is much better than before. So you cannot do anything to change anything in the short run. You will just have to wait for it. As you know learning a language is something you do when you are very young. After the age of 25 it gets very difficult. Also the Dutch students have difficulties with English. But again I can see that the language has improved when I look at the thesis before and now. But you must know that we shouldn't fall in to the trap those students who know English well are the students who are the best.

33. When I spoke to most professors they mentioned the organization is getting more bureaucratic and management wants the rules to be followed. However, when I spoke to the PhD students they painted a picture where there is a lot of "Mock Bureaucracy" existing in the faculty. For an example one candidate mentioned although according to his contract every 3 months an inspection will be done, in practice in fact there is a feedback session only once a year. Would you say there is a sub culture within the faculty when it comes to the lower hierarchy?

Of course in every organization there is a sub culture. Formal and informal rules will always be separate. Especially this applies to universities as people have their own autonomy. This is called as professional autonomy. As I am the head of this department I realized that I cannot control everybody. There is a golden rule that says don't control professionals as you cannot control. So it is not the control that you need but support. This makes the difference. So of course there are rules and the management wants to apply these rules. But I can tell you most those rules do go under mock bureaucracy.

34. You've been here for a very long time, so how long do you think it will take the management to change this university from being a Dutch university in to a truly international university?

I've been working here for almost 30 years and I don't think this transition will take another 30 years. But it is not because of any specific strategies but the change will happen more because of the international developments. We are moving towards an international, global world and the academic world will be the first to change. For an example, when I had the first international meeting it was in Hungary. But at was the time Hungary belonged to the east block and even then the academics knew that Hungary were preparing for the revolution and just like they mentioned 5 years later the revolution happened. So academics tend to be more international.

But to sum it up I would say 10 years. For now the world is going global and let's hope there is no political process that would stop this change.

Academic Staff 2:

1. When you hear the phrase "Internationalization of Universities" what do you understand from the phrase? Could you explain your answer?

Two aspects that comes to my mind. Sending students and doing research abroad. So not only in Netherlands but extending it to Europe and other part of the world. And really doing the research but also the subject you teach in an international context. That is one part of it. Second part of internationalization is that you not only confine the education programs and the research programs to Dutch staff and Dutch students but also to international staff and international students. May be a third part of internationalization is a joint research programs with other universities and may be also some joint educational programs.

2. At one side we have countries such as USA and Britain that are highly open to internationalization, while on the other hand countries such as China who are doing their best, but due to the language handicap they are lagging behind, where do you see Netherlands in this picture?

If I talk about Dutch students going to china for an example. There has never been a handicap in the language as past students have done their thesis work in china.

Although the language is thought to be a problem in practice there was never a problem. Especially due to the fact 10 years ago when everything started there was a lot of people in china who were very enthusiastic in learning English. On the other way around the Chinese students do struggle a lot in learning English when they come over here. But the Chinese are not alone. Students from Indonesia, Thai, and even some African countries have the same problem.

I think Netherlands is very superficial when it comes to internationalization. I think one of the main problem is we don't think critically what we have to offer. For a country like United States and England it is very clear what educational programs they have to offer. For Netherlands it is not so clear. Besides these countries are larger countries than Netherlands. There are very special areas where they are leading,, such as computer sciences, advanced technology, where in U.S.A it is very clear what students can get but in the Netherlands it is not clearly defined. So in general we don't think enough what we really have to offer to the foreign students. The foreign students seem to be attracted to the Netherlands but I often wonder why they are coming. Personally I am very skeptical.

3. When you compare Netherlands to Australia, two countries that has very similar number of population, but almost 30% of GDP comes from education alone in Australia. What are your comments on that?

I've been in Australia a while ago to study what they are doing different. The Australian universities have been able to attract more students compared to the Dutch universities. The Australian universities are completely geared to facilitate the international students. Although there are large disadvantages in the Australian education system but certainly they are very professionally organized. But when I talk about the Dutch universities especially about our university and this department, they are very amateuristic. There are some willing persons but they lack the experience. Also they lack the fundamentality of what the foreign students need from educational point of view and support point of view. These are much much better organized in Australia. Moreover, Australia is also successful as it is a good experience to go there. A lot of people have been there and that is not the same case in Netherlands.

4. A large amount of Dutch are very good in speaking English, however international students are not exactly aware of this before they come here. They are a bit hesitant to think of considering Netherlands as a place to come due to this. Would you say the Dutch have not done enough to exploit the fact most of them can indeed communicate in English?

If you see our bachelor program, only the one starting these days are in English. Also only a few years the master programs have been in English. So it is certainly a handicap. But on the other hand a country such as France has been successful in attracting international students. But I can imagine it is more beneficial in learning French than Dutch as it is completely useless to learn Dutch as it is internationally a useless language.

5. You mentioned all the bachelors are in Dutch, so why is it in Dutch as it effectively cuts off all international students?

   The reason is until recently we never thought about internationalization of our programs. Nobody was really thinking of playing an international role. Even a number of years ago it was very unusual for Dutch students to go. It is now normal however. So we are far behind other western countries when it comes to internationalization. There are few exceptions however such as the ITC training in the Hague, also in Maastricht, but these are special institutes. In normal universities they never thought of internationalization in the past. This is changing only recently.

6. What do you think has changed this frame of mind of universities?

   Two elements. The world has become more and more global. And also because of the increasing internal competition in the Netherlands for the dutch students. So the idea of targeting international market came up.

7. Only 17% of the total students in the School of management and governance is international students. The international office mentioned they are hoping to increase this to 35% by 2015. What are your thoughts on this?

   I think there is no clear idea how to attract foreign students. They have problems making it clear to students why they should come to this department and not go somewhere else. And secondly the administrative system, which is not completely the fault of the department but the fault of the government and the central organization, is not well organized to face this challenge of international process. Take for an example, it is absolutely crazy that the foreign student's admission takes about 2 months instead of 2 days. Moreover, the visa process takes even more. Although this is not exactly the departments fault. These are things that need to change.

8. Out of this 17% of the students, more than 55% of the students are from Germany. Would you say this is because of the successful marketing campaign by the university or due to the geographic closeness?

   This is nothing to do with marketing. It has to do with two factors. The German students find the Dutch system much more attractive than the German system which is very rigid. There is more intellectual freedom here, where we have modern education methods which is preferred by a group of German students. Secondly, the area also plays a role. This is the same in Maastricht. But both Maastricht and Twente are regional universities, while universities in Amsterdam are international universities with a very good image.

9. The VU director of education mentioned that the image of Amsterdam is used a lot in their marketing campaign to attract more students. I personally think this can be a double edge sword, as in one way of looking you can imagine that a student would want to go to Amsterdam because of the crazy student life style and the experience, while on the other you might think the students would prefer a region such as

Twente where everything is quite and laidback which is perfect to relax and concentrate on studies. What are your comments on that?

I agree that is it the personal preference of students. Twente is not realizing that as a marketing tool. They more focus on the campus and how nice it looks, but there are so many nice campuses in the world. So they are not thinking of using the region as a marketing tool. On the other hand, when students are looking around they certainly take that in to consideration.

10. On average an international student at Twente pays around 6500 Euros per academic year, an international student in VU Amsterdam on the other hand pays over 12,500 Euros for the same education. This again can be a double edge sword as students tend to link cheap with bad quality education, but at the same time cheap can also attract more students, what are your thoughts on this?

I think fees are of such limited influence of serious students. So I wonder if we are attracting the right students if they come here only for the cheaper fee. So I would say it is a disadvantage. I think they should increase the fee and then have a collective mechanism by increasing possibility of scholarship for students. if you compete on price you will have a negative effect.

11. Do you think this university is an institution that is actually committed to internationalization? Can you back your answer with some examples?

I think you have to split that answer on the function of the people. If you talk about the administrative people such as the central staff then they are committed to internationalization. But if you talk about the executing level, so I am not talking about the department level or the management level, but the people under that level so people who are in the first line, people who are guiding the students, I think that level is less motivated or more indifferent to internationalization. For an example I don't think they care if there are 50% Dutch students or 70% Dutch students.

12. What could be the reason behind this?

If I talk about the administrative level i.e. management level, they want to expand in numbers. That is their main drive (financially). If I talk about the executing level then I think they are not motivated to go international obviously there is some exception but if I see most staff , they don't care if they are doing their profession either in a high international context or not. The subject they are working is more important than to see whether it is international or not.

13. Some of the professors have observed that the management has a lot of policies on the paper but when it comes to action they do not back their talk. What are your thoughts of that?

I would agree with that comment completely. There is a lot of talk but very little actions. Internationalization here goes forward because of personal drive of individual people. There is a feeling that on the administrative level there is no or little backing on areas where it is really needed. They are staffing offices but it is not the same.

14. The international office mentioned there has been a lot of change in the recent years such as introducing an international office to the department, bringing new managements etc. would you say they are going on the right track?

    The people who are occupying those seats have little firsthand experience internationally, So they are good willing amateurs.

15. How strong does the management feel about following rules and regulations?

    The regulations are pretty much strictly followed. There is a tendency to follow the regulations even stronger. This is because of the professionalization of the management. For an example 10 years ago the dean was one of the professors who was in the department and then it used to rotate. But now there is a professional manager from the outside who is the dean. He has expanded the staff below him tremendously. And he has organized the whole structure by using business models. So this is completely different from what it was 10 years ago. Accreditations and quality controls are all followed strictly these days,

16. Would you say this policy of strict following of rules has anything to do with the reluctance of the first line staff to think more internationally?

    No I don't think so. I don't think there is any relationship between this.

17. How would you describe the culture of this faculty in terms of internationalization?

    They are dedicated to their jobs very much; they are also dedicated to their department as well as the university as a total. It is a very good culture when it comes to dealing with each other. I would say it is a rather relaxed culture when it comes to running a business.

18. Would you say this kind of culture would actually stimulate and welcome internationalization?

    In principle yes I think so.

19. International students who struggle with their English proficiency level have this opportunity to improve their English through prep schools in countries such as Britain before they go to the master programs. Why is that method not used in the Dutch education system? What are your thoughts on that?

    If you are serious about getting more international students then you should provide that service. at the moment what we are doing is we are accepting students who are up to a certain standard of English. But the problem we have now is the English entrance level is too low. So we should do our best to improve the skills of the students. But on the other hand if we include an extra year then this might reduce the attractiveness to come to this university.

20. How often is the curriculum reviewed in this faculty? And who has the authority to change it?

    In my program the curriculum is changed every year. In my program the authority is to change is with me. But I do it not alone, I do it with my teaching staff. We meet every two weeks anyway. And then in April we have an evaluation session were we talk about what kind of change we need to do for the next year. And then in august just before we start the New Year we set the definite program.

21. There are a number of exchange programs available in this department. In order to encourage the students to grab these opportunities the university gives some monetary incentives such as monthly allowances. Some professors think the university should not have to encourage students and this is an opportunity that the student should cherish and be willing to do it for their career. What are your thoughts on that?

    Yeah I think the university should encourage the students.
22. What do you feel about student and staff mobility? I am happy with what is happening now.
23. How important do you think international students are for a track like yours?

    They are fun to have in the class, because it is interesting to work with students from Turkey or Mexico. But whether they really do influence the program or how things are going.. I don't think so. Because they adapt to what is going on. The only additional thing is when they do their thesis they come with subjects where they have good access to companies which otherwise will not there.
24. Would you say too many international students is too much? Should there be a cap or a line?

    If there is too many international students from one country such as too many Chinese or Indonesians then they form a block among themselves and that is not good. But if it is a large amount of international students from all over the world is not a problem.
25. Professors sometimes force groups in their class to have at least one international student in each group. What are your thoughts on that?

    I think it is a good idea that the groups are done that way.
26. Lastly, what do you think the management can do to improve this internationalization process?

    Stimulate the executing staff, the people who are really doing the programs, give them opportunities to show what their ideas are in order to internationalize more and put less emphasis on solving it on administrative level such as the international office and public relations as it is much less effective. You are better stimulating people who have basic ideas and are responsible for the execution.

Academic staff 3:

1. Universities respond to internationalization in different ways, when you hear the term internationalization of universities how what comes to your mind?

   Many things. First of all the exchange of students and staff. May be first of all in the context of research you are working and researching in an international arena. So you are publishing in internationally recognized journals. The scientific community is an international community. So that means working together communicating

together and traveling a lot. I am 63 and if I go back to the first time I experienced internationalization that goes back conferences I visited and participated in the mid 80s, mainly in Europe.

2. Most individuals point three variables when it comes to internationalization, which are attracting more international students, developing exchange programs so the Dutch students will have the opportunity to go somewhere, and staff mobility. Do you agree with this statement? Explain?

They are three elements in the context of education. We have been giving opportunities to send students abroad for a very long time. Even 20 years ago almost 25% of the students used to go to places such as China. Indonesia and Africa for their final projects.

3. At one side we have countries such as USA and Britain that are highly open to internationalization, while on the other hand countries such as China who are doing their best, but due to the language handicap they are lagging behind, where do you see Netherlands in this picture?

The Netherlands as a country is open and completely and internationally oriented. So we are right on top with countries such as Canada and Australia. May be the interaction is not that intensive as not many people like to come to Netherlands to learn Dutch.

4. The Dutch education system is one of the best in the world; however when international students think of Netherlands, education is not something that comes to their mind immediately. Why do you think is the reason behind this?

One of the reason is the Netherland is quite a small country and also the language handicap. Also the system is quite specific; it is not the same as England or States. Our colonial past is not that impressive, so it never had a huge influence in systems of other countries. For an example students originated from countries who used to be under the British Empire, who sent requests to come here have different systems than what we have. I knew this because I used to work with the admission.

5. Comparing to a country such as Australia, which although has a similar population level as the Netherlands generates almost 30% of its GDP on education. What is missing in the Dutch system?

The situation is completely different compared to us. Australia is very familiar with adapting with foreigners, we are not. Moreover, their mother tongue is internationally accepted. So people are prepared to learn the language. That is not the same case here.

6. Only 17% of the students in the faculty are international students, the international office aims to increase this to 35% by 2015. Do you think this is enough? Why do you think this campus has not been able to successfully attract more international students?

These days we are preparing the international business administration program and European studies to be taught in English (bachelor). We are making advertisements and informing people in most European countries such as Germany. Fo rnow there

seems a lot of interests, we almost have 160 students in the bachelor program. So we are involving and trying to get a lot of students.

7. Moreover, more than half of these students are from Germany! What are your thoughts on that?
Of course, we should focus on the world. But on the other hand, we need to keep an open eye on the reality and that is most of the students who come here are either from this region of Twente or from Germany as it is close to the campus. So this university is still regional focused! But then that is the fact.

8. The campus is away from the busy and highly developed west of the country, this could be a double edge sword when it comes to attracting international students, what are your thoughts on that?
Amsterdam is much more attractive that Twente. That is a fact. But we should not promote Twente not only as region that is calm, quite and green, but instead we should exploits the fact we have many educational institutions here such as Saxion, also the fact we connect the rest of Netherlands to Germany and other Eastern European countries. We should also exploit the fact the atmosphere in Twente is nice to live. Besides the campus have a lot of sports activities and extracurricular activities.

9. Do you think this university is an institution that is actually committed to internationalization? Can you back your answer with some examples?
University is overall quite focused on internationalization. But the main difference is some parts are very heavily focused while others are not. Same goes to people as well.

10. Some professors feel that the management does not back their talk with action. i.e. there are many objectives when it comes to internationalization on papers but they are not put in to action. Would you agree with that statement?
Well it is difficult to say because we are doing what we intend to do. If you look around me there is so much traveling and contacts that are international

11. How would you describe the structure of this faculty? Is it centralized or decentralized? How does this affect the decision making?
It is quite centralized, bureaucratic, hierarchically organized.

12. How strong does the management feel about following rules and regulations?
There are a lot of rules but in practice you do have some autonomy.

13. Why is it the Bachelor programs in Netherlands in Dutch?
Well when you relate to history, it was always in Dutch so it is still in Dutch. However, it is changing. I am quite sure within 5 years all programs will be in English.

14. You've been here for almost 21 years. How has the management's attitude towards internationalization changed?
They are much more focused these days.

15. 10 years ago the deans used to be senior professors, but now it is a proper manager from outside. Would you say this has affected the internationalization process anyway?

It has not reduced or stimulated so it does not affected anything.

16. Do international students who are struggling with English have the opportunity to come over and learn English before joining their respected department?

No we don't! And I don't think that should change as it is not our aim to educate English to the world. If they come here they should prepare to learn Dutch instead.

17. How would you describe the culture of this faculty in terms of internationalization?

It is very open to foreign students, to foreign staff, to international contacts. It is very open to developing in that direction.

18. In order to encourage the students to use the exchange programs that are available, university has schemes where you can apply for monetary support if you decide to take the exchange opportunity. Would you say that the students do have to be given a bit of a push in order to motivate them to go abroad?

No I don't think so! Students should be given support such as contact companies or help them with the program. But the university should not finance the students as that money should be invested on the staff and the faculty programs.

19. How important do you think international students are for a track like yours? What do they bring to a class?

For me it is very important for them to be there. It is good for the Dutch students and it also stimulates the staff to become more international.

20. Do you think too many international students in one class room too much?

No I wouldn't say so. In the beginning after we started the business administration program. We had a situation where there were quite some Chinese students who were not prepared to contribute to the discussion because their English were not good enough to talk or understand. And this was the same with the Dutch students who were not open enough to interact with the other communities. So this is not only a language barrier but it is also the cultural difference. The Chinese are not used to ask questions or disagree with a lecturer as it does not exist in their culture. While the Dutch culture is completely opposite.

21. So would you say the universities English admission requirement is too low?

I think they should make a difference between the technical acceptance and the social one. The admission should understand that in our faculty English is quite important in order to express themselves. So they should increase the English proficiency mark for the students who want to join the social science tracks.

22. Do you think what is currently being done by the management in terms of internationalizing is enough? What else would you recommend?

Being involved themselves in these activities!

Academic staff 4:

1. When you hear the phrase "Internationalization of Universities" what do you understand from the phrase? Could you explain your answer?
Corporation across borders in the areas of research or education. Although these two have some similarities these are complete two different things. This can also be corporation on entrepreneurship as well.
2. Do you think this university is an institution that is actually committed to internationalization? Can you back your answer with some examples?
In general it is committed, and also the top management is sort of committed but you cannot see if they are facilitating or investing on international programs. In a way it is not one of their priorities.
3. Would attracting more international students be one of the main international processes?
Not necessarily! It is one of the aspects. However, from the university policy point of view most of their emphasis is one that, however it is not the only thing.
4. What would you recommend rather?
A more balanced approach such as developing joint programs for an instance. The board of university assumes international research is purely done by the groups and groups should take care of themselves and they do not need too much attention. But there is also a tendency in the PR department in this university probably thinks that it can reach students from its research while in real life these are two different things.
5. At one side we have countries such as USA and Britain that are highly open to internationalization, while on the other hand countries such as China who are doing their best, but due to the language handicap they are lagging behind, where do you see Netherlands in this picture?
I don't think China is lagging behind, they have about 150,000 scholarship distributed mainly focused on Africa. Netherlands is a small country so ranking vice I guess the Dutch say they are international and they don't do too badly but they are a bit Stingy I would say.
6. Although Netherlands is small, taking a country such as Australia which has a similar population as the Netherlands have done so well in Internationalization, why has the Dutch been unable to do the same?
Australia has an advantage of being close to the pacific, so they have a closer relationship geographically as well. Moreover, they have developed their policy well. Netherlands has to compete a lot with many countries such as U.K which is more attractive to students, plus Germany and France. On the other hand Australia doesn't have much competition other than New Zealand.
7. Would the mother tongue being Dutch be a handicap?
It could be thought as a handicap but it depends. Most promotions are usually in English. For an example I was in Beijing a while back and the Orange scholarship awarding ceremony was done completely in English. So from a distance it could be considered as a handicap but when you are here then it is not a handicap.

8. Can you think of any other limitation the Netherlands has?
   It has to do with the general image of the Netherlands. Being small among the bigger European nations. We are a flat country, we don't have an Eiffel tower, or a Big Ben, or a tower bridge so we don't have any international icons that attracts students here. Having a Mill, tulip and a wooden shoe does not make us spectacular as you find these everywhere. We don't have anything that we can brag about.

9. How do you think you can change this image? Probably not in the short run but in the long run?
   There is quite a bit done on that already, Holland is presenting itself differently compared to other countries. One thing we can develop more is the service and knowledge sector. However it is difficult to distinguish the advantage Holland has from the distance.

10. You mentioned the university is more interested in attracting international students rather than committing itself to research. However when you look at the faculty's international student population, only 17% of them are international and out of that more than 50% are from Germany. So where do you think the university is missing the plot?
    I think they are not prepared to do the correct investment in order to attract students. For an example in the scholarship award there was one scholarship made available by the University for the Whole of China. Obviously I am not saying you should enable 1000 scholarship as that is not possible however you need to be prepared to invest more in order to be committed to internationalization.

11. I spoke to the international office yesterday and they mentioned that the reason why there are so many German students is due to the fact so far the marketing campaigns of the university has focused a lot to the german market. However, they are planning to advertise a lot in China. India and China. However like you mentioned giving one scholarship to the whole of China does not sound like the correct way to advertise. What would you recommend them to do instead to attract more students here? Would you say they should first concentrate to one set of countries such as the EU region or should they spread their focus globally?
    It should be much more focused even within a country. When you talk about China, they should focus on specific regions such as Beijing or Shanghai. Shanghai is an international city that has 19 million people. So you advertise within these cities and make the university more attractive to these people. Giving me some broucheres and telling me to talk to students will not work. If I will try to recruit students while I'm there visiting universities it will be considered more as poaching students rather than attracting students. So it is not the right way to do it. Possibly the Alumni network or intermediary ways. Also it makes a big difference whether you want to attract students in the bachelor program or master program. So to be more specific, I have no objection in targeting any countries but the university has to be more specific within the country. Approaching Chinese students and asking them to speak to their relatives could be one way as the culture is closely linked.

12. When I asked the international office why this university does not have an English teaching course that enables foreign student s who are struggling with their English to get better before they move to the master courses, they mentioned they have no interest in that market. Would you agree with their thoughts?

    Well it is their choice, if they want to eliminate a large group of students it could be because they do not want to face the additional cost, it is their choice. However, if we do want more bachelor students then either we do it here or we do something in the home country. But that is again something that the university has to think about.

13. Most bachelor programs here are in Dutch, this effectively rules out almost all international students out of the picture. At present there is one program that is starting completely in English this September, why do you think everything else is in Dutch?

    So far the university has never focused on the international business in the undergraduate stream. I guess they look at undergraduate studies as the final phase of the Dutch youth education system so they would like to keep it in Dutch. So if the university does struggle to attract more international students in the master stream then they could think of altering the Bachelor system in order to pave way to bring international students in to the picture.

14. The international student fee is relatively cheaper in Twente compared to the universities in the west. This could be a double edge sword sometimes. Would you call it a strength or a weakness?

    Well it is not necessarily a strength. Again when you look at the Chinese culture they have this attitude that "if you pay peanuts you get monkeys". They expect good universities to charge a large fee. They think if you are a low fee university there is something wrong with you.

15. Twente is situated in a region that is relatively quieter and laid back compared to universities that are situated in the busy west. Again this can be a double edge sword. Would you call this a weakness or a strength?

    I guess generally foreign students like to have all the options that are available in the west, so it is a bit of a handicap. However some are compensated by the campus, such as some good campus facilities that aims to improve the students lives.however it is difficult to convince the students to come here.

16. How would you describe the structure of this faculty? Is it centralized or decentralized?

    There is a tendency towards centralization. However in terms of research or education I can do my thing.

17. How often is the curriculum reviewed and who has the authority to change it?

    There are some minor reviews within the curriculum constantly. Within the course the teacher can change it, while if it is the curriculum then it is the education board or the director of education.

18. Is there any exchange program opportunities for this track, are you looking for any of that in the future?

I am in the international management corner, in this track there is no exchange program on a regular basis. This is due to the fact the program management has tried a few things, one being Berlin which does seem promising, but with regard to specific due to the short duration of the Business administration program there is no room to do something else. If you want to maintain a certain standard then there is no room. Exchange is usually promoted in the Bachelor program.

19. At the moment the university offers some kind of cash incentives for students to pursue exchange programs. Do you agree with the fact that university needs to offer such benefits to push students to use these opportunities?
Some support should be given, but still I would like it if the student considers this opportunity as an investment.

20. What do you feel about student and staff mobility?
They sort of leave it open. They are not turning a blind eye, in general they would be supportive. But it's not a policy as far as I see. So it depends on individuals.

21. How important do you think international students are for a track like yours? What do they bring to a class?
They do make a difference. It is important to have a sort of variety and not too less or too many of one single group. Here the classes are Dutch dominated.

22. How would you describe the culture of this faculty in terms of internationalization?
Internationalization is welcomed however there is no drive for it. So it is sort of accommodating but it is not one of the priorities.

Academic staff 5:

1. When you hear the phrase "Internationalization of Universities" what do you understand from the phrase? Could you explain your answer?
Attracting more international students it the foremost point. Additionally our students either going abroad in an exchange program or going for their master. But of course this is in the teaching side only.

2. Do you think this university is an institution that is actually committed to internationalization? Can you back your answer with some examples?
I would say it is somewhere medium. Don't see any clear outspoken policies or actions that are being taken but at the same time it is somewhat important for them.

3. How would describe the culture of this faculty in regarding internationalization?
When you compare from what I hear from my colleagues who are working in other universities it looks ok. We are relatively ahead when it comes offering master programs in English, and we are also relatively ahead when it comes to attracting international staff. Netherlands is far ahead of other European countries when it comes to being flexible enough to hire people on a part time basis. Also there are attractive pension plans etc.

4. Why do you think Netherlands has this advantage?
   Because in most European countries universities are part of the state and people are civil servants. Our systems of civil servants are a bit more modern and flexible. For an example this flexibility allows us to have part time professors. So it is easy to hire renowned researcher from other country to come here as visiting professors.

5. At one side we have countries such as USA and Britain that are highly open to internationalization, while on the other hand countries such as China who are doing their best, but due to the language handicap they are lagging behind, where do you see Netherlands in this picture?
   We are clearly lagging behind. These countries have many more students coming from many more countries and usually larger population of the students will be international.

6. Why do you think Netherlands is lagging behind? Is language a handicap?
   For an example Australian universities have put more emphasis on internationalization as education is one of their main income revenue. The university I taught in Paris has the most international oriented top MBA program. That is because they made is as one of their top strategic priority. And even Singapore is developing itself in order to be the best education hub in Asia. So as you can see all this countries have a stronger and much more deliberate policies towards internationalization that the Netherlands do not have.

7. Why do you think Twente is unable to follow the footsteps of these universities?
   We want to! It is not like we are not doing nothing. Probably there is a lot of memoranda written but only some are put in to action. So it could be more.

8. How would you describe the structure of this faculty? Is it centralized or decentralized? How does this affect the decision making?
   Complicated! It is quite centralized.

9. How strong does the management feel about following rules and regulations?
   They feel very strongly about their rules and regulations. It is quite centralized top down organization.

10. Why do you think most bachelor programs in Dutch?
    We always assumed that the students need to be mobile in order to attract them here. And we always thought that the students will be more mobile only when they have already finished their bachelor degree. The bologna agreement of decoupling the bachelor and master was probably because of this reason too. So due to this reason we thought the master program will be in English while bachelor will be in Dutch.

11. How often is the curriculum reviewed and who has the authority to change it?
    It is reviewed every year and we make small changes. Feedback comes from everyone but the director of education has the most authority to change anything.

12. Is there any exchange programme opportunities for this track, are you looking for any of that in the future?

Yes and no! we never put a lot of effort on setting up a proper structured approach as we found out that it is difficult to predict what students might like. So suppose we might be all excited about a specific exchange program and spend a lot of time arranging everything but in the end of the day we might find out that the students are not interested in the exchange program at all! That s a practical reason, while another fundamental reason my philosophy is that the initiative to go somewhere and to what you want to do in your study life should always come from students. I encourage students to take their initiatives. Besides the track is a very flexible track anyways. So I'll rather have students to come up with the ideas and I'll do my best to facilitate them as long as it fits the schedule.

13. The universities offer a lot of monetary benefits in order to encourage the students to take this exchange programs. What are your thoughts on that?
I don't agree with this! I think we should be supportive to the students to come up with their ideas. And I also believe that we could do more by having some exchange programs in place. By doing so you will be getting all the motivated ones to be interested. So I'll rather spend my resources that way than giving money to students. We are not in that business.

14. What do you feel about student and staff mobility?
If you look at the staff here many people here have been here forever! So in that case mobility is low! And I always find it refreshing to see another place to see the difference. In terms of teaching it is always nice to learn from others so you open up your mind to fresh ideas. The university does not do anything special in encouraging staff mobility.

15. How important do you think international students are for a track like yours? What do they bring to a class?
For me not so much! Because the content what we teach in finance is international anyway. Btu for me the key is to see the contact within the students. That is what for me is very important.

16. At present 17% of the students are international and out of that 55% of them are German. What are your thoughts on that?
I think it should be higher! This place is not every diverse. My priority is that I would like to see more students from other European countries. I think a more European students is important as it will be more European integration, understanding and European stability. So that is my priority.

Acedemic staff 6:

1. When you hear the phrase "Internationalization of Universities" what do you understand from the phrase? Could you explain your answer?

It means that universities provide not only to local students but also to students from all over the world. Program itself will also be taught in an internationally accepted language i.e. English.

2. Do you think this university is an institution that is actually committed to internationalization? Can you back your answer with some examples?

   Since I have been here for 11 years I can see how internationalized the university is. I think at least in the faculty level it is easy to see that the university is trying to become more international. Although the step is not that big I can see the change.

   For an example in terms of international students the number has always be increasing. Moreover, all the programs (master) are in English. And in September they are bringing a new bachelor that is completely in English.

3. You have taught in universities in China as well as Japan, how different is the internationalization process of the present university compared to those previous universities?

   Firstly if I take the Japanese universities, they are isolated because they stick to their culture and education. They don't' have many international students other than some Chinese. This is the same for Chinese universities; although they are trying to attract international students they don't offer many international programs. So individuals go there to experience the culture and learn the language but not exactly to study. But if you look here, you have a lot of choice when it comes to choosing a program.

4. How would you describe the structure of this faculty? Is it centralized or decentralized? How does this affect the decision making?

   Well I am only responsible to my boss and my boss deals with the dean. So it is well structured. I think the dean has the final say in all the decisions. We as members of the international group we advice the management teams but they do make the decisions.

5. Comparing the organizational structure of china and Netherlands. What can you say about the two?

   I would say in China it is not so structured. The boss is more autocratic and he has a lot more say in all decision makings.

6. How will you describe the culture of the faculty?

   It seems everybody has a lot of freedom. You are not forced to do anything you don't want to do. You can do your research, teach the courses you like. People who want to get promotions faster then they work faster.

7. How strong does the management feel about following rules and regulations?

   There is a lot of flexibility. For an example in the yearly evaluation, the supervisor never says this is the target I am setting for you for next year, but instead they negotiate with the employee before both of them signing the contract. So basically there is a lot of flexibility.

8. How often is the courses reviewed and who has the authority to change it?

As soon after the course is over, there will be an assessment by the students and then there is an office called quality assessment who will write a summary to the teacher advising them where they need to improve.

9. Is there any exchange programme opportunities for this track, are you looking for any of that in the future?
I am actually involved in the Asian studies which have a lot of flexibilities. This new model gives the local students some opportunities to get the idea of business and management of Asia without going there. This module has also been adjusted in terms of content and how this module should continue. But because it is not a whole track, it is still under the international management so the module does not have any exchange opportunities.

10. What do you feel about student and staff mobility?
Well if you look at my roommates, one is a Chinese visiting professor while the other is a joint PhD scholar. More over we also have this duel degree program with university in Berlin as well as a university in Denmark. We are also considering to setting up a joint degree program in china. We are planning to give pre master courses there. So that the Chinese students can come here directly as master students.

11. How important do you think international students are for a track like yours? What do they bring to a class?
For me it is very important as I cannot give lecture in Dutch, so when there are international students in the classroom then the Dutch students are obliged to talk in English.

12. At the moment this faculty has 17% international students. What are your thoughts on that?
It is definitely not enough. If you look at the university strategy they want to have more international students. in terms of financial benefit as well as in terms of internationalization. Moreover, as a faculty member I also like to see international students in my classroom. So I do hope this will increase to 30- 40%.

13. The international office is aiming to have 35% of the faculty as international students by 2014. What can you recommend them in order to achieve this target?
I am the study advisor of the program international business program and I wrote them a letter about this. The marketing people are talking about plans to recruit more international students in eastern European countries such as Poland, Romania and Czech. I suggested to them that they can make use of the international employees such as myself. For an example I can simply go to china as a study advisor and promote the program to middle schools. Using my network I can arrange that. For an example all my classmates are in the educational field so I can go there and talk to these people in order to directly contact the parents of the bachelor programs. I am translating the brochures to Chinese s other parents can read about the program.

14. Why do you think most of the bachelor programs are in Dutch in the Netherlands?

It has to do with the market. Most of the bachelor students are in Dutch so you don't need to educate them in English. But recently with the improvement of the internationalization process we are coming up with bachelor programs taught in English.

15. Compared to countries such as United States of America or Britain, Netherlands lagging behind in internationalization. Why do you think this is?

All these countries you mentioned English is the native language, while here native language is Dutch, although 90-95% of them speak English. But still it is bit of a handicap. However, among the non English speaking countries, the Netherlands are doing well. And some students find this very attractive. For an example and Indian student mentioned when he was in U.S.A, half the class was either Chinese or Indians. So you tend to speak only in your language. However, here you meet a wide variety of students so you tend to improve your English and are more open to culture.

16. The international fees in this university are half the cost of what some universities charge in Amsterdam. Would you call it an advantage or a disadvantage?

I would say it is an advantage for international students. Reason being, we will be able to attract students from families who are not well off. Just because you are from a rich family does not mean you are a clever student. So this way we will be able to attract clever students who are from a middle class family.

17. Is there a limit on the availability of scholarships for international students each year?

There is a limited number for every year. It is not good but you need a lot money in order to have an unlimited number of scholarships.

18. Do you think what is currently done by the management is enough? What can they change to improve this?

You cannot expect them to take all your suggestions. They also have a vision from the top level. But the basic things they accept. We do hope though that they could do more on things such as exhibition fairs, but that is to do with budgets.

There are places for improve though. For an example our dean here speaks dutch in public. For an example in the introduction of the new students. or semester he speaks in Dutch. Those are things he should change.

19. Why is there no pre master programs for students to teach them English when their proficiency of English is not good?

Well the universities of applied sciences have this program where you can have a year of English studies before you move to bachelor. But it is not yet implemented on the research universities. It has both advantages and disadvantages. Advantages being students who are not good in English can come and learn the language in this environment, however financially speaking rich families can afford that but the middle income family cannot do that. For an example in saxion a 12 week English course cost more than 2600 Euros. Normally students cannot afford that.

So it is the reason why this university says we are not responsible for your English level. You need to get up to standard before coming here.

Academic staff 7:

Person in charge of the international office:

1. When you hear the phrase "Internationalization of Universities" what do you understand from the phrase? Could you explain your answer?
   I don't remember what I thought when I first heard it but it has to do with a lot of aspects. Mobility of students, exchange of students for regular period, offering master and bachelor programs in English, not only the language but the course of the content will also be international, such as professors giving international examples and not only Dutch examples in a course, international class rooms, the policy of the university should be towards internationalization, cultural things such as making sure if international students are invited to the university then proper arrangements should be done for them.
2. This university was opened in 1969, when did the management realize about the internationalization concept and when did they get serious about it?
   The university started with an idea of having a central international office around 15 years ago.
3. How committed is this university to internationalization?
   Very committed! The management has internationalization high on their agenda. Also some faculties are more in to internationalization, especially this school management of governance gives a lot or priority to internationalization.
4. How important is having international students in each programs?
   Very important! If you want to be a real international university then you should have a good mixture of international students and Dutch students. When meaning international students I do not mean German students but students from all over the world. It is important for the Dutch students. We want to give every Dutch student a sample on internationalization. If they don't want to travel abroad to experience different cultures, different countries' viewpoints then they can learn from international students here by being in a group that has international students. Moreover, it is also important for the university, if we stay as a national university then it will be too limited and we won't be able to grow. Besides we need it for research. International students who are here will end up being PhD candidates, so these are very important for us as we have good researchers. Moreover these students when they go back to their country they become ambassadors for university.

5. You mentioned international students are very important for classes but then why are bachelor programs all in Dutch?

   According to the Dutch law we have to offer bachelors in Dutch. But we are trying to introduce bachelor programs in English. Also in the future we are planning to offer minor programs for example with other programs offered in English and then will try to develop the whole program in English.

6. At the moment 17% of the students are international students; do you think this is enough?

   No we would like this to be more, out goal for 2014 is to have 35% of international students in the master programs.

7. What are the methods used by the international office (if any) to increase this number of international students?

   Several. We are improving our marketing strategy. The university has some target countries. We made some analysis in order to check in which country we will have a market. For an example have a look to see in which countries students will have the sufficient means to come and study here, does their government give scholarship opportunities, can we work with the local universities there, do we have contacts with them, does our professors work over there. So with this analysis a few target countries came out. So we are planning to target those countries by sending professors there, or targeting UT alumni, moreover creating a limited number of UT scholarship and also negotiate with companies in order to fund more scholarship program.

8. More than half the international students are from Germany. Is it because successful marketing strategy or geographic location?

   There is a lot of German students in the bachelor program, this is indeed the marketing in Germany has been successful., because we are geographically close to Germany and the German students are interested in coming and studying here. So I would say it is a combination between both these aspects.

9. At present there are a number of exchange student programs that are available in this faculty; can you give more information about these programs? Do you think these programs have been a success? Can you explain your answer?

   Out of the UT faculties the school of management and governance has the most students who are going abroad to study. We are also the faculty that sends more students that receives students from abroad, which is even in the Netherlands is not common as we usually receive more than send. We usually send about 60 students per annum. Also in the new bachelor program we are hoping to offer all the students to go and study their third year in a different country.

   Moreover, exchange is one thing! A lot of our students go abroad for their internship, or the thesis, or international minors.

10. How are exchange programs encouraged by the faculty? Are there any benefits to students such as travel allowances etc?

Twice a year we have an information session for all students to let them know what possibilities are there to go abroad. Moreover, we participate in the abroad fairs. We also we have a manual for students that explain to them how to behave abroad. Students also can apply for the Twente mobility fund, Erasmus scholarship when they want to do their internship within Europe.

11. How about the staff mobility? Does the university encourage this practice?
Yes! The Erasmus also has for staff exchange. The money will go straight to the group and not to the individual. The management also encourages staff to go as guest lecturers. Last year we had funding for a year so we could invite guest lecturers and pay for their tickets and accommodation.

12. Do you think these lectures have been successful?
Yes it has been. Also it is good to send our lecturers outside as this gives visibility to UT in the global arena.

13. The international student fees are relatively lower compared to other universities in the Netherlands, would you say this is strength? Or a weakness?
I think it's a weakness! For financial reason the fee we ask now is not enough to break even. Secondly when fees are higher physiologically people tend to think you get good education and vice versa. So I think it is a weakness.

14. At present which are the countries you are targeting to recruit the most students?
China, Indonesia, south Africa, Russia, India, Greece, Turkey, Mexico, and Brazil.

15. The countries you mentioned as target countries, most of them have a different mother tongue that is not English. So I assume they all need to show a certain level of Proficiency in English in order to be accepted by the university, but if they do not have that then does the University have any plan to make them come and learn English before they can start the programs?
No the university has courses in English but it is for student and staff members who are already here. But for international students they cannot start here if they do not have English proficiency. As a university we have signed a code of conduct for international students. And that code of conduct mentions that the international students should have a certain level of English before being accepted here.

16. Countries such as Britain or Australia, offer prep schools for international students so they can improve their English before starting the bachelor or master program at the university. Why doesn't this university do anything like that?
We do have pre master programs for students who want to enroll to the master program but are not up to that level, but that criteria does not involve the English

17. Does the university have any plans to introduce English programs in order to attract more students?
At this moment no!

18. There are Support for international students through international office and mentor programs, is there anything else?
As soon as the student is accepted to the university then the whole procedure starts, there is a visa office, scholarship office, housing office, international office opens a

bank account, pick up service from the airport to the university, special introduction day for international students, students will be guided to the general offices such as the hospital, bank. Currently we are creating a pre departure hand book that will be sent to international students before they come here. We realize that for international students not only the university but everything is new so we are doing our best to help them in all ways.

19. When you take Netherlands as a whole, they are not the first country that comes to a mind of an international student in terms of going for higher education, why do you think they are lagging behind countries such as the U.S.A or Great Britain?
Well Netherlands started too late. U.S.A is way ahead of us in terms of internationalization. We are at the beginning.

20. Do you think the top management is quite strict in making sure that the rules and regulations are followed well by the staff?
They would like all the staff to stick to the rules but still there is a lot of diversity.

21. On average for an academic year, how many objectives does the international office have in terms of internationalization?
We just finished our year strategy plan for 2011. I think we have around 8 priorities. We have an international strategy until 2014.

22. Some professors mentioned that although the international office has a lot of good strategies on the paper, these are not backed by action. What are your comments on that?
I think for some of these things that is indeed true. Some things are very hard to accomplish such as trying to attract more international student is not exactly easy. But a lot of things has changed during the last year. Many of these things also are things that you don't immediately notice but the changes are happening.

23. You mentioned there have been changes in the last year, is it because there is a new management or has the frame of mind of the management changed?
Yes the new management effects. For an example there is a new central head of international office since the past 3-4 years, she changed a lot of things. We are at the beginning of internationalization. So the university has to learn a lot of things and they have to improve a lot of things. For an example the admission procedure for students for now, the university needs a lot of item almost 6-8 weeks. If you want to attract a lot of international students you really cannot take 6-8 weeks to decide. Currently the university is working to bring it down to 2 weeks. So the university is still learning.

24. When you try to improve the internationalization process, do you try to benchmark with other universities?
We do benchmark. We are in a consortium with ECA. So we have a yearly benchmark with them. But we also participate in a survey called international student barometer. This survey is not only done in the Netherlands but also internationally. So twice a year we see how the university is doing.

25. How would you describe the culture of this faculty in terms of internationalization?

It is difficult for me to say as I started working in this faculty only since October last year. But I think the school management and governance have people who are very positive, open and who are not so reluctant to change.

Data obtained from PHD students and Master students

PHD 1:

1. When you hear the phrase "Internationalization of Universities" what do you understand from the phrase? Could you explain your answer?
   Internationalization of universities for me means accepting students from abroad, in response to that they are able to accept other cultures. Also teaching in English. Also actions such as setting international office.
2. At one side we have countries such as USA and Britain that are highly open to internationalization, while on the other hand countries such as China who are doing their best, but due to the language handicap they are lagging behind, where do you see Netherlands in this picture?
   I think my country Japan is the least most international country comparing to U.S.A or Netherlands, while the U.S.A , the university I studied were accepting a lot of Japanese students. besides because their first language is English they didn't have the need to change the language such as what Netherlands have to do. But on a scale of 5, I would give U.S.A and Netherlands a score of 4 when it comes to internationalization.
3. Can you think of any other limitation the Netherlands has other than the language handicap?
   They have a marketing problem. Although many people speak English, not many international students know this.
4. Although Netherlands is small, taking a country such as Australia which has a similar population as the Netherlands have done so well in Internationalization, why has the Dutch been unable to do the same?
   Firstly Australia is an English speaking country so the language barrier is less. Also it's close to Asia. Many Japanese prefer to go to Australia as it is close to home. Also there marketing strategy is good.
5. Only 17% of the total students in the School of management and governance is international students. what are your thoughts on that?
   I think at least for PhD students it is very internationalized. But according to me this faculty is open to international students.
6. Out of this 17% of the students, more than 55% of the students are from Germany. Would you say this is because of the successful marketing campaign by the university or due to the geographic closeness?

Well it is a good strategy because geographically speaking it is a good opportunity.

7. Twente is situated in a region that is relatively quieter and laid back compared to universities that are situated in the busy west. Again this can be a double edge sword. Would you call this a weakness or a strength?

Definitely has positive and negative side. Positive it is nice to be in a place where you can study, and it is safe. Moreover, personally for me it is great because I am the only Japanese on the campus so I am forced to practice my English this is something that I couldn't do when I was in U.S.A as there were so many Japanese students. Negative points are nobody knows about Twente, so marketing will be a problem.

8. On average an international student at Twente pays around 6500 euros per academic year, an international student in VU Amsterdam on the other hand pays over 12,500 euros for the same education. This again can be a double edge sword as students tend to link cheap with bad quality education, but at the same time cheap can also attract more students, what are your thoughts on this?

It is an advantage, I don't think there is any difference when it comes to the quality of education when you take this university or a university in Amsterdam. But yeah if I see the tuition fee I would question the level of education. But I guess I would look at the rankings of the university. And same goes to a lot of Chinese students. So if Twente could see if they can exploit this then they can attract more students.

9. What are some strategies undertaken by the faculty in order to increase this progress? How encouraging/discouraging has the University top management been when you have suggested these strategies (if any)?

Yeah I think they are committed. If you see my group you can see almost half of the students are international. Also all meeting are also in English.

10. How will you describe the structure of the faculty? Would you say it is centralized or decentralized?

I guess you can say it is somewhere in the middle but I don't know.

11. Almost all bachelor programs are in Dutch. Would you say it's a setback in terms of international?

Definitely a disadvantage!

12. As you are Japanese where all studies are in Japanese. Why do you think the reason behind that?

Well we are relatively developed and very far from Europe so we did not have any need to speak in English. However now due to the reduction of population, the Japanese universities suddenly are looking at outside markets for students so now they are changing their mindsets a bit.

13. International students who struggle with their English proficiency level have this opportunity to improve their English through prep schools in countries such as Britain before they go to the master programs. Why is that method not used in the Dutch education system? What are your thoughts on that?

I think that is definitely a disadvantage as they are losing a lot of students. many Japanese go to U.S.A to learn English before they start the degrees so they are

losing potential students. Besides if you have to do TOEFL in Japan you still have to go to school and pay a lot of money, so they might as well come here so they can learn at the same time experience a new culture.

14. What do you think of the international office?
    They are completely useless. The international office in U.S was so much better. They help a lot with visa, reading official documents but if I compare them to here, the office here is very bad.

15. How would you describe the culture of this faculty?
    You need to divide the answer in two ways. One side it is very mechanistic. Less communication. Hierarchical. Communication is very formalized. I don't even know what my colleagues are researching on. On the other hand, we have too much freedom. For an example I came here 4 years ago and the professor showed me the desk I am going to work and since then there has been no deadlines, I don't need to come to the office if I don't want to. So I would say we are given way too much freedom.

16. Form your perspective what do you think of the rules and regulations set by your boss?
    Well there are no rules. On the contract we were supposed to submit reports every 3 months but nobody asks me anything these days.

17. What would you recommend this university to do in order to internationalize better?
    They need to commit. They need to realize the benefit of internationalizing. For an example the Japanese parents are ready to pay a lot of money for a good education. So the management needs to change the frame of mind. Next once they do that, they need to change their infrastructure in order to accompany international students.

PHD 2:

1. When you hear the phrase "Internationalization of Universities" what do you understand from the phrase? Could you explain your answer?
    Exchange programs such as Erasmus scholarships, collaboration with other universities. So I think of certain mobility issues.

2. Most individuals point three variables when it comes to internationalization, which are attracting more international students, developing exchange programs so the Dutch students will have the opportunity to go somewhere, and staff mobility. Do you agree with this statement? Explain?
    Yeah I agree these are main variables.

3. Why do you think all the bachelor programs in Dutch?
    That is a handicap for sure. I think they should offer English and Dutch programs simultaneously. There is definitely a lot of demand.

4. Only 17% of the total students in the School of management and governance is international students. And out of that 55% of them are Germans. What are your thoughts on that?

   I think they should go more global. Of course it will be difficult to get students from the North American market to come here. But they can target the European markets. I am from Hungary and I know a lot of students would love to come here if they get the chance. Same goes to Poland.

5. Would you say Netherlands is an attractive place to study? After all language can be a handicap?

   Netherlands is definitely an attractive place to study especially for eastern Europeans. Besides, language is not too bad. For an example my friend who studies in the university in Antwerp had to do a three month Dutch course before starting her studies. So, compared to that Netherland's is very attractive.

6. At one side we have countries such as USA and Britain that are highly open to internationalization, while on the other hand countries such as China who are doing their best, but due to the language handicap they are lagging behind, where do you see Netherlands in this picture?

   I think it depends on the universities. Netherlands as a whole is making progress. There is a lot of strategies and goals that target internationalization. But most of these policies for now are drawing German students. so they need to change the approach if they want to be properly international.

7. A country such as Australia, which has a population as Netherlands, has a lot more activities going on in terms of internationalization. So why do you think Netherlands can't do the same?

   First of all I think Australia is lot more attractive compared to Europe. People would go there just to experience the country and studying is one of the ways to live there for a while. Besides in Australia they welcome a lot of international students and focus their education system along that line, while in Netherlands still the primary aim for the system is to educate the Dutch students.

8. Twente is situated in a region that is relatively quieter and laid back compared to universities that are situated in the busy west. Again this can be a double edge sword. Would you call this a weakness or strength?

   I think it is an advantage as the cost of living here is very low compared to the west. Besides Amsterdam is not too far away.

9. On average an international student at Twente pays around 6500 Euros per academic year, an international student in VU Amsterdam on the other hand pays over 12,500 Euros for the same education. This again can be a double edge sword as students tend to link cheap with bad quality education, but at the same time cheap can also attract more students, what are your thoughts on this?

   It can be an advantage. But the university has to make sure that the students understand that it's cheap because of the place and not because the education level

is low. Showing the university ranking and exploiting the fact Twente has many good teachers and interesting tracks will be a good idea.

10. How committed do you think this university is to internationalization?
    I think they are trying to be committed. So based on my experience I would say they are committed but again mostly on the German market.

11. Most of the signs are in Dutch. Also some PhD students also mentioned that the mails that are sent by the management are usually in Dutch. Would you still say they are committed to internationalization?
    They are changing. If you look at the new cafeteria all the signs are in English as well, so they are changing.

12. International students who struggle with their English proficiency level have this opportunity to improve their English through prep schools in countries such as Britain before they go to the master programs. Why is that method not used in the Dutch education system? What are your thoughts on that?
    I agree. But it is not only for foreign students but for Dutch students as well. During my master courses I had issues talking to students. I would say the acceptance level of English here is low. So it will be good to offer a summer English course for most students.

13. How would you describe the structure of the faculty?
    On paper it sounds like a centralized structure. But most of the time everyone is doing their job and there is a lot of freedom. As long as you do your job nobody bothers you.

14. Some professors say that the management does not back their talk with action. Would you agree with that?
    I agree. But I think it's a problem with all their objectives and not only internationalization. On paper it looks nice but even if you put it in to practice sometimes it's difficult to assess if the objective has been reached

15. How would you describe the culture of this faculty?
    It's really open. There is always room for a lot of freedom. It is a collaborative culture.

16. What do you think of the exchange programs that were available for students when you were a master student?
    I think there were a lot of programs available but I knew them only very late in my studies and at that time it was too late to apply. I think the information should be emphasized during the time you are starting the courses. Apparently there is a websites but not many students know about it.

17. What did you think of the English proficiency level of the professors?
    Depends on the professors. Some are really good, while others had the Dutch English which is a bit hard to understand I suppose.

18. What would you recommend the management to do in order to internationalize better?

You need to make sure you understand the mind set of foreign students. you need to find out why they might come here and why they might not. Once you know these aspects then you can create your strategy on that.

19. Would you call Twente a international university or a Dutch university that is offering courses in English?
I would say it is a university that is starting to internationalize. If you compare this to universities in other countries you mentioned then this one is lagging far behind in terms of internationalization.

PHD 3:

1. When you hear the phrase "Internationalization of Universities" what do you understand from the phrase? Could you explain your answer?
I think giving an international students an environment that does not have the Dutch culture but in fact an international environment with everything done in the international language i.e. English.

2. Most individuals point three variables when it comes to internationalization, which are attracting more international students, developing exchange programs so the Dutch students will have the opportunity to go somewhere, and staff mobility. Do you agree with this statement? Explain?
Yeah I agree these are some important things. And they say a lot about attracting more international students etc but I think they are doing very less.

3. If they are trying to attract more international students then why is all the bachelor programs in Dutch?
Well in most countries the bachelor programs are focused for the locals while the master programs are focused on international students as well as locals. So I think it will be nice if they do change the bachelor in a way where they combine them with English and Dutch but it doesn't make a difference according to me.

4. Only 17% of the total students in the School of management and governance is international students. What are your thoughts on that?
If this university wants to say that they are an international university then this is not a high amount. For a university that is in a country that is in the European Union this is a very low amount.

5. Out of the 17% almost 55% of them are Germans, what are your thoughts on that?
If they want to say they are international university then them focusing on one market is not correct. They should targets regions such as south Asia, Africa and South America in order to attract these students who normally go to the west to start their education. Targeting germans should be one strategy but focusing just one market is not right!

6. At one side we have countries such as USA and Britain that are highly open to internationalization, while on the other hand countries such as China who are doing their best, but due to the language handicap they are lagging behind, where do you see Netherlands in this picture?

   The main difference is the economical approach. they are capital state where they promote the capital culture where you earn as much and spend much. But in Europe especially Netherlands being a social state, they try to protect everyone and they don't appreciate multiculturalism and they don't like foreigners coming in to the system.

7. Twente is situated in a region that is relatively quieter and laid back compared to universities that are situated in the busy west. Again this can be a double edge sword. Would you call this a weakness or a strength?

   Being a student it doesn't matter where the location is. What matters is how good the ranking is, the publications of professors, how the curriculum is. For me the focus is on studies so it doesn't matter if it is in a small city or not. I want to make sure I get a good education that's all.

8. On average an international student at Twente pays around 6500 Euros per academic year, an international student in VU Amsterdam on the other hand pays over 12,500 Euros for the same education. This again can be a double edge sword as students tend to link cheap with bad quality education, but at the same time cheap can also attract more students, what are your thoughts on this?

   Living in a big city costs a lot for the student and the university. So they have to transfer that cost to the international students. at the same time if you live in a place like Amsterdam you have more opportunities to do part time works. So even though you spend 12,000 Euros you will also be able to earn some money back. While in Enschede you hardly can find part time jobs. So in that way you pay more you earn more, here you pay less and earn less. So in the end of the day it is all the same.

9. How committed do you think this university is to internationalization?

   I don't think it is committed. They say they want to be international but they are not! For an example we get about 10 emails every week from the management or departments and 8 out of 10 will be in Dutch. This comes from the head of the department, secretaries or the management and they are in Dutch. All the activities and signs mostly have always been in Dutch. They say they are going to change it bilingual.

10. How would you describe the structure of the faculty?

    Well it is a bit bureaucratic and is hierarchical but because I am from a country such as Pakistan this is nothing compared to what I have experienced.

11. Can you think of any other limitation the Netherlands has other than the language handicap?

    They have a marketing problem. Although many people speak English, not many international students know this.

12. International students who struggle with their English proficiency level have this opportunity to improve their English through prep schools in countries such as Britain before they go to the master programs. Why is that method not used in the Dutch education system? What are your thoughts on that?

    It is difficult to answer. If you look at the teachers at UT sometimes they struggle to explain the concepts in English. So there is no way can they train the students in English as their standard of English is not good enough. Of course some of them are really good but that is not the case with everyone.

13. Some professors say that the management does not back their talk with action. Would you agree with that?

    I agree 100%. I was the general secretary of the Pakistani student association for 2 years. And I still am in touch with them. And I've had a lot of discussion with the international office regarding this matter. And every time they convinced us that they were going to take care of the issues but we never saw any change.

14. How would you describe the culture of this faculty?

    In respect to internationalization I don't see a culture at all! I hardly see.

15. Are too much international students from one country too much?

    Well as long as the management thinks they want to be a proper international university, then caps or limitation should not be there. However, if the university does think that they want to keep something from the Dutch culture then they need to change the policy accordingly. They shouldn't have a policy that is stuck between these two aspects.

16. How important is international students in a class room?

    I think it is very important, because if you sitting in a class full of students from only one country then the mind is not open enough to understand or know the perspective of different communities.

17. Some PhD students mentioned that there is too much freedom when it comes to this faculty. Do you agree with that?

    I completely agree with that! And that's another example of where there is no internationalization. In the Dutch culture everyone trusts and everyone and everyone feels responsible to their own activities and the boss does not interfere. However, when you look at the culture of south asia, the boss is always asking for reports, so I was expecting that but so far I'm in the 3rd year and nobody asks anything. And although I am proceeding well I am not happy as nobody checks my work regularly.

18. What would you recommend the management to do in order to internationalize better?

    I think when the international student enters the university there should be a feeling that the whole campus is international. Now when you enter the university the first thing that you see is "Universiteit Twente" and not university of Twente. I was amazed that they did not put the English version of the name. Also when you look at the website, first it used to open with the Dutch background with the

availability of English. However I was the one who mentioned to the international office that it should be the other way around, so that it gives an international look to the university.

PHD 4:

1. When you hear the phrase "Internationalization of Universities" what comes to your mind first? Could you explain your answer?
   Different nationalities. International students and international employees, and international office even though I am not entirely sure what their task is.
2. When you think about the educational perspective of Internationalization, the three main variables that come is international students, the local students going to foreign countries for exchange programs and learning other cultures, and staff mobility. Can you think of anything else in this perspective or would you say these are the main attributes ?
   They are the three main ones, but maybe you could also add to the international context the collaboration of universities not only on exchange programs but also on research.
3. When you look at the scale of internationalization you have countries such as Canada, the United States, Britain and Australia to some extent, that are very open to internationalization and attract a lot of students, huge potential of exchange programs and staff mobility. Where do you think the Netherlands stand in this scale?
   Comparing to the countries you have just mentioned, we are behind. First of all the language is different – it is easier for international students in English speaking countries – we still have a lot of international students here, a lot of them are coming from Germany, but it is still global. So we are up in the scale, I would say above average.
4. You mentioned language is a handicap, can you think of any other handicaps which the Netherlands have that fails to attract more international students ?
   It is a small country, and if I would think of going abroad, I wouldn't think of the Netherlands as the place to be with regards o research etc. But this might be a cultural thing, as most Dutch people feel that way.
5. Even though the educational system is very high, when you ask international students what they think of the Netherlands, they never think of education but of Amsterdam, partying. Even though the mother language is Dutch, 80 to 85% of the population speaks very good English, but outside the Netherlands nobody seems to realize that. Would you say this is a marketing problem that the Netherlands is not exploiting this ?

As you said most of the Dutch speak fluent English, and some even speak German or French. I think they could exploit this a bit more!

6. If you compare the Netherlands to a country like Australia 30% of their GDP comes from higher education so basically attracting a lot of students. So why do you think the Netherlands cannot do something similar ?

That is a very good question, to which I don't really have an answer. It should be a collaboration I think, as students first choose the country and then the university. Unless the university is so good that nothing else around it matters! So then the question is, who is responsible for attracting international students ?

7. Take this faculty as an example, only 17% of students are international students, and out of them 55% are from Germany. So that means only 8% is properly international. If this faculty has failed to attract more international students, what do you think the reason behind it is ?

I don't think they have failed, as 17% are international students, but I do agree that this number could be higher. But it is still an higher number than it was ten years ago.

8. Looking at the location, geographic position, of this campus, it is very far from the west. International students might take this into consideration, the traveling etc. This can be seen either in a negative manner – missing out on social, experiencing the nightlife and the culture etc- or in positive manner – being far away allows have a quiet time and concentrate on the degree. Would you say the location is an advantage or a disadvantage ?

I think it is rather a disadvantage. When you go to a foreign country you would normally pick a main city rather than one you ve never heard of. But then it might be less of a disadvantage than we tend to think, considering the size of the Netherlands, even though Amsterdam is at the other end of the country, it is only a two hours drive, and plenty of public transportation !

9. In this faculty, if your are not an EEA student, the tuition fee is of 6500 euros per academic year. With comparison to the west, for example in VU Amsterdam it is 12500 euros. Almost the double amount. Again this is a double edge sword, you can psychologically either think that you would get bad education for that price or get good education for a low price ! Would you say this is an advantage or a disadvantage ?

Definitely a disadvantage. There are many things you can get for a cheaper price, but some of them you do not want to have the cheaper price, such as health care and education. But yet it can still be an advantage, depending on where the students come from and what their budget is, as living costs in Amsterdam are also extremely high.

10. You are a phD here so at the bottom of the institution, in a way this is a good place to observe the whole organization. Would you say it is committed to organization ?

I think we are, looking at our group, there are a lot of international people and this doesn't happen by accident. People are really thinking about the international

context, and want people to come from abroad as students or employees. On the other hand, there are small things that could be done to improve this internationalization. For example signs on toilets should be recognizable by everyone (so not just the words 'dames' and 'heren' if the university truly wants to be international. That is the same for organizational issues, meetings are held in English when they are non Dutch speakers but yet people shift to Dutch very easily during these meetings. The international students or employees might feel excluded by such behavior.

11. Other phD candidates I have spoken to also mentioned this. For instance most emails are sent in Dutch, the signs are in Dutch, even the university label says 'Twente Universiteit' not 'University of Twente'. So you would agree with them that this is a handicap?
Yes, lots could be done to improve such things.

12. How strong do you think management feels about rules and regulations ?
In a broad sense, I think the management of this faculty feels strongly about it.

13. The other phD students mentioned that they have given a lot of leniency, would you agree that a lot of autonomy and freedom is given to phD students ?
Yes, I think that is a positive thing, that has happened quite recently, phD students can now do what they think is good, in their own time.

14. Why do you think 90% of the Bachelors degrees are in Dutch in the Netherlands ?
I think this is not to scare away students. Everyone who comes out of high school here has studied English at some point, but might see a degree taught in English as an unnecessary challenge. Studying in itself is a challenge enough as you are not quite sure what to expect then. Most books, however, are in English and thus students gradually get used to studying in a language other than their mothertongue.This makes the process easier for Dutch students, I do not think it could be change, unless all universities decide at the same time to offer programs only taught in English.

15. This means that international students are cut off from the Dutch higher education system until masters. So as a Dutch student would you say the priority needs to be Dutch students, and then worry about the internationals ? Or do you think they should all be taken in one market alone ?
It should be considered as one market, as we really need the international students.The new internation Bachelors degree starting in September will be a good way to approach as you are welcoming international students as well as not scaring the Dutch away. Most students will be from Germany but this still qualifies as international.

16. How important is it to have international students in a class ? Do they make a difference ?
Yes, especially with the language, it forces Dutch students to use their English skills to interact, as well as understand the lectures which are given in English language.

It is also nice to meet people from other parts of the world, and see from what educational system they come from, as well as their way to study.

17. Would you say too many international students is just too much ? For instance, if you have a group of 50 chinese students, and 50 dutch students, they tend to never interact with each other and form two different communities.
Indeed it can create problems like this but at the same time it is very hard to drow a line. If there is a group of 80 Dutch students they would probably not interact either with the 20 international ones !

18. An idea that is practiced here in the faculty is to have three Dutch students and one international for each group assignment. Do you think it is good to force them to interact?
Yes. People tend to be hesitant about these things, so a Dutch student would tend to stick what he is familiar with, and vice versa, being away from home would create a bond for international students. A lot of these students get international experience during this sharing. Also this teaches them to interact with different people from different cultures which can be precious experience for future working life.

19. If you look at countries such as the US or the UK, they take into consideration the language level of the students, and if it is not high enough they still invite them to the country for pre-school or pre masters, and once proficient enough they can move up to the next level. This is something that is not offered here in the Dutch education system, and because of this they are missing on a lot of International students, loosing it to other countries as missing a huge earning potential. Would you say it would be good to implement such a thing in the system ?
Yes it would be positive. It is important to ask for high language skills in order to study efficiently, but if you reject students due to that and tell people to apply again once their level is higher then they would probably never apply to this university again .

20. Asking this question to professors resulted in them saying that students should learn Ducth rather than English. Would you say this frame of mind is not on the same level as internationalization ?
Indeed, it is not ! Dutch teachers may not be there to teach English but they can certainly help in this respect.

21. Do you think some faculties such as Social Science should be more international than others, for example engineering ?
I don't think that matters, the only thing is that you might get different types of students, but it is not that one faculty should be more international than another. Research is always global.

22. How would you describe the culture of this faculty in terms of internationalization ?
I think we are quite internationally oriented, but yet still have the Dutch culture. It can be hard to combine both, but it is nice to keep the identity, and as far as I am concerned it seems to be working quite well.

23. When you were a student, how did you feel about the exchange programs?

I personally never made use of them, as when I started there weren't that many but I find them very useful and a lot of students seem to benefit from them.

24. Would you say the information was readily available ?
Yes it was easy to find.

25. How would you define managements attitude towards internationalization from what you have observed?
I think it might be a little inconsistent. They want to be international but don't seem to make much effort to reach this status. Some progress has been made with the IBA and the collaboration with Berlin, but it seems almost individualistic.

26. What do you think they can change in order to increase this internationalization ?
Perhaps start with changing all those small things we mentioned earlier, such as sending those routine emails in Engish. It is to say we want to be international, but also have to think on how to reach that. These programs are a good start.

27. Would you say the university of Twente is an international university or a Dutch university offering courses in English ?
I would say it is an international university.

Master Students 1, 2, and 3

1. As international students, you would always think of Amsterdam, fun etc, and even if you take from 1-5, the Dutch education system doesn't come to mind. So why did you choose de Netherlands to study?
MS1: I went through the NUFFIC brochure and as I was interested in the specific subject that was available only in this university.
MS2: yeah same for me and I think the website helps a lot when you want to choose.
MS3: there are 3 technical universities in Netherlands and Twente is one of them and I chose Twente because of the specific course as well.

2. When you first hear the phase internationalization of universities, what comes to your mind?
MS1: lot of international students, at least I was expecting a lot of internationals but when I came here all I saw was Dutch students.
MS2: same here. Need a lot of international students, courses offered in English,
MS3: Same thing. International courses which I think is lacking here.

3. Why did you expect the university to have many international students before you came to the Netherlands?
MS1: it just came in to my mind.
MS2: I think the university website gives a feeling that the campus is very international.
MS3: I didn't expect it to be very international. I knew there will be many Dutch students but knew the courses will be in English.

4. Comparing to countries such as U.S and Britain, where do you see Netherlands in terms of their universities' internationalization advancements?

   MS1: I think they are somewhere in the middle. They are still in the process of internationalizing.

   MS3: I think in research they are even better than U.S, but as master courses they are quite far behind.

5. One of the reasons why the Netherlands education system is unattractive is due to the fact the first language in this country is not English, can you think of any other reasons?

   MS3: I think the society is a bit enclosed. They don't socialize that much.

   MS2: you can notice it when you mingle around students, you can immediately sense that you are not welcome around the Dutch students.

6. In this university only 17% of them are international, out of that 55% of them are Germans. So basically only around 8% of them are truly international, why do you think this university cannot seem to attract enough international students?

   MS2: one thing I found difficult when I tried to apply here is they stress so much on research side of the education. And because we are from a different educational background we found it very difficult. This can discourage people from applying.

   MS3: the course content can also be a big drawback.

   MS1: they gave us pre master courses which we thought was quite unfair because they discriminated us because of our country's education background and not because we individually needed to have the pre masters. And I think that is not fair.

7. The fees in this faculty is around 6,500 Euros, universities in Amsterdam is around 12,500 Euros. Would you call this an advantage?

   MS3: it has to do with the reputation of the university as well. Universities in Amsterdam have better reputation than this one. So I will be prepared to pay much higher to go there.

   MS1: it can be also due to the location. The living standards etc are all high in the West.

   MS2: psychologically cheap does mean inferior education. You might think there must be a reason for it to be cheap.

8. The geographic location of the campus is quite rural. Would you say this is an advantage or a disadvantage?

   MS1 and 2: personally I think it is an advantage. we like the campus, it is safe and secure.

   MS3: this is the only university with a campus within the premises. I think because it is a quieter environment there is more culture here than the big cities.

9. You guys mentioned the pre master courses that are given compulsory to some students are not that helpful. So what do you think is a better way of seeing if the students are god enough to be in the master class?

   MS3: they should talk to me. They should show me the course content and advice me that these pre master courses might help me in the future. And if I say I already

know this then I don't take it. If I do badly in those courses then it is my fault. But at the same time if I take the pre master course and then still do badly on my course then that would mean this course was not useful at all. I will lose around 3 months.

MS2: an assessment examination when you come here would be good.

10. How committed do you think this university is in terms of internationalization?

MS1: They are trying. They are very helpful to us, international students.

MS3: most of my courses are Dutch oriented, and the supervisor mentioned the university wants to cater to the Dutch students rather than an international focus. Many of the slides are also in Dutch even though the teachers speak in English. And that is not helpful. Moreover, you should make it compulsory during the breaks the professors should speak in English and not in Dutch.

MS2: we experienced the same thing during our premaster classes. Most slides were in Dutch!

11. What do you think about most signs all over the university being Dutch?

MS3: it should be at least in both languages.

MS1: even the doors had signs that were in Dutch and we didn't know if we should push or pull. Same with coffee machines. But I heard they are working towards changing these things to English.

12. What are some things that have surprised you or disappointed you during your stay here?

MS2: I think the students are very harsh towards international students. in my pre master course there was this Chinese guy who was in a group with Dutch students, and they basically did not want him. They were accusing him of plagiarizing documents etc.

MS3: unless the professors force the students to have a mixed group, the Dutch students do not want to mix with us during course works. And forcing is not an option. The students should want to do it themselves.

13. What do think about the English proficiency level of the professors?

MS3: I expected them to speak English. One of the guy could not form coherent sentences so had problems with him. But other than that the rest were ok.

MS1: some professors are very good. But there was one teacher who couldn't speak English at all. And I had a lot of problems speaking with him.

14. Do you think social science should be more internationalized compared to engineering for an example?

Engineering is easier to be international than social science. but in this university social science is more international compared to the other faculties for some reasons.

15. What do you think they can change to increase the internationalization process?

MS3: if I have to apply for masters again I will not apply to twente as I did not have a good experience. Just having international students alone is not enough, but the course content should be international.

16. The web pages offered by some organizations have English as an option, but when you click it half of the contents disappear. These are some things university cannot

control. But there are some web pages used by university which is in Dutch as well. What are your thoughts about that?

I had to ask my friend to translate things to me as the WebPages to buy the books are in Dutch.

17. I spoke to STRESS, and they mentioned it was not worth changing things to English as all this time it was not worth their time to change it as there was not many international students anyways. Would you say thing frame of mind will be a restriction?

    MS1: definitely it is problem.

    MS2: I also mailed them and told them this and also cancelled my subscription.

18. What did you think of the curricula?

    I was quite impressed. I thought it was really good.

19. The social science faculty in this university lags behind most Dutch universities in terms of rankings. The head of department mentioned it is because most funds in this university goes straight to the technical side of the faculties. What do you think about this?

    MS3: you mentioned they are funding engineering only. But since I've been here the engineering faculty has dipped 40 ranks below from before. So I think the main reason is that the university is very research focused and also the university must lose a lot of score in the internationalization process as they are not up to standard with other universities.

20. The professors have mentioned that the management talks a lot about changes but they do not put these talks in to action. As students can you notice this problem?

    MS3: I saw many things in the website that never happened. There were some misleading names on some courses.

21. How helpful was the international office?

    They were somewhat helpful. They were supposed to come and meet us at the bus station but nobody was there, then later we realized the person who was supposed to meet us was on holiday. Finding the place for the first time was very difficult alone! Visas and stuff they were very helpful.

22. Would you say university of Twente is an international university or a Dutch university that offers courses in English?

    Dutch university that offers courses in English!