

BMS INTERNATIONALISATION STRATEGY 2022-2030

A FACULTY-LEVEL TRANSLATION OF THE UT'S “INTERNATIONAL DIMENSIONS”

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ABOUT THIS DOCUMENT; READER'S GUIDE

USE OF THIS DOCUMENT

This document constitutes the internationalisation strategy for the faculty of Behavioural, Management and Social Sciences (hereafter abbreviated to BMS). It aims to present a strategic framework of where BMS wants to go with internationalisation until 2030, in rhythm with Shaping2030 and based on International Dimensions¹. Many actions are possible, and internationalisation in itself is not “new”, yet this strategy helps to provide direction and priority in the process of internationalisation for our faculty. Internationalisation is also a university-wide process, and overlapping goals between the UT wide and BMS faculty strategy exist. This BMS strategy highlights where the BMS faculty wants to put priority. Faculty, inter-faculty, and university level can strengthen each other in this process, but having clear priorities is essential for a fruitful collaboration in this.

The strategy will be followed by an implementation plan, where the translation from strategic aims to actionable goals will happen. This implementation plan will be accompanied by a monitoring instrument and set up in close collaborations with stakeholders and owners of the various processes and domains discussed in this document.

READER'S GUIDE

This document is composed of five main components, providing background and outcomes, then the main strategic framework, and some appendices with additional information.

First, some **background (page 4)** is presented on the relation to the UT-level strategy and relation to previous strategies. Then, the **intended outcomes (page 5 and 6)** of this internationalisation strategy will be presented and underpinned, to be clear what we wish to achieve in the coming years. To then formulate the strategic directions, a thorough and bottom-up approach was chosen, combining different viewpoints and creating support in the organisation. This is described in the **process description (page 6)**.

The direction, priorities and goals of this strategy are described using a **strategic framework of four pillars and a foundation (page 8)**, this is the main body of this document, outlining an aim for the coming years and providing a basis for the later implementation plan.

The document concludes with several appendices, containing **definitions of used terms (page 20)** in this document, a list of **connected initiatives and stakeholders (page 21)**, which will be especially relevant when making the translation to the implementation phase, and overviews of the **UT's International strategic partners (page 22)**, **partners coordinated by BMS (page 22)**, and an overview of **current BMS double and joint degree programmes (page 24)**.

¹ The International Dimensions of the University of Twente, the UT internationalisation strategy as addition to Shaping2030 available at:

<https://www.utwente.nl/.uc/fc686207d0102eaa97a006019dc0294460757cc73196000/White%20Paper%20International%20Dimensions.pdf>

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1 BACKGROUND

1.1 THE STARTING POINT OF INTERNATIONAL DIMENSIONS

In September 2021, International Dimensions was formally adopted as the policy framework on internationalisation at the UT. Here, the aim was to connect topics and provide a more complete overview of internationalisation at the UT, beyond the educational focus. Extending the Shaping2030 vision, the whitepaper outlines internationalisation at the UT from three perspectives: staff, student, and society. Within these perspectives, a total of 27 action points were formulated. Of course, International Dimensions nor internationalisation, is “new”. However, the integrated approach combining both research, education, and organisation put forth in International Dimensions forms a great starting point for accelerating the internationalisation process.

Being a UT-wide vision, a translation to the different faculties and service departments is required. The current document, the BMS Internationalisation Strategy is such a translation, finding a fit between International Dimensions as a guide, and the specific wishes and ambitions within BMS.

1.2 PREVIOUS STRATEGIES

1.2.1 BMS internationalisation policy 2015-2020

The previous BMS Internationalisation Policy focussed on educating the Global Citizen. As such, the goal of the faculty’s internationalisation policy of 2015-2020 can be summarised into three main points:

- Contribute to the quality of our programmes by facilitating students to step beyond their own cultural frame of reference
- By incorporating cross-cultural and intercultural learning in teaching content, teaching methods and an international teaching environment the faculty is preparing its students for working in a global environment
- All our graduates should have sufficient international and intercultural competences

In this previous policy, there were 5 focal points:

1. International classroom
2. Curriculum in an international context
3. Teaching staff able to instruct an international class
4. International experience
5. Structural international cooperation with renowned partners

Major steps have been taken in the internationalisation of our education. All the BMS Bachelor and Master programmes (except for Teacher Education) are fully English taught. We are receiving a steady number of international degree-seeking and exchange students, in both our Bachelor and Master programmes, which helps to create an international classroom. International Intended Learning Outcomes have been integrated into our curricula. Joint and double degree programmes with renowned partners have been developed. Study Abroad has become an attractive and popular option amongst our (especially Bachelor) students. New partnerships have been established and existing partnerships have been strengthened.

The worldwide COVID pandemic of course had a large influence on internationalisation and the way of working, but also opened up new ideas and possibilities, such as Collaborative Online International Learning, which can be explored further. The faculty’s new strategy will build upon what has already

been done when it comes to the internationalisation of education, as there are still new developments and challenges to take. Yet, it will also broaden its scope to both research, society as well as the organisation.

1.2.2 Research evaluation 2015-2020

In 2022, the BMS research evaluation 2015-2020² was shared with the faculty, providing further input for the new BMS internationalisation strategy. The research evaluation process includes a self-evaluation report, from which three passages were taken as direct input for the current document. Taken together, these illustrate that regarding internationalisation, the starting position of BMS is good, but opportunities for improvement are present.

“Although the Committee agrees that the cross-border EUREGION and the Twente ‘rurban’ area provide opportunities, the Committee recommends to **broaden the Faculty’s perspective beyond the region and to become more ambitious in terms of international collaboration and benchmarking.**” (page 6)

“The unique BMS approach to interdisciplinary and impact-driven research offers opportunities for collaborative and impact-driven grants on the international level.” (page 12)

“The Committee also recommends **raising their ambition in terms of their international orientation and their collaboration with international top universities**, and private and public companies outside the region. Strategic investments to organize themselves in bigger international and interuniversity collaboration structures provides opportunities to create mass, and tapping into niches (e.g., Citizen Sciences), increases opportunities to attract bigger grants” (page 17)

2 INTENDED OUTCOMES OF THIS INTERNATIONALISATION STRATEGY

Setting up and implementing this BMS Internationalisation Strategy is done to achieve four intended outcomes. Though the specific outcomes may vary per study programme, department or faculty service, a number of topics are shared and to be highlighted.

First, it is important to state that in this strategy, internationalisation is seen as a “means”, rather than a goal in itself. We want to employ internationalisation to achieve other goals, thus making internationalisation the medium to achieve the goals. Keeping that in mind, the following intended outcomes are to be achieved:

1. **Improved connection (inbound and outbound) to an international labour market.** This outcome has a twofold meaning: on the one hand, we deliver students and staff who are ready to work in, and collaborate with, an increasingly international labour market. For students, the term “Global Citizenship” is an example of this. On the other hand, we also want to attract international talent and retain this talent, bringing international knowledge and perspective from this labour market to BMS.
2. **Enhanced quality of education, and research output.** International teams bring a variety of perspectives to the table, leading to a richer understanding of problems and the construction

² BMS Research Evaluation Report 2015-2020, available at:

<https://www.utwente.nl/en/bms/intranet/research/sep-research-visit/sep-research%20visit%2721-documents/final-research-evaluation-report-bms-feb-2022.pdf>

of solutions for these. An interdisciplinary approach, not only on contents, but also way of working and culture, create a vast knowledge base to be tapped from. This is valuable for both our education, and our research output. Such an approach can also be part of clear profiling of our programmes and research; being clear what BMS stands for and is known for internationally, relating to the connections to be formed and fostered, as per point 1.

3. **Strengthened international positioning.** Building on outcomes 1 and 2, another aim is to clearly position our programmes and research in an international context. By making use of existing partnerships, and creating new ones, BMS can increase its network and strengthen its (inter)national position. This relates to focussing on international grants, partnerships, consortia, and the way in which programmes present themselves to an external audience.
4. **Feeling of inclusion and belonging for all current BMS members.** BMS is a diverse community with members from all over the world. We want to ensure that all members of this community feel included and engaged, regardless of their nationality or culture. We want our full community on board, being clear that the process of international benefits our entire BMS community, and that we can only achieve this together.

An important aspect of internationalisation to acknowledge is that it takes time and effort, and that is normal. The points described above are part of a larger process that is already well underway, now is the time to put more focus on certain aspects. A key factor in this is “support”, when making change in an organisation, we aim to also support those that want to make this change happen. We want to recognise the efforts being taken and applaud those who are willing to step up and take the lead. Then, together, we can achieve the outcomes above.

3 STRATEGY FORMATION PROCESS

3.1 PROCESS DESCRIPTION

The process of formulating this BMS Internationalisation Strategy started in September 2021, connected to an assignment for a trainee of the Young Professional Traineeship of the UT. A common thread through the process is the involvement of stakeholders, starting with the formation of a project group (October 2021) including both education and research representation, to organising stakeholder sessions, to have a multi-disciplinary steering committee.

The process started with the analysis of the action points in International Dimensions, seeing what applies to BMS and what is inherently UT level (e.g., housing), and grouping those to see if there are common themes to be found. Then, these themes served as the basis for organising stakeholder sessions; bringing stakeholders related to a theme together to share their experiences and brainstorm about actions to take. Here, the motto was to not talk *about* a certain group, but rather *with* that group. These stakeholder sessions took place in December 2021, six sessions with 8 to 15 participants each. The sessions were hosted around the following themes:

1. Onboarding – students
2. Onboarding – staff and PhDs
3. Career orientation and alumni (students)
4. Wellbeing and engagement (staff and students)
5. Mobility and partnerships
6. Personal and professional development, and curriculum and teaching

Some additional input was gathered with specific sessions only for international staff, students and PhDs, and other sources like the National Student Survey, the International Student Barometer, and conversations with other BMS community members.

Then, in January of 2022, a round was made past a number of platforms, asking them for their ambitions regarding internationalisation (for their respective programme or department), and what they would advise the project group to put priority on. The following groups were visited:

- Programme directors
- Programme coordinators
- Study advisors
- Research Theme chairs
- Staff meeting
- PhD for PhD meeting

In parallel, interviews were held with each member of the BMS faculty board, asking for the ambitions in their portfolio. All these steps culminated in a 3D view, per advice from the steering committee to bring the operational points that were found mostly, to a strategic level, visualised below. The overlap in the three perspectives leads to the formation of the strategic framework presented in the next chapters.



Figure 1: 3D view on internationalisation within BMS

3.2 ROLES

The process of gathering input and writing the project is done by a project group, while structurally asking input from a steering committee on both direction and contents, with final approval lying at the BMS faculty board. The aim was to reflect the domains education, research, and organisation in both the project group and the steering committee.

3.2.1 Project group

- Team lead → Tom Boogerd (Young Professional trainee at BMS)
- Faculty Internationalisation Coordinator → Inge van Haare
- Study advisor → Silvie Pothof (B-COM)
- Programme coordinator → Rachel Scott (B-IBA, M-BA)
- Research support policy advisor → Sofia Mutlu-Numansen

3.2.2 Steering committee

1. Sponsoring dean → Marion Kamp (portfolio holder operations)
2. Research support → Marieke van Rooij
3. Research theme chair → Louise Knight
4. HR advisor → Sandra Prent
5. Programme director → Michael Nagenborg
6. Partnerships and valorisation → Margriet Dekkers

4 BMS INTERNATIONALISATION STRATEGY: FOUR PILLARS AND A FOUNDATION

The BMS Internationalisation strategy is set up consisting of four pillars that function as focal areas for the coming years. These areas are international partnerships, attracting and retaining international talent, globally-engaged research through internationalisation, and educating the Global Citizen. These four pillars also highlight how we aim to move beyond a focus solely on education, but approach internationalisation from a broad viewpoint.

The pillars build on a foundation, which contains how we wish to profile ourselves, and the prerequisites to underpin the pillars. The intended outcomes described on pages 5 and 6 serve as a precursor to the pillars and foundation, to demonstrate what we are working towards.

The figure below presents this framework, an explanation of the components follows after.

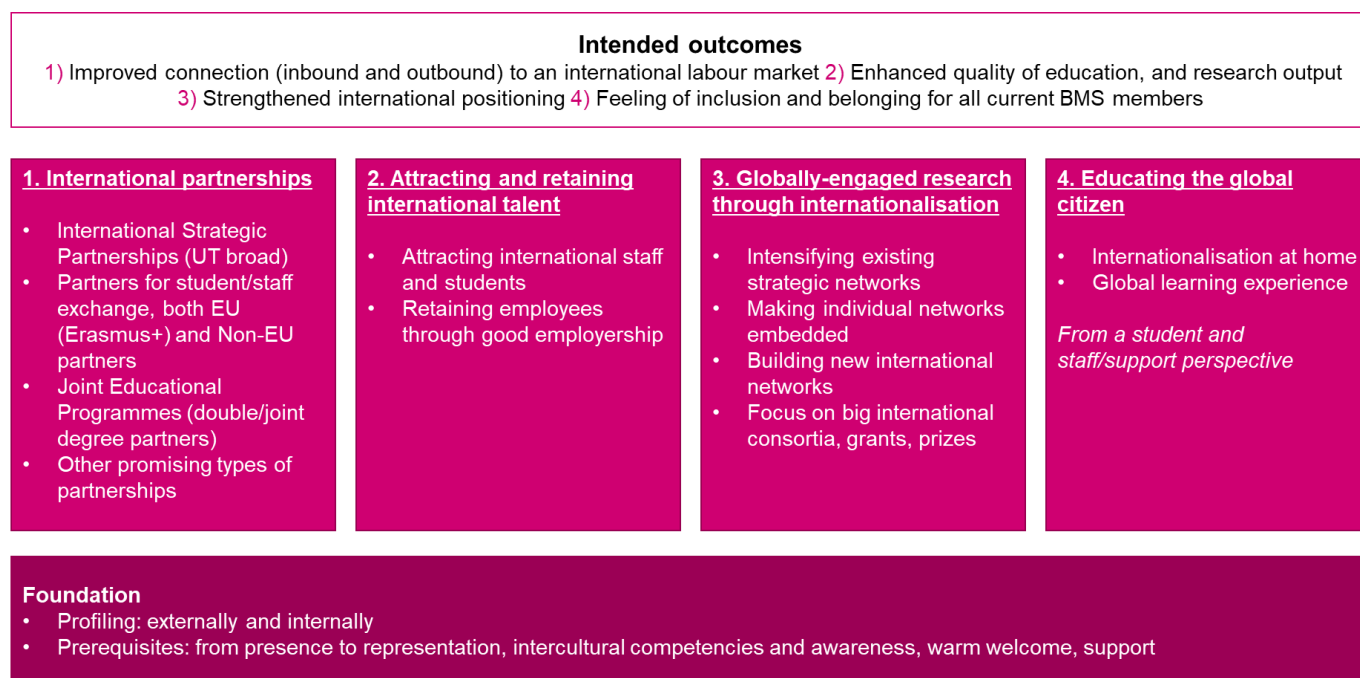


Figure 2: strategic framework for the BMS Internationalisation Strategy

4.1 FOUNDATION

As a precursor to presenting the BMS-specific profiling, we do recognise and underline the following statement in International Dimensions: *“The UT offers an inclusive learning environment where students are stimulated to explore and develop their talents as part of an international community of students, PhD's, staff, and alumni. A sense of belonging, wellbeing, mutual understanding, acceptance and support characterise it.”* (page 8) This statement encompasses the human factor complementing the strategic goals formulated in the pillars. The human factor, looking after each other, and feeling part of a community are all factors that are important to make this strategy a success. The original quote is written for a UT level, as BMS we have our own profile, building on this UT profile. In addition, within BMS, we stand for several prerequisites that we aim to meet, even before starting to work on the pillars.

4.1.1 Profiling

Still, there is a BMS-specific component to be added to this, lying in our external and internal profiling. How will we profile ourselves as an international faculty? We need to elaborate what we will stand for and make ourselves known for, both externally to the region and the world, but also internally towards the various groups within the UT.

Externally

The overarching profile of the BMS faculty is being constructed in the Narrative Project³ (ran by M&C), this Narrative should describe how we solve challenges as a faculty that combines technology and social sciences. With this Narrative being about the content of our work, additional profiling remains in what we stand for and our way of working, especially through the lens of the international faculty.

As the BMS faculty, we see ourselves as an international community located in Twente, open-minded to people and practices from a variety of backgrounds. We have a growth mindset, meaning that we are willing to learn from each other; each other's culture, means, ways and customs, and this learning is supported and facilitated.

We see that internationalisation is inherent in everything we do: in education, in research, in support processes. As such, we also see ourselves as a networked faculty⁴, in relation to our international (education and research) partners. And lastly, when talking about internationalisation, we emphasise that this is a process we are doing together: students, staff, alumni, the region and our partners beyond.

This profile should be reflected throughout the timeline of one's time at the UT, starting even before the onboarding. Having a clear profile helps us attract talent with a fit to what we stand for, and as such should crystallise our transformation into an international faculty.

Internally

Of course, our external profile is reflected in our internal way of working. Still, one important addition is that BMS is explicitly open to serving as a testing ground for new, innovative ideas and projects. There are numerous working groups at the UT that are all involved in the process of internationalisation (SEG⁵ Inclusion, SEG Innovation of Education, SEG Recognition and Rewarding,

³ The Narrative Project is working on constructing a narrative describing what the BMS faculty stands for, serving as a way to present and profile ourselves

⁴ Per International Dimensions: “The UT is a networked university with trusted partners in science and society close to home and across the globe.” (page 14)

⁵ SEG = Shaping Expert Group, groups set up to accelerate certain themes from Shaping2030

central M&C working group on wellbeing, central HR working group on recruitment, ...), which leads to several innovative ideas waiting for implementation. This is where BMS can be an organisation that is openly offering to host pilots, try-outs and experimentation, which we can benefit and learn from. We do not need to re-invent the wheel, but rather recognise and implement ideas that are waiting.

4.1.2 Prerequisites

While the four pillars present strategic directions we need to take to achieve the intended outcomes described earlier, this process cannot fully flourish before meeting a number of prerequisites listed below. We deem these prerequisites necessary to make sure that the humane component of internationalisation is reflected and well-embedded, changing a mindset while simultaneously changing a system.

From presence to representation

First off, when talking about our international community, we want to stress the importance of representation. Our international community should also be involved in decision making processes, leadership positions, do-groups, councils, committees; in short, we do not just aim for international presence, but rather international representation. It is time to stop making assumptions about “the international student”, or “the international employee”, this is a diverse group of individuals that deserve to be heard and involved, as opposed to be reduced to a homogenous group for the sake of decision making.

Intercultural competencies and awareness

A community with diversity in nationality does not automatically translate to a blossoming community where the members are working together and appreciating each other. Instead, there should be attention for “intercultural competencies”, competencies related to intercultural collaboration and cultural awareness. We want to equip people with the skills to collaborate internationally, have awareness of the rich pool of cultures that the international community brings, and foster a mindset of inclusion and involvement.

Within BMS, we want to actively explore the possibility to structurally integrate training on intercultural competencies for both our staff (scientific and support) and our students. This could, for instance, be connected to the onboarding process, the University Teaching Qualification (UTQ), for students to the Kick-In or their first module. The exact medium is to be determined, in this, the emphasis lies on structural attention an integration, as opposed to one-off courses. This aim can be connected to central initiatives (courses from Centre of Training and Development (CTD) or UT Language Centre (UTLC) for instance), supplemented by BMS-specific options to exchange experiences. Of course, space should be made available to follow such training, financially and ideally in time.

Warm welcome

Becoming part of our international BMS community starts with a warm welcome. Therefore, we want to have a critical look at the onboarding of staff and processes around this, focussing on the aim to give every new employee a warm welcome, where they feel supported and celebrated in our community. The knowledge and experience of HR and staff in management positions is essential in this, along with the experiences and insights of new staff. The same applies to students, together with the study associations and the Kick-In committees, we should examine if students feel welcome even before the introduction week starts, and what their experiences were in this.

An overarching point, in close collaboration with M&C, is the information need of both parties. Here, two seemingly opposing points come up: on the one hand, international community members have a

different information need than Dutch (e.g., surrounding the visa process), while on the other hand, we want to form and emphasise that we are one community, so to constantly separate e.g. international students in information sessions, creates a division. Further exploration of how information streams can help our mission of a warm welcome, is essential.

Support

A last important prerequisite to emphasise is that support should be available for those involved in executing the points in this strategy. On the one hand, we need support from services like M&C and HR within BMS, on the other hand, we need to offer support to our BMS members who are asked to learn something new, or change a mindset over time. We know we are ambitious, but with proper support and patience, ambitions can become reality.

4.2 PILLAR 1: INTERNATIONAL PARTNERSHIPS

For the BMS faculty, its network with partners around the globe is of great importance. This importance, and the value of our network is described by UT's International Dimensions: "the UT is a networked university with trusted partners in science and society close to home and across the globe. Such a nurtured ecosystem is vital, as research and education are becoming more internationally competitive. Moreover, it enables an international learning environment, boosts our university's quality in education and research, helps us attract talent from across the globe, enhances the UT's visibility and reputation, and increases the impact we can make as a university. Each partnership has explicit goals to make the desired impact of the collaboration explicit and allow for better monitoring. This way, we can show society the impact we aim to achieve and communicate to our community the possibilities for our staff and students to contribute" (page 14)

We can identify different types of partnerships:

- International Strategic Partnerships (UT-wide)
- Partners for student/staff exchange, both EU (Erasmus+) and non-EU partners
- Joint Educational Programmes (JEPS); double/joint degree partners
- Memorandum of Understanding (MoU), Letter of Intent (LoI); broader intentions, this could be for education and research
- Consortia (e.g., ECIU)
- Research partners
- Non-academic institutions (e.g., governmental, non-governmental and partners in industry)

As a faculty, international partnerships are one of the focal points in this strategy, bringing number of benefits:

- Strengthen profile (education/research)
- Improvement of quality
- Talent attraction
- Visibility/reputation
- Student exchange; educating the Global Citizen / receiving international exchange students (international classroom)
- Staff exchange
- Funding (research collaboration)
- Collaboration with regions of strategic partners (with and for the region)
- Providers of challenges and internships

4.2.1 International Strategic Partnerships (UT-wide)

International Strategic Partnerships (ISPs) are formal alliances on UT level with a selected number of key academic partners abroad which aim to share intellectual and/or physical resources of mutual

benefit. The key objective is to create more mass and impact in the strategic collaboration to reach joint strategic goals with each strategic partner university based on long-term joint commitment and support⁶. The UT has selected four international strategic partners that receive additional support to achieve joint strategic goals, an overview of the current strategic partners is listed in Appendix C. The BMS faculty is coordinating two of these partners for the UT; the Westfälische Wilhelms-Universität Münster (WWU) in Germany and the University of Waterloo (UW) in Canada. We are collaborating with these universities in quite a number of areas, in both education and research. An overview of the activities can be found in Appendix D. In the upcoming years we strive to invest and put effort in these strategic partner relations even more. Besides, we would like to make connections between our regions as well.

4.2.2 Partners for student/staff exchange, both EU (Erasmus+) and Non-EU partners

The BMS faculty has a large and increasing number of outgoing students for study abroad, an instrument that helps to educate the Global Citizen and that we wish to keep encouraging. We currently have 95 European partners within the Erasmus+ programme and 31 partners outside Europe. To be able to have a broad offer for our students, we will maintain the relationships with our European Erasmus+ partners, and expand the number of places with these partners if possible and desired by both parties. The focus though, will be on expanding the number of non-EU partners. In the coming five years we wish to add 15 more non-European partners to our study abroad possibilities. Furthermore, to maintain a good balance we need to attract more incoming exchange students. Having a sufficient offer in our educational programmes to be able to receive the growing number of incoming students, is a condition for this. Not only students, but also BMS staff and PhD candidates can benefit from our cooperation with Exchange partners, as it opens up possibilities for staff or PhD exchange (further elaboration in pillar 3).

4.2.3 Joint Educational Programmes (double/joint degree partners)

The BMS faculty has established a number of Joint Educational Programmes, abbreviated as JEPs, with international partners, two on bachelor level (of which one joint degree and one double degree) and nine double degree programmes on master level, an overview can be found in Appendix E. JEPs are seen as important for multiple reasons. A double or joint degree with an international partner strengthens the profile and contributes to the quality of our study programmes. Through JEPs we can reinforce our educational offer beyond our in-house expertise⁷. JEPs add to our goal of educating the Global Citizens, as they offer students a study abroad opportunity and they help to create an international classroom through the influx of international students in our programmes. JEPs help to create a new learning atmosphere and dynamic that encourages our students and teachers to develop their international expertise further. Besides, JEPs can strengthen our existing (research and teaching) cooperation with international partner universities. It has proven that JEPs borne out of research cooperation and/or with partners with whom we have a long-standing relationship and experience with for example student exchange or in a consortium, form a strong basis for the double or joint degree programme. The BMS faculty will support newly to be established double degree⁸ programmes that fulfil the criteria on UT level⁹ and that add upon the benefits as listed above.

⁶ More information on ISPs can be found on

<https://www.utwente.nl/en/organisation/collaboration/intranet/international-strategic-partnerships/>

⁷ WSV Innovation Project “Exchange and Double Degree programmes”, final report December 2021:

<https://www.utwente.nl/en/bms/teachingacademy/educational-innovations/wsv-reports-results/wsv-exchange-and-double-degree-report.pdf>

⁸ A joint degree programme on Bachelor or Master level is due to legislation and regulations very complex to set up and manage for all parties involved, therefore there is a preference for double degree programmes (there is an exception for PhD programmes though, where the UT supports Joint PhD programmes)

⁹ Guidelines for Joint Education Programmes with international programmes, version 29 November 2021

4.2.4 Other promising types of partnerships

Besides strategic partners, partners for student/staff exchange and JEPS, the BMS faculty has several partnerships around the world, formalized in Memoranda of Understanding or Letters of Intent, for education and or research. To make better use out of our partners and to inform departments, research groups, programme directors and teachers on current collaborations, a database with an online dashboard is being created. The UT is member of the European Consortium of Innovative Universities (ECIU). The faculty supports and encourages initiatives under the umbrella of ECIU. There is the ambition to establish (a) new (research) partnership(s) in the Global South¹⁰, in line with the goal stated in International Dimensions (page 17). Collaboration for this ambition with the faculty ITC will be explored here.

4.3 PILLAR 2: ATTRACTING AND RETAINING INTERNATIONAL TALENT

4.3.1 For attracting international students and employees

Attracting and retaining talent starts with attracting talent, in this strategy we specifically narrow down to international talent. To be attractive for these international talents, a few actions can be taken.

Alignment of staff and BMS profile

We pro-actively convey our international community culture and make sure prospective staff can assess their fit with BMS. In turn, when recruiting, we consider whether the candidate is appropriate for the position, can provide a valuable contribution to the UT's societal impact and fits with our diverse and inclusive culture. To realize this, prospective staff in all layers in the faculty (research, education, support and (upper) management) should be recruited congruent with the view of employees as 'human beings'¹¹ (as opposed to 'human resources'), starting from their own values, strengths, and ambitions, which might ask for alternative selection methods than the traditional job interview.

Attracting international 'talents'- students who identify with our mission, vision, and profile – and ensuring a sustainable and diverse inflow of students requires a balanced approach to recruitment and matching.

As 'talent', we refer to students from a wide range of (national and socio-economic) backgrounds, bringing their own competences and passions, to be further developed during their time at the UT. Prospective students who meet their programme's entry requirements and who respectively show development potential, strong affinity with the contents of their prospective educational programme, identify with the BMS mission & vision and –concerning prospective bachelor students- our educational model TEM (commonly referred to as "TOM" in Dutch), are considered talented students and will be welcomed to BMS programmes. To assess fit between student and study programme/BMS profile, each programme's matching process should be designed accordingly and strengthened where applicable, by focusing on managing expectations of especially international students. From academic year 2023-2024 on, each prospective student should at least join a matching day or activity as offered by the programme, or have a personal conversation with a programme's representative (i.e., study advisor).

¹⁰ "The phrase "Global South" refers broadly to the regions of Latin America, Asia, Africa, and Oceania. It is one of a family of terms, including "Third World" and "Periphery," that denote regions outside Europe and North America, mostly (though not all) low-income and often politically or culturally marginalized" (Dados & Connell, 2012)

¹¹ Per <https://www.sensofpeople.nl/human-resource-naar-human-being-paradigmaverschuiving/> and <https://www.nieuworganiseren.nl/hr/hr-op-de-kop-van-human-resources-naar-resources-for-humans/>

Increasing access for students/staff from a variety of national backgrounds - including targets for this

To realise a more diverse workforce, Marie Curie Horizon programmes¹² are developed to increase influx of international (non-EU staff), by respectively offering funding instruments (Doctoral Networks and Postdoctoral Fellowships) for researchers and contributing to staff exchange. For international employees, 'Dual Career Support' assists new international academic employees and their partners in building a social network or obtaining career advice. For international student influx, BMS explicitly uses instruments such as waivers and scholarships (University of Twente Scholarship (UTS), Holland Scholarship (HS) and Orange Tulip Scholarship (OTS)) to promote access to higher education for predominantly prospective Master students from a variety of socio-economic backgrounds. Furthermore, targets could include a minimum number of prospective students from each continent who should be awarded a scholarship to study in a BMS programme each year. Attracting a more diverse student population (in terms of socio-economic background, ethnicity, and culture) is beneficial because students will -if properly guided and facilitated by teachers and staff- be exposed to and interact with a broad range of backgrounds, customs, and skills that allow them to be better prepared to navigate this outside the classroom. As such, students in an international classroom feel empowered during their studies with knowledge and skills to address challenges relevant to the (international) communities they will be participating in after their studies.

Increasing diversity in staff in all layers of BMS departments and educational programmes: access and equity

We have explicit actions stimulate the diversity of staff (both scientific staff and support staff) at all levels of the university¹³. On a managerial level, (more) inclusive decision-making is more likely to be realized by appointing non-Dutch/international managers. Having an accessible and equitable¹⁴ recruitment process implies similar opportunities exist for both Dutch and international job seekers when selecting potential candidates for available positions and when an opportunity for career advancement arises. Key-people involved in hiring decisions for their respective departments could opt to hire a non-Dutch employee, when two equally suitable candidates remain. On the employee level, diverse teams could potentially bring more creative ideas and more innovativeness compared to homogeneous teams¹⁵. Regarding teaching and educating the 'Global Citizen', appointing non-Dutch faculty with a teaching duty within BMS educational programmes can offer an international perspective on course materials, course content and offer a non-Dutch/Western perspective to students, which is helpful for developing the 'Global Citizen'. This non-Dutch/Western perspective could also be reflected in the curricula of our programmes. We aim to offer resources to staff to help in this.

Hence, management, faculty and staff within departments should consist of a variety of national backgrounds. Currently, some BMS departments show low levels of diversity and while working to turn this around, it is important to be aware of the impact of this.

4.3.2 For retaining employees through good employership

By respectively taking responsibility for cultivating an inclusive culture through developing international mindsets, realizing a positive psychological safety climate, supporting students' and employees' acculturation process and lastly, initiatives for alumni.

¹² Curie Actions (MSCA) (utwente.nl)

¹³ Mkatini (2021). Action plan on DEI: <https://www.utwente.nl/en/organisation/about/diversity/documents-and-links/dei-action-plan.pdf>

¹⁴ Armstrong (2019), <https://community.nacweb.org/blogs/karen-armstrong1/2019/06/25/what-exactly-is-diversity-equity-and-inclusion>: Equity is the guarantee of fair treatment, access, opportunity and advancement for all, whilst striving to identify and eliminate barriers that have prevented the full participation of some groups.

¹⁵ Paulus, Van der Zee and Kenworthy, 2016

Taking responsibility for cultivating an inclusive culture through developing an international mindset

Current BMS employees develop a mindset (value differing opinions, see diversity as 'normal', are culturally aware, develop intercultural competence) and demonstrate a culturally sensitive approach towards new employees during onboarding phase (employee introduction, job negotiations, daily interactions), during employment relationship and towards students. Such an international mindset also expresses by making

decisions that are in favour of internationalisation and inclusivity as well as adopting 'practice what you preach' in daily work. It includes being highly attuned to the needs of team members in the context of both team work and in supervisor-employee relations, plus being aware of the amount of influence managers and supervisors have on their team members.

Realizing a positive psychological safety climate

To achieve higher retention rates for BMS students and employees, we aim to create an inclusive culture within BMS departments and a positive psychological safety climate facilitative for fulfilling the need for sense of belonging. To cultivate an inclusive culture and contribute to a feeling of inclusion and belonging among all its members, BMS departments focuses on and make efforts to realize a positive psychological safety climate (Edmondson, 1999)¹⁶ within its respective departments and teams. Such a psychological safety climate manifests through a shared belief and understanding among team members that others on their team will not embarrass, reject, or punish each other for speaking up, besides combatting all forms of discrimination in our work and learning environment. As mentioned before, support should be offered to BMS staff, to become aware of possible unconscious bias and to learn how to contribute to building and sustaining the psychological safety climate BMS aims for.

More strongly supporting the acculturation process of international students/employees

We see the acculturation¹⁷ process of international employees and (PhD)students as a two-way street. On-boarding and acculturation could be seen as an on-going process¹⁸ demanding continuous attention/efforts from both host and newcomer. Current employees and students demonstrate a welcoming attitude towards internationals and should speak English in the presence of non-Dutch speakers. International students and employees in their turn are also responsible for their acculturation. Aladegbaye et al. (2022)¹⁹ mention that specific personal, social and academic factors influence new UT students' acculturation motivation process; BMS can intervene regarding the 'academic factors' by more strongly supporting the acculturation process of international students and employees. This is already done by offering Dutch language course, the 'Going Dutch' minor, buddy system, social activities, but could be extended by new initiatives.

Alumni and students in final stage of degree completion: Waivers/grants and career orientation

Lastly, to retain graduate students and starters in Twente and The Netherlands, initiatives such as scholarships and grants (PhD grant from Muenster to keep talent here) are in place. A new aim is to involve regional partners actively to bring job openings under the attention of graduates and starters. As for career orientation, aligning with the UT aim stated in International Dimensions ('to educate talented learners as Global Citizens with an entrepreneurial, open and inclusive mindset for the local, national and global labour market'), the BMS Careers project and Keeping Talent in Twente

¹⁶ Psychological Safety and Learning Behavior in Work Teams

¹⁷ Berry (2008): When groups of different cultural backgrounds and their individual members engage each other, a process of *acculturation* begins, leading to cultural and psychological changes in both parties.

¹⁸ Per <https://hetpnn.nl/wp-content/uploads/2020/08/PNN-PhD-survey-report-International-PhDs.pdf>

¹⁹ How International Students' Acculturation Motivation Develops over Time in an International Learning Environment - A Longitudinal Study

are current initiatives addressing many of the issues faced by international students (regarding accessing employment opportunities within the local, national and global labour markets). Strongly emphasizing the potential benefits of employing an international alumnus for local organizations could make it increasingly attractive for these organizations to hire an international alumnus. Further, the new minor Going Dutch: Kickstart your Dutch Work-Life has already been developed to help better prepare international students for finding employment in the Dutch labour market. Furthermore, the goal is to encourage closer links between programmes, PhD students and alumni associations; for alumni associations to celebrate the diverse nature of the university and to promote inclusive events and communication that reflect the international composition of the university by fostering a culture of reciprocity, belonging and inclusivity.

4.4 PILLAR 3: GLOBALLY ENGAGED RESEARCH THROUGH INTERNATIONALISATION

As an international faculty, we aim to do globally engaged research, contributing not only to the region, but also in an international context. By doing so, we intend to improve the quality of research and valorisation, which leads to a stronger international positioning and making impact all over the world. We will do this in relation to our partner networks. Connected to this, a number of benefits and goals are formulated.

4.4.1 Intensifying existing strategic networks

Our faculty currently has International Strategic Partnerships with WWU in Germany and UW in Canada. With these partners, our faculty aims to share intellectual and/or physical resources of mutual benefits. Via these partnerships the objective is to create more mass and impact through both research and valorisation. Since not all researchers are embedded in these existing partnerships, the goal is to intensify existing networks throughout all BMS departments. To intensify international networks, such as Euregio and the Global South, coordination is needed to make sure all BMS researchers are on board. A database with an online dashboard is being created to better inform departments and research groups on existing collaborations with our international partners.

4.4.2 Making individual networks embedded

Researchers within our faculty often collaborate in international networks, yet many of these networks are linked to individual researchers. When researchers leave our faculty, these networks leave with them. To make sure the individual networks are maintained after individuals leave, these networks need to be more embedded. Therefore, the goal is to provide insights on individual networks, to collect, coordinate, and share this with the entire faculty, to enhance existing networks and to create more sustainable networks.

4.4.3 Building new international networks

The BMS faculty currently has European partners within the Erasmus+ programme and partners outside Europe for exchange possibilities. The aim is to increase the number of partners, especially non-EU partners. However, for many researchers it is unclear what exchange possibilities and budgets our faculty offers. Therefore, clear communication and budget regarding staff exchange on all levels is necessary to make sure all researchers have access to the same information and budgets. In order to stimulate staff exchange on all levels, more structural sabbaticals should be organised, PhD exchange (at least 1 time in 4 years) will be stimulated at partner universities, and exchange possibilities can be part of the annual review to make sure staff know all the exchange possibilities. Staff exchange on all levels can enhance our research staff's international and intercultural competences. Our faculty will pro-actively support talented researchers to go abroad to improve their chances for receiving Veni and other personal grants by discussing this during annual talks. Our faculty board can set up a dedicated budget so more international researchers can be invited for

collaboration, for example visiting professors such as the Copenhagen World Research Leader series. Through summer and winter schools our faculty aims to show that we are working more international, exchange researchers, and participate in seminars.

4.4.4 Focus on big international consortia, grants, and prizes

There is a growing trend in forming international consortia and we expect this trend to grow further. Therefore, our faculty aims to focus more on international consortia and supporting researchers to work on this. By turning to large consortia, our researchers will be able to address complex regional and international issues such as SGD's and create valorisation and impact on a global scale. Next to that, like ECIU, the international consortia will connect our researchers to international organisations and a whole network of international universities, companies, and researchers. Besides international consortia, our faculty also aims to receive more international grants, prizes, and awards. Yet in order to address complex issues and make impact on research related to the BMS research themes, through international consortia, grants, prizes, and awards, our staff needs time and budget. Therefore, the BMS faculty created the strategic research fund and stimulates its staff time in several activities which are necessary for success in international consortia, grant applications, prizes, and awards. This budget can be used for different purposes, such as: setting up international networks by organising conventions, mini sabbaticals, giving people time for grant writing/ grant proposals, and buying out teaching or other core activities.

4.5 PILLAR 4: EDUCATING THE GLOBAL CITIZEN

The UT educates students to become Global Citizens. In our faculty we want students to feel empowered during their studies and be equipped with the knowledge and skills to be able to address challenges relevant to the (international) communities they will participate in after their studies. We want each educational programme to not only give explicit attention to intercultural competency and Global Citizenship in the context of the academic discipline and related field of employability, but also in the context of what happens outside the classroom via the informal curriculum²⁰. We want to ensure that programmes intentionally and extensively embed international and intercultural dimensions in the curriculum and, if applicable²¹, have the ambition to achieve the Certificate of Quality in Internationalisation (CeQuInt).

4.5.1 Internationalisation at home

Student perspective

Focuses on the topics of internationalised curriculum design and delivery and how this can be realised by programmes. Firstly, emphasis should be placed on the need for content and materials used in teaching to be representative of a global audience by incorporating authentic experiences and identities (e.g., content and cases) as standard in all programmes. Secondly, all programme intended learning outcomes (ILOs) should incorporate internationalised and intercultural competence, further developing and incorporating the ILO's established by the WSV project on Exchange and Double Degrees; ensuring assessment tasks are aligned with both the ILO's as well as teaching and learning activities. Programmes are also encouraged to use formative assessment to reflect the different learning needs of students from diverse backgrounds. All students are to follow mandatory cultural awareness training and should develop a self-reflective report as part of their skills development in order to explicitly and intentionally develop and demonstrate their empathetic

²⁰ UNESCO defines 'the formal curriculum as the learning experiences and opportunities that are provided to learners in the context of formal education and serve as a basis for certification processes'. In contrast, the informal curriculum includes activities that are not assessed and are not part of a formal curriculum as described by Leask (2015).

²¹ The "lerarenopleiding" (teacher education) is a Dutch-taught Master programme educating students for teaching in Dutch schools. Here, aiming for a CeQuInt is not relevant

understanding of cultural differences. This could be in the form of a workshop, an introductory lecture, participation in the Developing Intercultural Competence course (UT Language Centre) or the Good Habitz course on Cultural Diversity. Internationalisation at home not only incorporates what happens inside the classroom but also what happens outside of the classroom via the informal curriculum. Meaningful interactions between students from different cultural and linguistic backgrounds often occur via student activism in multiple ways; in the faculty, we want to encourage these interactions and develop them further. Additionally, we need to ensure the international student voice is represented via the participation and involvement of international students in all faculty committees, participation bodies, and associations; with this commitment explicitly documented in their respective regulations. Encourage each study association to have a portfolio holder committed to promoting internationalisation within each study association.

Teacher/Support perspective

In terms of internationalised curriculum delivery, the focus shifts to teaching methods and the international classroom. Attention is to be given to the development of intercultural competence of teachers via UTQ and CPD activities, with teachers and support colleagues clearly able to demonstrate how sensitivity and awareness of cultural, linguistic and educational backgrounds have been achieved in both theory and practice. Teachers are to facilitate and actively encourage “meaningful and purposeful engagement with diversity”²² in the classroom. Furthermore, all programmes should introduce diverse project group formation in core modules. This should be further reinforced by the use of an inclusive team contract and training in group work where cultural differences are framed appropriately and students come to appreciate how culturally different perspectives can deepen and enhance the learning experience. Alongside the group work developments, intercultural competence is to be incorporated into the assessment criteria for peer feedback within group work. Teachers and support colleagues should take the role of cultural mentors in order to educate, inform and guide this cultural reflection.

4.5.2 Global learning experience

Student perspective

The second area focuses on the global learning experience which incorporates the current options available to students of outgoing mobility including study abroad, an internship abroad or virtual mobility; as well as incoming mobility in the form of exchange opportunities. All bachelor students in the faculty are able to access a global learning experience during their minor phase. For outgoing students, there is already an appreciation of the process and purpose of studying abroad with many aspects of the current setup reviewed positively by participants. However, incoming international students need to be provided with clear information on how to prepare for their time at the UT as well as training in the cultural expectations of the home educational system. Additionally, a framework needs to be established to enable students to reflect on the educational and personal experience of their global learning experience and the development of their intercultural awareness.

Teacher/Support perspective

All students should have the opportunity to gain an international experience in a format that needs to be inclusive and accessible for all. Existing study abroad partnerships are to be further strengthened and collaborations with key partners to be further developed to offer bespoke packages for students. New types of physical, hybrid or virtual mobility are to be encouraged and developed, building upon those that already exist, such as micro-modules (in cooperation with the ECIU), challenges and COIL (Collaborative Online International Learning). Each of these options is to have clear ILO’s formulated that explicitly include intercultural competence. For incoming exchange students, new minors and course offerings are to be developed that reflect the interdisciplinary

²² Leask, (2015) page 79

nature of our faculty and are able to accommodate the increased influx and associated capacity issues. The difficulties faced by international students to access some of the current mobility options need to be fully explored and alternatives need to be developed. Where obstacles are present, for example, the challenges faced by international students in accessing internships, communication with international students needs to be transparent and should occur early in the process. Learner-centred programmes are to be facilitated that recognise and value students' diverse educational, linguistic and cultural resources, and that accommodate the distinct learning needs of an intercultural group of students, as well as enhance the friendship potential in the international classroom. To align with UT policy on quality assurance, a coherent quality assurance framework should be established for all outgoing or incoming mobility, not only to gain data-driven insights but also to inform future developments.

5 APPENDIX

5.1 APPENDIX A: DEFINITION OF TERMS USED

BMS	(faculty of) Behavioural Management and Social Sciences
CELT	Centre of Expertise in Learning and Teaching
CeQuInt	Certificate of Quality in Internationalisation
CTD	Centre for Training and Development
Double degree	For a double (two degrees) or multiple degree (three or more degrees), each degree is awarded by one of the higher education institutions offering the joint education programme.
ECA	European Consortium for Accreditation in higher education
ECIU	European Consortium of Innovative Universities
External PhD	A PhD student receiving funding from industry or being self-funded
ILO	Intended Learning Outcome
Incoming exchange	Members from (partner) institutions visit the University of Twente
Internal PhD	A PhD student receiving funding from the University of Twente
JEP	Joint Educational Programme, an integrated curriculum coordinated and offered jointly by two or more higher education institutions and leading to a double/multiple or joint degree.
Joint degree	This single degree is awarded jointly by two or more higher education institutions offering the joint programme and is recognised in each of the respective countries
Lol	Letter of Intent
M&C	Marketing and Communication
MoU	Memorandum of Understanding
NVAO	Nederlands-Vlaamse AccreditatieOrganisatie (<i>Dutch-Flamish Accreditation Organisation</i>)
Outgoing exchange	University of Twente members visit a (partner) institution
SEG	Shaping Expert Group
Shaping2030	Shaping2030 is the vision of the University of Twente until 2030
TEM	Twente Educational Model
TOM	Twents OnderwijsModel
UT	University of Twente
UTLC	University of Twente Language Centre
UTQ	University Teaching Qualification
UW	University of Waterloo
WWU	Westfälische Wilhelms-Universität Münster

5.2 APPENDIX B: CONNECTED INITIATIVES AND STAKEHOLDERS

Connected initiative/stakeholder	Relation to pillar(s)
CELT (course: “How to teach in an international classroom”) and toolbox on Internationalisation ²³	Foundation and pillar 4
UT Language Centre (“Developing Intercultural Competencies” and language courses)	Foundation and pillar 4
“Boosting talent and leadership” project of John Winter, this project just started but is investigating the role of leaders in BMS. We believe that leaders play a key role in the internationalisation process, thus we aim to foster connection to this project	Foundation
The International Student Handbook, an information document shared with new international students	
In 2020, at Civil Engineering, a pilot was run via the Incentive Fund to host a Diversity and Inclusion workshop by 3310-School for Millennials, founded by CE alumna Wing Yan Man	
Student Contact Centre	
Partnership CRM database including an online dashboard to share information with BMS staff on our partnerships	Pillar 1
ECIU	Pillar 1 and 4
First generation students (Enklaar)	Pillar 2
SWIP (De Kiewit)	
D&I plan (Mkatini)	
Keeping Talent in Twente	
Career project by Leonie ten Have	
Scholarship & Waiver policy (currently being developed)	
“Position document” by the research support office. This document is a response to the input from the Research Accreditation, regarding positioning and career perspective for early- and mid-career scientists; what does research at BMS stand for and how can other processes be aligned with this?	Pillar 3
Research Support Office of BMS	
Strategic Research Fund ²⁴	
WSV Innovation Project on Exchange and Double Degrees ²⁵	
	Pillar 4

²³ Toolbox can be found on UT website: <https://www.utwente.nl/en/ces/celt/toolboxes/internationalisation-cee/>

²⁴ More information can be found on <https://www.utwente.nl/en/bms/intranet/research/announcements-research-themes/strategic-research-fund/> (intranet)

²⁵ WSV Innovation Project “Exchange and Double Degree programmes”, final report December 2021: <https://www.utwente.nl/en/bms/teachingacademy/educational-innovations/wsv-reports-results/wsv-exchange-and-double-degree-report.pdf>

5.3 APPENDIX C: OVERVIEW OF UT INTERNATIONAL STRATEGIC PARTNERSHIPS



Westfälische Wilhelms-Universität Münster (WWU), Germany



University of Science and Technology China (USTC), China



University of São Paulo (USP), Brazil



University of Waterloo (UW), Canada

5.4 APPENDIX D: UT'S INTERNATIONAL STRATEGIC PARTNERS (ISP'S) WWU/MÜNSTER, GERMANY AND UW/WATERLOO, CANADA COORDINATED BY THE BMS FACULTY

WWU:

The WWU has been selected a university level International Strategic Partner (ISP) since 2016. Ever since the UT has implemented a double degree programme in European studies, an international joint professorship agreement and student/staff exchanges with WWU. In total, 88 UT researchers have co-authored in 167 publications, which has led to a broad research base and network between both universities.

Joint degree programmes between the WWU and UT:

Bachelor:

- Joint degree [bachelor's programme Public Governance across Borders](#)
- [Double degree bachelor's programme International Business Administration – Learning Across Borders](#)

Master:

- Double degree [master's programme Comparative Public Governance](#)
- Double degree [master's programme Business Information Systems and Data Science](#)

Besides existing education collaboration, there are requests for new introductions (e.g., Psychology).

Research cooperation:

Besides existing research connections between BMS and WWU there is an interest in creating new links with WWU.

WWU-UT Strategic Collaboration Grants 2021 edition:

three BMS projects had been submitted; two of these projects were selected to pitch for the jury:

- BMS' Tanya Bondarouk and her team have been awarded with a UT-WWU Strategic Collaboration Grant of the total amount of € 80,000 ("*Trust Building Negotiation Behaviors: Systematic Analyses Using Social Robotics*");
- BMS' Bernard Veldkamp was among the last six teams to pitch for the jury ("*Smart and Explainable Data Usage by Local and Regional Governments*");
- BMS Ellen Giebels served as a jury member on the UT-WWU jury committee for the collaboration grants.

The call for proposals for the WWU-UT Strategic Collaboration Grants 2022 will be published before the summer break.

Start-up culture, entrepreneurship, regional engagement:

Besides academic relations, both WWU and UT put emphasis on the importance of entrepreneurship and regional engagement (e.g., REACH, NovelT, Euregio and regional industry).

Triple helix approach / 'Duitslandagenda':

Operating in a triple helix approach with German and Dutch counterparts (academia, government, industry), WWU and UT work together with a.o. the (sister) cities of Münster and Enschede, Twente Board and IHK, the province of Overijssel and North Rhine-Westphalia, to better position the Euregio as an attractive region. Topics relevant for this cross-border collaboration include a.o. digitization, energy transition, sustainability, health, safety, entrepreneurship, attracting and retaining talent.

UW:

The UW is the newest International Strategic Partner (ISP) of the UT.

Focus area for this strategic partnership are (but not limited to) health, bioengineering and biotechnology, nano, and water.

UT and UW are in the process of exploring possibilities for cooperation and collaboration on academic and research activities of mutual strategic interest to both Institutions.

The scope may include the Institutions undertaking consideration to collaborate in the following areas:

- Collaboration on academic programmes;
- Development of joint research activities;
- Mobility of faculty, staff and students;
- Exchange of non-confidential information, including the results of teaching or research collaboration; and
- Development of articulated or shared courses, programmes, or degrees.

Research workshops:

BMS' theme chair Health and the ISP coordinator initiated and organized a two-day research workshop (X-AI for health) together with relevant UT parties (TechMed, ET, EEMCS, S&T) and with UW's CBB in March 2022.

Outcomes/ desired next steps are a.o.: setting up staff exchange, symposium/summer school, joint graduate students with joint supervision, joint doctorate programme.

Research workshops for other university-wide themes such as e.g., Resilience/ water could be set up in a similar fashion.

Relationship/ ecosystem building:

Good relationships exist with government and industry supporting this strategic partnership, co-create a Waterloo-Twente ecosystem.

5.5 APPENDIX E: OVERVIEW OF CURRENT BMS DOUBLE AND JOINT DEGREE BACHELOR AND MASTER PROGRAMMES WITH INTERNATIONAL PARTNERS

Bachelor level

B-International Business Administration	B-Management, Society & Technology
<ul style="list-style-type: none"> • International Business Administration - Learning Across Borders, with Westfälische Wilhelms-Universität Münster (WWUM) in Germany 	<ul style="list-style-type: none"> • Joint degree Public Governance across Borders, with Westfälische Wilhelms-Universität Münster (WWUM) in Germany

Master level

M-Business Administration	M-Communication Science	M-Education Science and Technology	M-Environmental and Energy Management	M-European Studies
<ul style="list-style-type: none"> • HRM, Economics & Finance, with University of L'Aquila (UA) in Italy • Innovation Management, Entrepreneurship & Sustainability, with Technische Universität Berlin (TUB) in Germany • International Management & Consultancy, with University of Trento in Italy • International Marketing Management, with Lappeenranta University of Technology (LUT) in Finland • Purchasing and Supply Management, with Lappeenranta University of Technology (LUT) in Finland 	<ul style="list-style-type: none"> • Technical communication and translation, with Peking University (PKU) in China - incoming students only 	<ul style="list-style-type: none"> • Double Degree programme with Ludwig Maximilians Universität (LMU) in Germany 	<ul style="list-style-type: none"> • Double Degree with University of Padjadjaran in Indonesia - incoming students only 	<ul style="list-style-type: none"> • Comparative Public Governance, with Westfälische Wilhelms-Universität Münster (WWUM) in Germany

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