



UNIVERSITY OF TWENTE.

**Faculty of Behavioural,
Management & Social Sciences**

**Internationalization
of the Student Body:
Boost for Extra-Curricular
Involvement or Road
to Campus Lethargy?**

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Abstract

This thesis analysis the effects of an increase in the share of international students in a study program on the character of its study association and how this has a defining impact on the peer-group interactions between students of that program. The thesis is an explorative case study about the University of Twente and six of its study associations. From each of the associations the board members most involved with internationalization have been interviewed. Assessed has first been the share of international students in a study program, second the quantitative and qualitative involvement of international students in the study association and third the change in the character of the study association as perceived through the board members. The qualitative involvement was measured in three dimensions: first, the commitment to the study association, second, the emotional connection to the association and its members and, third, the influence on the association and its members. This has been placed in the context of the institutional environment and the national public policy debate. In the end the practical implications of the study are discussed. One of the main outcomes of the study is that at four out of the six associations international students were less active than Dutch and that international students showed a stronger interest in the activities of the associations related to education and a weaker one on those related to bonding with peers. This could lead to a change in character of study associations. How associations approach this situation mainly depends on how they see their role. There are two main understandings of how to be a study association: The first is to enable new students to experience the already existing community and traditions which have developed at the association over the course of time and make them accessible. This, one could call a supply oriented approach. For the second approach it is used as a starting point what the currently enrolled students are most interested in and then the activities and traditions are chosen accordingly. One could call this a demand oriented approach. Board members did not fear that the arrival of international students would lead to an undesired change in the character of their association because the current members were in control on whether they would allow this change to happen or not. How effortful an associations experienced the inclusion of international students seemed to be not related to the actual efforts, but on the mindset towards change and what is just. There are several pieces of advice which arise from the findings how to better involve international students at study association to prevent that changes in the student population will negatively affect peer-group interactions: the institutional management could work towards leveling the playing field between Dutch and international students for taking on a position in a board; study associations could try to enthuse as many international students as possible to join committees early on during their first year; they could explore how they can facilitate and promote being a way to find friends for international students; associations could refrain from having committees focused on cultural exchange and integration as these tend to cluster all international students in one committee instead of creating an internationally minded environment in several committees; and lastly all efforts to be inclusive towards international students should be appreciated regardless whether they come from a no-positive-discrimination standpoint or whether they are representing the courage to drop long-standing traditions to be more welcoming towards international students even if this means changing the nature of study associations.

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1. Introduction

1.1 General Introduction

For many universities internationalization has become an important component of their institutional strategy. All practices of a university are subject to change through this development. Maybe the most noticeable aspects of internationalization are the increasing admission of international students and a change in language.

Besides offering education universities have always also been a place where many young and talented people are brought together to socialize. This interaction with peers has been recognized to also be beneficial for the core task of universities: educating students (Tinto, 1975). As place of encounter for students universities serve as a breeding ground for many student initiatives. One can find study associations, sports and cultural associations, fraternities, start-ups, living communities and a wide variety of other extra-curricular activities where these peer-group interactions take place. There is a research gap because the effect of internationalization on peer-group interactions in the context of extra-curricular activities has not been studied widely yet.

This thesis is an explorative case study about the *University of Twente* (UT) which is located in the east of the Netherlands. The thesis analyzes the effect of an increase in the share of international students on the social system of the university. A survey shows that 91% of the students active in extra-curricular activities are active in study associations (Boekee, Sival, & Megens, 2008, p. 9). Therefore the focus of the thesis is on the effects of internationalization on this type of associations. The views of board members from study associations were gathered and analyzed for this purpose. The share of international students in the study program, the involvement of international students in the association and its perceived change in the character of the associations have thereby been inquired. Through a comparison of the answers inferences about the way peer-group interactions are affected by internationalization are drawn and the practical implications of the outcomes discussed in the end.

1.2 Practical and Academic Relevance

Internationalization is a general trend in higher education. While there were 2.5 million students taking a degree program abroad worldwide in 2004, this number increased to 4.0 million in 2013. By 2025 it is predicted to range between 3.7 and 6.4 million (Huberts, 2016, p. 7), thus making a further growth very probable. In the Netherlands this trend can be seen as well. Dutch research universities have experienced a steep growth of the enrolment of international students during recent years. While in 2006 8.2% of students were internationals enrolled for a full degree program, in 2016 this number had risen to 18.0% in Dutch universities (Huberts, n.d., p. 4). This development is predicted to continue. Therefore, insights into the effects of internationalization become increasingly valuable.

How important it is to get a clearer view on the impact of having more international students is shown by how the internationalization of universities has recently been featured in the Dutch public policy discourse. In her Dies Natalis speech the rector magnificus of the University of Amsterdam has asked the government to equip her with the possibilities to limit the intake growth of international students. She emphasized that being rooted in the international society had to go hand in hand with staying rooted to the Dutch society (Strikkers, 2018). A change in the language of instruction to English for a few popular subjects had led to a 54% increase in the number of pre-registrations for the University of Amsterdam for this academic year (Wolthekker, 2017). This was partly due to a change in the administration procedure, partly due to the fact that in countries other than the Netherlands it is common to apply for more than one university and choose the place to study after receiving several admittance letters. Nevertheless, such a rapid increase in the number of prospective students brought a lot of uncertainty to the university, since it is very difficult to make adjustments to the selection procedure if registration has already been opened. In the end it resulted in a 14% increase in the number of first year bachelor students and an 82% increase in the number of international students amongst them (UvA Persvoorlichting, 2017). In another instance an open letter published by a renown lecturer from the University of Groningen addresses the issue of internationalization. He wrote it after sending out his resignation letter in protest against the experienced commercialization of the university (Runia, 2018). The letter led to a sit-in demonstration of about 40 students in the board room of the Faculty of Arts (Remie & Huygen, 2018) and at least time-wise correlated with the announcement of the university to cease its plans of opening a branch campus in China (NOS, 2018).

A public statement with the opposite position towards internationalization has been made by the umbrella *Organisation of Study Associations* (OS) from the University of Twente. It handed over a manifesto to the president of the university in which it criticizes the low speed of the university's internationalization (Kuipers, 2018).

Study associations are of vital importance to universities, because they are the place where most of the extra-curricular activities take place. And extra-curricular activities provide room where students of different backgrounds can mingle. Luut Kroes, the Director Education & Students of the University of Groningen emphasizes that international study tracks only bring an additional value if Dutch and foreign students mingle outside the classroom (Vrieling, 2017, p. 18). Thus understanding associations' concerns for the integration of international students in existing association structures will be of uttermost importance to make internationalization efforts thoroughly successful.

Besides an integrative function it has been shown by numerous studies what wide range of benefits are connected with extra-curricular activities (Bettencourt, Charlton, Eubanks, Kernahan, & Fuller, 1999; Eccles & Barber, 1999; Foubert & Urbanski, 2006; Kaur & Bhalla, 2010; Koster, 2013; Landelijke Kamer van Verenigingen, 2013; Landers & Landers, 1978; Leask, 2009; Mahoney & Cairns, 1997; Otto & Alwin, 1977; Shiah, Huang, Chang, Chang, & Yeh, 2013; Tchibozo, 2007). Studies analyzing the benefits of extra-curricular activities which focus on employability are very common. So has Koster for example shown that in the Netherlands 11.9% of the likelihood to get hired with a university diploma from a technical study and 16.7% of the likelihood to get hired with a diploma from a business study can be explained by the extra-curricular activities on your CV (2013, p. 23) and Tchibozo has found that participants of extra-curricular activities were almost three times as likely to start their career as managers rather than as office workers (2007, p. 46). For other types of benefits from extra-curricular activities in the context of university education there, however, has been less research in the past. Thus many of the studies referred to in this thesis observed the effects of such activities on American high school students. Due to the lack of research with a focus on college students this, however, is the best possible approximation.

Mahoney found that participating in extra-curricular activities is associated with decreasing dropout rates from American middle and high schools. This counts primarily for students who were predicted to have the highest risk of dropping out (Mahoney & Cairns, 1997, p. 248). Besides confirming their positive effects on academic performance Eccles and Barber found that engagement in extra-curricular activities by American middle and high school students

also seems to shield them from engaging in risky behaviors namely drinking alcohol, skipping school, smoking marijuana and using hard drugs (Eccles & Barber, 1999, p. 25). One exception from this are team sports. They increase the likelihood to drink alcohol (Eccles & Barber, 1999, p. 21). According to Landers and Landers also the number of criminal offenses is reduced among participants of extra-curricular activities at the observed school (Landers & Landers, 1978, p. 302). Otto and Alwin examined the effects of extra-curricular athletics on American males longitudinally over a period of 15 years. In the beginning the participants were 17 years old. They found a positive effect on educational and occupational aspirations, attainment and salary after graduation (Otto & Alwin, 1977, p. 110). Kaur and Bhalla found that extra-curricular activities lead to a better opinion about how well a college is managed in a study examining 16 Indian colleges (Kaur & Bhalla, 2010, p. 16). A better adjustment to college was found to relate to an increase in the quantity of extra-curricular activities students are following amongst 142 first-year college students at the University of Missouri (Bettencourt et al., 1999, p. 220). The relationship between extra-curricular activities and psychosocial development was researched by Foubert and Urbanski at an American university. Among participants they found "greater levels of psychosocial development in the areas of establishing and clarifying purpose, educational involvement, career planning, life management, and cultural participation." (2006, pp. 175-177). Shia et al. found a long list of correlates to extra-curricular activities amongst Taiwanese university students. These are extraversion, psychological health, emotional stability, social adaption, a more positive self-concept, complex cognition, work involvement, attentiveness, perceived value, lack of interference, career self-efficacy, self-confidence, concentration, inferential ability, self-awareness, competition and a lower rejection of atypical jobs (Shiah et al., 2013, p. 145). Leask (2009) has provided an Australian case study about the lack of integration of international students and how it was successfully approached through university organized co-curricular activities. Besides this list the outcomes of a study by Civitci suggest that there was no effect on the perceived stress level of students by following extra-curricular activities alone (Civitci, 2015, p. 278).

Together this research underpins the value participating in extra-curricular activities can have to students. This gives a solid base to Civitci, when he writes that extra-curricular activities can be seen as a "natural and essential part of college life" (Civitci, 2015, p. 273). Extra-curricular activities are very popular in the Netherlands. As effect thereof, being a member of an association has been described as being "more of a norm than an exception" (Lahti, 2016) for Dutch university students. Traditional student associations were even planned to be

adopted as Dutch cultural heritage, the pre-stage of becoming UNESCO Intangible Cultural Heritage. The Dutch cultural heritage center VIE, which is responsible for the process, explained that the traditional student associations "contribute to a lively, dynamic culture which fosters social cohesion and are important for the identity of many students in the Netherlands" (DutchNews.nl, 2016). Adoption only seemed to be a matter of formalities. However incidents at one association in Groningen sparked national outrage, which led to a provisional postponement (Van der Hoeven, 2006).

It has repeatedly been recognized, that internationalization of universities is more than a mere change in language (Kuipers, 2018; Visschedijk, 2016). Therefore analyzing the effects of internationalization beyond the issue of the tongue seems like a good subject to study. There already is research about the integration of international students at the University of Twente for a master thesis from Kücking (2011) seven years ago. This research examined the integration of international students from the perspective of the foreign students. That perspective has now been complemented by this bachelor thesis through an analysis from the perspective of study associations. There are different factors that make study associations the most fitting actors to analyze. One of them is the large number of students for which these associations are relevant. The Student Union Activism Monitor 2008 showed that 91% of the students who were active in extra-curricular activities at the University of Twente were active in study associations (Boekee et al., 2008, p. 9). Another factor that makes this assessment worthwhile is that study associations have an inherent responsibility for the students in their study programs. The presence of international students makes them immediately pre-disposed for membership. Also study associations are likely to experience the effects of the more international student body much more sudden, which makes it easier to identify whether possible changes at the association are related to internationalization or not. Study programs change their language of instruction at a distinct point in time. Therefore the increase of international students in the potential membership base of a study association happens very sudden. Sports, cultural associations and fraternities (in Dutch: studentenverenigingen) experience the effects more gradually, because their membership base consists of students from all the studies offered at the university and every year only a few studies switch their language of instruction from Dutch to English.

1.3 Research Questions

The guiding research question of this thesis is as follows:

RQ: What is the effect of the increase in the share of international students at the University of Twente on its study associations?

It is of empirical, explanatory nature. Two different sub-research questions (SRQ's) are examined to arrive at insights into the guiding research question. Both are empirical. The first SRQ is of descriptive nature:

SRQ 1: How does the share of international students in a study program relate to the involvement of international students in the study association?

The second SRQ is a causal one:

SRQ 2: How does the involvement of international students in a study association lead to a perceived change in the character of the study association according to board members?

1.4 Outline of Thesis

The academic and societal relevance of this thesis has now been established (Chapter 1.2 *Practical and Academic Relevance*) and the research questions have been formulated in the above (Chapter 1.3 *Research Questions*).

The thesis continues with the theory section (Chapter 2 *Theory*). The section starts off with elaborating on the conceptual work of Tinto which underpins the significance of peer-group interactions and the social system of a university (Chapter 2.1 *Tinto's Conceptual Work*). Then it is zoomed in on the factor of peer-group interactions which gets embedded in the conceptual framework constructed for this thesis (Chapter 2.2 *Conceptual Framework of Thesis*). The concepts from the conceptual framework are operationalized thereafter to enable measuring them (Chapter 2.3 *Operationalization*).

The subsequent Methodology section (Chapter 3 *Methodology*) consists of a characterization of the research design (Chapter 3.1 *Research Design*) and an explanation of the data collection methods applied during this thesis (Chapter 3.2 *Data Collection*). In this section it is also explained how the data from the interviews was analyzed (Chapter 3.3 *Data Analysis*).

The Results section (Chapter 4 *Results*), firstly, elaborates on the status of internationalization in the Dutch higher education sector and at the University of Twente (Chapter 4.1

Internationalization in the Netherlands and at the UT). Secondly, it gives an overview of the share of international students in study programs (Chapter 4.2 *Share of International Students in a Study Program*). In the next instance the involvement of international students in the study associations which belong to these programs is compared with that of Dutch students. This happens quantitatively by assessing the number of involved students as well as qualitatively by analyzing the interview and survey answers from the board members who took part in the study about students' way of involvement (Chapter 4.3 *Involvement of International Students in the Study Association*). The last part of the analysis examines the change of character of the study association which the association's board members perceive resulting from the involvement of international students in their associations (Chapter 4.4 *Perceived Change in Character of the Study Association*).

The thesis is wrapped up with a concluding section (Chapter 5 *Conclusion*) where answers to the research questions of the study are formulated (Chapter 5.1 *Answers to the Research Questions*) and reflections on outcomes and the research process are made (Chapter 5.2 *Reflection on this Study*). In the end the practical implications which arise from this research conclude the thesis (Chapter 5.3 *Practical Implications*).

2. Theory

2.1 Tinto's Conceptual Work

Tinto (1975) has created one of the most important academic theories about student dropouts from college, persistence and study success (Figure 1). From it becomes visible what a high relevance peer-group interactions and the social system of a university have. Students perform better when they are embedded well socially and academically. For his theory Tinto transfers Emile Durkheim's theory of suicide to the university context (Tinto, 1975, p. 91). He argues that both situations, suicide and college dropout, have a lot in common. In both instances people lack affiliation with the people in their surroundings and they do not share the same value system as them. Therefore they opt for a radical exit from their social system. In the case of Durkheim's theory on suicide taking one's life is considered an exit of society as a whole. In the case of Tinto's theory of student dropouts the voluntary dropout is an exit from the university institution. What distinguishes both situations, however, is, according to Tinto, that a university not only consist of one social system, but rather of two. One of the two social systems he calls the *Academic System*, the other one the *Social System* of a university (1975, p. 92). The extent of a student's integration in the Academic System Tinto calls *Academic Integration*. It is defined by the student's grade performance and intellectual development. Integration in the social domain he refers to as *Social Integration* (1975, p. 95). This type of integration is defined by peer-group interactions and faculty interactions. Tinto recognizes the need for students to be integrated in both spheres of a university in order to prevent a voluntary dropout (1975, p. 92). With his research he establishes the importance of the often undervalued social system of a university. Giving a better understanding about the functioning of this Social System is the core objective of this thesis. In the next section the conceptual framework is developed based upon which the thesis research is carried out.

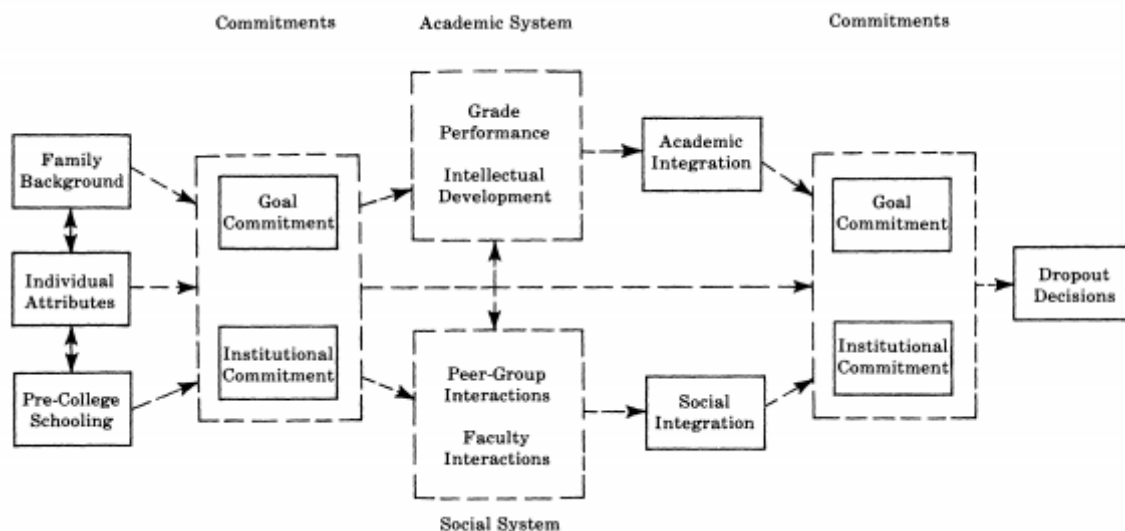


Figure 1. Tinto's Theoretical Framework for Dropout from College

2.2 Conceptual Framework of Thesis

Tinto (1975, p. 92) has established the significance of the Social System for the performance of one of the core functions of a university; educating students. Studying the functioning of the social system is one of the contributions of this thesis. Participation in study associations of course can also be a factor towards academic integration. The thesis, however, concentrates on one of the aspects which happen in the Social System, namely peer-group interactions between the students of a study program. It zooms in on this matter to contribute to the understanding of the contexts in which they happen. Leask (2009, p. 217) has shown that extra-curricular activities are a very relevant frame in which peer-group interactions take place. As stated previously based on the findings of the Student Union Activism Monitor (Boekee et al., 2008, p. 9) study associations have been identified as most relevant entity to study. Since the increasing admission of international students has become a trend in higher education the effect this has on study associations is the focal point of this study. Together with the research questions a causal model has been developed.

Tinto's model (1975) establishes the educational relevance of social integration and that peer-group interactions lead to it. It is assumed that study associations are an important frame in which such peer-group interactions take place. Through the admission of more international students to a university and their involvement or non-involvement in the study associations the peer-group interactions between the students of a study program are expected to undergo changes. What type of changes can be expected is under study in this thesis. The first correlation that has been studied is how the *Share of International Students in a Study Program* relates to the *Involvement of International Students in the Study Association*

(SRQ 1). The goal is on the one hand to see whether international students are as likely to be involved in study associations as Dutch students and on the other hand to provide relevant information to be able to place the answers to the second SRQ in context. For the second SRQ it is examined what impact board members see from the involvement of international students in their association. The studied concept is called the *Perceived Change in Character of the Study Association*. The Involvement of International Students in the Study Association and the Perceived Change in Character of the Study Association are both variables which have a defining impact on the *Peer-Group Interactions between the Students of a Study Program*. These peer-group interactions in turn effect the *Social Integration* of the students. These assumed relationships between the concepts are illustrated in Figure 2 (*Conceptual Framework of Thesis*) below.

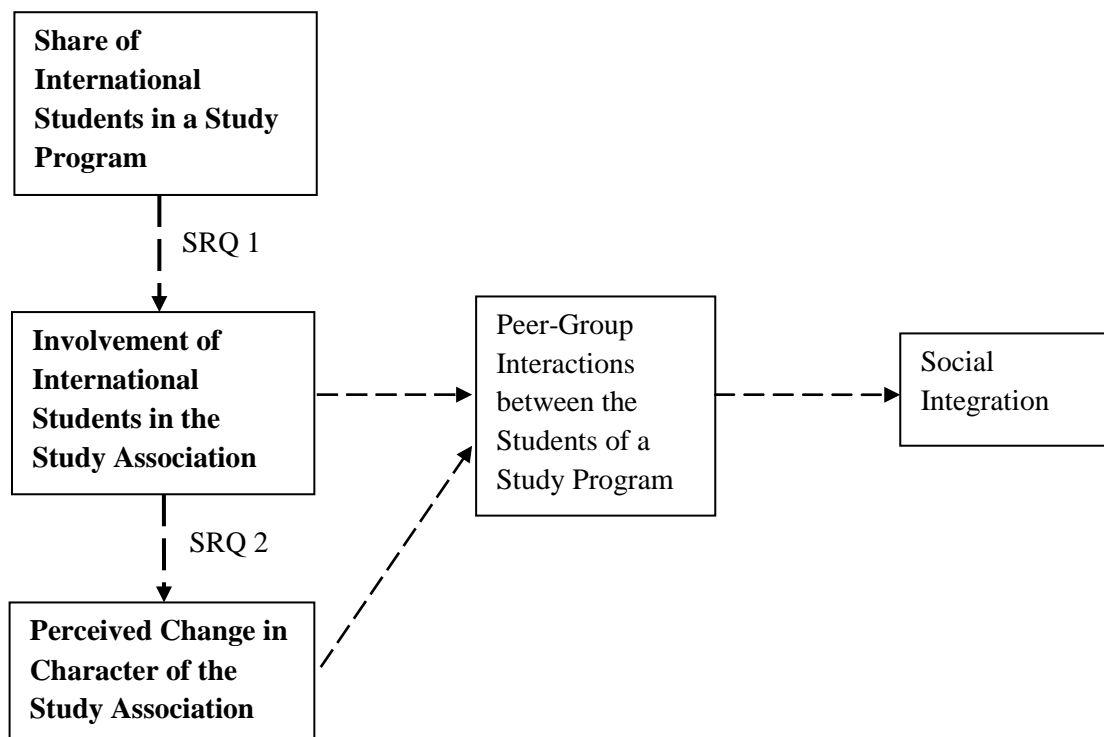


Figure 2. Conceptual Framework of Thesis

2.3 Operationalization

For three of the concepts from the conceptual framework data has been collected in the frame of this thesis. These are, (1) firstly, the *Share of International Students in a Study Program*, (2) secondly, the *Involvement of International Students in the Study Association* and, (3) thirdly, the *Perceived Change in Character of the Study Association*. All three of the concepts have been measured by asking board members of study associations.

The first variable was measured quantitatively by asking board members for an estimation about the share of international students which are enrolled in the study program. Gaining objective enrolment data was not possible due to restricted accessibility of the data from the university administration. For verifying the reliability of the estimations additionally official pre-enrolment data about the share of international students among the students who applied to study during the current academic year have been obtained.

Student involvement according to Astin (1984, p. 519) has a qualitative and a quantitative component. Therefore the measurement of the second concept, Involvement of Students in the Study Association, involved both aspects: The quantitative aspect consists of an appraisal of the number of board members, committee members, participants of activities and members which are active in the association, whereas the qualitative aspect has been measured by asking the interviewed board members how they assess the involvement of the international members in their association. The involvement was conceptualized consisting of three different facets: the *Commitment to the Association*, the *Emotional Connection to the Association and its Members* and the *Influence on the Association and its Members*. The facets were drafted with the four criteria for the sense of a community from McMilan and Chavis (1986) in mind. Originally they stem from the context of neighborhood communities but have been adapted in this thesis to better fit the context of study associations. One of the criteria of McMilan and Chavis (1986) is *Membership*. It has been reformulated as *Commitment to the Association* because almost all students of a study program are formally a member of their study association be it only because the membership fee is lower than the discount on study books and free coffee that come with it. The category *Emotional Connection* has been taken over from McMilan and Chavis (1986). It has specifically been phrased as *Emotional Connection to the Association and its Members* to make sure that it also covers the emotional connection between humans and not only to the association as an organization and its symbols. This was made to account for possible differences between Dutch and international students with regards to what their emotional connection is directed to. The criteria *Fulfillment of Needs* which McMilan and Chavis (1986) used has not been

retained in this thesis due to the fact that the measured concept in this thesis is the involvement of students and which is merely inspired by but not the same concept as the *Sense of a Community*. Involvement hereby is assumed to be something that is rather directed from an individual towards the community, whereas the Fulfillment of Needs is something which is assumed to rather be directed from a community towards its members. Therefore it has not been considered to be one of the defining factors of a student's involvement and is only partially been integrated as part of the facet Influence on the Association and its Members.

The third concept of the Perceived Change in the Character of the Study Association is purely qualitative. 'Perceived' hereby refers to the perception of the interviewed board members. Since the character of an association is a collection of distinctive features it has many facets. Initially open-ended questions were asked to see what aspects first came to the mind of the interviewed. Then more specific examples were named and asked whether the board member could relate to them. The Perceived Change in the Character of the Study Association was conceptualized as consisting of three different aspects: *Organizational Changes*, *Changes in Activities* and *Social Changes*.

2.4 Background Information about Internationalization

Tinto highlighted in his theory the importance of context in the educational process. For this thesis the context analyzed is the internationalization process. Therefore the following section gives further background information about internationalization in the higher education sector. In the introduction (Chapter 1.2 *Practical and Academic Relevance*) the relevance of the process of internationalization has already been introduced. Additional background information is gathered in this section. It is organized in several sub-sections. In the beginning the foundation is laid by establishing what is understood by the terms 'internationalization' and 'international student'. Consequently the rationales for universities to internationalize are elaborated on. In the last sub-section of this chapter then critique points which can be raised against internationalization are formulated.

What is Internationalization and who is an International Student?

Internationalization is defined as an increase in the international or intercultural orientation of an organization (De Wit, 1999, p. 2). In the context of this thesis these organizations are research universities. Also the effects on study associations through an increasing involvement of international students one could refer to as internationalization. There is a broad spectrum of things at a university that can be subject to internationalization. The

research subjects and the research topics can be international. Research can happen as part of international research collaborations and its funding can come from abroad. Having foreign students, lecturers and employees can be one facet of how a university can have an international dimension. Also the valorization of research can happen on a global scale and branch campuses abroad as well as online courses are forms of how a university can operate internationally. The university's culture, too, can have different degrees of internationality. For example the style of communication or working hours can follow regional conventions or the international business etiquette. Amongst all these different manifestations of internationality the focus of this thesis lies on the internationalization of the student body through an increase in the share of international students.

So, who is then an international student? An international student to the Netherlands is officially defined as a student who has neither a Dutch nationality nor has obtained his degree of secondary education in the Netherlands. If the secondary school degree is unknown the place of residence at the age of 16 is decisive (Centraal Planbureau, 2012, p. 8). It is doubtful whether all sources referring to international students operate such a clear cut definition. However, the margin of students about whom it is debatable whether they should be considered domestic or international students is assumed to be negligibly small. Thus special scrutiny about this demarcation is considered to be not significant for the scope of this research.

The Four Rationales behind Internationalization

For anyone who occupies himself with the internationalization efforts of universities - be it academically or be it for policy making or implementation - comprehending the motivations for universities to internationalize is crucial. Understanding the different arguments for and against internationalization helps to grasp why some associations might welcome international students with open arms while others are reluctant to do so. The attitude from associations and their members is likely not simply based on how pleasant they find the international students in their study as a person, but also on whether they are in favor of internationalization or not. This attitude in turn is probable to have a heavy influence on the number of international students at an association and whether there are changes in the character of the association detectable.

De Wit (1999) has made an attempt to categorize the factors that underlie the objective to internationalize universities. He divided them into four different rationales. The academic,

social/cultural, political and economic rationale. His divisions are hereafter explained and complemented by other sources and own considerations. It needs to be noted that these rationales can either be leading to the universities' decisions to internationalize directly or they can be the factors that underlie governmental decisions to steer universities towards that direction.

The *academic rationale* describes the wish to internationalize universities as a stimulus for creating knowledge. Cross-cultural collaborations lead to repeated encounters of uncertainty which let academics continuously question their habits, actions and values and thereby develop personally and refine their research. More heterogenic student bodies have been linked with larger cognitive development by students. This is because dealing with the exposure to unknown cultural situations corresponds to the way how humans process the exposure with new information (Denson & Zhang, 2010, p. 529; Kim, Collins, Rennick, & Edens, 2017, p. 397). Internationalization is desired to prevent a state of parochialism and encourage critical thinking. It stimulates scholars to realize the complexity of the world (De Wit, 1995, p. 13), to study transnational phenomena and to tap into knowledge available in other parts of the world. Also international students are presumably more ambitious. They are achieving higher grades on average and are more likely to graduate within the nominal time (59% vs 37%) (Centraal Planbureau, 2012, p. 35). The average grade for Dutch university students is 7.41. The average for international students from German (7.86), Belgian (7.45), other European (7.61) and non-European (7.49) decent are all higher than that (Centraal Planbureau, 2012, p. 36). Their ambitiousness is expected to raise that of their domestic peers. Furthermore the introduction of an international dimension in research is often also related to an increased interdisciplinary cooperation, since during research projects a larger emphasis is laid on collaboration (De Wit, 1995, p. 13).

The *social/cultural rationale* refers to the desire that universities through internationalizing provide room for a harmonious creation and exchange of cultures. Universities thus provide a forum for social debate and conflict solving (De Wit, 1995, p. 12). This cultural exchange also expends into the private life. That can be taken from the circulated number of one million 'Erasmus babies'. These are kids who have been born by couples who have met during the Erasmus student exchange program since it started in 1987 (Süddeutsche Zeitung, 2014).

The *political rationale* for internationalization can be of different natures. One reason can be that international students are able to serve a bridging function to create stronger ties between two different countries. Also a higher international orientation of universities allows countries

to promote their values and points of view through academia in the world (De Wit, 1995, p. 12). Another possible factor can be that academia is supposed to help to accumulate expertise about other regions of the world. It can then either be used as a tool to better exert influence over other parts of the planet or to promote cross-cultural understanding and peace (De Wit, 1999, p. 2). When the mobility of people works in both directions there can be the talk of brain circulation. The presence of cultural ambassadors of each other's countries can create familiarity with a foreign culture and help to remove misconceptions. Internationalization can, however, also be used politically as a mean to veil a budget cut. Through an increased influx of international students with an unchanged budget for higher education the funding allocated to universities per student can be lowered unobtrusively.

The *economic rationale* refers to financial or other economic gains expected to originate from internationalization. One of these reasons can be the ability to charge tuition fees to international students. This can be either to cross-finance research and education for domestic students or it can be for diversifying a university's income source to make it more resilient against environmental changes. One of these changes is demographic aging. A reduced number of regional adolescents would likely lead to a diminishing student population if not compensated through international enrollments. Thus international recruitment can prevent an otherwise necessary downsizing of universities (Van der Wende, 2001, p. 257). Also being more international allows universities to prepare their students better for a role in an increasingly globalized labor market (De Wit, 1999, p. 3). Therefore their graduates' later employers will be able to offer products and services which take into account worldwide customs and needs and thus appeal to a much larger set of possible customers. Additionally a larger pool of possible applicants allows universities to be more selective about whom to admit or hire. Thus internationalization enables universities to potentially attract more talented students and researches or to specialize in terms of subject areas or in the identity type of students. Giving classes in English allows to share the teaching obligations with the English-speaking staff.

Critique about Internationalization

After having paid attention to the upsides of internationalization it is helpful to familiarize oneself with the downsides of it as well. To begin with it needs to be pointed out that internationalization is the term usually used by proponents of the development. Opponents more often refer to it as 'anglicization' (in Dutch: 'verengelsing'). The change from the native language to English which often is a central part of internationalization strategies is hereby

seen as the core issue. While often being related an objection to the change to English as a language of tuition, however, is not necessarily an objection to the internationalization of universities. One of the largest points of critique is that internationalization would mainly be motivated by economic objectives and thus subordinating human well-being to financial calculations. Or as Jensen phrases it: 'academia as the serving maid of the economy' (2018).

Blight (1999, p. 18) points out that internationalization could lead to a "McDonaldisation" of culture. The same way that inner cities have lost their character through the presence of the same chain stores everywhere, internationalization could lead to a homogenization of the different cultures throughout the world. Also it is argued that when studying in a non-native language one can never express oneself as nuanced as one could otherwise (Jensen, 2018). Additional critique about internationalization is made that domestic students already have to adjust to so many new things when they are starting their bachelors. They have to get used to for example living on their own, the higher work load and the more independent way of working at university in comparison to high school. So adding an additional change in their daily language is too much for students who are starting their bachelors (Student Report, 2018). People who hold this critique suggest that only Master's programs should be taught in English. Another critique point about internationalization is the perceived low level of English proficiency of lecturers (Tubantia.nl, 2017). Especially Dutch students often refer to it as *Dunglish* or '*steenkoolenengels*', which literally translates to: "black coals English". They state to feel ashamed for their lecturers' English and that the language barrier makes lectures much less inspiring and spontaneous than they would otherwise be. Yet another point of critique is that most university graduates will probably be working in their native language (Beter Onderwijs Nederland, 2018). The need to study in English is thus questioned. Also a degeneration in the expressiveness of the Dutch language for future generations is feared (Huttner-Koros, 2015). Crose (2011, p. 388) remarked the reluctance of domestic students to interact with international students, the feeling of homesickness amongst international students (2011, p. 388) and the frustration that students cannot adequately express their feelings in English (2011, p. 391). Chapman and Pascarella explain that different preferences for involvement amongst students can subtly reduce the cohesion on campus and increase the conflict potential (Chapman & Pascarella, 1983, p. 318).

Also when many more students enter a country for studying than students go abroad it can be criticized that this harms the reciprocity approach underlying student mobility. For the Netherlands the ratio between incoming and outgoing student mobility is 5 to 1 (Huberts &

Coningh, p. 27). The lack of reciprocity can be criticized in two ways. On the one hand it can be criticized for the imbalance in expenditures of the different countries, on the other hand for the brain drain which it creates. International students usually were amongst the most educated in their home countries. Attracting them to study abroad can lead them to move to the other - often more developed - country permanently and thereby deprive the country of origin of all the investments it made into their upbringing and education (Sippel, 2009). Besides criticizing internationalization as such also the way it is presented is criticized. In the social student network Jodel one user formulated his critique about the discrepancy between the way internationalization is marketed and his daily experience trenchantly: When actually arrives the moment during your studies at which you're sitting on a green piece of grass laughing with a multi-cultural group of friends? (OJ, 2018)

This section made possible to realize what a complex development internationalization is and that the increase in the number of international students is just a small aspect of how it expresses itself. Being favorably or unfavorably tempered towards an increase in the number of international students thus can have many facets of underlying reasons. Which of the benefits and disadvantages study associations most come in contact with or see as most relevant is likely to influence their board members' statements about what effects they recognize to apply to the character of their association. Social/cultural and academic reasons are most likely to be the factors which inform board members answers. The 'bird view' on internationalization from this section allows to put their answers in perspective. Also, it needs to be taken into account that many of the benefits which are being linked with internationalization require friendly interaction between Dutch and international students to take place to be present - for example in the frame of study associations. This, however, can easily lead to a confirmation bias. If one has a positive attitude towards internationalization one is more likely to experience its benefits and when one has a negative attitude towards it one is more likely to experience its downsides. Consequently people from both camps are likely to experience plenty of evidence for their opinion to be true. The complicatedness of the issue leads to a keenness amongst actors participating in the Dutch public and political debate about an evidence based evaluation of the effects of internationalization. That this evidence should be based on a qualitative analysis it is hinted at through the complexity of this topic which is recognized in this section. It motivates a qualitative analysis, because this type of analysis is more open and flexible towards the answers it receives. The research outcome thus can depict much more of this complexity. In the next section the methodology of the research for this thesis is described in detail.

3. Methodology

3.1 Research Design

Vis-à-vis the most often used method of confirmatory research, this thesis follows the path of exploratory research. This means that this thesis "seeks to build theory rather than to test it" (Dooley, 2009, p. 253). Explorative research is used when little is known yet about a certain topic - such as about the effects of internationalization on peer-group interactions. By removing uncertainty and giving indications how to further explore a field an explorative study attains significance even though it often does not fulfill the demands on validity and reliability which are posed to empirical explanatory research (Dooley, 2009, p. 253). This exploratory approach was followed through the means of a case study. The choice for a case study limits the number of external factors acting on the associations. For example the city of Enschede was home to all of the analyzed associations. Therefore the level of urbanization cannot have had any influence on the differences between associations and the effect of this possible confounding variable can be ruled out. A downside of conducting a case study is the limited external validity, due to the small sample size of associations. This trade-off, however, appears to be acceptable with respect to the added value this study can provide to a topic with limited prior research available.

The data collection had as goal to measure three different variables: the *Share of International Students in the Study Program(s)* which an association is related to, the *Involvement of International Students in the Study Association* and the *Perceived Change in Character of the Study Association* related to the involvement of international students. The data collection has been structured in two sections. Firstly, for every study association from the sample one board member was asked to fill out a survey. Secondly, a follow-up interview was conducted which was partially based on the answers in the survey. Survey and interview questions can be found in the Appendix. The survey had three blocks of questions. The first block consisted of one question about how high the surveyed board member estimated the share of international students to be in the study program(s) the interviewed study association is associated with. Its outcomes are analyzed in Chapter 4.2 (*Share of International Students in a Study Program*). It served as a basis to be able to compare the relative shares of international and Dutch students who are involved in the study association.

The percentage of international students in the study has been measured by means of a survey due to the fact that official enrollment data could not be obtained due to restricted access to the data from the university administration. This might be not as exact, however, it also gives

an indication how international a board member *perceives* his study to be. An official record which could be obtained was the share of international students amongst the pre-registrations from the Marketing and Communications Department of the university (Universiteit Twente Afdeling Marketing en Communicatie, 2018). While also not being very exact, this data, however, helped to check the board members' estimations for discrepancies. Obtained have been the share of international students amongst the weighted pre-registration per study for the academic year 2017/18. *Weighted* in this case means that if a student has also applied for other Dutch universities his pre-registration is only counted partially depending on the number of Dutch universities he has applied to besides the University of Twente. It needs to be remarked that the estimations from board members relate to the entire study program, whereas the pre-registration only cover prospective freshmen. A pre-registration also is not a final enrolment and students can still change their mind. Furthermore, international students are more likely to apply to more universities outside the Netherlands which are not taken into account when weighting the pre-registrations. Yet, the data can still give an indication about the accuracy of a board member's estimation. Registration data from last year (5th June 2017) has been chosen so that the percentage of international students should now be reflected amongst first year students. One of the associations is a special case since it represents the students of two different studies. The share of international students amongst the pre-registration in this case has been calculated directly based on the absolute number of pre-registrations for both studies and not by taking the average of the percentages from the two studies, since they have a slightly different number of students.

The absolute involvement of Dutch and international students in the study associations is inquired in the second question block of the survey. It asked for an estimation of the quantitative involvement of all students and international students in particular in the study association during the academic year 2017/2018. For this it inquired the total number of active members, number of board members and the total number of committee positions. For each of the three it was also asked how many of the positions have been held by international students. Active members were defined as those regularly participating in events of the association or being a member of a committee. One board member remarked that this is not in line with the definition commonly used on campus, which defines active members only as members who are part of a committee. The choice was made, however, to account for the fact that it was unknown whether there was a substantial amount of international students who would not join committees because they would reject the formality of the involvement but nevertheless would contribute heavily to their association. During the research such a

behavior has, however, not been observed. Board members were defined as members who either held a full-time or part-time board position. Committee positions were defined as the number of all committee members added up while counting students who are active in several committees multiple times.

The third question block of the survey asked for a comparison of the involvement of Dutch and international active members in the association. Its goal was to assess the qualitative aspect of international students' involvement or the depth of the involvement so to speak. This was based on the reasoning that a purely quantitative measurement of the positions held in the association was considered not meaningful enough. It also served as input for the first question block of the consecutive interview. For comparing the involvement of Dutch and international students participants were asked to consider the average of all active international members and the average of all active Dutch members at their association and to assume that besides their nationality they would have comparable characteristics (age, gender, length of membership, board position yes/no, ...). Then they were asked to tick one of five boxes next to twenty questions that according to their judgment was most applicable to the situation. Also they were able to fill out a box labeled 'not applicable or don't know' instead. All questions of the block asked for a comparison of whether Dutch or international students were more likely to show a certain kind of involvement. The answer options were always 'International Student', 'leaning towards international student', 'about equally', 'leaning towards Dutch student' or 'Dutch student'. The questions were grouped into three different categories: *Commitment to the Association*, *Emotional Connection to the Association and its Members* and *Influence on the Association and its Members*. In all three of the categories first a number of more specific questions was asked in which the involvement of an average Dutch and an average international student was supposed to be compared. Then each category closed off with a more abstract overarching question which was supposed to content wise be inclusive of all of the previous questions from the category.

Combined the three main questions were assumed to give a complete image of the depth of involvement. However, asking these questions alone they were expected to be considered too vague to be interpreted similarly by the different interviewees. The more specific questions therefore were used to specify what is meant by the abstract questions and what possible areas were to think about when answering them. This setup preserved the freedom of the interviewee to weight the importance of the different aspects or include other aspects deemed important to answer the overarching question of the category. The inclusion of another aspect

of the when answering one of the main questions is something that has been done by one of the interviewed board members. He answered 'leaning towards Dutch student' for all five specific questions of the category Emotional Connection to the Association and its Members. Yet, he answered the overarching question of that category about whether an average Dutch or an average international student has a stronger emotional connection with the association and its members with 'about equal'. Addressed about this discrepancy during the follow-up interview he answered that the emotional support network an association provides especially to international students far away from their home country had not been adequately reflected in the specific questions of that category. This explained why the answers of the sub-questions together provided a different image than the answer to the overarching question of the section. This is something which had been planned as a check for the adequacy of the operationalization. For this reason in the end of both survey and questionnaire room for comments was provided and for a reflection asked, whether the questions had provided for a good image about the situation at the association. Comments given have been taken into account in the relevant sections of the Data Analysis (Chapter 3.3 *Data Analysis*).

The interviews followed a semi-structured approach. They started off with asking contextual questions about the answers filled in on the paper survey. The interviewees were asked to elaborate or name examples for some of the answers they gave for the multiple-choice questions. Which and how many questions were addressed was depending on where noticeable answers had been given. The three overarching questions about the commitment, emotional connection and influence were addressed in any case. Sometimes follow-up questions were asked when an interesting point had been raised. The elaborations provided insight not only for the variable about the involvement of international students but also for the perceived change in character.

After the contextual questions it was continued with open questions about the perceived change in character of the study association. They started rather open-ended and then got more specific. Firstly, board members were asked about whether they thought that the involvement of international students brought large changes to the association. Many times the interviewee then already started elaborating on them. The second question asked for the type of changes the involvement of international students brings. Sometimes the interviewees mentioned additional changes, sometimes they elaborated more on the changes they mentioned previously and sometimes they simply referred to their previous answer. Subsequently three blocks of questions followed. They started with an open question about

organizational changes, changes in the activities and social changes at the association. Following these open-ended questions which gave the interviewees room to raise the points most important from their point of view, long lists of examples of possible changes were named and the interviewees were asked whether they could relate to them. In the end it was asked for further comments on the questions, the research and whether the interviewee had the feeling that the questions gave an adequate depiction of the situation and no important aspects had been left out. In one of the interviews it was mentioned that one important aspect had been missing in the interview, namely how the association is viewed by other associations due to their approach to internationalization.

In this section it has been explained how the research has been set up. The design of the survey and the structure of the interview have been elaborated on. Also, it has been shown how the research design encouraged a reflection on the conceptualization and operationalization of the thesis and how one of the research participants has made use of that. In the following now it is documented how on the basis of this research design the data collection has been carried out. This includes specifics on the process as well as an overview of the characteristics of the subjects who participated in the study.

3.2 Data Collection

The situation at six different study associations has been studied. They have been picked out of the 18 study associations at the UT which are organized in the Organization of Study Associations, because they are assumed to together be the most representative sample of the study associations at the university. They include small and large associations and the studies they are related with belong to the field of social, technical and medical sciences. A liberal arts and science program is included as well. The studies have partially always been in English, switched recently, a while ago or not at all. The sampling method can be considered a purposive, non-probability sampling (Dooley, 2009, p. 129). The associations have been approached by walking into their association room and asking for the board member who has most to do with internationalization. Then an interview with the mentioned person was arranged. The interviewed board members held the following positions (in random order):

Internal Affairs and previous Treasurer;
 Internal Affairs, Educational Affairs and International Affairs;
 Treasurer and Internationalization;
 Secretary and Internal Affairs;
 Internal Affairs;
 Chairman

Four of the interviewed board members were Dutch, one was from Germany and one from outside the EU, presumably south-east Asia. The board member from Germany was fluent in Dutch, the one from outside the EU was able to speak a bit of Dutch. The interview partners were all approached in Dutch (with slight German accent) with exception of one interview for which the introduction was made in English through a mutual friend. All interviews were conducted in English and voice recordings were made. None of the interviewees were hesitant about the recording or choice of language. One of the board members wanted to know whom the interviewer represents and what the preliminary title of the thesis was. Two of the interviewees asked to be sent the finished thesis. One asked whether the research could be repeated one year later. Three interviewed board members were male and three were female. The interviews were all held in person; one time in the association room, one time in the board room and four times in direct proximity of the association room. Three times the paper survey was handed out in advance the other three times it was filled out immediately before the interview. In five cases the survey was filled out in presence of the interviewer. Excluding the time to fill out the survey the interviews took 24min, 29min, 38min, 42min, 52min and 1:31h. The participants have been assured that no personal names would be mentioned in the research output. They have been made aware that their associations, however, can likely be traced back based on their characteristics. As a mean of anonymization for all board members instead of the matching personal pronouns a gender-neutral 'he' is used throughout the thesis and for the answers given the function of the respective board member is not mentioned in the thesis.

The interviewed associations are (in random order) the study association of Creative Technology, the one of Communication Science, the association for Psychology, the association for students of the University College, the association which is responsible for both study programs Technical Medicine and Biomedical Engineering as well as the study association of Electrical Engineering. In the thesis they have been labeled as Associations A through F.

3.3 Data Analysis

The data from the interviews has been analyzed by creating a transcript of each interview and comparing the different answers of the associations for each question. A data matrix is a good tool for that. This is a table which gives a synoptic overview of the essential content of the answers from the different interviewees. In Figure 3 (*Excerpt Data Matrix*) an excerpt of the used data matrix is shown to demonstrate its setup. This has made it possible to get a good overview in what respects the board members' answers differ and in what respects they are coherent. One of the associations has often been left out of the analysis because the answers were based on the involvement of a single active international member. Therefore the answers were even though highly representative for the involvement of international students at that association not likely to give meaningful insights about the involvement of international students at study associations as such because they were sometimes likely to be mainly be related to the personal characteristics of that person. The outcomes of the analysis can be found in Chapter 4 (*Results*).

Table 1

Excerpt Data Matrix

	Association A	Association B	Association C	Association D	Association E	Association F
5 A)	"Do you think the involvement of international students brings large changes to your association?"					
	One of the first studies to switch to English In terms of education not much has changed. The study association is still quite Dutch. Not because of choice, but because there are still only few international students involved. This year some progress: 1 =>5 int. committees 3 English GMM's	Definitely, especially in terms of documentation, suddenly everything needs to be accessible in English or at least understandable	Definitely, with internationalization amount of students doubled. One does not know every classmate any more. 2 out of 3 students international International students more interested in serious events like symposium or lunch lecture. More difficult to get people to parties now	Yes, definitely. 100%	Yes, at this moment it does, because we are still very focused on Dutch students	If international students would be as active as Dutch students it would bring changes.
5 B)			

...

Note. In the top row the names of the study associations can be found. The second row lists the interview question asked. The first column states the interview question's number in the questionnaire. In the columns underneath the question the respective answers for the study associations listed in the top row can be found. The matrix hints that it could continue with question 5 B) underneath

4. Results

4.1 Internationalization in the Netherlands and at the UT

The interviews together provide a view about the situation around internationalization in the case of the University of Twente. To put this case study and the answers from the interviews into perspective the national and institutional context is provided in the following section based on a literature study.

How the Dutch higher education sector is financed is valuable background knowledge for this case study. In the Netherlands the amount of money allocated to the higher education sector is fixed and its allocation to universities is largely relative to the student numbers (Huygen, 2018). Since the number of graduates from Dutch high schools who enter Dutch universities is rather inflexible the attraction of students from abroad is what mainly influences student numbers. Thus with every additional international student one university recruits abroad the funding for all other Dutch universities is reduced. One can compare this situation to the Tragedy of the Commons. Increasing its number of international students leaves that university better off, but - financially speaking - harms all other Dutch universities.

Another way in which internationalization influences how much money universities receive from the national government is that they receive a financial compensation if they are attaining a distinct profile. The government reduced universities' funding paired with the promise to compensate them if they create such a profile (University of Twente, 2011, p. 8). The UT described internationalization as a promising choice to create such a unique identity because it is something at which it already excelled (University of Twente, 2011, p. 8).

The University of Twente has internationalization high on its agenda. The international orientation is manifested in its core values. The core values are "Socially committed, synergy driven, entrepreneurial and internationally oriented" (University of Twente, 2017a). Amongst the 500 Universities ranked in the Times Higher Education ranking the UT scores 81st in the category about the percentage of international students. With 27% of students being international it has a slightly higher percentage of international students than Harvard (26%) (Times Higher Education Rankings, 2018). The ambition to increase this share is laid out as a strategic goal in the university's long-term strategy *Vision 2020* and its predecessor *RoUTE'14+*. It is one of the core pillars of how the university wants to develop itself (University of Twente, 2017b). Next to being committed to internationality the UT also is

well-known for its high level of student engagement in extra-curricular activities (Vijlder, Fortuyn, Velde, & Roediger, 2017). This underpins the relevance of observing study associations at the UT.

The internationalization strategy of the University of Twente follows the general internationalization trend amongst Dutch universities. Amongst Dutch research universities the percentage of students which are international has grown continuously by about 2 percentage points per year since 2006 (Huberts, n.d., p. 4). From 2010 till 2017 the total number of international students more than doubled (VSNU, 2018). Thus lessons from this thesis become increasingly valuable.

There are two more aspects about internationalization worth mentioning which are specifically related to the University of Twente. The first aspect is that the University was founded amongst other factors to help the region overcome its structural economic problems related to the decline of the local textile industry (University of Twente, 2016). The UT has reaffirmed its commitment to the region for which it recognizes to have a responsibility (University of Twente, 2011, p. 7). The internationalization ambitions could now be seen as shift away from this regional commitment towards a more global one. The second one is that the Student Union of the UT has in its internationalization vision proclaimed the right of students to retreat to their 'own' community and thereby determine themselves the extent to which level of integration they want (Student Union University of Twente, 2016, p. 3). This stands in contrast to the manifesto of the Organization of Study Associations which advocates for a stronger internationalization efforts (Kuipers, 2018). This is very relevant for this thesis as both the Student Union as well as the Organization of Study Associations are representative organs of the study associations at the UT. After providing the context which has been obtained by a literature study the next sections are presenting the results from a collection of data in person starting with the share of international students in the study programs.

4.2 Share of International Students in a Study Program

In this section the results from gathering the share of international students in the different study programs are presented. The process of this has been outlined in Chapter 3 (*Methodology*). The share of international students on the one hand can serve as a basis to be able to compare the relative shares of international and Dutch students who are involved in the study association. This will be done in the section which follows upon this one. On the other hand the estimation of the share of international students in the study can give an indication of how international board members perceive their studies to be. This can stand in contrast to the reading which emerges from pre-registration numbers. Both sets of numbers can be found in Table 2 (*Share of International Students in a Study Program*) in the end of this section.

The estimations range from 3% in the case of Association E, to 82% in the case of Association D. These two values were also the estimations with the highest face validity due to the exactness of the number. The lowest face validity has been observed with Association F and A since those respondents seemed least sure when filling out the survey and asked other board members for advice.

The share of international students amongst the pre-registrations ranges from 4 to 87 percent. The largest discrepancies can be observed for the study of Association A. The board member's estimation was 29% lower than the number of pre-registrations from last year. With one exception for every study association the estimation of the board member was lower than amongst the pre-registrations. As mentioned this is a bias which has been predicted due to the nature that only applications in the Netherlands are taken into account and international students are more likely to apply also in other countries. The only association for which the estimation of the board member was higher than the share amongst the pre-registrations was Association F. Here the estimation was 40% compared to 29% amongst the pre-registrations. This difference in values is a hint that all measurements of the shares of international students should be treated with caution. The combination with a low face validity while filling out the survey further is an indicator that the value for Association F should be treated with special caution. Overall it can be seen that those study programs which are taught in English have more international students than those taught in Dutch. This section has given an overview about the measurement of the first variable, which is the Share of International Students in a Study Program. The next section elaborates on the results from the measurement of the second variable Involvement of International Students in the Study Association.

Table 2

Share of International Students in a Study Program

Study Association	Estimation by Board Member of the Share of International Students in the Study	Percentage of International Students amongst Balanced Pre-Registrations received prior to the 5th of June 2017 to start the Study Program in the Academic Year 2017/2018
	Program(s) it is affiliated with	(as verification of estimation's accuracy)
Association A	20%	49%
Association B	30%	49%
Association C	60%	78%
Association D	82%	87%
Association E	3%	4%
Association F	40%	29%

Note. Weighted Pre-Registration means that if a student has also applied for other Dutch universities his pre-registration is only counted partially depending on the number of Dutch universities he applied to; The estimations from board members relate to the entire study program, whereas the pre-registration only to prospective first year students. A pre-registration is not a final enrolment and international students are more likely to apply to more universities outside the Netherlands which are not taken into account when weighting the pre-registrations. Yet, the data can still give an indication about the accuracy of a board member's estimation.

The Association E represents two studies. The share of international students amongst the pre-registration is calculated directly based on the absolute number of weighted pre-registrations for both studies and not by taking the average of the percentages from the two studies (Universiteit Twente Afdeling Marketing en Communicatie, 2018)

4.3 Involvement of International Students in the Study Association

This section is focused on the results obtained through the surveys and the interviews about the involvement of international students in the study associations. As Astin (1984, p. 519) remarked involvement has a quantitative and a qualitative component. This is also reflected in the research of this thesis. Therefore the following section is split in one part about the quantitative aspect of involvement and one part about the qualitative aspect of involvement.

Quantitative Aspect of Involvement

The quantitative aspect of involvement describes how many students are active in the association, however not how engaged they fulfill their positions or enthusiastic they participate in events. To begin with, Table 3 (*Quantitative Involvement of International Students in the Study Association in Academic Year 2017/2018*) gives an overview about the quantitative aspect, namely the number of active members, board members and committee positions in each of the associations and the extent to which these three categories are composed of international students in the academic year 2017/2018. Based on the estimations of the absolute numbers which have been inquired in the survey, the percentage values of active members, board members or people holding a committee position who are international students have been calculated. These can also be found in Table 3.

For all associations the number of total active members range between 51 and 150. All of them are steered by boards which consist of 4 to 6 members. The total number of committee positions per association range from 60 to 300. It needs to be mentioned, however, that while the board member of Association A filled in the survey another person present suggest him to fill in 150 for the number of committee positions. The number 300 for this association thus has a low face validity. Associations have between 1 and 50 active international members. It is striking that second smallest organization Association C has the most international active members. Even more striking it is that only for the Associations B and C the percentage of active members who are international is similar to the percentage of international students in the study. At all other examined study associations international students are less active then Dutch students. For Associations B and C the share of international student in the study, the share of international students amongst the active members and amongst the committee positions is roughly the same. Both studies also have a considerable share of students from outside the EU. This shows that with a good inclusion of international students no difference in the likelihood of international students to get active is probable to exist. That this inclusion probably includes some change in character of the association is something that is discussed in the following chapter (Chapter 4.4 *Perceived Change in Character of the Study Association*). The share of internationals amongst the students active in committees and amongst the total number of active members is roughly the same for all associations with one exception. At Association F the share of internationally held committee positions is about half of the share of internationals who are active members. This means that at there are many international students which participate in activities, but are not active in a committee.

Association E has been left out of the comparison because with such a low percentage of active international students a comparison is statistically meaningless due to the fact that a single student would double the percentage of active international students. In this section it has been shown that at the moment with the exception of two of the associations and irrespective of the reasons international students are less active at the examined study association than Dutch students. Having this knowledge about the quantitative involvement levels of Dutch and international students helps to place the information about the qualitative involvement of international students and the association's perceived change in character provided in the rest of the thesis in perspective. The following section will continue with the qualitative aspect of the involvement of international students.

Table 3

Quantitative Involvement of International Students in the Study Association in Academic Year 2017/2018

Name of Association		A	B	C	D	E	F
1.	Estimated Share of International Students in Study Program(s)	20%	30%	60%	82%	3%	40%
2.	Total Number of Active Members	150	104	80	51	150	140
	Number of International Active Members	5	30	50	20	1	20
	Percentage of Active Members who are International	3%	29%	63%	39%	1%	14%
	Number of Board Members	6	5	5	5	6	4
	Number of International Board Members	0	2	0	1	0	0
	Percentage of Board Members who are International	0%	40%	0%	20%	0%	0%
	Total Number of Committee Positions	300	112	60	65	100	170
	Committee Positions held by International Students	5	35	35	25	1	10
	Percentage of International Committee Positions	2%	31%	58%	38%	1%	6%

Note. The numbers are estimations by the surveyed board members, the percentage values have been calculated based on the estimations with the exception of the Share of International Students in the Study Program(s), those percentage values were directly estimated by the surveyed board members

Qualitative Aspect of Involvement

The previous part has analyzed the quantitative aspect of involvement from an association's active members. Also for the qualitative aspect of the involvement of an association's active members a comparison has been made between Dutch and international students. Chapter 3.2 (*Data Collection*) has elaborated how this has been done through the means of a survey whose answers have been provided with context through a follow-up interview. The relevant part of the survey was separated in three different sections: the Commitment to the Association, the Emotional Connection to the Association and its Members and the Influence on the Association and its Members. This section of the chapter is therefore also built up along the division of those three categories.

Commitment to the Association

In terms of general commitment the board members of Associations B, C and D do not see a difference between the active international and the active Dutch students. The interviewee from Association A has answered that they experience that Dutch students were more committed to the association because they took their studies less seriously and for example were willing to have a beer even the evening before a large exam. Dutch students were satisfied with passing and would not aim for high grades. The board member referred to the 'Culture of Sixes'. This is a term commonly used in the Netherlands which refers to aiming for the lowest possible passing grade. According to the interviewee internationals often experienced higher pressure to finish their study as quickly as possible, whereas amongst Dutch students having a year or two of delay due to extra-curricular activities and not getting all the study points was not uncommon. The board member stated that also Dutch students wanted to be finished as quickly as possible with their studies, however they experienced much less pressure. International students were subject to a lot of pressure due to the higher costs of studying for them and to the expectations from their relatives and themselves for finishing as soon as possible. This was reflected in how much they could be committed to the association, he said. Dutch students often filled the gaps in their schedule which arose because they had to retake courses by filling them up with extra-curricular engagement. The board member of Association A remarked that Dutch and international students took on equal amounts of responsibility when they were in a committee. The international students were simply not that likely to be part of any.

Asked about who took on more tasks when they are distributed in committees the representatives of Associations C and D leaned towards an average Dutch student. They

explained this by the factor that many organizational work would be easier if one speaks Dutch and has knowledge about how things are arranged in the Netherlands. The board member from Association B stated that this factor was balanced out by the fact that international students often took on more work because of cultural differences how people communicate when the tasks were separated. If Dutch students would state that they would not want to do a certain task then this could simply mean that they did not deem something necessary to be done or they used it to indicate a lower preference for this task. International students used to less direct communication, however, interpreted this as irrevocable and a hint that they should take over the task. The student from Association E answered that the one active international member they have was very enthusiastic and took on more tasks than an average Dutch member.

Another question was asked about who would take more efforts to overcome the language barrier between Dutch and English. The participant from Association A answered to be leaning towards international students. Many international students took Dutch lessons and tried to integrate. Yet, they had difficulties since a lot of conversations and written material was still in Dutch. They, however, had incentives on a daily basis to bridge the language gap such as their daily exposure to Dutch labels on products from the supermarket. Domestic students in contrast only had that incentive at special occasions such as when there is an international member in their committee. The participants from Associations C through F saw no difference between the efforts of Dutch and international students. The board member of Association B stated that clearly the Dutch took larger efforts to overcome the language barrier. On the one hand, when occasionally information would be in Dutch it were the native speakers approaching the people who did not understand the content to ask whether they should help with translating. International students were likely to just ignore the information. On the other hand, the share of international students taking Dutch courses would be marginal, whereas the Dutch students were speaking English in their home country. The representative of Association D also leaned towards Dutch students taking the larger efforts to bridge the language gap.

Whether Dutch or internationals were more likely to spontaneously help other members was the next question. Here barely a difference was seen. Only the board member of Association F remarked that people who needed help usually came to the association's common room since there always people could be found who have spare time to help. The students who spent their free time in the room, however, were predominantly Dutch. This could explain why an

average Dutch student was more likely to help. This was, however, not based on a difference in kindness.

Emotional Connection to the Association and its Members

This section is concerned with differences between the average active international and the average active Dutch member with regards to the emotional connection to the association and its members. According to the board member of Association A an emotional connection to the association naturally flowed from involvement and being present at the association. This led to members getting to know all current stories and the traditions. Also, only when members were present more often they would realize that the people at the association were not just a loose gathering of people but one community. Due to the lower presence of international students Dutch students had a stronger emotional connection to the association and its members. The interviewee from Association C answered to be leaning towards the average Dutch student as the one having a higher emotional connection. With the following two exceptions there was not much difference between a Dutch and an international general member. Firstly, the German students living across the border in Gronau had a lower connection to the association and, secondly, being a board member would create an extremely high emotional connection to the association. Since there had not been any international board members yet this influenced the given answer towards leaning to the Dutch student as having a higher emotional bond to the association. The next academic year there would be the first board with international members. It would contain three internationals from three different continents. The participants of Associations D and F also stated to lean towards the Dutch whereas the one from Association E stated Dutch as answer. The member from Association B stated that Dutch and international students had an equally strong emotional connection to the association and its members. With regards to the activities of the study association Dutch students had a larger emotional connection. This was compensated by the social support net the association provided to the international students who were often for the first time in their life far from home in a completely different culture. So overall Dutch and international students had an equally strong emotional bond.

The first two specific questions of this section were used to find out how likely members were willing to share with other members what was on their mind, positively and negatively speaking. The answers did not give a clear picture since they differed widely between the associations and seemed unrelated to the state of internationalization at the associations. There was a slight tendency leaning towards Dutch students as being more likely to share what is on

their mind. The interviewees, however, did not give elaborate explanations or examples during the interview for these questions. The board member of Association D remarked that there would not be any cases of personal problems within the association or at least nobody shared them with anyone.

Also about who had larger enthusiasm about events and possible disappointment when planned events were canceled there was no clear picture about the difference between Dutch and international students. The participant from Association C differentiated that Dutch students were more enthusiastic about the organizational aspects of upcoming events while international students were more intrigued about motivating people to come and happy when they showed up. The board member of Association B said that international students were less disappointed when an event was canceled since they were not as likely to participate in the first place and they could always make good use of the time for academic purposes instead. From the participant of Association D it was mentioned that international students were more likely to complain when an event was canceled.

The question concerning the pride in the associations' colors, symbols, history, traditions, songs and rivalries sparked larger attention by the interviewees. Such a loyalty was much more pronounced amongst the average Dutch student. The board member from Association C stated that this difference, however, there could only be seen amongst the older members. Many of the association's traditions did not appeal to the international students who can almost only be found among the youngest two student generations of the study program. This is because the study program has been taught in English for two years now. The presence of international students and the friendships the younger Dutch students have with them led to the situation that these younger Dutch students also lost interest in those traditions. The lower interest by international students for some of the traditions could be explained by the fact that they are related to rhetoric and thus require proficiency in the Dutch language to understand them. Standard merchandise carrying the logo of the association would appeal to both types of students and international students would show an especially strong interest in the association's stickers. The representative from Association D stated that there was not much interest in association traditions by international students, since it got associated with the right wing German 'Burschenschaften'. In contrast to these traditional German student associations Minerva and Vindicat who dominated the Dutch public discourse on student associations were very moderate. Therefore such traditions would be a strong factor deterring internationals to have an initial interest in the association. The rivalry with the other study

association in the same building would, however, be beneficial to create a group feeling including the international students.

Influence on the Association and its Members

The following section discusses the difference in influence on the association and its members between the average active international and the average active Dutch member. For the overarching question of this section which asked for the difference in average influence different answers have been given. The overall tendency was to answer that Dutch students were slightly more likely to have a higher influence on the association than internationals. This was also a question which received fewer elaborations.

Dutch and international active students seem to quite equally take the initiative for new projects. At Association C the association's idea box which has its own little budget received much more input by Dutch students. Several associations remarked that the ideas for initiatives from international students were very different from those of Dutch students. This was generally seen positively.

Another question was asked about who had more authority to distribute tasks amongst volunteers he supervised at an event. Once again the answers balanced each other out.

Sometimes the knowledge, skills or connections of one member can be very valuable to an association. This could lead to this person having a higher influence on matters of the association. The board member of Association B remarked about this issue that Dutch students on the one hand had a better overview of what things cost, where to get them, what permissions were necessary for events and whom to contact about them. International students on the other hand enriched the bi-weekly discussion format about current affairs through bringing in very different perspectives. This was an example for valuable knowledge of internationals. The board member of Association E remarked that having contacts at other associations is important for fixing things. This was something an average Dutch member was more likely to have than the one active international student. Overall the valuable knowledge and skills seem to be spread independently from nationality. Only the better knowledge about how to organize things in the Netherlands gives a slight tendency towards 'leaning Dutch' as answer on the question about who has more influence for the overall picture.

Some members articulate special wishes or desires. The examples provided to the interviewees were whether people asked whether the bus could drop one off somewhere else

on the way back from the study trip or whether one could eat vegetarian. Such requests came according to the board members about equally from both sides. The interviewees from Associations C and D reported to be leaning towards the Dutch student as the one more likely to pose a special wish. For Association C this was explained with the vast number of dietary wishes which were perceived irrelevant yet mentioned repeatedly by international students, such as that one did not eat lemons when signing up for a barbecue.

Another aspect which was inquired about the extent to which students have an influence on the association was about who was more likely to make his voice heard if something bothered him. Here the opinions were very different. The member from Association F explained that Dutch students when something was not in perfect order usually half-ironically called for a board member through calling the Dutch word for "board" in an elongated sing-song voice. The participant of Association D leaned towards international students as being more outspoken while the interviewees from Associations B and E leaned towards Dutch ones.

At none of the associations a difference was seen how likely it is that someone's comments get ignored during discussions.

The last two questions of this section were concerned with the participation in General Members Meetings. Here it was generally remarked that General Members Meetings usually were predominantly visited by the oldest members of the association. In most cases they were still Dutch. The interview participant from Association B, whose study program has always been an English language study, pointed out that Dutch students were more likely to come to a General Members Meeting whereas international students were more likely to give input via email or ask for additional documents in advance.

To end this chapter a summary is given on the important aspects of the involvement of international students and how it differs from that of Dutch students. At two associations the involvement level of international students is about equal to that of Dutch students. The percentage of international students amongst the active members is about equal to the percentage amongst the committee positions for all of the association. Stimulating international students early on in their study to become member of a committee seems to be the best way to increase the share of international students who are active at the association in one way or another. This is because the involvement of international students in the organization facilitates an international-student-friendly environment and international committee members encourage other international students to get active. From the analysis of

the qualitative involvement also some important insights can be gained. While one could assume that Dutch students take on more committee work due to their familiarity with the tasks it needs to be recognized that due to different communication styles international students might feel obliged to take on more tasks when they are distributed during committee meetings. The answers how committed international students were to the association relates a lot to the degree of internationality of the association, which does not have to be strongly correlated with the share of international students in the study. Based on the questions provided and due to their larger passion for the symbols of an association a stronger emotional connection from Dutch students to their associations has been observed by most of the study's participants. It has been pointed out, however, by one interviewee that international students can have a very strong emotional connection to the community of members without feeling a connection to the association as such. This is because the other members serve as social safety net for them when going abroad. The participants of the study are leaning towards Dutch students to be more influential on the association and its members. This can partially be explained by the fact that they are more likely to go to General Members Meetings.

4.4 Perceived Change in Character of the Study Association

A fundamental part of measuring any change is to find out whether it exists at all. To establish whether a change in the character of the study association can be perceived every interview partner has been asked the question whether they thought that the involvement of international students brought large changes to their association. Then they were asked to list the most important ones. Next, different question blocks about the organizational changes, changes in the activities of the association and social changes at the association were asked. Special attention was paid to how this would affect peer-group interactions in the study programs. The details of this methodology have been explained in Chapter 3 (*Methodology*). The common themes about what the most important changes in the character of the study association are have been derived from the answers. In this chapter of the thesis it is elaborated upon them in the sub-sections 'Are there Large Changes Experienced?', 'Stronger Focus on Academics by International Students', 'Traditions' and 'Do Dutch and International Students Mingle?'.

Are there Large Changes Experienced?

The six interviewed board members were asked whether they considered the changes they experienced through internationalization to be large. Four of them replied that this was definitely the case. Especially the changes in the language of documentation from Dutch to English were mentioned. Furthermore, it was remarked that an increase in the size of the

study would lead to students not knowing all of their classmates any more as it used to be the case. While it had been common to always be familiar with all of one's peers were up to the internationalization thus led to the community of students within an academic year being a bit more anonymous. Besides that this would not have any negative effects on the atmosphere. The board members of two of the associations said that internationalization would not bring large changes to them as associations because the international students from the studies they are related with would barely be involved in the association. The interviewee from Association C recognized that dealing with the internationalization required the students who started studying before the language of tuition had been changed to English uphold their focus and concentrate to speak English instead of Dutch. The younger student generations who started their bachelors as an English taught study would not experience large changes through internationalization because this international climate felt just natural to them.

Stronger Focus on Academics by International Students

Throughout the interviews it was mentioned repeatedly - as already popped up in Chapter 4.4 (*Involvement of International Students in the Study Association*) - that international students had a stronger interest in educational and a lower interest in the leisure events and committees of the associations. The board member of one of the associations described the association would be resting on four pillars: the support for education, the bonding amongst the students, the promotion of an interest in the field of study and improving the students' prospects on the job market through carrier orientation. From a survey they had performed last year they knew that the appreciation from students for the pillar of promoting the interest in their field of study and offering carrier orientation to the students was roughly similar amongst Dutch and international students. The international students, however, would show a higher appreciation of the association's services concerned with education and a lower appreciation of the social bonding events. The respondent explained that this would largely be due to the fact that international students would be exposed to a lot of external pressures to perform well academically whereas Dutch students would be out of the house and needed to find a motivation from within for the things they did. The interviewee from another association remarked that also visa issues played an important role for the focus on academics for the students from outside the European Union. The lower interest in social bonding events has the effect that through internationalization at least within the frame of study associations the demand for these kind of activities and consequently also the extent to which they are offered declines. The participant of Association F remarked that international students who got active

at their association were those who had Dutch friends and one of the associations stated that people are far more likely to attend an educational activity when none of their friends is joining than that was the case for leisure activities. This could explain a part of the variance. However, even at the two associations where Dutch and international students are equally involved international students showed a much higher interest in serious events. The observation that international students are not very interested in the associations' leisure events could also be explained by the apprehension that international students simply do not consider study associations as an option to make friends. As an effect the nature of study associations could be changing.

There was one person amongst the interview partners who remarked that they as an association would be lucky since they would have students in their study program who would be interested in having a fun student life. This would be different for one of the other associations where there were a lot of students with an Asian background who came here for their studies and their studies only. The strong interest in education by international students was also reflected in the fact that international students also from other origins were usually unavailable for an entire week if they had an exam on Friday as was brought up by two of the associations. This led to the need to plan activities earlier in advance so international students would have a better chance to allot their time for studying. However, it is unlikely that the same holds true for peer-group interactions outside the frame of study associations since one of the two board members remarked that the freshmen of this year would be much more spontaneous about what they undertook, but he explained this with the general zeitgeist and unrelated to internationalization. This also fits in the image that several of the associations complained that international students would not be very committed to their sign-ups to events and would often cancel last-minute or not show up at all.

Traditions

Probably the topic which sparks the most heated debates about the effects of internationalization on study associations is the role of traditions. Dutch students even knew in high school already that their university program would later have a study association and they would be roughly familiar with what kind of traditions they could expect, one of the board members explained. Not so for international students. The Dutch traditions of study associations did not mean much to them. In consequence there was a low demand from international students to join such traditions or it could even deter them from joining an association at all. This led one of the associations to abandon most of its traditional elements.

Another of the association affirmed the importance of traditions to them. They were important because they created an emotional bond and assigned status and hierarchy among the members based upon the work they performed for the association. This was very important because it created a feeling of responsibility and led people to also take on undesirable tasks for the association which otherwise would get left behind. This approach seemed to be related to a low participation rate of international students at that association. The board member of another one of the associations mentioned that there was a difference between the traditional elements how receptive international students were towards them. Some worked better than others. For example association stickers found a lot of excitement from international students. Also defending the new board during the constitution drink was something which internationals were enthusiastic about, whereas the association's song and cantus were things which internationals had little interest in. The board member of one association mentioned that they updated the song book used for cantuses to include songs from more different languages but that the performance of the evening would be very dependent on rhetoric and the Dutch language. At another association international students led to the evolvement of new traditions. The newsletter of the association shed light on different world events with every issue, international holidays were celebrated and discussion rounds held in which current world affairs were discussed from different perspectives. The increasing admission of international students thus seems to have the effect that traditions which come along with hierarchy and status are losing in prominence, partly they are being replaced by others, partly they just disappear. So the impression is that internationalization leads to peer-group interactions happening in a more egalitarian way.

Do Dutch and International Students Mingle?

Another important question to examine when one analyzes the effects of internationalization on peer-group interactions is whether Dutch and international students mingle or simply coexist. Here a large difference between the associations could be detected. At the associations where a significant proportion of the member's base was international the members appeared to mingle well. Two things which were mentioned to lead to such a mixing where the presence of friends and the inclusion of international students in committees right from the start of their studies. Striking was that at one association it was mentioned that friend groups were entirely mixed regardless of nationality but couple forming happened mostly between students of the same origin, whereas at another association it was told that friendship groups usually followed nationality lines, but for the specific reason of dating, English was

not a problem and couples were often created between students of different nationalities. The interviewees of two of the associations stated that they by deliberate choice did not have any committee focused on cultural exchange or the inclusion of international students. These committees would tend to draw all the international students who had an interest to get active at the association into one committee. If this was not the case the international students could lead to the adoption of English as working language and internationalization of several different other committees. Furthermore, it was noticeable that there was a correlation between the importance of the association room and hanging out there to the association and the level of integration from international students. The higher the importance of the association room was the lower was the integration level of international students. This can be explained through the tendency that a group of long time members usually inhibited the space there and when entering one could immediately feel that everyone else there knew each other and their inside jokes. The associations where international students appeared to be integrated the best either mentioned that their room was too small and therefore barely students stayed there for very long or the education of their study was clustered in one building through which most of the interaction between members happened outside the room. One of the other associations mentioned that the forming of such an 'inner core' of members in the association room was something which had always been a danger, but the internationalization now through the additional language and cultural barrier the effect was amplified. This led the board of the association to make it one of their highest priorities to create an inclusive atmosphere in the association room. The board was thankful that internationalization now brought this topic on the agenda so finally something was done about this overdue issue. Internationalization thus could also be seen as posing the chance to create a more inclusive environment for peer-group interactions to happen amongst the students of a study.

A cultural difference which was mentioned by the participant from Association C is that international students were more likely to write emails or whatsapp messages to board members or teachers while Dutch students would do so in addition to dropping by in person. This pattern is a change in peer-group interactions which comes along with internationalization. The board member said he encouraged international students to also search the contact in person because this low-threshold communication and policy of open doors would be something special about the University of Twente.

Association F is an association which is known for the openness and non-judgmental mindset of its students. Also all formal communications have been in English there for a long time

now. Nevertheless, it appeared that this is not enough to create an association where Dutch and international students are equally involved. Informal conversations are too often held in Dutch which deters international students from becoming active in the association. This underpins the statement from the board member of Association A who said that it was a conscious step to include international students. One could not just hang around to be in. An important part of that is speaking English. At association B and C it was reported that often Dutch students talked English with other Dutch students to uphold the standard of speaking English. These were also the two associations with the highest share of international active members. At Association B also email reminders were sent to students during their exchange year right before they returned reminding them to not fall back into Dutch after coming back from abroad. From Association D it was reported that there were also cases of older Dutch students who "exclude[d] themselves through language" by refusing to talk English which was now the main language of the association. In effect they would get lonely there and some of them would leave. This was not because they were not capable, but it was simply against their conviction to speak English there. In these cases this leads to an evitable reduction in peer-group interactions.

At one of the associations it was mentioned as a negative outcome of internationalization that so many of the German students found a place to live in Gronau right across the border in Germany. They usually studied from books only and merely showed up to mandatory lectures. This had the effect that they barely got involved on campus and presumably formed their own community there. Peer-group interactions for the students from Gronau therefore stayed mostly restricted to that with other German students from there. Also, since the study was in English now many German students registered to study here together with an entire group of friends. These students were therefore less likely to try to meet new people and interact with other peers. To conclude, internationalization can result in an integrated group where Dutch and international students interact with each other if a both sides do their best to welcome and being welcomed. It can also, however, lead to the coexistence of different student groups with little interaction between the two groups of peers.

This chapter has provided the results of the data collection. It started with the outcomes of a literature study about the national and institutional context around the internationalization of the University of Twente. Next, the results of the surveys and interviews amongst the board members who indicated to be the one most involved with internationalization from six study associations on campus were given. The surveys and interviews measured three concepts: the

share of international students in the study program(s) a study association is related with, the quantitative and qualitative involvement of international students in the study association and the change in character of the study associations as perceived by the interviewed board member. This chapter presented different ways in which the admission of international students is likely to influence the peer-group interactions amongst students. How this answers the research questions of this thesis and what the implications are of the results is explained in the following chapter of this thesis (Chapter 5 *Conclusion*).

5. Conclusion

The conclusion is separated into three parts. First, the research questions which are underlying this thesis are taken up again and the answers which this thesis has provided to them are formulated (Chapter 5.1 *Answers to the Research Questions*). Second, reflections on the strengths and weaknesses of this study are done and suggestions for future research is provided (Chapter 5.2 *Reflection on this Study*). Lastly, the implications of this study and some advice for policies worth considering round this thesis off (Chapter 5.3 *Practical Implications*).

5.1 Answers to the Research Questions

This study examined the effect of the increase in the share of international students at the University of Twente on its study associations and by that on peer-group interactions between the students of the study programs these associations are related to. For this purpose it followed the overarching research question: *'What is the effect of the increase in the share of international students at the University of Twente on its study associations?'*

The first important outcome of this thesis is to illustrate that English taught study programs have a lot higher share of international students than Dutch taught programs (Chapter 4.2 *Share of International Students in a Study Program*). The next important outcome is to recognize that international students are - regardless of the reasons - at four of the six associations less likely to be active than their Dutch counterparts (Chapter 4.3 *Involvement of International Students in the Study Association*). The share of international students involved at a study association, however, appeared to say less about the number of international students in the program than about how inclusive the atmosphere was. In no case, however, the share of international students active was significantly higher than the one of Dutch students. This provides the answer to a quantitative reading of sub-research question 1: *'How does the share of international students in a study program relate to the involvement of international students in the study association?'* The answer to the second, qualitative way to read this question would be more complex. Because it is not sufficient to find out how many students are active in the associations, but also how this involvement differs dependent on the share of international students in the study. This has been attempted, however, there is no pattern recognizable from the answers given by the board members.

The second sub-research question reads: *'How does the involvement of international students in a study association lead to a perceived change in the character of the study association*

according to board members?' This question was addressed in Chapter 4.3 (*Involvement of International Students in the Study Association*). The study associations differed in the understanding of their role. There were two notions or 'ideal types' as Max Weber would call them (Ossewaarde, 2013, p. 46) of what it means to be a study association. One could consider them a demand oriented and a supply oriented understanding. Some, who held the demand oriented notion, emphasized the importance to provide whatever the students of the study are most interested in. This was "the mere concept of a study association". In this case the larger interest of international students in education related events and services and the lower one in social bonding events influenced the activities of the association towards this direction. Also old Dutch student traditions were discontinued at some of the associations and partially replaced by new internationally inspired customs. At these associations consequently a change in the character of the association was recognizable. Peer-group interactions seemed to shift to happen in a more egalitarian way and be less dependent on the status one had achieved for what one had done for the association. At the two associations with an equal involvement level of international students the amount of interactions amongst peers did not seem to change due to internationalization. Others were less successful in attaining international members. In that case peer group interactions amongst international students appeared to happen to a greater degree based around friendship ties than within the rather formal environment of a study association. This was especially the case for German students who lived in Gronau. Lastly, it is worth to repeat what has been pointed out by Association B. Namely, that international students can have a very strong emotional connection to the community of members without feeling a connection to the association as such. This is because the other members serve as social safety net for them when going abroad.

The second ideal type of a study association, or the supply oriented understanding as one could call it, was to preserve the traditions and community feeling which has grown at the association over the course of time while sharing this with anyone who wants to be a part of it. Association A most resembled this ideal type. Because of the many new international committees this academic year at Association A it is unclear whether it is this approach which has hindered the inclusion of international students at the association in the past or whether this approach simply had been the expression of the absence of a international-student-welcoming culture in the past. Likely, both are true to some extent. At this association currently peer-group interactions among international students mostly happen based on friendship ties and among Dutch students within the frame of the study association. Changes in the share of international students at this study program are unlikely to have much effect on

this situation, because this situation has been unchanged for several years now. However, the admittance of many more international students to the other programs on campus and the interaction of the study's students with them on other occasions seems to be encouraging the members of this association to be more welcoming towards international students. This will likely to a lesser extent influence the way peer-group interactions are occurring for the Dutch students but to a larger extent shape the peer-group interactions for the international students who chose to become a member at the association through this.

It was noticeable that all interviewed board members saw the involvement of international students at their association as positive and desirable. Board members did not fear that the arrival of international students would lead to an undesired change in the character of their association because the current members were in control on whether they would allow this change to happen or not. How effortful an associations experienced the inclusion of international students to be seemed to be not related to the actual efforts, but on mindset towards change and what is just.

For the overarching research question about what the *effect of the increase in the share of international students at the University of Twente is on its study associations* one could provide the following answer: Internationalization is changing the peer-group interaction between students within the context of study associations. If study associations do not adapt to internationalization, international students are less likely to be integrated in the study association's community and activities. If they do adapt some of their traditions and culture is likely to get lost and replaced by other customs. To facilitate the integration, study associations which stronger resemble the demand oriented ideal type of a study association have adjusted their practices. This is shown most prominently in the relative importance between educational activities and those for social bonding and in the extent to which they practice their traditions. However, changes in the nature of the study associations is by-and-large at these associations not seen as negative; adopting to the wishes of students – also international students – is seen as a core function of study associations. Yet, this does require commitment and effort. If both are not present at study associations, one could expect the peer-group interaction between international and domestic students to become less intense. With commitment and effort also associations which follow the supply oriented approach are likely to get more international members. They are, however, it seems, not as likely to reach the same participation rates of international students because what they have to offer matches the interests of the majority of international students less.

This section has formulated the answers to the research questions deducted by this thesis from the data analysis' results. The following section makes a reflection about the up- and downsides of this study and gives an advice for future research.

5.2 Reflection on this Study

This study created a good inventory on the possible effects of an increasing share of international students in a study program on the study association associated with it. A special strength of this study is the comprehensiveness of the examined possible effects. Through studying not only the quantitative side of students' involvement, but also the qualitative aspects it gives a very context aware representation of the ongoing development. The study fulfilled an explorative function about a research interest which many people are keen on getting insights from. For this purpose a case study about the University of Twente was made. It therefore has the limitations which come with every small sample case study. Most prominently that it is very dependent on the context of its subjects. In this case for example all associations stand in dialogue with each other. Also all of them are placed in the setting of a campus university.

Especially the nuanced overview on the current public policy debate about internationalization is a strength of this thesis. Furthermore, at the end of some of the interviews the interviewer received praise that the set of questions was well chosen to receive a good overview of the different happenings at the association. Also asking the participants for a reflection of the interview questions was well taken and in two cases allowed to raise awareness for an aspect which would otherwise not have received enough attention. A positive thing about the sample of board members was that it also included two students from abroad. Furthermore, the data collection was done in the very end of the board members' terms. This had as an effect that they were very well informed and able to take a lot of time to provide detailed answers for the surveys and interviews. A thing which needs to be taken into account when assessing the board members answers and their attitudes is that there is a certain self-selection effect. The board member responsible for internationalization is likely the one had a preference for this topic when the board positions were distributed. Also board members have to apply a more long-term way of strategic thinking and have a responsibility for the association. This is likely to result in different answers than from a person with an equally profound knowledge of the association without holding such a function. For future studies it is suggested to lay a focus on peer-group interactions which happen between classmates outside the frame of a study association. Relocating this research to student sports and culture

associations or fraternities is also likely to provide meaningful and different insights. Interviewing members and non-members of study associations would be a valuable approach, too.

Looking back on the conceptual model (Chapter 2 *Theory*) it is necessary to note that the admission of more international students could due to a change in the character of study associations lead to a reduction in the amount of Social Integration which the associations provide. A change in the character of the associations to offer less social bonding and more educational activities, however, insinuates to instead lead to a higher degree of Academic Integration. This effect, however, would need more research in a future study.

So, does an internationalization of the student body serve as a boost for extra-curricular involvement or lead to campus lethargy was the question posed in the title of this thesis. The fact that at none of the study associations the participation rate of international students was significantly higher than that of Dutch ones shows that what concerns study associations the admission of international students does not lead to a boost for extra-curricular involvement. There are three reasons why this, however, on the contrary does not mean that internationalization has to lead to campus lethargy. (1) First, there are study associations where no difference in the involvement level between Dutch and international students can be seen. (2) Second, there are other types of extra-curricular activities such as in student sports associations which have not been studied for this thesis and (3) third, does lethargy imply a form of inertness which international students of all things do not display when a lack of extra-curricular engagement is caused by academic concerns.

Having reviewed the outcomes and the process of this study a last section will outline the practical implications of the research results.

5.3 Practical Implications

There is a large interest in the outcomes of this research. This is due to the fact that it is not a mere mind experiment but it can have direct practical implications on the practices and policies about study associations and has some implications for the internationalization of the higher education sector as such. As has been mentioned previously several of the board members saw the internationalization of study associations as a development along a linear timeline. This, however, comes with the danger to think that progress in terms of the integration and inclusion of international students will simply come over time. However, there always continues to be the need for constant awareness for the intercultural sensitivities and

the danger of excluding people due to language. It has been recognized that it is of very high importance to win international students for committee positions to transform an association from within. These are usually distributed very early on in the academic year when also the board members have just recently gained their positions. Therefore new boards need to be conscious about their objectives for internationalization right from the start and aware how they can create an inclusive atmosphere. It has been observed that the creation of a committee focused on cultural events and integration tends to have adverse effects. The existence of these committees namely tends to draw all the international members of an association into one committee instead of leading to several other committees becoming international. The strong focus of international students on academic achievement can lead to a change in activities. Furthermore, this makes it advisable for associations to establish contact with the person responsible for scheduling in the educational program. Then for the allocation of larger events the study load and deadlines can be taken into account. A last advice for the study associations would be to explore how study associations can facilitate making friends and communicate this aspect of being a member of a study association more clearly to international students.

In general it needs to be mentioned that study associations allow students to do things together with other students without the need to be popular or to have many acquaintances in a new city. If a welcoming atmosphere is not given and Dutch and international students are not willing to spend efforts on integration this is likely to without a change in the number of students enrolled lead to a decline in the prevalence of study associations as a frame for peer-group interactions and deprive future students of this benefit

It has been found that the nationalities of the board members have a vital impact on how internationally minded an association is. And currently there is not an equal playing field between Dutch and international students to take on a board position. This is especially the case with regard to students who come from outside the European Economic Area. Therefore, the institutional management should help to remove some of the additional barriers which prevent students from outside the European Economic Area from becoming board members. One of these is of financial nature. The institutional management could stop charging these students the higher institutional tuition fee instead of the statutory tuition fee for the time of their board year since they are providing a very valuable service to the university or it could make board years entirely tuition free. Furthermore, visa restrictions are a factor which keeps international students from taking on board responsibilities. The institution could

communicate clearly that board duties are a valid reason for not obtaining all credits during the Study Progress Monitoring which is performed as part of granting a residence permit (Immigration and Naturalisation Service Ministry of Justice and Security). It could provide assistance and advice how to combine board year and studies without risking one's residence permit. Internationalization does not stop at changing the language of a study program to English. Making a university more welcoming for international students therefore should be at the core of every internationalization strategy. Since the attitude domestic students and personnel have towards internationals and vice versa plays such an important role in achieving the desired objectives of internationalization applying regulations perceived as forceful will have adverse effects. Instead policy-makers should try to reach an internalization of the goals through more gentle means such as leading by example. One way in which the university could help to create an inclusive atmosphere is to keep the promotion website for the study programs in English with Dutch and German content being limited to a welcoming teaser. This would establish right from the beginning that a choice for studying at the University of Twente is a choice for studying in an international environment and comes with speaking English.

Concluding this thesis it shall be emphasized that all efforts to be inclusive towards international students should be appreciated regardless whether they come from a no-positive-discrimination standpoint or whether they are representing the courage to drop long-standing traditions to be more welcoming towards international students even if this means changing the nature of study associations.

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Appendix

Used Questionnaire

[Form for Interviewer]

Data Collection for Research Bachelor Thesis

The Effects of Internationalization on Study Associations

Dear Board Member,

Thanks a lot for your help by participating in the research for my bachelor thesis. As common in these types of research I would like you to take a minute to read the following consent statement. If you feel fully informed please then sign on the line below.

Informed Consent Statement:

'I hereby declare that I have been informed in a manner which is clear to me about the nature and method of the research. If I had questions, they have been answered to my satisfaction. I agree of my own free will to participate in this research. No personal names will be mentioned in the thesis, however due to a possible identification of associations based on their characteristics, anonymity cannot be assured. Personal data will not be disclosed to third parties without express permission. I know that, if I have any complaints about this research, I can direct them to the secretary of the Ethics Committee of the Faculty of Behavioural Sciences at the University of Twente, Drs. L. Kamphuis-Blikman P.O. Box 217, 7500 AE Enschede (NL), telephone: +31 (0)53 489 3399; email: l.j.m.blikman@utwente.nl.'

If you have any questions about the research don't hesitate to ask them. You can also always email me afterwards at ...@student.utwente.nl or contact me via +49 ...

Signature Participant

Name:

Association:

Position:

Signature Interviewer

Jakob Martin

Student European Public Administration

Bachelor Thesis at CHEPS (Center for Higher Education Policy Studies)

[Form for Participant]

Data Collection for Research Bachelor Thesis

The Effects of Internationalization on Study Associations

Dear Board Member,

Thanks a lot for your help by participating in the research for my bachelor thesis. As common in these types of research I would like you to take a minute to read the following consent statement. If you feel fully informed please then sign on the line below.

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Signature Participant

Signature Interviewer

Jakob Martin

Student European Public Administration
Bachelor Thesis at CHEPS (Center for Higher
Education Policy Studies)

Survey Form

1. Share of International Students in Study Program(s)

How high do you estimate the share of international students in the study program(s) related to your study association in the academic year 2017/18?

_____ %

2. Involvement of International Students in the Study Association in Academic Year 2017/18

[Estimations allowed]

A) Total Number of Active Members _____ #

Total number of members who regularly participate in events or are member of at least one committee

a. of which are international _____ #

B) Number of Board Members _____ #

Number of members who hold a full-time or part-time board position

b. of which are international _____ #

C) Total Number of Committee Positions _____ #

*Add the number of members of all committees together.
If a student is active in two different committees count him twice*

c. of which are held by international students _____ #

3.Comparison of the Involvement of Active Members in the Study Association

The following questions are used to compare the involvement of active members in your study association. Active means that they regularly participate in events of your association or are a member of a committee. Consider the average of all active international member and the average of all active Dutch members and assume that besides their nationality they have comparable characteristics (age, gender, length of membership, board position yes/no, ...). Now answer the following questions by ticking the box which according to your judgment is most applicable to the situation in your association.

		International Student	Leaning towards International Student	about equally	Leaning towards Dutch Student	Dutch Student	Not applicable or don't know
A1	Who is more likely to give matters of your association priority of if they have time constraints?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A2	Who takes on more tasks when they are distributed in committees?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A3	Who takes more efforts to overcome the language barrier between Dutch and English?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A4	Who is more likely to spontaneously help other members?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A	Who is more committed to the association?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B1	When they have personal problems who is more likely to share this with the other members?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B2	When they have something which makes them very happy that day who is more likely to share it with the other members?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B3	Who is more enthusiastic about upcoming events?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B4	Who is more disappointed when events are canceled?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B5	Who is more proud of the association's colors, symbols, history, traditions, songs, rivalry etc. ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Who has a stronger emotional connection to the association and its members?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Multiple-Choice Questions continue on next page

3. continued

		International Student	Leaning towards International Student	about equally	Leaning towards Dutch Student	Dutch Student	Not applicable or don't know
C1	Who is more likely to take the initiative for new projects within the association?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2	When supervising volunteers at an event who has more authority to distribute undesirable chores?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C3	Who is more likely to have valuable knowledge, skills or connections which the association is reliant on?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4	Who is more likely to articulate that he has a special wish or desire (e.g. can the bus drop me off somewhere else on the way back from the studytrip; can I eat vegetarian? etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C5	Who is more likely to make his voice heard if something bothers him?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C6	Whose comments are more likely to get ignored during discussions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C7	Who is more likely to determine what is discussed at a General Members Meeting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C8	Who is more likely to vote at a General Members Meeting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	Who has more influence on the association and its members?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Room for Comments:

End of Survey Form.

Interview Questions

4. Contextual Questions about the Multiple-Choice Answers

"I will now ask you a few contextual questions about the answers you gave for the multiple choice questions."

[Ask questions about different of the multiple-choice questions depending on given answers, special attention for the bold questions]:

"You answered '*International Student*'/'*Dutch Student*'/... for the question about XYZ. Could you please elaborate on that or name an example when you experienced this?"

....

5. Perceived Change in Character of the Study Association

A) "Do you think the involvement of international students brings large changes to your association?"

B) "In what ways does the involvement of international students bring changes to your association?"

C) "Do you perceive any **organizational changes** at your association through the involvement of international students and if so which?"

[After waiting for the initial open-ended answer ask whether the interviewee can relate to some of the following examples]

The medium and time of communication, the closeness of the cooperation with the study program, changes in funding, the spontaneity of events, everybody brings some food vs. everybody pays some money and the association organizes food, walk-in times vs fixed start times, paying for events in person vs. direct debit, the availability of cars/drivers/free public transport, the way photos are made and published, the need to provide more context information during event descriptions, the way new members are "recruited", the time of the year new members join the association/committees, ...

D) "Do you perceive any **changes in the activities** of your association through the involvement of international students and if so which?"

[After waiting for the initial open-ended answer ask whether the interviewee can relate to some of the following examples]

What type of activities are offered (leisure, educational, career, etc.)? how often and how large are they? do they get organized together with other associations. Do international students have a different opinion about drinking alcohol? Are there committees which international students are especially interested in? How important hanging out in the association room is for being a part of the community? evening vs lunch events, events at the weekend, traditions, ...

E) "Do you perceive any **social changes** at your association through the involvement of international students and if so which?"

[After waiting for the initial open-ended answer ask whether the interviewee can relate to some of the following examples]

How much people do together outside association events, Type of humor, community feeling, atmosphere, helpfulness, different group patterns, friendships, fun, resentments and stereotypes, dating and relationships, what motivates people, appreciation of activism, rivalry with other associations, traditional rules, satisfaction with association, involvement of lecturers with the association, ...

F) "Do you have any further comments?"