

Strategy Policy Internationalisation

Contents

1	Wittenborg's Internationalisation Goals for Its Bachelor and Master Programmes	2
1.1	Internationality of students.....	3
1.2	Internationality of Staff.....	3
1.3	International Programme.....	3
1.4	Staff Development.....	5
1.5	Staff Mobility.....	6
1.6	Student Mobility.....	6

1 Wittenborg's Internationalisation Goals for Its Bachelor and Master Programmes

Wittenborg University of Applied Sciences sees its role as the education and training of highly qualified, internationally minded, socially responsible and intercultural, critical and independently thinking graduates, who engage in innovative and creative business in companies and organizations around the world, either working for others or in the instigation of business and entrepreneurship.

To achieve this, the university engages in close dialogue with academic institutions, industry, government and NGOs, within the Netherlands and internationally. WUAS strives to bring expertise, knowledge and diversity to the local region in which it operates, thereby enhancing the economy, culture and social environment around the university.

WUAS' outlook is global and it aims to maintain its independent status whilst being one of the most international and diverse higher education institutions in the Netherlands. The university promotes total equality of students and staff, of cultures and genders and people with disabilities within the institute. Wittenborg promotes a working environment that is fair, and emphasises respect between and within its student and staff body.

The practical applied sciences that are engaged within WUAS' programmes enable the university to maintain up-to-date content within a diverse range of management-orientated disciplines and implement the curriculum to the highest modern education standards.

As a University of Applied Sciences, WUAS considers an interdisciplinary approach important in its effort to enhance its internationalisation, which is reflected in the cross-disciplinary broad management programmes that allow students to develop their knowledge and skills as well as achieve intercultural development through applied research in a manner that is not subject restricted.

Annually, Wittenborg students are asked to respond to the official National Student Survey (NSE). This survey contains a section on internationalization, allowing us to see students' evaluation of their intercultural educational experience at Wittenborg. The following elements are covered:

17. Internationalisation [all] V32. The following questions are about the ways in which your study programme encourages you to study abroad and to take up other international experiences. Please rate your satisfaction with the following aspects. 1 to 5; 1 = very dissatisfied, 5 = very satisfied, 6 = n/a

a Encouragement to study abroad

b Encouragement to learn about other cultures

c Focus of your programme on international subjects

d Opportunities offered to you to study abroad or complete a work placement abroad.

1.1 Internationality of students

WUAS programme aims to have at least 60% of students from abroad, which represents at least 50 different nationalities at any one time.

1.2 Internationality of Staff

WUAS programmes aim to have its entire teaching staff and the majority of its support staff with an international background and international experience. WUAS aims to have teaching staff that represent more than 15 nationalities at any one time and support staff of whom at least 50% have a nationality other than Dutch.

1.3 International Programme

Taking WUAS' mission statement, its three pillars, the different programme's aims, through its internationality, to enhance the teaching process and the learning process. The international diversity of students and staff is to lead to an intercultural experience that will enhance the lives and careers of the programme's graduates.

Measures to do this (exemplification):

- Faculty orientation: focus on instructors' preparation of cross-cultural materials, culturally sensitive, pedagogical and didactic methods, and communication with highly diverse student clientele.
- Faculty course materials: strong emphasis on diverse English language materials from different, international perspectives.
- Choice of case studies: strategic selection of international business projects embedded in discussions pertaining to different national perspectives.
- Student pair work and teamwork: strategic collaboration of students from different countries with different cultural and economic backgrounds.
- English language acquisition: for non-native speakers of English the university offers a sequence of classes to improve English language skills.
- Work placement: WUAS' collaboration with international companies and organizations in the Netherlands and abroad allows for work placements that would add to students' development of a global perspective.
- International experience: students are encouraged to study abroad or perform their work placement outside the Netherlands.
- Final project: in cooperation with the academic supervisor students usually decide on topics involving international or cross-cultural issues to complete their studies.

WUAS programmes aim to specifically attract international students from around the world as well as local students who wish to study in an international environment at home.

Measures taken to achieve this goal:

- Google advertising
- International fairs
- International agents
- International cooperations for exchanges
- Qualified international staff for outreach and recruiting

All the programmes aims to have international and intercultural learning outcomes in all the appropriate parts and at all levels of the curriculum.

Examples from each phase of the bachelor's curriculum (there are literally dozens of modules that have cross-cultural learning as one of the main learning outcomes):

Phase 1: Intercultural Management

- Understand the various theoretical perspectives and practical approaches to dealing with culture, cultural difference, and cultural change within the framework of international business
- Understand management practices in different cultural environments
- Identify some of the factors that influence how decisions are made in intercultural management contexts • Describe and explain key models used for comparing cultures, critically assessing the practical value of these in the context of cross-cultural management decision making • Develop personal approaches to manage cultural challenges in an international business context • Identify and analyse how disputes and conflicts arise, and how they might be resolved in cross-cultural management context • Reach a decent level of understanding of culture and its uses to build more effective business relationships

Phase 2: Hospitality Service Management

- Speculate on the styles, trends, values, associated with food and service in a global context
- Appraise the relationship between brands and eating and drinking styles in different cultural contexts.
- Assess business and operational framework strategies of food and beverage supply, development and service
- Explore the ethical, societal values, anthropological debates pertaining to food and beverage in the wide environment of provision. Study the plethora of provision and the impact for future concepts
- Study the plethora of provision and the impact for future concepts.
- Evaluate the impact of celebrity status of food and beverage provision and its place in society Embrace world city environments for the delivery of food and beverage

Phase 2: International Communication

- Understand the historical context of international communication.
- Study international communication theories and developing best-practices
- Understand the role and responsibility of the international communication in the organization working within an international (social, economic, political and business) environment
- Understand the creation of a global communication infrastructure.
- Study the global media bazaar and the global and local phenomena in media cultures.
- Analyse corporate communication strategies in a global context
- Understand the international communication process in relation with the strategic decision making process of the organization within an intercultural context

Phase 3: International Marketing for SMEs

- Explain and use central concepts and theories in the area of international marketing
- Develop a strategic marketing plan focusing on international marketing objectives

- Be able to identify problems faced by the international marketing firm, analyse these problems within an appropriate framework, and provide solutions of value to company management.
- Present, analyse and defend considerations concerning inter-cultural issues
- Present, discuss and defend strategic decisions concerning international marketing

Phase 3: Intercultural Business Communication for Managers

- Understand how the communication process can be managed to help recognize and overcome barriers
- Recognize the role of feedback in building a productive working climate and increasing employee performance.
- Identify the differences between criticism and coaching feedback
- Select appropriate channels for your communications • Avoid defensiveness, negativism, and improve work relationships by applying principles of effective coaching and supportive communication
- Critically analyse the effectiveness of communication in selected organizations, including their own place of employment
- Demonstrate familiarity with selected current issues in their chosen field, particularly as they relate to managerial communication in an organization

Phase 3: Festivals and Events: A Cross-Cultural Comparative

- Demonstrate an understanding of the complexity of the festivals and events industry in terms of genre and impacts.
- Analyse and evaluate key cultural issues surrounding the production and consumption of festivals and events.
- Critically examine the significance and impact of distinctive socio- economic and political contexts, ideological discourses as well as the on-going globalization process for the festival and events market, and their stakeholders.
- Critically compare selected cultural aspects and developments of the events industry in various countries.

All modules at WUAS, except for foreign languages, are taught completely in English.

All WUAS programmes aims to use recent, internationally orientated English language literature in all its modules.

All WUAS programmes aims to give students the opportunity to enter Master or PhD / Doctoral programmes in other countries: recent graduates have studied at institutions such as, Hult Business School, Kings College London, Groningen University, Webster University, Leiden University, Wageningen University, or University of Brighton.

1.4 Staff Development

All WUAS programmes aim through its teacher-training programme to continually provide intercultural training to its teaching staff throughout the year.

Wittenborg hosts a number of training sessions annually; one of these training sessions is on the topic of “The International Classroom” emphasizing the need for a special didactic and pedagogical approach towards a multi-cultural student audience.

WUAS encourages its support staff to attend conferences and workshops on internationalization, and financially supports this—and report back on the learning experience. For example:

- Staff members have been sponsored to attend several international conferences, such as NAFCA, IAIE, EuroCHRIE, ICEF etc.

1.5 Staff Mobility

WUAS aims to attract at least five different lecturers per year from other institutes abroad to teach on the programmes, either full modules or as guest lecturers.

WUAS aims to encourage at least five of its lecturers per year to teach at other institutes abroad or carry out academic peer reviews at other institutes abroad.

All WUAS programmes aim to encourage its staff to attend international conferences on a regular basis and will financially support this.

1.6 Student Mobility

WUAS aims to encourage its students to spend a period of study or work placement in another country.

Between 2014 and 2018 at least 100 different nationalities have studied at WUAS, the majority in the bachelor's programme. Currently 89% of Wittenborg students are international students, all of whom are, in fact, studying abroad. This means that the motivation for these students to travel abroad (beyond the Netherlands) to study or carry out work placement abroad is limited, as they are already having their international experience.

However, in recent years, WUAS has had groups of (international and Dutch) students studying at its partner institutes in Shanghai (CN), Freiburg (DE), Santiago de Compostella (SP), Eastbourne (UK), Florida (USA) and carrying out project weeks in Kenya and the Philippines. Quite a number of international and Dutch students also go to third countries to complete their work experience.

WUAS aims to ensure that every student in the bachelors programme has at least one international experience of study abroad during their programme, and that the masters students are offered a short study abroad experience. The past years, there have been some exceptions however these are becoming lower as the current intake of Dutch students especially choose the programme due to the opportunity of mobility.