

CvB stukken voor agenda Universiteitsraad

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Agendapunt : Aangepaste Internationalization Vision 2015-2020
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Betrokken concerndirectie: S&B

paraaf: 

Secretaris: van Keulen

paraaf: 

Portefeuillehouder: van der Chijs

paraaf: 

1. Status agendapunt:

Rol URaad:

- Ter informatie
- Ter advisering
- Ter instemming
- Anders:

2. Eerder behandeld in:

Naam gremium: Portefeuillehoudersoverleg internationalisering

Datum behandeling: 29 september 2014

Naam agendapunt: internationaliseringsvisie

Advies:

De portefeuillehouders staan achter de concept internationaliseringsstrategie en zijn uitgebreid betrokken geweest bij de totstandkoming van het document. Het is een ambitieus stuk met duidelijke uitdagingen voor het onderwijs en de ondersteunende organisatie. Het overleg adviseert het CvB om voldoende ruimte te laten voor facultaire invulling van de geformuleerde ambities vooral waar het gaat om de prioriteitstelling en fasering bijvoorbeeld waar het gaat om de invoering van Engelstalig onderwijs in de bachelor. De faculteiten willen daarnaast graag de ruimte om eigen strategieën uit te voeren die leiden tot de gestelde doelstellingen. De haalbaarheid van de doelstellingen zal daarnaast voor een groot deel ook afhangen van de andere uitdagingen op het gebied van onderwijsherzieningen en vernieuwingen. Tegelijkertijd wordt de noodzaak van de verdere internationalisering van het onderwijs en de instelling volledig onderschreven. Tenslotte vragen de portefeuillehouders voldoende aandacht voor de implementatie. Het algemene gevoel is dat er momenteel niet voldoende ondersteuning is voor de gestelde ambities zowel in de faculteit als in de diensten.

3. Toelichting/samenvatting:

Bijgaande aangepaste versie van de internationaliseringsvisie is aangepast op verzoek van de UR en toezeggingen uit bijgevoegde oplegger.

The enclosed strategy on internationalization is altered on request of the University Counsel and on the basis of the promises of the Executive Board as stated in the enclosed "oplegger".

4. (Voorgenomen) besluit CvB:

Het College van Bestuur besluit de visie definitief vast te stellen en door te sturen naar de Universiteitsraad voor behandeling (instemming).

Overweging:

Het CvB heeft de uitgangspunten van de Internationaliseringsvisie besproken in verschillende strategische CvB-vergaderingen en een Strategisch Beraad in het voorjaar 2014. Daarna is de concept-visie na de zomer besproken in de CvB-vergadering van 6 oktober 2014 en daarna nog in een informeel Strategisch Beraad (3 november 2014) en een formeel Strategisch Beraad (19 november 2014). Alle input, ook die van andere overlegorganen en diensten, zijn zo goed mogelijk verwerkt in dit einddocument.

GRIFFIE URaad: (door griffie UR in te vullen)

Eerder in URaad aan de orde geweest?

- Nee.
- Ja, op
Conclusie toen:

Nadere toelichting: (Voor als presidium/griffier vindt dat één van bovengenoemde punten nadere toelichting behoeft)

Ambition, strategy and implementation

2020: Educating the Global Citizen

Version 1.2

Internationalization Vision

1. Background

Knowledge, by its very nature, does not respect borders. Universities operate in an international arena where they compete for talent, resources, funding and a position within promising networks. Moreover, universities actively welcome the world to their home region, and in so doing, foster local growth and development. The question before us is not whether to internationalize, but, rather, what specific choices we will have to make in order to do so. What should we strive for? The University of Twente is an excellent university. However, it is not very large, and we cannot strive for everything at the same time.

In this memorandum, we argue that internationalization begins first and foremost with attracting talent, especially for our graduate programmes (master and PhD). We need to do more than simply open our gates and wait for talent to stream in of its own accord. In order to successfully attract international talent, we will have to take a critical look at all we have to offer in terms of education and research and actively scout within our networks.

This memorandum sets a number of ambitious yet realistic targets that we want to achieve by 2020. We have set our bar high, as we strive to create an environment that facilitates educating students to become global citizens.

2. New policy mission and vision

Our enhanced *Vision 2020* strategy highlights the fact that UT's future graduates will be employed in a fully international working environment. Knowledge will be developed in close collaboration with international partners in and for an international context, and will endeavour to take on the Grand Challenges. We will educate our students to become the Global Citizens of the future.

Through our combination of academic excellence, entrepreneurial spirit and international orientation, we will effect greater societal impact by 2020 than ever before. To accomplish this, we have formulated the following ambitions:

- Focus on curricula that prepare students for an international career, both in the Netherlands and abroad, and give close attention to the international dimension of UT's programmes and research.
- Participate in national and international networks of knowledge institutions and businesses that enable the UT to raise its profile while continuing to capitalise on existing networks.
- Develop an attractive international university community featuring great diversity and increased mobility.
- Increase international student intake at the UT to 640 master students a year.

Achieving these ambitions will result in a university that has adapted its education for an international context; created a multi-cultural, international student and staff population; and ensured that the consequences of these achievements are apparent in all operational aspects of the organization and in all of its output.

In this document, we further elaborate on the international ambitions outlined in *Vision 2020* and translate them into a concrete internationalization strategy.

3. New policy focal points

In this section, we elaborate further on the ambitions we have formulated.

Focus on curricula that prepare students for an international career, both in the Netherlands and abroad

The university wants its students to be as prepared as possible to succeed in an international working environment after graduation. To further this aim, we need to shape the language, content and form of our degree programmes to better fit this international context. Furthermore, we believe it is important for students to gain international experience, both by going abroad (for example, through exchange programmes, internships, joint course work, online cooperation and joint education programmes) and by way of the local, campus-based international classroom.

In concrete terms, this means that by 2020 the latest, the UT will have ensured that every Faculty will have a clear policy regarding the internationalisation of their educational programmes addressing the following issues:

- educational programmes can in general be followed in English (there will be exemptions for certain programmes which either will be offered solely in Dutch due to their specific nature, and some programmes may be offered in both English and Dutch);
- all teaching staff members are able to instruct an international class;
- students gain study abroad experience that is consistent with the learning goals determined by their degree programme;
- all curricula have been adapted to suit an international context;
- the campus is able to provide support to all international students and staff members and encourages toward mutual interaction.

Participate in national and international networks of knowledge institutions and businesses that enable the UT to raise its profile

The UT's international profile is based on our world-class education and research in our fields of expertise and on our successful cooperation with foreign institutes in those specializations. The UT cooperates with a multitude of international organizations at various levels, and these individual cooperative relationships form our basis for attracting international talent.

In concrete terms, this means that by 2020 the UT will have ensured that:

- all degree programmes feature structural international cooperation;
- a close network of strategic partners and consortiums exists;
- the UT is visible in international rankings.

Increase international graduate student intake at the UT

One of the ambitions stated in *Vision 2020* is that international students should comprise at least 40% of the annual intake of new master students at the University. Taking the current intake of 1,600 master students as the baseline, this means that by 2020 we should aim to attract at least 640 international students each year. At present, our annual intake of international master's students stands at 300. The key to attracting an additional 340 international master's students each year lies with our teaching staff and researchers. Our aim is for each member of staff to attract 1 new international master's student per year. In order to provide these faculty-level

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strategies with the maximum level of support, funding and instruments like scholarships will need to be made available. The UT will also need to further support this drive by implementing a corporate recruitment policy that outlines our strengths in broad terms.

In concrete terms, this means that by 2020 the UT will have ensured that:

- researchers' personal approach has led to an increased annual intake of international master students to 640 new students;
- the number of UT scholarships has (temporarily) increased;
- we focus on providing unique master's degree programmes in our fields of expertise and on offering disciplinary combinations that link together the MSc and the PhD phases;
- entrepreneurship and creativity (design lab) are employed far more expressly as additional unique selling point of our education in the international arena.

4. Consequences

The strategy detailed in this memorandum provides an institutional guideline and vision for the UT's intended internationalization activities. The faculties themselves will select their focal points, set their own priorities, implement their own strategy and consult, where applicable, the respective Faculty Councils (FRs). The Executive Board wants to facilitate the ambitions of the faculties with respect to internationalization to the maximum extent possible. All faculties are therefore asked to each formulate a strategy on internationalization addressing issues such as educating global citizens within the programmes, the preferred educational language(s) in the bachelor programmes and the intake of international master students. Depending on these plans and the exact timing of the implementation the Executive Board will ask the service departments (diensten) to upgrade and align their support. As a starting point an amount of 500K euro will be made available annually to cover such costs. The Faculties can also use the additional financial means they have received from the Ministry of Education (OCW) in 2014 for their internationalization plans.

The P&C cycle will be used to monitor the performance with regard to the following key criteria which will be part of the faculties' internationalization plan:

- the number of international bachelor's and master's students per degree programme;
- the number of bachelor's students enrolling or graduating and the agreements made with partners;
- the bachelor's programmes being offered in English;
- the mobility of students and teaching staff;
- the teaching staff's proficiency in English.

The meetings of the portfolio holders internationalization (portefeuillehoudersoverleg) will be used to share best practises and provide direction and steering. Furthermore (initially) twice a year the president of the Executive Board, the portfolio holders internationalization of the Faculties, the directors of service departments and two students from the university council will meet to monitor the progress at project level. The Executive Board and Strategic Council will monitor the overall progress made on the objectives especially with regards to Vision 2020.

5. Implementation Plans

The following plans for implementation further elaborate upon the stated objectives for each ambition. The plans contain some preferred instruments that the University of Twente wants to use in order to achieve the internationalizations ambitions. Faculties are however free to chose their own (or alternative) instruments, timetable and ambitions, which will be outlined in the internationalization strategies of the Faculties.

5.1 Focus on curricula that prepare students for an international career, both in the Netherlands and abroad

All of UT's programmes will be English taught

The decision was made as far back as 2006 that all of the master programmes would be offered in English. In practice, some exceptions still exist. These exceptions include the following programmes: Science Education and Communication, Psychology and Teaching Social Science. Given the necessity of providing English taught education programmes in order to accommodate international students, the only exceptions allowed with effect from 2015-2016 are Technical Medicine and Teacher Training (lerarenopleiding). This applies equally to all pre-master's programmes which will also be offered exclusively in English.

By 2020 at the latest, the general rule will be that all bachelor programmes will also be offered in English. Currently already six bachelor programmes are offered in English. It is the responsibility of the Dean in formal consultation with the Faculty Council to make a final decision about the applicable language(s) and the timing of a possible change. A change in language will require a clear implementation plan at the Faculty level with statements being made about, for example, the required teaching capacity to upgrade staff, the timeline and the handling of the students already studying in that educational programme. The starting point is that students who study nominally will be able to finish a bachelor's programme in the language they have signed up for. Of course the Faculty Council, the Dean and the students concerned can together decide upon custom-made solutions in the interest of the existing students. When a programme will change the prevailing language, this should be communicated publicly at least two open days in advance (more than three quarters of a year in advance) via relevant media.

The UT already provides extra-curricular services to assist Dutch bachelor students who need extra assistance to acquire an appropriate level of English. The UT will closely monitor the possible effects of the language change of the bachelor programmes. Additional capacity, resources and courses will be made available if applicable. At the same time the UT offers (free) courses for English speaking staff and students to acquire (basic) Dutch language skills. The transition from Dutch to English will be a gradual process, with every programme deciding for itself the most natural time to make this change. Some programs might first choose for a gradual model where English is introduced in some modules of the second year and the complete third year is taught in English. The science programmes will most probably transition to English in the 2016-2017 academic year, both because the content of those programmes allows for an early transition and because we want these specific programmes to be available to the international market. In addition, this transition will tie in neatly with the wider drive in the Netherlands for secondary education to become bilingual (currently 18% of all university preparatory education institutions are bilingual; 118 schools). Furthermore, it allows us to attract International Baccalaureate students. And last but not least it will help our bachelor students to have an easier transition, language wise, to our Master programmes.

What	Who is responsible	When	How
English-language master's programmes	Programme directors	2015-2016	Agreements with the degree programmes
English-language bachelor's programmes	Programme directors	2020 at the latest	Active adjustment of curricula

Objectives 1 & 2.

All members of the teaching staff are able to instruct an international class

All teaching staff members should be able to instruct classes comprised of students with divergent cultural backgrounds and expectations. Staff teaching in masters taught in English are

already (being) tested on their language skills, and are upgraded if necessary. The existing language norms, testing and support which were already in place will also become applicable to staff who will be teaching in an English taught bachelor programme. The International Student Barometer indicates that our teaching performance is an area of concern. The UT ranks low in the areas of quality of education (139 out of 170 participating universities), quality of teaching staff (143/170) and feedback on teaching performance (144/170). The training courses we offer our staff need to be expanded so that, in addition to covering mastery of English, they provide further training in intercultural competences and international classroom skills. We will also investigate whether we can make these skills a requirement for teaching, in addition to the Basic qualification in education (BKO). Any changes to staff competency portfolio will be further addresses in the new HR strategy. In addition, starting in 2016, all members of the UT teaching staff should try to teach classes abroad for one week once every five years (e.g. through an Erasmus staff exchange) at one of the existing collaboration partners of the programme or one of the strategic partners of the university. This will help reinforce the teacher's international orientation, strengthen existing international collaborations and raise the university's international profile.

Table 1. Total international staff members at UT in absolutes (and as a % of Dutch staff)

	2012	2013	2014
Academic Staff	291 (26%)	292 (27%)	296 (27%)
Administrative & Support Staff	35 (3%)	40 (3%)	41 (3%)
Research Assistants	369 (50%)	341 (50%)	301 (50%)
UT Total	695 (23%)	673 (22%)	638 (22%)

Establishing a proper ratio of national to international staff members helps promote the international dimension of education and is more appropriate for an international student population. Educational programmes could pay more and explicit attention to staff composition when adapting their curricula to better suit the international dimension. Presently, approximately 30% of all academic staff at the university is international (excepting the research assistants, over half of whom have come from abroad). Refer to Table 1. Of the professors, only 15% are international (21 out of 140).

What	Who is responsible	When	How
Improve quality of teaching staff	Deans, supported by HR and CES	2016 at the latest	Offer international competences training course
Teaching staff abroad for one week once every five years	Deans, supported by HR	Phased implementation possible	Financial and substantive support

Objectives 3 & 4.

Every student gains international experience

Gaining an international experience abroad is important for bachelor students. Therefore we strive to increase the number of outgoing and incoming students as much as possible. By 2020 most bachelor students will earn no fewer than 15 European Credits (ECs) abroad. These ECs may be earned by following courses (international minor), completing an internship or by graduation projects. Bachelor students who are not able to go abroad will acquire the experience in a different way for example by online collaboration or courses or by active participation in internationalisation at home activities. We strive for 75% of our students to get a study experience of at least 15 EC abroad.

Currently some 350 students go abroad annually with financial support to complete an internship or pursue studies. Bachelor and master students each make up about half of this

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number. The new bachelor programmes now specifically include a 'free' fifth semester (B3), and students may use this time to follow minors abroad. At the university level, the UT will come to agreements with international strategic partners (including, for instance, ECIU and WWU Münster) for offering international broadening modules. In addition, all programmes will enter into agreements with their international partners on offering a suitable package of substantive and deepening minors. Studying abroad will neither be a mandatory part of the master's programmes. However, agreements will be made with the programmes about how to implement internationalized curricula. Many students already go abroad to complete an internship or to graduate.

Table 2. Incoming exchange students to the UT

Year	2011-2012		2012-2013		2013-2014		2014-2015	
Exchange Type	s1	s2	s1	s2	s1	s2	s1	s2
Studies	49	29	63	51	68	49	92	
Internship	6	21	19	26	44	29	41	
Both	2	2	0	1	3	6	22	
Total	57	52	82	78	115	84	155	

Rejected	17	15	45	24	96	19	144	
Total processed	74	67	127	102	211	103	299	

Yearly 141 229 314 299

To keep education affordable; mobility should be balanced. Every student leaving the UT is to be replaced by a student entering the UT. Incoming exchange students also represent an interesting group of prospective master's students for the UT. For this reason, we offer attractively profiled High Tech Human Touch (HTHT) and disciplinary minors during the fifth semester of the bachelor. In addition to these bachelor modules, incoming students may also follow part of the other UT modules.

What	Who is responsible	When	How
75% of bachelor students gaining study abroad experience (15 to 30 EC)	Programme directors, supported by fainco and CES	2020 (faculties will have phased implementation)	Agreements with partners

Objective 5.

All curricula have been adapted to suit an international context

UT students will gain international experience not only during their studies abroad, but also while on campus (internationalising@home) and through online collaboration. The influx of international students on campus will also create a diverse student population and will require Dutch and foreign students to cooperate more closely in an academic environment. We should use this diversity of cultural backgrounds more explicitly in our education. Additionally, it is imperative that we take better advantage of the knowledge and experience of our current international student population: they are the Global Citizens who chose to come to the UT, and they are best suited to help us find ways to improve our offerings.

As an international institute, the UT will also have to adapt its curricula to suit an international context. This includes, for instance, providing education examples that are internationally recognizable and applicable to contexts outside of the Netherlands. Our aim is for each programme, by 2016, to have performed a strengths and weaknesses analysis on the internationalization of its curricula and to have drawn up an action plan. Consequently we strive

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to receive the NVAO's distinctive (quality) feature internationalization for five of our bachelor programmes and five of our master programmes.

	Who is responsible	When	How
Strengths and weaknesses analysis for each programme with the aim of receiving 10 NVAO distinctive (quality) features	Programme directors, supported by CES (ES)	2016 (SWOT and action plan)	Include in regular re-accreditation

Objective 6.

The campus provides optimum support to the international population

Our campus should be a vibrant place where every UT student and staff member feels welcome and at home. For international students a short (online) course shall have to be created to help them understand the function of our regulations (OER), grading system and the position of the exam committee. An increasingly international population and the relocation of the Faculty of Geo-Information Science and Earth Observation to campus mean that all campus services, including catering services, will need to be equipped to serve an international population. In collaboration with the Student Union, the UT will create a visible international meeting place (global lounge) for students and staff. To promote campus integration, international students and staff should be encouraged to use the sports and cultural facilities on campus. To this end, access to these facilities and membership in clubs and associations should be as simple as possible. Additionally, in order to remove the language barrier for international students and staff, English will be the formal language of communication on campus starting in 2018. A separate action plan will be drawn up that provides the further details concerning what information will still have to be available in Dutch and English, what would be executed exclusively in English and what must officially remain available in Dutch. The directors of the Service departments will have to make clear what should be adapted, what this would imply for staff and how quickly the organisation would adapt. It is obvious that these changes require that the necessary support is provided to improve and professionalize language and intercultural skills of the support staff as well. The new HR strategy will also address this subject. 2018 should be seen as a turning point

Quality affordable housing for international staff and students is one of the prerequisites that simply has to be properly arranged. This does not imply that the UT will be required to accommodate all international guests at UT properties, but it does require that entrants from abroad should receive prompt, professional and flexible assistance in finding suitable accommodation. The relevant supporting services will be professionalized by 2016 at the latest.

In addition, the cost of housing remains an issue. Only 47% of the students participating in the International Student Barometer indicated that they were satisfied with the costs of accommodation; consequently the UT ranks 133 out of the 170 participating universities. Although the UT is not capable (nor willing) to heavily invest in student residential facilities, the real estate plan will address the issue of more affordable and different types of accommodation. In drawing up this plan, we will consider whether cheaper, more common housing models used elsewhere in the world would provide a workable solution for affordable housing.

The on-campus opening of the Summer School in 2015 is one of the new international activities designed to increase the UT's visibility. In the steady state (2018), no fewer than 250 international students will arrive on campus each year for this activity. Our goal is for a portion of these international students (between 10% and 20%) to come to the UT to pursue their master's studies. The UT summer school will distinguish itself from other initiatives inside and outside of the Netherlands by offering a typical UT combination of content (multidisciplinary approach to UT themes) and form (using the campus as a festival area).

What	Who is responsible	When	How
English as language of communication	Executive Board	2018	Board decision and supporting policy
International meeting point at the campus	Student Union	April 2015	International meeting place
Open up campus activities for international staff and students	Student Union	2018	Making sport and cultural facilities more accessible to international students and staff
Adjust and professionalize housing supply	S&B in collaboration with stakeholders and service departments	2015	Formulate required service provision
Profile the UT and campus as a international vibrant place to be	S&B	Summer 2015	Summer School

Objectives 7, 8, 9, 10 & 11

5.2 Participate in national and international networks of knowledge institutions and businesses that enable the UT to raise its profile

All programmes will be encouraged to initiate structural international collaboration

The reputation of our teachers and researchers serves as the foundation for suitable international education and research collaborations. The collaborations between UT programmes and top universities around the world that provide comparable education and research quality are vital to attracting more international students. Such collaborations may take a number of different forms such as joint educational programmes, for instance, or the structured exchange of students and staff, and they help broaden and bolster our own educational offerings.

In addition, we will also collaborate with educational partners who have not yet established a strong research base and who are not yet able to offer strong master programmes. Through their collaboration with the UT, these partners will be able to offer good complementary programmes to their students and strengthen their own profile. By 2020, all master's programmes at the UT are to have made agreements with at least two supplier programmes abroad. To meet this goal, the UT will make fee waivers widely available. Consequently, every UT educational programme will be able to enter into agreements with partner programmes outside the European Union. This will enable up to 20% of the students from the international educational partners' programme to pursue their studies at the UT with a tuition-fee discount of up to 50%. The faculties are to make their policy on international educational collaboration and the related partners explicit in 2015.

A close network of strategic partners and consortiums.

Existing education and research collaborations form the basis for obtaining university-level strategic partners. In order to advance our own international recognisability and visibility, the UT has decided to further strengthen university-level contacts with a number of universities. We will have a strategic interest in a foreign university if the collaboration with this partner:

- contributes substantially to UT's objectives;
- boosts the UT's desired international profile;
- has a certain size and scope or sufficient potential (the collaboration may not depend on individual contacts alone).

When forming a strategic collaboration with a foreign university, our objectives are as follows:

- to make education structurally available to UT students (course and subject offering);
- to actively involve each other in external and internal communication (profiling);
- to establish internships with businesses in close proximity to the university;
- to set up joint on-site research centres where possible, with the aim of increasing the universities' visibility and of attracting research talent and (local) funding.

The UT monitors developments in Germany, China, India, Singapore, Indonesia and Brazil. Each country will be coordinated by a UT faculty. As a result of our efforts, the UT has already forged a strategic partnership with Westfälische Wilhelms University Münster (WWU). This collaboration will be further developed with the University of Science and Technology China (USTC) and Singapore University of Technology and Design (SUTD). In addition, the UT has entered into discussions with ITA in Brazil and is still looking for two new partners. We aim to have working arrangements in place with six partners by 2016. A budget to stimulate education, research and staff mobility will be made available for each partner, and the UT will actively look for additional funding. The strategic partner, of course, is expected to do the same.

The UT is also a co-founder of the European Consortium of Innovative Universities (ECIU). All ECIU members have similar characteristics: they are relatively small universities, they focus on innovation in education, they are well known for their entrepreneurial spirit and they collaborate closely with their own respective regions. The consortium will profile itself as an opinion leader in these fields more vigorously than it has done in the past; so ECIU, and therefore the UT, will be heard and seen in Europe. We will accomplish this profiling by participating in EU projects, organizing thematic conferences and publishing position papers. Furthermore, the UT endeavours to join one or two new networks that are clearly focused on profiling our research strengths.

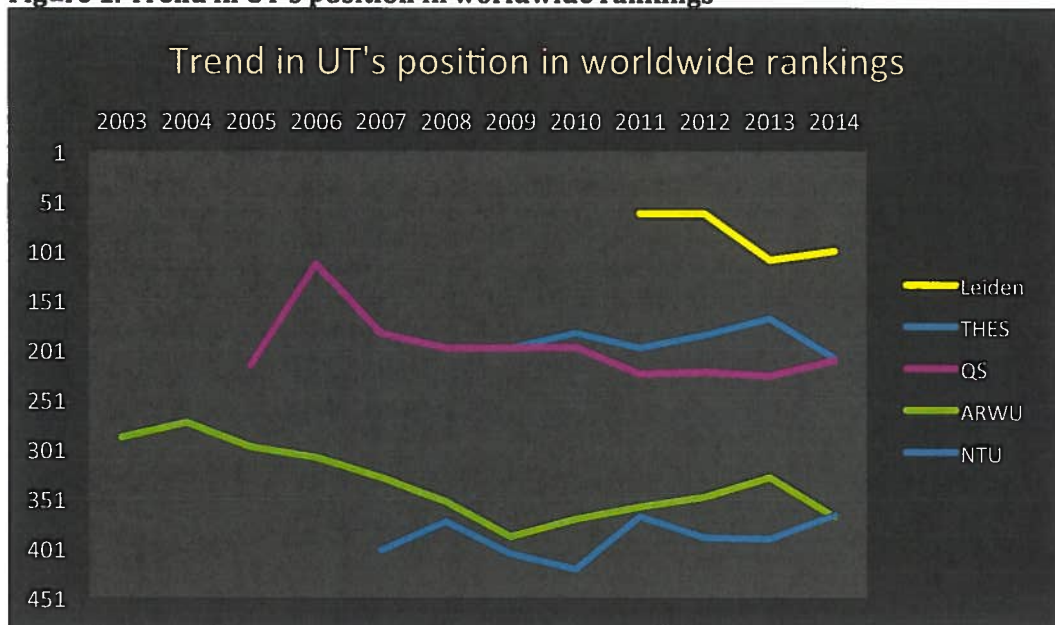
What	Who is responsible	When	How
Faculty international educational partner policy	Faculties	2015	Separate faculty plans
Strengthening ECIU	Executive Board	directly	Strategic discussion already under way
Join new network	Executive Board & Strategic Council	2015	Strategic Council consultation required
Increase and enhance strategic partnerships	Executive Board supported by S&B	2016 and beyond	Awareness of strategic partners, faculties and institutes

Objectives 12, 13, 14 & 15

The UT is visible in international rankings

Much can be said about the current ranking system, but despite the criticism, many international students (and scholarship providers) still consult the rankings for an indication of a university's overall quality. The UT wants to improve its position on the two most visible rankings: QS (212) and THES (201-225). We aim to occupy a spot between 150 and 200 in both rankings. To achieve this goal, we not only need to critically assess all of the data provided and to be smarter about the data we provide, but we also need to actively work on our international reputation. Perhaps even more important are the marks students give us for our quality of education and facilities, as measured by the International Student Barometer (ISB). The UT scores high to very high in nearly every area. However, we receive suboptimal marks in the areas of study and career advice, employment opportunities and housing costs. For the 2020 benchmark, the UT wants the student satisfaction survey results to indicate that all international students (incl. PhD students) are satisfied with all the education and services the UT provides.

Figure 1. Trend in UT's position in worldwide rankings



What	Who is responsible	When	How
Improve position in rankings	S&B institutional research	2020	Data provision policy

Objective 16.

5.3 Increase international graduate student intake at the UT

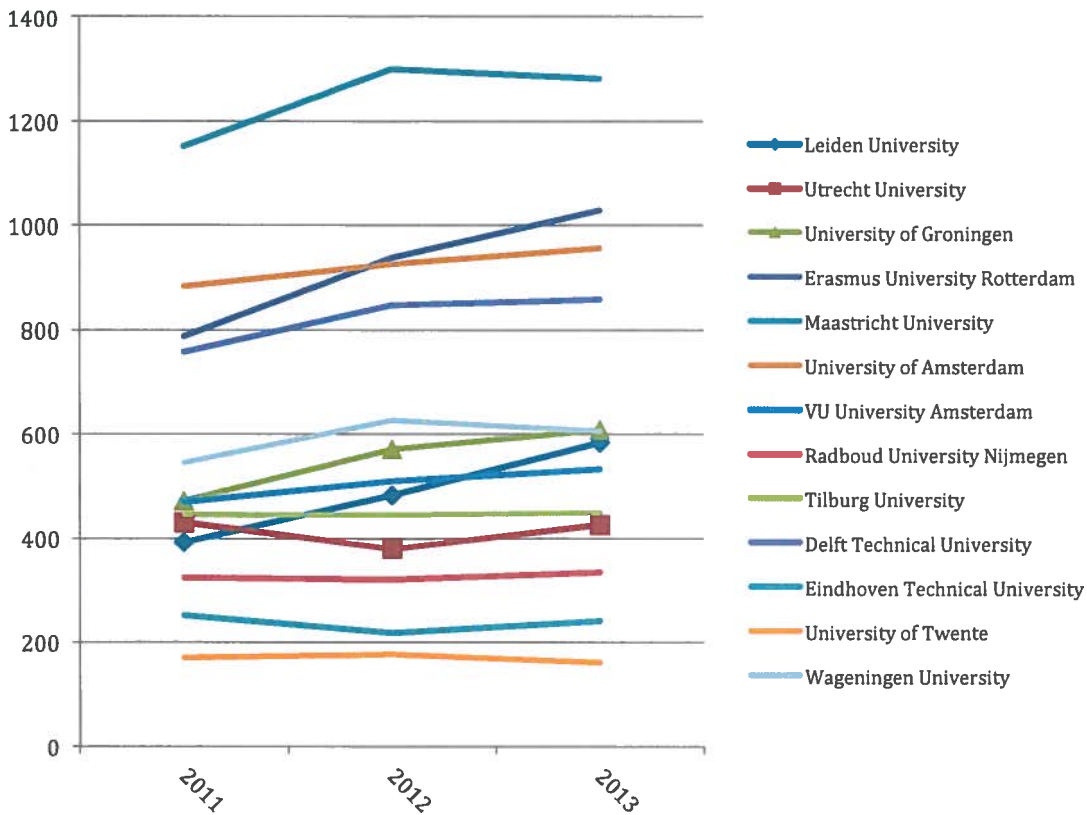
Increase international intake of master's students using a personal approach by our researchers

The deans will set targets for the intake of international master students (refer to Table 3) and will develop their own achievement strategies, with support from the marketing and communication directorate. The key lies with the teaching staff and researchers; who know where to source potential master students. Strategies for attracting these students may vary for each programme. One may visit a local university situated after attending a scientific conference, another may publish postings on specialist forms, etc. What is important is that each programme drafts its own, unique plan.

Table 3. Total intake (BA/MA) at UT divided into international Y/N 2011-2013

UT		2011	2012	2013
bachelor	international	551	502	430
	Dutch	1521	1393	1490
master	international	169	177	160
	Dutch	398	670	528
	Total	2639	2742	2608

Figure 2. Total international master's student intake per institute 2011-2013



Some faculties might focus their attention on adjusting their courses and programmes or on developing an international variant; other faculties could emphasize different educational modalities such as joint degrees, digital collaboration or a stronger direct link to the PhD phase (including PdEng). Another possibility is to investigate if preparatory courses online and or in other countries can be set up in order to select good students. It is for the individual faculties and programmes to choose and decide the best strategy.

Increasingly, master's programmes are offered in cooperation with partners or as part of a consortium. The UT has gained experience through its participation in programmes such as EIT KIC-ICT and Erasmus Mundus. Joint programmes offered in collaboration with strong (complementary) partners strengthen the UT's educational offering and allow us to profile our more extensive educational portfolio. In line with the faculty strategy, programmes can be encouraged to actively participate in existing initiatives to independently set up collaborations with strong (research) partners.

What	Who is responsible	When	How
Faculty plans for recruiting 640 international master's students	Deans and programme directors	2020	agreements on yearly targets via P&C

Objective 17.

The number of UT scholarships is (temporarily) increased

Funding is another important factor that influences an international student's choice of programmes. Therefore, the UT will follow two strategies for making more scholarships

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available to master's students. Firstly, the UT is letting opportunities pass by because it lacks a structural high-level acquisition strategy for dealing with, for instance, foreign governments. In order to ensure that we harness important opportunities, we are going to streamline and intensify our scholarship acquisition and management activities. At least one person will be dedicated to performing these activities. This should result in an increase in turnover from 6.7 million euros (excl. ITC) to 10 million euros per annum. Secondly, in addition to the current University Twente Scholarships (UTS) for excellence, which are worth some 800,000 euros per annum and attract between 30 to 40 students, the UT is considering to make more money temporarily available specifically for master's programmes that have a strong profile and directly lead to a PhD phase. In our outreach toward businesses, the director of business development will also need to more expressly link the internships available for international students with scholarships.

What	Who is responsible	When	How
Increase scholarships	S&B and CES	Early 2014	Professionalize supporting services

Objective 18.

Focus on providing unique master's degree programmes in our fields of expertise and on offering combinations that link the MSc with the PhD

The UT ranks on average among the top 200 of the approximately 15,000 universities in the world. To further distinguish ourselves as an organization within this global top 2%, we are going to draw more international attention to our unique master's degree programmes in our fields of expertise and to the disciplinary combinations we offer. By advancing this unique proposition in our corporate market publications and systematically expanding on it, not only will it be easier for our target audience to find us, but it will also be easier to develop a preferential position. In Table 4 of the Annex, the faculties have listed the internationally distinctive master's programmes that are both capable of and interested in becoming front runners. However, by focusing on unique programmes at the expense of generic ones, the UT temporarily risks attracting fewer enrolments. Therefore, it is vitally important that we maintain the proper balance between substantive profiling and generating sufficient mass.

We will strengthen our unique proposition internationally by ensuring that UT's various education modalities (now under development) are complementary. Examples of this include logical connections between summer courses, High Tech Human Touch modules, online courses (MOOC) and collaboration through strategic partnerships.

Most international students expect a research university to offer graduate programmes that explicitly link the MSc and PhD phases. Twente Graduate School has developed eight disciplinary clusters that are eminently suitable for linking the preferred master's and PhD programmes. Each of these disciplinary clusters will, in turn, offer one or more integrated MSc and PhD programmes. In order for the UT to meet the international student demand for an integrated graduate phase, it is paramount that these integrated clusters be operational as soon as possible. It goes without saying that a link between the existing UT scholarship programme for excellence (UTS) and the integrated programmes can then be made. It is our ambition to also increase the influx of international PhD's in our programmes.

What	Who is responsible	When	How
Identify specific international programmes (MSc+ PhD) and related growth markets	Deans	2014	Via P&C cycle

Objective 19.

Internationalization Vision 2015-2020

Promote entrepreneurship and creativity as a unique selling point

International students come to the Netherlands in search of a top quality academic education, but also to learn how to think creatively and be entrepreneurial. International students want to gain this experience during and after their studies. In our efforts to attract international students, we need to more expressly emphasize the excellent facilities and activities especially the UT has available to help students to be entrepreneurial and creative and even start their own business. In line with that, we also need to actively disseminate and communicate entrepreneurial success stories for the international students. We will launch various specific projects and programmes to encourage international students to set up their own business, both during and after their studies.

The UT receives a low score in the International Student Barometer where careers are concerned. Only half of the student body is satisfied with the advice the UT has given them, resulting in the UT ranking 163 out of 170 participating universities. In response, we have refocused on the CES career centre, which will cooperate with programmes and study associations to provide better information and counselling on career opportunities. In addition, we are participating with Saxion on the Connect project, which aims to help international students secure an internship with a local company after graduation.

What	Who is responsible	When	How
International students entrepreneurship	S&B and programmes in cooperation with Kennispark (and SU)	2015	Making existing resources available

Objective 20.

Collaboration with other educational institutes

Universities of applied science attract large numbers of international bachelor students each year. We will explicitly focus on encouraging suitable international students to continue their studies at the UT. The UT could collaborate more closely with the universities of applied sciences to develop activities for international talented students already present in the Netherlands to pursue their follow-up education at the UT. These activities could include joint recruitment, specific international talent programmes and scholarships for excellent international talent at the universities of applied science. By 2020 we want to attract at least 60 of these international students to the UT each year, instead of the current 20.

In collaboration with the business sector, we are going to focus more on attracting international talent that is suited to the needs of companies. This presents a golden opportunity to both generate UT intake and supply technical talent to regional and national companies, and thus to contribute to economic growth in the region. We will start by setting up pilots with Apollo and Strukton.

What	Who is responsible	When	How
Agreements universities of applied science and businesses	Deans in cooperation with S&B	2014	Coming to agreements with institutes

Objective 21.

Attractive international bachelor's programmes

Another way that the UT can attract international master's students is by offering interesting bachelor's programmes. The university college twente is rather unique in Europe and therefore eminently suited to bind international talent to the UT. The other English-language programmes — Creative Technology, Advanced Technology, Electrical Engineering, European Public Administration and International Business Administration — are also highly capable of attracting students from all over Europe.

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Our corporate marketing efforts are mainly focused on our neighbouring countries (Germany, Belgium and the UK) and a number of specific European countries (Romania, Bulgaria, Greece and Poland). To generate student intake from outside Europe, we employ agents and specialized commercial parties who help students raise their level to the required one by offering a preparatory year. The so-called target countries exist to effectively spread our marketing efforts worldwide. We believe that our marketing efforts are the most effective in these countries.

Constant marketing improvements

We have launched various marketing activities over the past few years. In the coming years, we will strengthen this foundation. We will focus on specific market information, analysis of the effectivity of the resources being used and on improving our retention rate (retaining interested students during and after their enrolment at the UT). We will also seek out new innovative ways to attract students, including:

- encouraging foreign alumni to recruit new students in their countries;
- exploiting ITC's lead in unconventional markets (Africa);
- experimenting with differentiated market combinations like full service packages (including accommodation, food, a sports card, bicycle, collection at arrival and a language course);
- developing MOOCs to generate increased exposure and student intake;
- prioritizing improvements to the management of enrolment by prioritizing the implementation of existing agreements (AAP), optimizing communication with the student prospect during the enrolment process and linking the CES and M&C systems.

What	Who is responsible	When	How
Improve marketing efforts	M&C	constantly	Attention to recruiting master's students

Objective 22.

Annex 1 Overview of objectives

Objectives for 2014:

	Who is responsible	When	How
Increase scholarships	S&B and CES	Early 2014	Professionalize supporting services
Identify specific international programmes and related growth markets	Deans	2014	Via P&C cycle
Agreements with schools for higher professional education and businesses	Deans in cooperation with S&B	2014	Coming to agreements with institutes
Improve marketing efforts	M&C	2014 and beyond	Attention to recruiting master's students
Strengthening ECIU	Executive Board	2014 and beyond	Strategic discussion already under way

Objectives for 2015:

	Who is responsible	When	How
English-language master's programmes	Programme directors	2015-2016	Agreements with the degree programmes
Adjust and professionalize housing supply	S&B in collaboration with stakeholders and service departments	2015	Formulate required service provision
Summer School	S&B	Summer 2015	
Faculty international educational partner policy	Faculties	2015	Separate faculty plans
Join new network	Executive Board & Strategic Council	2015	Strategic Council consultation required
International students entrepreneurship	S&B and programmes in cooperation with Kennispark (and SU)	2015	Making existing resources available

Objectives for 2016:

	Who is responsible	When	How
Improve quality of teaching staff	Deans, supported by HR and CES	2016 at the latest	Offer international competences training course
Strengths and weaknesses analysis for each programme with the aim of receiving 10 NVAO distinctive (quality) features	Programme directors, supported by CES (ES)	2016 (SWOT and action plan)	Include in regular re-accreditation
Increase and enhance strategic partnerships	Executive Board supported by S&B	2016 and beyond	Awareness of strategic partners, faculties and institutes

Objectives for 2018:

	Who is responsible	When	How
English as language of communication	Executive Board	2018	Board decision and supporting policy

Objectives for 2020:

	Who is responsible	When	How
English-language bachelor's programmes	Programme directors	2020 at the latest	Active adjustment of curricula
75% of bachelor students gaining study abroad experience (15 to 30 EC)	Programme directors, supported by fainco and CES	2020 (faculties will have to opt for phased implementation)	Agreements with partners
Improve position in rankings	S&B institutional research	2020	Data provision policy
Faculty plans for recruiting 640 international master's students	Deans and programme directors	2020	Agreements on yearly targets via P&C
Teaching staff abroad for one week once every two years	Deans, supported by HR	Phased implementation possible	Financial and substantive support

Ambition, strategy and implementation

2020: Educating the Global Citizen

Version 1.2

Internationalization Vision

1. Background

Knowledge, by its very nature, does not respect borders. Universities operate in an international arena where they compete for talent, resources, funding and a position within promising networks. Moreover, universities actively welcome the world to their home region, and in so doing, foster local growth and development. The question before us is not whether to internationalize, but, rather, what specific choices we will have to make in order to do so. What should we strive for? The University of Twente is an excellent university. However, it is not very large, and we cannot strive for everything at the same time.

In this memorandum, we argue that internationalization begins first and foremost with attracting talent, especially for our graduate programmes (master and PhD). We need to do more than simply open our gates and wait for talent to stream in of its own accord. In order to successfully attract international talent, we will have to take a critical look at all we have to offer in terms of education and research and actively scout within our networks.

This memorandum sets a number of ambitious yet realistic targets that we want to achieve by 2020. We have set our bar high, as we strive to create an environment that facilitates educating students to become global citizens.

2. New policy mission and vision

Our enhanced *Vision 2020* strategy highlights the fact that UT's future graduates will be employed in a fully international working environment. Knowledge will be developed in close collaboration with international partners in and for an international context, and will endeavour to take on the Grand Challenges. We will educate our students to become the Global Citizens of the future.

Through our combination of academic excellence, entrepreneurial spirit and international orientation, we will effect greater societal impact by 2020 than ever before. To accomplish this, we have formulated the following ambitions:

- Focus on curricula that prepare students for an international career, both in the Netherlands and abroad, and give close attention to the international dimension of UT's programmes and research.
- Participate in national and international networks of knowledge institutions and businesses that enable the UT to raise its profile while continuing to capitalise on existing networks.
- Develop an attractive international university community featuring great diversity and increased mobility.
- Increase international student intake at the UT to 640 master students a year.

Achieving these ambitions will result in a university that has adapted its education for an international context; created a multi-cultural, international student and staff population; and ensured that the consequences of these achievements are apparent in all operational aspects of the organization and in all of its output.

In this document, we further elaborate on the international ambitions outlined in *Vision 2020* and translate them into a concrete internationalization strategy.

3. New policy focal points

In this section, we elaborate further on the ambitions we have formulated.

Focus on curricula that prepare students for an international career, both in the Netherlands and abroad

The university wants its students to be as prepared as possible to succeed in an international working environment after graduation. To further this aim, we need to shape the language, content and form of our degree programmes to better fit this international context. Furthermore, we believe it is important for students to gain international experience, both by going abroad (for example, through exchange programmes, internships, joint course work, online cooperation and joint education programmes) and by way of the local, campus-based international classroom.

In concrete terms, this means that by 2020 the latest, the UT will have ensured that every Faculty will have a clear policy regarding the internationalisation of their educational programmes addressing the following issues:

- educational programmes can in general be followed in English (there will be exemptions for certain programmes which either will be offered solely in Dutch due to their specific nature, and some programmes may be offered in both English and Dutch);
- all teaching staff members are able to instruct an international class;
- students gain study abroad experience that is consistent with the learning goals determined by their degree programme;
- all curricula have been adapted to suit an international context;
- the campus is able to provide support to all international students and staff members and encourages toward mutual interaction.

Participate in national and international networks of knowledge institutions and businesses that enable the UT to raise its profile

The UT's international profile is based on our world-class education and research in our fields of expertise and on our successful cooperation with foreign institutes in those specializations. The UT cooperates with a multitude of international organizations at various levels, and these individual cooperative relationships form our basis for attracting international talent.

In concrete terms, this means that by 2020 the UT will have ensured that:

- all degree programmes feature structural international cooperation;
- a close network of strategic partners and consortiums exists;
- the UT is visible in international rankings.

Increase international graduate student intake at the UT

One of the ambitions stated in *Vision 2020* is that international students should comprise at least 40% of the annual intake of new master students at the University. Taking the current intake of 1,600 master students as the baseline, this means that by 2020 we should aim to attract at least 640 international students each year. At present, our annual intake of international master's students stands at 300. The key to attracting an additional 340 international master's students each year lies with our teaching staff and researchers. Our aim is for each member of staff to attract 1 new international master's student per year. In order to provide these faculty-level

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strategies with the maximum level of support, funding and instruments like scholarships will need to be made available. The UT will also need to further support this drive by implementing a corporate recruitment policy that outlines our strengths in broad terms.

In concrete terms, this means that by 2020 the UT will have ensured that:

- researchers' personal approach has led to an increased annual intake of international master students to 640 new students;
- the number of UT scholarships has (temporarily) increased;
- we focus on providing unique master's degree programmes in our fields of expertise and on offering disciplinary combinations that link together the MSc and the PhD phases;
- entrepreneurship and creativity (design lab) are employed far more expressly as additional unique selling point of our education in the international arena.

4. Consequences

The strategy detailed in this memorandum provides an institutional guideline and vision for the UT's intended internationalization activities. The faculties themselves will select their focal points, set their own priorities, implement their own strategy and consult, where applicable, the respective Faculty Councils (FRs). The Executive Board wants to facilitate the ambitions of the faculties with respect to internationalization to the maximum extent possible. All faculties are therefore asked to each formulate a strategy on internationalization addressing issues such as educating global citizens within the programmes, the preferred educational language(s) in the bachelor programmes and the intake of international master students. Depending on these plans and the exact timing of the implementation the Executive Board will ask the service departments (diensten) to upgrade and align their support. As a starting point an amount of 500K euro will be made available annually to cover such costs. The Faculties can also use the additional financial means they have received from the Ministry of Education (OCW) in 2014 for their internationalization plans.

The P&C cycle will be used to monitor the performance with regard to the following key criteria which will be part of the faculties' internationalization plan:

- the number of international bachelor's and master's students per degree programme;
- the number of bachelor's students enrolling or graduating and the agreements made with partners;
- the bachelor's programmes being offered in English;
- the mobility of students and teaching staff;
- the teaching staff's proficiency in English.

The meetings of the portfolio holders internationalization (portefeuillehoudersoverleg) will be used to share best practises and provide direction and steering. Furthermore (initially) twice a year the president of the Executive Board, the portfolio holders internationalization of the Faculties, the directors of service departments and two students from the university council will meet to monitor the progress at project level. The Executive Board and Strategic Council will monitor the overall progress made on the objectives especially with regards to Vision 2020.

5. Implementation Plans

The following plans for implementation further elaborate upon the stated objectives for each ambition. The plans contain some preferred instruments that the University of Twente wants to use in order to achieve the internationalizations ambitions. Faculties are however free to chose their own (or alternative) instruments, timetable and ambitions, which will be outlined in the internationalization strategies of the Faculties.

5.1 Focus on curricula that prepare students for an international career, both in the Netherlands and abroad

All of UT's programmes will be English taught

The decision was made as far back as 2006 that all of the master programmes would be offered in English. In practice, some exceptions still exist. These exceptions include the following programmes: Science Education and Communication, Psychology and Teaching Social Science. Given the necessity of providing English taught education programmes in order to accommodate international students, the only exceptions allowed with effect from 2015-2016 are Technical Medicine and Teacher Training (lerarenopleiding). This applies equally to all pre-master's programmes which will also be offered exclusively in English.

By 2020 at the latest, the general rule will be that all bachelor programmes will also be offered in English. Currently already six bachelor programmes are offered in English. It is the responsibility of the Dean in formal consultation with the Faculty Council to make a final decision about the applicable language(s) and the timing of a possible change. A change in language will require a clear implementation plan at the Faculty level with statements being made about, for example, the required teaching capacity to upgrade staff, the timeline and the handling of the students already studying in that educational programme. The starting point is that students who study nominally will be able to finish a bachelor's programme in the language they have signed up for. Of course the Faculty Council, the Dean and the students concerned can together decide upon custom-made solutions in the interest of the existing students. When a programme will change the prevailing language, this should be communicated publicly at least two open days in advance (more than three quarters of a year in advance) via relevant media.

The UT already provides extra-curricular services to assist Dutch bachelor students who need extra assistance to acquire an appropriate level of English. The UT will closely monitor the possible effects of the language change of the bachelor programmes. Additional capacity, resources and courses will be made available if applicable. At the same time the UT offers (free) courses for English speaking staff and students to acquire (basic) Dutch language skills. The transition from Dutch to English will be a gradual process, with every programme deciding for itself the most natural time to make this change. Some programs might first choose for a gradual model where English is introduced in some modules of the second year and the complete third year is taught in English. The science programmes will most probably transition to English in the 2016-2017 academic year, both because the content of those programmes allows for an early transition and because we want these specific programmes to be available to the international market. In addition, this transition will tie in neatly with the wider drive in the Netherlands for secondary education to become bilingual (currently 18% of all university preparatory education institutions are bilingual; 118 schools). Furthermore, it allows us to attract International Baccalaureate students. And last but not least it will help our bachelor students to have an easier transition, language wise, to our Master programmes.

What	Who is responsible	When	How
English-language master's programmes	Programme directors	2015-2016	Agreements with the degree programmes
English-language bachelor's programmes	Programme directors	2020 at the latest	Active adjustment of curricula

Objectives 1 & 2.

All members of the teaching staff are able to instruct an international class

All teaching staff members should be able to instruct classes comprised of students with divergent cultural backgrounds and expectations. Staff teaching in masters taught in English are

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already (being) tested on their language skills, and are upgraded if necessary. The existing language norms, testing and support which were already in place will also become applicable to staff who will be teaching in an English taught bachelor programme. The International Student Barometer indicates that our teaching performance is an area of concern. The UT ranks low in the areas of quality of education (139 out of 170 participating universities), quality of teaching staff (143/170) and feedback on teaching performance (144/170). The training courses we offer our staff need to be expanded so that, in addition to covering mastery of English, they provide further training in intercultural competences and international classroom skills. We will also investigate whether we can make these skills a requirement for teaching, in addition to the Basic qualification in education (BKO). Any changes to staff competency portfolio will be further addresses in the new HR strategy. In addition, starting in 2016, all members of the UT teaching staff should try to teach classes abroad for one week once every five years (e.g. through an Erasmus staff exchange) at one of the existing collaboration partners of the programme or one of the strategic partners of the university. This will help reinforce the teacher's international orientation, strengthen existing international collaborations and raise the university's international profile.

Table 1. Total international staff members at UT in absolutes (and as a % of Dutch staff)

	2012	2013	2014
Academic Staff	291 (26%)	292 (27%)	296 (27%)
Administrative & Support Staff	35 (3%)	40 (3%)	41 (3%)
Research Assistants	369 (50%)	341 (50%)	301 (50%)
UT Total	695 (23%)	673 (22%)	638 (22%)

Establishing a proper ratio of national to international staff members helps promote the international dimension of education and is more appropriate for an international student population. Educational programmes could pay more and explicit attention to staff composition when adapting their curricula to better suit the international dimension. Presently, approximately 30% of all academic staff at the university is international (excepting the research assistants, over half of whom have come from abroad). Refer to Table 1. Of the professors, only 15% are international (21 out of 140).

What	Who is responsible	When	How
Improve quality of teaching staff	Deans, supported by HR and CES	2016 at the latest	Offer international competences training course
Teaching staff abroad for one week once every five years	Deans, supported by HR	Phased implementation possible	Financial and substantive support

Objectives 3 & 4.

Every student gains international experience

Gaining an international experience abroad is important for bachelor students. Therefore we strive to increase the number of outgoing and incoming students as much as possible. By 2020 most bachelor students will earn no fewer than 15 European Credits (ECs) abroad. These ECs may be earned by following courses (international minor), completing an internship or by graduation projects. Bachelor students who are not able to go abroad will acquire the experience in a different way for example by online collaboration or courses or by active participation in internationalisation at home activities. We strive for 75% of our students to get a study experience of at least 15 EC abroad.

Currently some 350 students go abroad annually with financial support to complete an internship or pursue studies. Bachelor and master students each make up about half of this

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number. The new bachelor programmes now specifically include a 'free' fifth semester (B3), and students may use this time to follow minors abroad. At the university level, the UT will come to agreements with international strategic partners (including, for instance, ECIU and WWU Münster) for offering international broadening modules. In addition, all programmes will enter into agreements with their international partners on offering a suitable package of substantive and deepening minors. Studying abroad will neither be a mandatory part of the master's programmes. However, agreements will be made with the programmes about how to implement internationalized curricula. Many students already go abroad to complete an internship or to graduate.

Table 2. Incoming exchange students to the UT

Year	2011-2012		2012-2013		2013-2014		2014-2015	
Exchange Type	s1	s2	s1	s2	s1	s2	s1	s2
Studies	49	29	63	51	68	49	92	
Internship	6	21	19	26	44	29	41	
Both	2	2	0	1	3	6	22	
Total	57	52	82	78	115	84	155	

Rejected	17	15	45	24	96	19	144	
Total processed	74	67	127	102	211	103	299	

Yearly 141 229 314 299

To keep education affordable; mobility should be balanced. Every student leaving the UT is to be replaced by a student entering the UT. Incoming exchange students also represent an interesting group of prospective master's students for the UT. For this reason, we offer attractively profiled High Tech Human Touch (HTHT) and disciplinary minors during the fifth semester of the bachelor. In addition to these bachelor modules, incoming students may also follow part of the other UT modules.

What	Who is responsible	When	How
75% of bachelor students gaining study abroad experience (15 to 30 EC)	Programme directors, supported by fainco and CES	2020 (faculties will have phased implementation)	Agreements with partners

Objective 5.

All curricula have been adapted to suit an international context

UT students will gain international experience not only during their studies abroad, but also while on campus (internationalising@home) and through online collaboration. The influx of international students on campus will also create a diverse student population and will require Dutch and foreign students to cooperate more closely in an academic environment. We should use this diversity of cultural backgrounds more explicitly in our education. Additionally, it is imperative that we take better advantage of the knowledge and experience of our current international student population: they are the Global Citizens who chose to come to the UT, and they are best suited to help us find ways to improve our offerings.

As an international institute, the UT will also have to adapt its curricula to suit an international context. This includes, for instance, providing education examples that are internationally recognizable and applicable to contexts outside of the Netherlands. Our aim is for each programme, by 2016, to have performed a strengths and weaknesses analysis on the internationalization of its curricula and to have drawn up an action plan. Consequently we strive

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to receive the NVAO's distinctive (quality) feature internationalization for five of our bachelor programmes and five of our master programmes.

	Who is responsible	When	How
Strengths and weaknesses analysis for each programme with the aim of receiving 10 NVAO distinctive (quality) features	Programme directors, supported by CES (ES)	2016 (SWOT and action plan)	Include in regular re-accreditation

Objective 6.

The campus provides optimum support to the international population

Our campus should be a vibrant place where every UT student and staff member feels welcome and at home. For international students a short (online) course shall have to be created to help them understand the function of our regulations (OER), grading system and the position of the exam committee. An increasingly international population and the relocation of the Faculty of Geo-Information Science and Earth Observation to campus mean that all campus services, including catering services, will need to be equipped to serve an international population. In collaboration with the Student Union, the UT will create a visible international meeting place (global lounge) for students and staff. To promote campus integration, international students and staff should to be encouraged to use the sports and cultural facilities on campus. To this end, access to these facilities and membership in clubs and associations should be as simple as possible. Additionally, in order to remove the language barrier for international students and staff, English will be the formal language of communication on campus starting in 2018. A separate action plan will be drawn up that provides the further details concerning what information will still have to be available in Dutch and English, what would be executed exclusively in English and what must officially remain available in Dutch. The directors of the Service departments will have to make clear what should be adapted, what this would imply for staff and how quickly the organisation would adapt. It is obvious that these changes require that the necessary support is provided to improve and professionalize language and intercultural skills of the support staff as well. The new HR strategy will also address this subject. 2018 should be seen as a turning point

Quality affordable housing for international staff and students is one of the prerequisites that simply has to be properly arranged. This does not imply that the UT will be required to accommodate all international guests at UT properties, but it does require that entrants from abroad should receive prompt, professional and flexible assistance in finding suitable accommodation. The relevant supporting services will be professionalized by 2016 at the latest.

In addition, the cost of housing remains an issue. Only 47% of the students participating in the International Student Barometer indicated that they were satisfied with the costs of accommodation; consequently the UT ranks 133 out of the 170 participating universities. Although the UT is not capable (nor willing) to heavily invest in student residential facilities, the real estate plan will address the issue of more affordable and different types of accommodation. In drawing up this plan, we will consider whether cheaper, more common housing models used elsewhere in the world would provide a workable solution for affordable housing.

The on-campus opening of the Summer School in 2015 is one of the new international activities designed to increase the UT's visibility. In the steady state (2018), no fewer than 250 international students will arrive on campus each year for this activity. Our goal is for a portion of these international students (between 10% and 20%) to come to the UT to pursue their master's studies. The UT summer school will distinguish itself from other initiatives inside and outside of the Netherlands by offering a typical UT combination of content (multidisciplinary approach to UT themes) and form (using the campus as a festival area).

What	Who is responsible	When	How
English as language of communication	Executive Board	2018	Board decision and supporting policy
International meeting point at the campus	Student Union	April 2015	International meeting place
Open up campus activities for international staff and students	Student Union	2018	Making sport and cultural facilities more accessible to international students and staff
Adjust and professionalize housing supply	S&B in collaboration with stakeholders and service departments	2015	Formulate required service provision
Profile the UT and campus as a international vibrant place to be	S&B	Summer 2015	Summer School

Objectives 7, 8, 9, 10 & 11

5.2 Participate in national and international networks of knowledge institutions and businesses that enable the UT to raise its profile

All programmes will be encouraged to initiate structural international collaboration

The reputation of our teachers and researchers serves as the foundation for suitable international education and research collaborations. The collaborations between UT programmes and top universities around the world that provide comparable education and research quality are vital to attracting more international students. Such collaborations may take a number of different forms such as joint educational programmes, for instance, or the structured exchange of students and staff, and they help broaden and bolster our own educational offerings.

In addition, we will also collaborate with educational partners who have not yet established a strong research base and who are not yet able to offer strong master programmes. Through their collaboration with the UT, these partners will be able to offer good complementary programmes to their students and strengthen their own profile. By 2020, all master's programmes at the UT are to have made agreements with at least two supplier programmes abroad. To meet this goal, the UT will make fee waivers widely available. Consequently, every UT educational programme will be able to enter into agreements with partner programmes outside the European Union. This will enable up to 20% of the students from the international educational partners' programme to pursue their studies at the UT with a tuition-fee discount of up to 50%. The faculties are to make their policy on international educational collaboration and the related partners explicit in 2015.

A close network of strategic partners and consortiums.

Existing education and research collaborations form the basis for obtaining university-level strategic partners. In order to advance our own international recognisability and visibility, the UT has decided to further strengthen university-level contacts with a number of universities. We will have a strategic interest in a foreign university if the collaboration with this partner:

- contributes substantially to UT's objectives;
- boosts the UT's desired international profile;
- has a certain size and scope or sufficient potential (the collaboration may not depend on individual contacts alone).

When forming a strategic collaboration with a foreign university, our objectives are as follows:

- to make education structurally available to UT students (course and subject offering);
- to actively involve each other in external and internal communication (profiling);
- to establish internships with businesses in close proximity to the university;
- to set up joint on-site research centres where possible, with the aim of increasing the universities' visibility and of attracting research talent and (local) funding.

The UT monitors developments in Germany, China, India, Singapore, Indonesia and Brazil. Each country will be coordinated by a UT faculty. As a result of our efforts, the UT has already forged a strategic partnership with Westfälische Wilhelms University Münster (WWU). This collaboration will be further developed with the University of Science and Technology China (USTC) and Singapore University of Technology and Design (SUTD). In addition, the UT has entered into discussions with ITA in Brazil and is still looking for two new partners. We aim to have working arrangements in place with six partners by 2016. A budget to stimulate education, research and staff mobility will be made available for each partner, and the UT will actively look for additional funding. The strategic partner, of course, is expected to do the same.

The UT is also a co-founder of the European Consortium of Innovative Universities (ECIU). All ECIU members have similar characteristics: they are relatively small universities, they focus on innovation in education, they are well known for their entrepreneurial spirit and they collaborate closely with their own respective regions. The consortium will profile itself as an opinion leader in these fields more vigorously than it has done in the past; so ECIU, and therefore the UT, will be heard and seen in Europe. We will accomplish this profiling by participating in EU projects, organizing thematic conferences and publishing position papers. Furthermore, the UT endeavours to join one or two new networks that are clearly focused on profiling our research strengths.

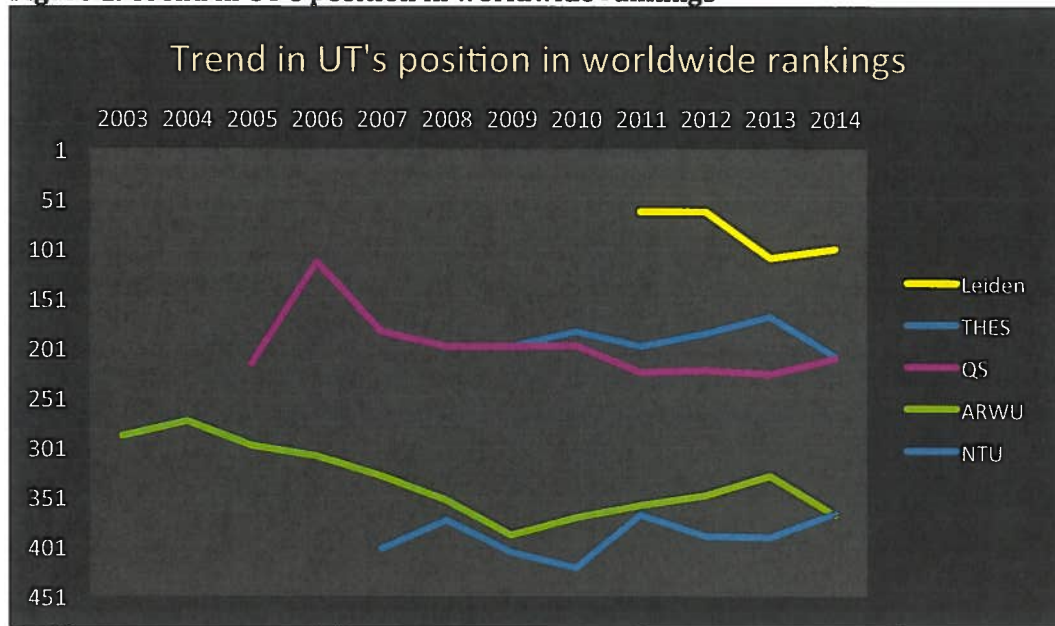
What	Who is responsible	When	How
Faculty international educational partner policy	Faculties	2015	Separate faculty plans
Strengthening ECIU	Executive Board	directly	Strategic discussion already under way
Join new network	Executive Board & Strategic Council	2015	Strategic Council consultation required
Increase and enhance strategic partnerships	Executive Board supported by S&B	2016 and beyond	Awareness of strategic partners, faculties and institutes

Objectives 12, 13, 14 & 15

The UT is visible in international rankings

Much can be said about the current ranking system, but despite the criticism, many international students (and scholarship providers) still consult the rankings for an indication of a university's overall quality. The UT wants to improve its position on the two most visible rankings: QS (212) and THES (201-225). We aim to occupy a spot between 150 and 200 in both rankings. To achieve this goal, we not only need to critically assess all of the data provided and to be smarter about the data we provide, but we also need to actively work on our international reputation. Perhaps even more important are the marks students give us for our quality of education and facilities, as measured by the International Student Barometer (ISB). The UT scores high to very high in nearly every area. However, we receive suboptimal marks in the areas of study and career advice, employment opportunities and housing costs. For the 2020 benchmark, the UT wants the student satisfaction survey results to indicate that all international students (incl. PhD students) are satisfied with all the education and services the UT provides.

Figure 1. Trend in UT's position in worldwide rankings



What	Who is responsible	When	How
Improve position in rankings	S&B institutional research	2020	Data provision policy

Objective 16.

5.3 Increase international graduate student intake at the UT

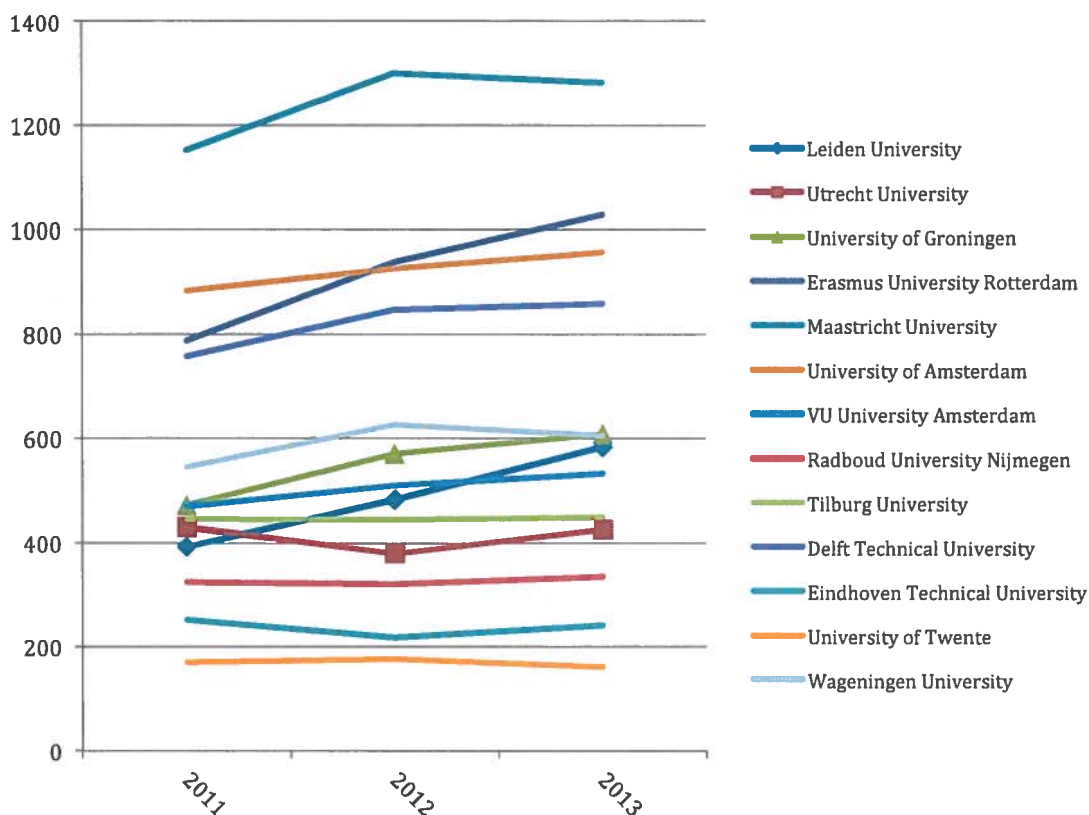
Increase international intake of master's students using a personal approach by our researchers

The deans will set targets for the intake of international master students (refer to Table 3) and will develop their own achievement strategies, with support from the marketing and communication directorate. The key lies with the teaching staff and researchers; who know where to source potential master students. Strategies for attracting these students may vary for each programme. One may visit a local university situated after attending a scientific conference, another may publish postings on specialist forms, etc. What is important is that each programme drafts its own, unique plan.

Table 3. Total intake (BA/MA) at UT divided into international Y/N 2011-2013

UT		2011	2012	2013
bachelor	international	551	502	430
	Dutch	1521	1393	1490
master	international	169	177	160
	Dutch	398	670	528
	Total	2639	2742	2608

Figure 2. Total international master's student intake per institute 2011-2013



Some faculties might focus their attention on adjusting their courses and programmes or on developing an international variant; other faculties could emphasize different educational modalities such as joint degrees, digital collaboration or a stronger direct link to the PhD phase (including PdEng). Another possibility is to investigate if preparatory courses online and or in other countries can be set up in order to select good students. It is for the individual faculties and programmes to choose and decide the best strategy.

Increasingly, master's programmes are offered in cooperation with partners or as part of a consortium. The UT has gained experience through its participation in programmes such as EIT KIC-ICT and Erasmus Mundus. Joint programmes offered in collaboration with strong (complementary) partners strengthen the UT's educational offering and allow us to profile our more extensive educational portfolio. In line with the faculty strategy, programmes can be encouraged to actively participate in existing initiatives to independently set up collaborations with strong (research) partners.

What	Who is responsible	When	How
Faculty plans for recruiting 640 international master's students	Deans and programme directors	2020	agreements on yearly targets via P&C

Objective 17.

The number of UT scholarships is (temporarily) increased

Funding is another important factor that influences an international student's choice of programmes. Therefore, the UT will follow two strategies for making more scholarships

UNIVERSITY OF TWENTE.

Internationalization Vision 2015-2020

available to master's students. Firstly, the UT is letting opportunities pass by because it lacks a structural high-level acquisition strategy for dealing with, for instance, foreign governments. In order to ensure that we harness important opportunities, we are going to streamline and intensify our scholarship acquisition and management activities. At least one person will be dedicated to performing these activities. This should result in an increase in turnover from 6.7 million euros (excl. ITC) to 10 million euros per annum. Secondly, in addition to the current University Twente Scholarships (UTS) for excellence, which are worth some 800,000 euros per annum and attract between 30 to 40 students, the UT is considering to make more money temporarily available specifically for master's programmes that have a strong profile and directly lead to a PhD phase. In our outreach toward businesses, the director of business development will also need to more expressly link the internships available for international students with scholarships.

What	Who is responsible	When	How
Increase scholarships	S&B and CES	Early 2014	Professionalize supporting services

Objective 18.

Focus on providing unique master's degree programmes in our fields of expertise and on offering combinations that link the MSc with the PhD

The UT ranks on average among the top 200 of the approximately 15,000 universities in the world. To further distinguish ourselves as an organization within this global top 2%, we are going to draw more international attention to our unique master's degree programmes in our fields of expertise and to the disciplinary combinations we offer. By advancing this unique proposition in our corporate market publications and systematically expanding on it, not only will it be easier for our target audience to find us, but it will also be easier to develop a preferential position. In Table 4 of the Annex, the faculties have listed the internationally distinctive master's programmes that are both capable of and interested in becoming front runners. However, by focusing on unique programmes at the expense of generic ones, the UT temporarily risks attracting fewer enrolments. Therefore, it is vitally important that we maintain the proper balance between substantive profiling and generating sufficient mass.

We will strengthen our unique proposition internationally by ensuring that UT's various education modalities (now under development) are complementary. Examples of this include logical connections between summer courses, High Tech Human Touch modules, online courses (MOOC) and collaboration through strategic partnerships.

Most international students expect a research university to offer graduate programmes that explicitly link the MSc and PhD phases. Twente Graduate School has developed eight disciplinary clusters that are eminently suitable for linking the preferred master's and PhD programmes. Each of these disciplinary clusters will, in turn, offer one or more integrated MSc and PhD programmes. In order for the UT to meet the international student demand for an integrated graduate phase, it is paramount that these integrated clusters be operational as soon as possible. It goes without saying that a link between the existing UT scholarship programme for excellence (UTS) and the integrated programmes can then be made. It is our ambition to also increase the influx of international PhD's in our programmes.

What	Who is responsible	When	How
Identify specific international programmes (MSc+ PhD) and related growth markets	Deans	2014	Via P&C cycle

Objective 19.

Internationalization Vision 2015-2020

Promote entrepreneurship and creativity as a unique selling point

International students come to the Netherlands in search of a top quality academic education, but also to learn how to think creatively and be entrepreneurial. International students want to gain this experience during and after their studies. In our efforts to attract international students, we need to more expressly emphasize the excellent facilities and activities especially the UT has available to help students to be entrepreneurial and creative and even start their own business. In line with that, we also need to actively disseminate and communicate entrepreneurial success stories for the international students. We will launch various specific projects and programmes to encourage international students to set up their own business, both during and after their studies.

The UT receives a low score in the International Student Barometer where careers are concerned. Only half of the student body is satisfied with the advice the UT has given them, resulting in the UT ranking 163 out of 170 participating universities. In response, we have refocused on the CES career centre, which will cooperate with programmes and study associations to provide better information and counselling on career opportunities. In addition, we are participating with Saxion on the Connect project, which aims to help international students secure an internship with a local company after graduation.

What	Who is responsible	When	How
International students entrepreneurship	S&B and programmes in cooperation with Kennispark (and SU)	2015	Making existing resources available

Objective 20.

Collaboration with other educational institutes

Universities of applied science attract large numbers of international bachelor students each year. We will explicitly focus on encouraging suitable international students to continue their studies at the UT. The UT could collaborate more closely with the universities of applied sciences to develop activities for international talented students already present in the Netherlands to pursue their follow-up education at the UT. These activities could include joint recruitment, specific international talent programmes and scholarships for excellent international talent at the universities of applied science. By 2020 we want to attract at least 60 of these international students to the UT each year, instead of the current 20.

In collaboration with the business sector, we are going to focus more on attracting international talent that is suited to the needs of companies. This presents a golden opportunity to both generate UT intake and supply technical talent to regional and national companies, and thus to contribute to economic growth in the region. We will start by setting up pilots with Apollo and Strukton.

What	Who is responsible	When	How
Agreements universities of applied science and businesses	Deans in cooperation with S&B	2014	Coming to agreements with institutes

Objective 21.

Attractive international bachelor's programmes

Another way that the UT can attract international master's students is by offering interesting bachelor's programmes. The university college twente is rather unique in Europe and therefore eminently suited to bind international talent to the UT. The other English-language programmes — Creative Technology, Advanced Technology, Electrical Engineering, European Public Administration and International Business Administration — are also highly capable of attracting students from all over Europe.

Internationalization Vision 2015-2020

Our corporate marketing efforts are mainly focused on our neighbouring countries (Germany, Belgium and the UK) and a number of specific European countries (Romania, Bulgaria, Greece and Poland). To generate student intake from outside Europe, we employ agents and specialized commercial parties who help students raise their level to the required one by offering a preparatory year. The so-called target countries exist to effectively spread our marketing efforts worldwide. We believe that our marketing efforts are the most effective in these countries.

Constant marketing improvements

We have launched various marketing activities over the past few years. In the coming years, we will strengthen this foundation. We will focus on specific market information, analysis of the effectivity of the resources being used and on improving our retention rate (retaining interested students during and after their enrolment at the UT). We will also seek out new innovative ways to attract students, including:

- encouraging foreign alumni to recruit new students in their countries;
- exploiting ITC's lead in unconventional markets (Africa);
- experimenting with differentiated market combinations like full service packages (including accommodation, food, a sports card, bicycle, collection at arrival and a language course);
- developing MOOCs to generate increased exposure and student intake;
- prioritizing improvements to the management of enrolment by prioritizing the implementation of existing agreements (AAP), optimizing communication with the student prospect during the enrolment process and linking the CES and M&C systems.

What	Who is responsible	When	How
Improve marketing efforts	M&C	constantly	Attention to recruiting master's students

Objective 22.

Annex 1 Overview of objectives

Objectives for 2014:

	Who is responsible	When	How
Increase scholarships	S&B and CES	Early 2014	Professionalize supporting services
Identify specific international programmes and related growth markets	Deans	2014	Via P&C cycle
Agreements with schools for higher professional education and businesses	Deans in cooperation with S&B	2014	Coming to agreements with institutes
Improve marketing efforts	M&C	2014 and beyond	Attention to recruiting master's students
Strengthening ECIU	Executive Board	2014 and beyond	Strategic discussion already under way

Objectives for 2015:

	Who is responsible	When	How
English-language master's programmes	Programme directors	2015-2016	Agreements with the degree programmes
Adjust and professionalize housing supply	S&B in collaboration with stakeholders and service departments	2015	Formulate required service provision
Summer School	S&B	Summer 2015	
Faculty international educational partner policy	Faculties	2015	Separate faculty plans
Join new network	Executive Board & Strategic Council	2015	Strategic Council consultation required
International students entrepreneurship	S&B and programmes in cooperation with Kennispark (and SU)	2015	Making existing resources available

Objectives for 2016:

	Who is responsible	When	How
Improve quality of teaching staff	Deans, supported by HR and CES	2016 at the latest	Offer international competences training course
Strengths and weaknesses analysis for each programme with the aim of receiving 10 NVAO distinctive (quality) features	Programme directors, supported by CES (ES)	2016 (SWOT and action plan)	Include in regular re-accreditation
Increase and enhance strategic partnerships	Executive Board supported by S&B	2016 and beyond	Awareness of strategic partners, faculties and institutes

Objectives for 2018:

	Who is responsible	When	How
English as language of communication	Executive Board	2018	Board decision and supporting policy

Objectives for 2020:

	Who is responsible	When	How
English-language bachelor's programmes	Programme directors	2020 at the latest	Active adjustment of curricula
75% of bachelor students gaining study abroad experience (15 to 30 EC)	Programme directors, supported by fainco and CES	2020 (faculties will have to opt for phased implementation)	Agreements with partners
Improve position in rankings	S&B institutional research	2020	Data provision policy
Faculty plans for recruiting 640 international master's students	Deans and programme directors	2020	Agreements on yearly targets via P&C
Teaching staff abroad for one week once every two years	Deans, supported by HR	Phased implementation possible	Financial and substantive support

UNIVERSITEIT TWENTE.

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ONDERWERP
Internationaliseringsvisie

De Universiteitsraad (UR) heeft in de commissievergadering Strategie en Internationalisering en de overlegvergadering aan het College gevraagd om nadere toelichting op de internationaliseringsvisie. Hieronder geeft het College haar formele reactie weer naar aanleiding van de input van de verschillende fracties. De oplegger, de toelichting en de toezeggingen vormen een onafscheidelijk onderdeel van de internationaliseringsvisie zoals aan de Raad is toegestuurd ter instemming. De reactie van het College is gebundeld naar thema.

Het College van bestuur hecht er grote waarde aan om aan te geven dat de internationaliseringsvisie moet worden gezien als een document waarin bestaande beleidsinitiatieven en reeds ingezette processen gebundeld aan u zijn gepresenteerd. Het gaat hierbij nadrukkelijk niet om een geheel nieuwe zienswijze noch om een opgelegde visie. De visie borduurt logisch voort op andere internationale beleidsdocumenten waarover het College het afgelopen decennium reeds een aantal malen positief kritisch met u van gedachten heeft gewisseld. We verwijzen derhalve graag in deze oplegger ook naar eerdere reacties en adviezen van uw Raad.

Engelstaligheid

In de discussie met de Universiteitsraad (UR) is het gebruik van het Engels veelvuldig ter sprake gekomen. Hieronder een nadere toelichting op de uitgangspunten van de visie en aandacht voor de mogelijke knelpunten zoals deze door de UR zijn benoemd.

Engelstaligheid van de bachelor

De formulering van de internationaliseringsvisie op het gebied van Engelstaligheid van de bachelor is de afgelopen tijd op verschillende wijzen geïnterpreteerd. De visie moet als volgt worden gelezen:

- de UR heeft op 19 februari 2010 positief geadviseerd met betrekking tot de uitbreiding van de Gedragscode voertalen van alleen de Master naar ook de Bachelor (kenmerk UR 10-045) naar aanleiding van de toen ingezette beweging naar meer Engelstalig bacheloraanbod;
- het College ziet deze reeds ingezette beweging als een noodzakelijkheid om verder te internationaliseren;
- het is daarenboven nadrukkelijk de verantwoordelijkheid van de decaan en de afzonderlijke opleiding om een besluit te nemen over de te hanteren voertaal en dit met de lokale medezeggenschap af te stemmen, zoals de afgelopen jaren ook met de huidige Engelstalige bacheloropleidingen is gebeurd. De decaan kan daarin een gebalanceerde afweging maken over het te hanteren tempo. Engelstaligheid is daarbij de norm, zodat ook internationale studenten het onderwijs kunnen volgen. De decaan kan in afwijking daarvan beslissen om het onderwijs naast het Engels ook in het Nederlands of onderwijs in beide talen naast elkaar aan te bieden.
- de decaan zal bij de omzetting van een bacheloropleiding naar het Engels een plan van aanpak maken waarin onder andere wordt ingegaan op het tempo van de verandering en de noodzakelijke

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- maatregelen (o.a. bijscholing personeel, benodigde capaciteit, omgang met studenten en kwaliteitsbewaking onderwijs).
- het College van Bestuur zal afspraken maken met de decanen over transparante en tijdige communicatie naar zittende studenten en potentiële nieuwe studenten, in het geval de voertaal van de kernopleiding wijzigt (de HTHT minorenruimte in TOM is en blijft overigens Engelstalig). Uitgangspunt daarbij is dat zittende studenten die nominaal studeren niet te maken krijgen met een andere voertaal dan waar ze zich voor hebben ingeschreven, tenzij in goed gezamenlijk overleg (tussen decentrale medezeggenschap, studenten en de opleiding) anders wordt besloten. In deze overgangssituatie zullen maatwerkoplossingen moeten worden geboden.

Conclusie: De benodigde gedragscode talen voor de bachelor is reeds van positief advies voorzien door de UR. De beweging naar Engelstaligheid in de bachelor wordt door het College ondersteund en maakt onderdeel uit van de decentrale medezeggenschap. Per opleiding wordt een plan van aanpak gemaakt. Er moet maatwerk mogelijk zijn voor zittende studenten.

Engelstaligheid van de master

In 2002 is reeds de beweging ingezet naar Engelstalige masters en in 2006 is discussie gevoerd over de algemene invoering van het Engels als de voertaal in de masteropleidingen. De UT heeft destijds besloten om de voertaal in de master te veranderen naar het Engels en heeft hiertoe een gedragscode opgesteld waarmee ook de UR heeft ingestemd (behandeling in UR 24-9-2002, CvB besluit kenmerk 343.967). Daarnaast zijn toentertijd al taaleisen voor onderwijzend personeel (in de master) opgesteld (kenmerk ABZ/376.000/AK) en is het Taal Coördinatie Punt (TCP) opgericht. Deze zijn nog steeds geldig en worden in de voorliggende visie enkel herbevestigd.

Conclusie: De Engelstaligheid van de master is staand beleid.

Kwaliteit Engels van docenten

Reeds in 2006 zijn afspraken gemaakt over de toetsing en bijscholing van de Engelse taalvaardigheid van zittende docenten die actief zijn in een Engelstalige opleiding. De norm is IELTS 7.5 of vergelijkbaar. De afgelopen jaren is hard gewerkt aan de afronding van dit proces. Dit zal onverminderd worden doorgezet, maar met de toename van de Engelstaligheid in de Bachelor zal de groep docenten die aan de eis moet voldoen toenemen. Dit vereist een graduele opschaling van extra toetsings- en bijscholingscapaciteit al naar gelang de toename van de vraag. Hierover zal regelmatig overleg zijn tussen de betrokken diensten en de faculteiten. De borging van de kwaliteit van het Engels is verschillende malen met uw raad gedeeld en vastgelegd, onder andere in de nota 'Taalbeleid' en in het 'Hermieuwd plan van aanpak taalbeleid Engels'.

Conclusie: Engelstaligheid van docenten staat al op de agenda en zal onverminderd aandacht van het College, de faculteiten en de ondersteunende diensten krijgen in lijn met het reeds ingezette beleid.

Kwaliteit Engels van Nederlandse studenten

In de nota staat aangegeven dat studenten indien nodig extracurriculair hun Engels kunnen bijspijkeren. De veronderstelling is dat het Engels uit het VWO in principe voldoende is om Engelstalig onderwijs te kunnen volgen. Het College is van mening dat het bijspijkeren van de Engelse taal niet de primaire taak van de Universiteit is en dus niet als verplichte module (curriculair) zou moeten worden aangeboden. Dat zou immers ten koste gaan van de inhoud van de opleiding. Het College zegt toe om de kwaliteit van de Nederlandse instroom in (toekomstig) Engelstalige bacheloropleidingen te monitoren en indien nodig additionele diagnostische toetsing en (vrijwillige) cursussen beschikbaar te maken voor beginnende Nederlandse studenten die het Engels niet voldoende machtig zijn.

Conclusie: het College van Bestuur houdt de voorkeur voor vrijwillige extracurriculaire bijscholing voor die Nederlandse studenten die dat wensen. En zegt toe de komende jaren te monitoren wat de studieresultaten van Nederlandse studenten zijn en indien nodig met additionele maatregelen te komen.

Voertaal Engels op de universiteit

In de nota is aangegeven dat de universiteit in 2018 over zou gaan naar het Engels als voertaal. Dat is in lijn met een van de geadviseerde scenario's die de Universiteitsraad op 19 januari 2010 aan het College doet "gezien het feit dat in de toekomst de Engelstalige gemeenschap op de UT waarschijnlijk sterk zal groeien, dat ook in de internationaliseringsvisie duidelijkheid komt over meer of uitsluitend gebruik van het Engels op de UT. (Kenmerk UR 10 – 055)". Zoals eerder in de mondelinge toelichting is aangegeven moet 2018 worden gezien als een kantelpunt vanaf wanneer we het Engels zullen gaan gebruiken als officiële taal. Het College zegt toe dat hier een nadere uitwerking zal worden gemaakt ten aanzien van de implementatie, waarin wordt ingegaan op de vraag wat uitsluitend in het Engels beschikbaar is, wat eventueel tweetalig beschikbaar moet zijn en wat in het Nederlands kan blijven. Van hoofden van Diensten wordt verwacht dat zij aangeven "in hoeverre", "hoe", en "hoe snel" zij verwachten dat in hun Dienst de benodigde veranderingen kunnen worden doorgevoerd. Daarbij moet er de nodige aandacht zijn voor juridische consequenties van anderstaligheid, en mogelijke rechtspositionele gevolgen voor het personeel.

Conclusie: 2018 wordt gehanteerd als het moment waarop de voertaal verandert. Het College van Bestuur zegt toe dat er een nader plan komt dat ingaat op de details.

Huisvesting

Een belangrijke randvoorwaarde voor internationalisering is voldoende huisvesting van internationale studenten en staf. Daarvoor zal opnieuw universiteitsbreed beleid worden ontwikkeld. Daarnaast is het onderwerp van gesprek in het overleg met de huisvesters en zijn ook de ontwikkelingen rondom het studenthotel gefocust op internationale studenten en staf.

Implementatie

Het College van Bestuur wil de implementatie van de doelstellingen optimaal ondersteunen. De opleidingen en de faculteiten wordt derhalve gevraagd plannen voor de invulling van de internationale focus van de bachelor en de master op te stellen. Daarbij kunnen ze gebruik maken van verschillende modaliteiten die voor de opleiding passend worden geacht, kiezen voor een uitvoerbare fasering en daarbij aangeven welke centrale voorzieningen dan wel extra bekostiging ze nodig hebben. Het College zal de gezamenlijke behoefte aan ondersteuning en voorzieningen op basis van deze plannen en in goed overleg met de faculteiten en diensten aanpassen en regelmatig monitoren. Het college stelt 500k€ uit Centrale Stimuleringsmiddelen (CS) beschikbaar de komende 5 jaar ter ondersteuning van de implementatie.

Voor de monitoring maakt zij gebruik van de reguliere P&C cyclus. Daarnaast zal de voortgang van de implementatie twee keer per jaar worden gemonitord door een nieuw gremium bestaande uit een aantal studentleden uit de UR, de voorzitter van het College van Bestuur en de leden van het bestaande portefeuillehoudersoverleg internationalisering (dienstdirecteuren, portefeuillehouders internationalisering van de faculteiten).

Namens het College van Bestuur,



Mr. H.J. van Keulen,
Secretaris van de Universiteit