A Comparative Study on Internationalization and the Role of International Offices at Selected Middle Eastern and German Universities

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Table of Contents

List of Appendices

List of Tables

Glossary of Abbreviations:

BU: Al Baath University, in Homs, Syria.
CASA: Center for Arabic Study Abroad in the United States of America.
CHE: Council of Higher Education in Syria.
CHERDU: Center for Higher Education Research at Damascus University.
CMC: Career Management Center at Damascus University.
CSP: Country Strategy Paper.
DAAD: German Academic Exchange Service.
DCR: Director of the Cultural Relation at Al Baath University.
DFL: Dean of the Faculty of Foreign Languages at the University of Jordan.
DIC: Director of International Cooperation at the Ministry of Higher Education.
DICR: Directorate of International and Cultural Relations at Damascus University.
DIES: Dialogue on Innovative Higher Education Strategies; a project funded by the DAAD.
DIO: Director of International Office at Humboldt University.
DIOK: Director of International Office at Kassel University.
DIPA: Department of International and Public Affairs at Kassel University.
DIPR: Director of International and Public Relations at Al Baath University.
DIS: Dean of the Faculty of International Studies at the University of Jordan.
DITA: of the Institute of Teaching Arabic at the University of Jordan.
DM: Deputy Minister of Higher Education for Academic Affairs.
DNTO: Director of the National TEMPUS Office.
DOIR: Director of the Office of International Relations at the University of Jordan.
DU: Damascus University, Syria.
EC: European Commission.
EMECW: Erasmus Mundus External Cooperation Window.
EU: European Union.
FP7: Seventh Framework Program; a project funded by the European Commission.
HU: Humboldt University, Germany.
KU: Kassel University, Germany.
HEI: Higher Education Institutions.
HLI: Higher Language Institute at Damascus University.
IAU: International Association of Universities.
IC: Internationalization Committee at Kassel University.
INCHER: International Center for Higher Education Research at Kassel University.
IO: International Office.
IPR: International and Public Relations at Al Baath University.
MDG: United Nations' Millennium Development Goals.
MHE: Ministry of Higher Education in Syria.
NCBP: National Capacity Building Program.
NIP: National Indicative Program.
OIR: Office of International Relations at the University of Jordan.

PHS: Professor at the Faculty of Human Sciences at Al Baath University.

PRD: Public Relations Directorate at Damascus University.

QAC: Quality Assurance Center at Damascus University.

SPC: State Planning Commission in Syria.

TEMPUS: Trans-European Cooperation Scheme for higher education; a Project funded by the European Union.

UJ: University of Jordan.

UNDP: United Nations Development Program in Syria.

URL: Universities' Regulation Law in Syria.

VPIA: Vice-President for Students and International Affairs at Humboldt University.

Abstract

Internationalization of higher education has become one of the most important policies for institutions of higher education worldwide. Though universities are international by nature, the need for intensified quality activities of international nature has promoted internationalization to be under spotlight of researchers, administrators and policy makers and to be an area for research. Each institution follows its certain way to govern its international affairs. Most Universities, especially in the 'Developed World' started to plan it strategically.

This study explores the meanings and importance of internationalization especially that it means different things to different people. It also studies the rationales behind internationalizing higher education. It focuses on the four main prevailing rationales; political, cultural/social, economic/financial, and academic on both national and institutional levels. With the increasing need to strategically plan, the study explores internationalization strategies in terms of how to develop them, what are their approaches and types, and their components and dimensions.

Damascus University has witnessed an overwhelming development of its international relations and activities. Therefore, it started to face a problem of how to deal with this increasing load especially that its International Office is the only unit that deals with the international issues. In order to study the internationalization phenomenon at Damascus University, the 2WH approach, which asks the *what, why,* and *how* questions, is used and in order to define the International Office's role in the internationalization process of the University, it studies it and the international offices of Kassel University, and Humboldt University in Germany, The University of Jordan, and Al Baath University in Syria using the 'SOCIAL' approach that studies and analyses the *situation*, *organization*, *challenges*, *involvement*, *ambitions*, and *limitations* of these offices. The internationalization process at the above-mentioned Universities is studied and compared in terms of its meaning, rationales for both the institution and its academic staff, challenges and strategic planning.

Then a comparison is made among the international offices of the Universities to identify their approaches, what led to their success and what led to their failure in their practices. The aim is to provide Damascus University and its International Office with some good practices and, depending on the experiences of the professionals of the case-studies, a suggested guidance to the work of this Office and the University in general is given.

The study uses the interviews with the different officials and stakeholders of the case-studies as the main method of collecting the information in addition to site visits, studying their official documents and their websites. The study belongs to qualitative research that has an action dimension in it since the recommendations will be applied in the International Office.

The study concludes with few learned lessons for Damascus University and its International Office depending on the comparison that was done according to a set of dimensions. Finally a reflection on the relationship between internationalization of higher education and politics, the impact of politics on Middle Eastern Universities, and institutional internationalization strategies are presented.

1. Introduction

1.1 Internationalization of Higher Education

Internationalization of higher education has been and still one of the most important issues in the institutions of higher education. Its importance has been stressed by almost all researchers who work in the field of higher education (Groennings, 1987, Kerr, 1990, Knight, 1994 Teichler, 1999, Van der Wende, 1999, de Wit 2002, and many others). This term is not new. It was used in the framework of foreign policies and the relations between nations. Its use in the field of higher education started in the early eighties of the twentieth century (Knight, 2008).

With the rapid changes and developments happening in the world, internationalization of higher education came as one of the main responses to these developments and challenges and also played a role in shaping new forms of them (Knight, 2008). The importance of internationalization has increased and come to be regarded as a top priority by most higher education institutions (HEIs) (IAU, 2005).

Internationalization of higher education includes different activities of international dimension undertaken by higher education institutions. The nature of these activities differ according to institutions, countries, and cultures. Many researchers have classified them into different thematic areas. One of the most comprehensive thematization has been done by Kehm and Teichler (2010). They have divided them into the following:

- Mobility of students and academic staff.
- Mutual influences of higher education systems on each other.
- Internationalization of the substance of teaching, learning, and research.
- Institutional strategies of internationalization.
- Knowledge transfer.
- Cooperation and competition.
- National and supranational policies regarding the international dimension of higher education." (p. 4).

1.1.1 Definition of Internationalization of Higher Education

Although the term of *'internationalization of higher education'* appeared more than thirty years ago, experts and researchers have not approved a definition for this term. However, many attempts at defining it have been made by the researchers. There is a

variety of definitions for this term that reflect different perspectives of internationalization in different institutions worldwide. The researchers who put forward their definitions have different backgrounds and belong to different time and place. Therefore, it is logical to touch these different definitions. Moreover, the changing nature of internationalization makes it difficult to limit its meanings to a certain definition. Most of the prevailing definitions in the literature are listed in chapter two.

1.1.2 Rationales of Internationalization

The rationales ask the question of why the different stakeholders and actors in the field of higher education would internationalize. They are called also drivers or motives of internationalization. Many attempts have been made during the last two decades to identify the different rationales. The problem with such an effort is that those who internationalize, among others, are staff, students, leaders, institutions, and national states. These different actors have remarkably different reasons to internationalize. It is also said that the rationales for internationalization might differ within the same university. Jane Knight has classified the rationales of internationalization into four main groups: political, economic, social, and academic. These rationales are discussed in details in the literature review.

1.1.3 Internationalization Strategy

The increasing role of internationalization in the increasingly globalized world and its transition from being a marginal issue in higher education to a central position have urged higher education stakeholders to think strategically about internationalization. The international dimension and image of HEIs can no longer be achieved on an arbitrary basis. Future visions are needed in a state of continuous competition. Priorities have to be set and funds to be allocated and consequent decision to be made so it takes the form of a 'planned' process.

Therefore, HEIs started to develop their strategies for their internationalization processes. The approach, content, and objectives of these strategies differ according to the differences of these institutions. It has also been realized that the

internationalization of an institution should be mainstreamed with the other institutional strategies.

1.2 The Research Topic

Like all universities, Damascus University (thereafter DU), has responded to the internationalization trend. Being the oldest, biggest, and most prestigious higher education institution in Syria, DU had to meet the challenges in Syria. However, being this institution has facilitated the process of internationalization during the last few years. DU has witnessed a huge ripple of internationalization due to many factors. First and foremost is the improvement of the political climate and the increasing interests of international bodies to cooperate with Syria and Syrian institutions of higher education. The increasing tendency towards openness and international cooperation and their reflection in the national development plans are explicitly manifested, especially in the 10th "Five Year Strategic Plan" set out by the Syrian State Planning Commission (SPC). Moreover, increasing numbers of joint academic activities and successful participation in international projects are taking place. On top of that, the University has got an administration that is very enthusiastic and strongly believes in international cooperation as the main tool for development.

The international activities of DU have remarkably expanded and diversified. They cover different aspects of the university and its different tasks. DU has continued its open policy to different incoming activities at the expense of the performance of the actors who deal with these activities. The situation at the university has started to get vague as it is getting more and more a responsive university to foreign initiatives with no clear strategy of where it is going with its internationalization. This becomes clearer with the rapidly and continuously changing political and economic atmosphere that might have an effect on the university management agendas which, in turn, are not directly communicated to the other actors.

This study looks at DU and how it reacts to internationalization. DU is very open to international cooperation and is a very active institution of higher education in the international scene. One of the critical issues at the University is that most of the activities and initiative are considered international, and therefore the Directorate of

3

International and Cultural Relations (DICR) is asked to deal with them. During the last few years (2005-2009), the international activities have witnessed a dramatic increase in numbers and in the required quality. Therefore, by studying the current situation of internationalization at DU using the 2WH approach, it is realized that this process is facing a serious problem. This has lead to the main question of the research and to the fact of focusing on the DICR.

Within this scene, the Directorate of International and Cultural Relations of DU, with its very limited personnel and capacity stands alone in this international wave with the President of the university as the main engine, player and catalyst of the process. DICR is the main player in the internationalization process, from administrative, logistic, managerial, and planning perspectives. It can no longer continue doing the "good" job unless the process is systematized, organized and strategic elements are put to it, and where labor is logically divided. The office with its limited resources cannot continue the job with the expected quality or the quality that used to fingerprint the international activities. A need is felt to find a way out of the bottle neck where the internationalization process is currently stuck.

To move from the non-organized mode of internationalization to a better organized strategic model of internationalization of DU, this study investigates the current situation of internationalization with all its elements by four ways: direct observation and role playing, documentations, public faces of the case studies (websites, brochures, and published documents), and interviews. The current situation will be studied using the 2WH approach (which asks the *what, why,* and *how* questions). This approach uses the most frequent questions that are asked when investigating a phenomenon.

Internationalization for developing countries is mainly about transfer of knowledge from North to South while it is more of sharing, cooperating, and exchange among the developed nations (i. e. North-North). This study seeks after transfer of experience and knowledge by studying a local, a regional, and two international cases as examples to learn from and come up with better practices for DU. Therefore, the offices of international relations of the following universities are studied: Al Baath University, Homs, Syria, University of Jordan, Amman, Jordan, Humboldt University,

Berlin, Germany, and Kassel University, Kassel, Germany. This thesis studies the situations at the aforementioned Universities in the period between mid 2008 till early 2010. The choice rationales of these cases are mentioned in the methodology chapter. The information about these offices have been collected through site visits to each one of them, interviews with their directors, interviews with staff of the offices, interviews with other people who are related to the internationalization of their university, some available documents and printed information, and the available information on their websites.

The four offices are studied using the 'SOCIAL' approach (that asks what is the Situation, Organization, Challenges, Involvement, Ambitions, and Limitations of the international office (IO) in the overall internationalization of the university) which is designed by the researcher. This approach is drawn from the SWOT analysis (that studies *Strengths, Weaknesses, Opportunities*, and *Threats*) but since these four dimensions are not enough to study the different aspects of the international offices (IOs), new dimensions are added to it to cover the needed perspective of the study. Each IO is analyzed against each of the above dimensions then a cross-case analysis is carried out in order to see what can be learned from the practices of the people who work in the IOs of the different universities of the case studies.

1.2.1 The Importance of the Study

The importance of this study stems from many facts. A research in the field of higher education has never been done in Syria before. With the increasing importance of internationalization as a strategy (being mentioned by all the governmental documents), it hasn't been academically researched. Therefore, this research is the first of its kind in the country and it is the first Ph. D thesis in the field of research in higher education in Syria. The research tackles a critical issue at DU. An issue that is being raised to be one of the most important priorities and it tries to present some answers to the internationalization issue. This study is also rare, in the sense that it focuses on international relations offices in terms of their organization and involvement in the overall internationalization of universities. The literature is extremely poor when it comes to the practical roles of these offices. Although the results of this research can't be generalized to other offices of international relations;

it presents examples of the behavior and functions of 5 offices from two different cultures and continents that are useful for the offices that consider their reorganization or define their role in the internationalization of their universities.

It is clear that there is a noticeable shortage of literature on topics of theory and practice on IOs. Therefore, there are no standards that an IO has to do. The IO is the place where the university actors (management, staff, and students) go whenever they have something that is described as 'non-national'. Yet, the staff of the IO face problems of how to deal with the increasing international loads and how they can contribute to the development of their university. This research is a very first step in this field and might become a starting point for other universities to hold a mirror and look and analyze what they are doing.

One other aspect is that this research sheds light on some practical examples of the academic relations between European Universities and a Middle Eastern country like Syria. The literature lacks such studies as well as studies on their history and future horizons.

To analyze the status of the DICR and the researched international relations offices, the 'SOCIAL' approach, that was designed for this research, is used. The aim of this approach is to look in-depth at the case offices and analyze their role of the internationalization process at their universities. This is useful as the DICR needs to re-define its role in this process and to have a clear division of labor so that it can function in a clearly defined, organized and strategically drawn purposeful method. Through the 'SOCIAL' approach, this research aims at learning from the experiences of other universities to study the practices of the IOs to be enlightened with ways to develop the functioning of the DICR in a way that reflects the increasing demand, by the university management, of an urgent reaction to the increasing involvement of DU in international activities.

This research aims at studying the internationalization phenomenon at Damascus University and how it is perceived by those who are involved in its activities. It also aims at exploring, in detail, the internationalization activities that are currently carried out with the challenges and difficulties they face. The study forms a practical tool for

DU's management and a useful element in their decision-making process (on the international level). On the other hand, it helps the strategic management of the University as internationalization and international cooperation are seen as two of the basic dimensions of the University's approach of strategic management.

1.2.2 Choice of Topic

The University administration practices substantial pressure on the DICR by loading it with any work that is labeled 'international'. The university is experiencing a remarkable high load of work in terms of international activities and an increasing interest by foreign institutions to cooperate and work together. Therefore, the University is looking for the right way to organize and prioritize these activities in a way that adapt with the recently developed strategic plan of the University.

1.2.3 The Motivations of this Study

The research motivations can be divided into two elements, internal and external. On the internal level, the research would serve as a helping tool for the DICR in terms of defining its job and giving recommendations to develop its work in a way that makes the office respond better to the requirements of the university management. The current situation of the DICR needs solutions to adapt with its newly emerging functions.

On the external level, this research comes as a reaction to a state of transition and reform the higher education sector is experiencing in Syria and to the strategy of 'openness' adapted by the government and clearly mentioned in the 10th five-year plan developed by SPC. DU's record in international activities and international cooperation has been widened. Therefore, a systematic and organized Office of International and Cultural Relations in addition to an internationalization strategy are needed to deal with the international cooperation. The political atmosphere in the region has changed and a fertile ground for international cooperation is expanding. Even on the legal side, things are changing to better serve the international cooperation. The study of the different universities would enrich the ideas and practices of the stakeholders of DU and help them form the new roles.

1.2.4 The Questions of the Study

This study looks in depth at the situation of DU using the 2WH approach and then look at the four case studies and DICR using the 'SOCIAL' approach.

The 2WH approach deals with current situation of internationalization at DU. This approach asks the following first main question and the subsequent sub-questions.

What is internationalization at Damascus University and how is it strategically managed?

To answer this question, the following sub-questions are designed:

1- Why does DU need to internationalize?
2- What needs to be done regarding internationalization, and what is the division of labor?
3- How internationalization is reflected in strategic documents, perceived and received at DU?

Answering these questions and analyzing the situation of DU have led to asking the second main question of the research and its sub-questions.

What can be learned from an investigation of the experiences of different international offices about the role of an international office in the overall internationalization of the university in terms of the relation with the university management and the academic community?

The sub-questions that are derived from the 'SOCIAL' approach, are?

1- What is the   *S*ituation of the office?
2- What is the   *O*rganization of the office?
3- What are the *C*hallenges of the office?
4- What is the   *I*nvolvement of the office in the internationalization activities?
5- What are the *A*mbitions of the office?
6- What are the *L*imitations of the office?

These six sub-questions focus on the situation, organization, challenges, involvement, ambitions, and limitations from a 'functional' point of view.

The 'SOCIAL' approach highlights the model of theory and practice for the offices of international relations at the four studied cases in addition to the main focus; the DICR. The 'SOCIAL' approach studies the above-mentioned offices in terms of their current situation, their organizational approach,   the challenges they face, their involvement in the internationalization activities, their future ambitions, and the limitations that they face. A full description of each of these dimensions is given in the Methodology chapter.

1.2.5 Sources of data

This research depends on the following sources of data:

Interviews, Documentations, Project reports, Site visits, Public faces (websites, Brochures, and published documents), and Practitioner-observation.

1.2.6 The research approach

This research aims at studying and analyzing the internationalization process at DU and the involvement of the DICR in the international activities. The study, through analyzing the IOs of the study cases using the 'SOCIAL' approach, gives recommendations for the function of DICR that might help improve them and give suggestions to the 'overloading' problem. Therefore, there is an action research dimension in this research. The nature of data and data collection methods and data analysis are of qualitative nature. A detailed explanation of the nature and methods is provided in the Methodology chapter.

2. Literature Review and Theoretical Approach

2.1 Internationalization of Higher Education

2.1.1 An Introduction

According to Oxford Dictionary[1], the prefix 'inter' means "between: from one to another", so international means between nations or from one nation to the other. The suffix 'zation' implies the continuous process dimension of it. In the dictionary, internationalization is defined as: "making something international". While the various meanings attached to the term internationalization illustrate its complexity and richness as a concept, Qiang argues, it is clear that the key element in the term is the notion of between or among nations and cultural identities (2003, p. 249). A country's unique history, indigenous culture(s), resources, priorities, etc. shape its response to and relationships with other countries. Thus, national identity and culture are key to internationalization of higher education (2003, p. 249). Internationalization of higher education has become an important theme in the world of higher education. All researchers and scholars who work in the field seem to have a consensus on the importance of internationalization. However, what does internationalization mean to higher education and why has it become important? The following paragraphs give a historical overview of the term and its meanings and definitions.

This chapter explores the main aspects of internationalization that are relative to the objectives of this study. To study the internationalization phenomenon at three Middle Eastern Universities and two European, this chapter illustrates the historical background of the term '*internationalization*', how and why it received its current importance, and the different definitions that are prevailing in the literature. Then this chapters explores the questions of why to internationalize and therefore studies all the possible rationales on both the national and the institutional levels.

In the universities' tendency towards organizing their internationalization activities, the concept of *internationalization strategy* is studied in terms of how to develop it,

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[1] Oxford Dictionary: The seventh edition.

what are its approaches and components, and what are its dimensions and indicators. The light is shed on the role of the university leadership in the internationalization activities of the university and the expected role of IOs in this process. Finally, this chapter presents the conceptual framework for the analysis of the study case universities and IOs in the light of the above-mentioned concepts.

2.1.2 Historical Background of Internationalization

The term 'internationalization' is not a new term. It has been used in the relations between countries in the frame of foreign relations. Its affiliation with the field of higher education started by the beginning of the 1980s which came as a response of higher education to the changes and developments that were taking place in the world on all levels. Knight points out that:

> Internationalization is not a new term. For many years, there has been much discourse about defining the term. Internationalization has been used for years in political science and governmental relations, but its popularity in the education sector has really only soared since the early eighties. Prior to this time, international education and international cooperation were the favored terms and still are in some countries (2008, p. 4).

Teichler (2008) argues that the components of higher education are by no means new (p. 2). Comparing intra-European student mobility, which is one of the most important aspects of internationalization, Teichler talks about estimates that it is now on the level of three percent while it stood round ten percent in the 17th century (p. 7). Historians inform us, according to Teichler, that the domination of the notion of the nation state coupled with the national focus of higher education that prevailed in the 19th and 20th centuries relatively, but temporarily, have lowered the levels of mobility. Therefore, Teichler prefers to call it 're-internationalization' (2008, p.7). This claim is supported by Philip Altbach who calls the university the one institution that has always been global (1998, p. 347. In de Wit 2002, p. 3).

Since universities produce and convey knowledge which is universal in nature, universities are known to be international institutions. In the internationalization strategy of the University of Western Australia it is stated that "Knowledge is international in its essence. It knows no borders, no boundaries. It is timeless and is the universal language of all who would seek wisdom. Universities are therefore international in their core function." (UWA, 1999, p. 3. In Taylor, 2004, p. 154). Peter Scott states that higher education and research are international – or they are nothing. (2008, p. 2). Clark Kerr says that

"universities are, by nature of their commitment to advancing universal knowledge, essentially international institutions, but they have been living, increasingly, in a world of nation-states that have designs on them" (1994, p.6. In de Wit, 2002, p. 4). Brown wrote as early as 1950 "the universities of the world are today aspiring to return to one of the basic concepts of their origin…'the university of knowledge." (p. 11. In de Wit, 2002, p. 4).

The international dimension of higher education has always existed. However, when the activities that reflect this dimension became more organized than incidental and when more systemization of these activities was needed, the term 'internationalization' started to be used though it could have other names like 'international education' especially by American scholars (de Wit, 2002. P. 112). Therefore, since the early 1990s, Internationalization has become a wide-spread and strategically important phenomenon in higher education (Teichler, 1999).

2.1.3 The Meaning of Internationalization

There is another consensus by researchers, scholars, professionals, and practitioners that Internationalization of higher education is a term with different meanings and implications to the different higher education institutions and to those working in these institutions. According to de Wit, "not only has an agreement not been reached on its meaning, but also its historical dimensions, concepts, and strategic concepts; its relation to development in society and higher education in general, and regarding its status as an area of study and analysis" (2002, p. xv). In 2004, Knight said that there is a great deal of confusion about what Internationalization means (p. 5). She continues saying that "given the myriad of factors that are affecting internationalization both within and external to the education sector plus the accelerated pace of change, it is no wonder that *internationalization* is being used in a variety of ways and for different purposes". (p. 9). In 2008, she argued that "it is a term that means different things to different people and is thus used in a variety of ways. While it is encouraging to see the increased use and attention being given to internationalization, there is a great deal of confusion about what it means." (p. 2).

In the literature on internationalization, one can find concepts, thematic areas, activities, aspects, dimensions, etc. This is of course part of the confusion de Wit, Knight, Teichler and others talked about. The perceptions of the researchers reflect maybe their academic and professional background and therefore, the literature is full

of diversity of meanings associated with the internationalization of higher education. Bartell (2003) wrote:

> Internationalization conveys a variety of understandings, interpretations and applications anywhere from a minimalist, instrumental and static view, such as securing doctoral funding for study abroad programs, through international exchange of students, conducting research internationally to a view of internationalization as a complex, all encompassing and policy-driven process, integral to and permeating the life, culture, curriculum and institution as well as research activities of the universities and its members (p. 46).

One may ask what does internationalization cover and what are the themes that it focuses on. In 1987, Clark Kerr suggested that there are four areas wherein institutions can internationalize: students, scholars, knowledge and the curriculum (p.17). Scott (1998), Van der Wende (1996), and Rudzki (1998) have talked about the international dimension of higher education that concentrate on four aspects: (1) student flows, (2) flow of academic staff, (3)collaboration between institutions, and (4) the flow of ideas. (In de Wit, 2002, p. 112).

Dirk Van Damme also presents a list of what he calls forms of internationalization in higher education. According to him, these forms are:

- Student mobility
- Teaching staff mobility
- Internationalization of curricula
- Branch campuses
- Institutional cooperation agreements and networks
- Mutual recognition agreements
- Transnational university networks (including merges of institutions)
- Transnational virtual delivery of higher education
- International harmonization of higher education systems (2000, p.p. 3-7)

Internationalization can be seen as a process that promotes convergence of higher education institutions, such as mobility (of academics and students), co-operation in teaching and research, joint curricula, joint programs of studies, etc. (Luijten, Kontigiannopoulou-Polydorides, van der Wende, and Williams, 2004, p. 251). Kehm and Teichler (2007&2010) have undertaken a substantial literature review and have concluded that:

> "In screening a broad range of publications of the past 10 years of research and studies on issues of internationalization in higher education, we identified seven broad themes. Although these themes naturally branch out into a number of sub-themes, they might be viewed as characterizing the thematic landscape of systematic studies in this domain:
> • Mobility of students and academic staff.
> • Mutual influences of higher education systems on each other.
> • Internationalization of the substance of teaching, learning, and research.
> • Institutional strategies of internationalization.

• Knowledge transfer.
• Cooperation and competition.
• National and supranational policies as regarding the international dimension of higher education." (2007, p. 264& 2010, p. 4).

Though other titles or themes are found in the literature, Kehm and Teichler classification seems to be the most comprehensive.

In the latest comprehensive global survey (2009) conducted by the International Association of Universities (IAU) that covered 115 countries, the institutional priorities in internationalization in the initial results report come as follows[2]:

- Outgoing mobility for students.
- International student exchange and attracting international students.
- Research collaboration.
- Strengthen international content of curriculum.
- Joint or double/dual degrees.
- Outgoing mobility for faculty/staff
- Development and capacity building projects
- Internationalization at home. (IAU, 2009[3])

For a complete list of priorities used in the Global Survey (2009), see appendix 1.

2.1.4. The Importance of Internationalization

One can argue that since internationalization did exist along the existence of universities why has it become recently an important issue and hot topic in the field of higher education? With the increasingly globalized world and the increase of competition among universities in addition to the new qualifications that are required by the graduates of higher education, internationalization, as systemized and organized activities and policies, seems to have a role in the response of the universities to these developments, changes, and challenges. De Wit says that it has become an important issue in the development of higher education (2002, .p. xv). Sven Groennings (1987) describes it as "one of the most powerful substantive developments in the history of American higher education" (p. 2). It is perceived "as one of the laws of motion propelling institutions of higher learning" (Kerr 1990, p. 5).; as "one of the important features of

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[2] IAU describes this survey on internationalization as "the most comprehensive survey on internationalization of higher education yet conducted".

Source: http://www.iau-aiu.net/internationalization/pdf/Key_results_2009.pdf. Accessed on January 12th 2010.

[3]Source: http://www.iau-aiu.net/internationalization/pdf/Key_results_2009.pdf. Accessed on January 12th 2010.

contemporary universities" (Smith, Teichler, and van der Wende 1994, p. 1); as "a pressure no one who teaches can be unaware of" (Halliday, 1999, p. 99); as "a major theme for the next decade" (Davies 1997, 83); and as "one of the most important trends of the last decade" (Teichler, 1999, p. 6), if not of the past half century (Altbach 2000, p. 2. In De Wit, 2002, p. xv). Knight sees internationalization as one of the key drivers and shapers of this transformation and fundamental changes in the world of higher education is undergoing (2008, p. 2).

Internationalization is not only a process that takes place at HEIs as a reaction, but is also seen as a driver to other changes and developments at the institution. Internationalization, as Taylor points out, represents one of the most significant drivers of change facing the modern university. For this reason, the development of effective strategies for internationalization is now an essential element within university management. (2004, p. 167-168). Since new skills are required to be acquired by the graduates of the HEIs, universities use internationalization to achieve this objective. Knight says:

> It appears that there is renewed emphasis on internationalization as a means to enhance the international and intercultural understanding and skills for students and staff. There are a number of factors contributing to this. The escalating number of national, regional, international, and cultural conflicts is pushing academics to help students understand global issues and international/intercultural relationships. (Knight, 2004, p. 26).

Internationalization assumes its importance from the fact that universities that are internationalizing are those which are moving forward. Clark Kerr identified the internationalization of learning as the first of several laws that are propelling institutions of higher learning around the world (1987, p. 17). It is now considered one of the top priority strategies for institutions of higher education. An overwhelming majority (73%) of HEIs rank internationalization as a high priority. The results are exactly the same as those in the 2003 IAU Global Survey. This indicates that there has not been any shift in the priority given to the international dimension of higher education during the two years period between the two global surveys. In the initial results of the IAU Global Survey of 2009, internationalization seems not only to have kept its position, but also has advanced in the priorities of

universities[4]. This is a welcome finding as it shows that the relatively high level of interest in the international dimension of higher education is being sustained in light of many competing priorities that higher education institutions are facing (IAU, 2005, p. 41). According to Teichler, all available analysis suggests that international activities within higher education have substantially increased over recent years, and all predictions suggest that they are likely to increase further in the future. (2008, p. 25). This implies that the interest, research, policies, and strategies are most likely going to increase in the years to come.

Internationalization can also assume a dialogue role between nations and cultures. Sharing the same human values, concepts, and characteristics, has not prevented history from separating the two 'worlds' by a huge technological, educational, and industrial gap. The highly educated and their internationalized higher education are to bridge this gap as much as they can. The UNESCO-Conference (*World Declaration on Higher Education* 1998) stresses the important role of higher education to accomplish this task. The Conference report says that "without adequate higher education and research institutions providing a critical mass of skilled and educated people, no country can ensure genuine endogenous and sustainable development and, in particular, developing countries and least developed countries cannot reduce the gap separating them from the industrially developed ones. Sharing knowledge, international co-operation and new technologies can offer new opportunities to reduce this gap" (In Stier, 2002[5]). Stier comments on this issue saying that the ambition for academia should be providing students with *intercultural* education of quality and adequacy for the global society. Over time, this may lay a solid ground for understanding and tolerance among people of the world and hopefully also for a willingness to come to terms with global injustices (2002).

2.1.5. Definition of Internationalization

"There is no unanimously agreed definition among experts" (Teichler, 1996, p. 344. In de Wit, 2002, p. 109). This is how clear is the consensus of having no one definition of internationalization of higher education. Sven Groenings (1987) commented that,

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[4] Source: http://www.iau-aiu.net/internationalization/pdf/Key_results_2009.pdf. Accessed on January 15th 2010.

[5] Source: http://www.leeds.ac.uk/educol/documents/00002342.htm. Accessed on January 12th 2010.

even though it is moving along a massive front, like the early scientific revolution, internationalization lacks orderly process or agreed upon definitions (p.2). The Association of Universities and Colleges of Canada (AUCC) concluded in 1993 that there is no simple, unique or all encompassing definition of internationalization of university. (In de Wit, 2002, p. 109).

However, it is important, according to Knight, to reach a general definition that might cover the meaning of the word and lessen the confusion. The aim behind having the definition is to help clarify the confusion and misunderstanding that currently exists. Although she agrees that it is true and appropriate that there will likely never be a true universal definition, it is important to have a common understanding of the term so that when we discuss and analyze the phenomenon we understand one another and also refer to the same phenomenon when advocating for increased attention and support from policy makers and academic leaders (Knight, 2004, p. 9).

There have been many attempts by the experts to come up with a definition for this controversial topic or the 'fuzzy' one as Kehm and Teichler like to describe it especially that it tends more and more to be more closely linked to other topics (e. g. management, policy, funding, etc.) (2010, p. 2). Every attempt gets criticized, and a new one appears every now and then. This research doesn't aim to analyze the different definitions of internationalization as this lies beyond its objectives. However, an overview of the prevailing definitions in the literature is given below.

In 1977, Harari proposed a definition that combines three main elements: (1) international content of the curriculum, (2) international movement of scholars and students concerned with training and research, and (3) international technical assistance and cooperation programs. Kazuhiro Ebuchi (1990) gives the following definition: "Internationalization is a process by which the teaching, research and service functions of a higher education system become internationally and cross-culturally compatible." (In de Wit, 2002, p. 113). In 1992 three definitions appeared. Stephen Arum and Jack Van de Water built on Harari's perspective and developed their own definition: "The multiple activities, programs and services that fall within international studies, international educational exchange and technical co-operation" (p. 202). The European Association for International Education (1992) defines internationalization as being the whole range of processes

by which higher education becomes less national and more internationally oriented (in de Wit, 2002, p. 112).

By the mid-1990s a process or organizational approach was introduced by Knight (1994b) to illustrate that internationalization was a process that needed to be integrated and sustainable at the institutional level. Internationalization was defined as the "process of integrating an international and intercultural dimension into the teaching, research and service functions of the institution" (p. 7). Van der Wende (1997b) proposed a broader definition suggesting that internationalization is "any systematic effort aimed at making higher education responsive to the requirements and challenges related to the globalization of societies, economy and labor markets" (p. 18. In Knight 2004, p. 10). Another definition of internationalization is offered by Ellingboe (1998) who referred to "the process of integrating an international perspective into a college or university system" and then described "an ongoing, future oriented, multi-dimensional, interdisciplinary, leadership-driven vision that involves many stakeholders working to change the internal dynamics of an institution to respond and adapt appropriately to an increasingly diverse, globally focused, ever-changing external environment." (p. 199. In Taylor, 2004, p. 150).

Schoorman (1999) defines internationalization as "an ongoing, counter-hegemonic educational process that occurs in an international context of knowledge and practice where societies are viewed as subsystems of larger, inclusive world. The internationalization process at an educational institution entails a comprehensive, multifaceted program of action that is integrated into all aspects of education" (p. 21. In de Wit, 2002, p. 113).

More recently, Soderqvist introduced another definition that focuses on the education change process and a holistic view of management at the institutional level. Internationalization of a higher education institution is defined as

> A change process from a national higher education institution to an international higher education institution leading to the inclusion of an international dimension in all aspects of its holistic management in order to enhance the quality of teaching and learning and to achieve the desired competencies (2002, p. 29 In Knight 2004, p. 10).

De Wit points out that since internationalization becomes more important in the field of higher education, it is increasingly used in a way that suits the purposes of those who use it. However, he says that it is not helpful for internationalization to become a 'catchall phrase' for everything and anything international. Therefore, he stresses the

need for a focused and precise definition (2002, 114). Knight, in 2003, came up with what she called 'a working definition' that, according to her, reflects the changes and challenges and that combines the meaning of internationalization on the sector level as well as the institutional level. Knight claims that her working definition takes into account its application to many different countries, cultures, and education systems. Her definition is: "The process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education." (Knight, 2003b, p. 2). This definition by Jane Knight seems to have received wide acceptance (according to EAIE, it is one of the most commonly used definitions[6]), yet without a full consensus.

2.1.6 Rationales of internationalization of higher education:

To understand why all higher education institutions tend to internationalize, it is crucial to explore the rationales of internationalization and its dimensions. Rationales can be described as motivations for integrating an international dimension into higher education. They address the "why" to internationalize (de Wit, 2000, p. 12). Looking at the publications of the past few years that deal with the "why" question, one sees the prevailing four major rationales of internationalization that were identified by Jane Knight: Political, economic/financial, cultural (social), and academic. These rationales are confusing in the sense that it is not clear when one ends and the other starts. There seems to be more blurring of the categories and, thus, perhaps less clarity on what constitutes a political or economic rationale (Knight, 2004, p. 22). In the past several years, much has been written about the changes in rationales both within and between these rationales (de Wit, 2000, 2002; van Vught, van der Wende, & Westerheijden, 2002). These generic categories remain a useful way to analyze rationales; however, the significant changes in nature and priority within each category need to be highlighted (Knight, 2004, p. 21). The following paragraphs explore and analyze these rationales in terms of their "borders" and where they overlap, as Andringa puts it, they often overlap (2001).

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[6] Source: http://www.iau-aiu.net/internationalization/i_definitions.html. The website presents also what 'internationalization' means to other organizations like the OECD and UNESCO. Accessed on December 31st 2009.

Rationales are the motivating force for why a country, a sector, an institution or an individual wants to address and invest in internationalization. Rationales are reflected in the policies and programs that are developed and eventually implemented. Therefore, they help identify the benefits or expected outcomes expected from internationalization efforts. Without a clear set of rationales, accompanied by a set of objectives or policy statements, a plan, and a monitoring/evaluation system, the process of internationalization is often an ad hoc, reactive and fragmented response to the overwhelming number of new international opportunities available. It is important to look at values that shape rationales and which may be driving some of the major changes in motivations and expectations of internationalization (IAU, 2005, p. 14). It is important that in order to lead the process of internationalization, clear and logical rationales need to exist.

Jane Knight in the IAU global survey report (2005) tries to mention all the rationales that drive the internationalization process at both national and institutional levels. Knight has done a remarkable job in her publications to reach the set of rationales that motivate internationalization of higher education. However, these rationales focus on why would universities' leaders or governments internationalize their higher education institution or systems while the rationales of why would academics, who are at the shop-floor of the process, get involved in internationalization activities still need further research. The rationales mentioned in table (2.1) are an illustration of the most common ones. This chapter presents these rationales with some explanations since they are the dominating rationales in the literature on internationalization of higher education. Universities might have the same, less, or more rationales depending on the specific situation of each university.

Why in the words of Ulrich Teichler (1999), is internationalization a rising phenomenon? Though he said this more than a decade ago, it is still a phenomenon under the spotlight especially when we look at the world as a whole where some countries have recently started to work on the internationalization of their higher education system. Rationales for the world-wide expanding activities of internationalization are not one-dimensional (Welch & Denman, 1997 in Yang, 2002, p. 85). Why are institutions of higher education, national governments, international bodies, and increasingly the private sector so actively involved in international

education activities? (de Wit, 2002, p. 83). Aigner, Van der Wende, de Wit, Goodwin, Knight, Nacht, Nelson, Ollikainen, Platt, Scott, Stimpfl, Teichler, and many others have studied the rationales of internationalization. It is interesting to see how these rationales have developed over the years in correspondence with the developments in the field of higher education. De Wit (2002) comprehensively presents these rationales that were identified by Knight including most of the ideas that are mentioned by his fellows. Others like Van der Wende, Ollikainen, Gacel-avila, Callan, among others, follow this division of the four groups of rationales (2002, p. 85).

Table 2.1 Rationales driving internationalization

Rationales	Existing	of emerging importance
Social/ Cultural	• National cultural identity • Intercultural understanding • Social and community development	**National Level** • Human resources development • Strategic alliances • Income generation/Commercial trade • Nation building/Institution building • Social cultural development and mutual understanding
Political	• Foreign policy • National security • Technical assistance • Peace and mutual understanding • National identity • Regional identity	
Economic	• Economic growth and competitiveness • Labor market • Financial incentives	**Institutional level** • International branding and profile • Quality enhancement/International standards • Income generation • Student and staff development • Strategic alliances • Knowledge production
Academic	• Extension of academic horizon • Institution building • Profile and status • Enhancement of quality • International academic standards • International dimension to research and teaching	

Source: (IAU, 2005, p. 15). It is also identical to what is stated in (Knight, 2004, p. 23)

In addition to Jane Knight, others have contributed to finding possible rationales for internationalization. Table 2.2 illustrates all the rationales that can be found in the work of Knight, De Wit, and the IAU global report. There are many others who tackled the issue but have basically agreed with the findings of de Wit and Knight. In this table, one rationale might be found under more than one category (i. e. a rationale might be found in the academic and cultural categories). This reflects the confusing nature of these rationales due to the fact that a given rationale might serve more than one objective. In her comment on the classification of de Wit, Knight argues that there is a blurring of the categories and that these rationales do not differentiate between the national and the institutional rationales.

These are still relevant, but there seems to be more blurring of the categories and, thus, perhaps less clarity on what constitutes a political or economic rationale, for example. This framework of rationales does not distinguish between national- and institutional-level rationales, which is becoming increasingly important (2004, p. 22).

The other problem with these rationales is that they do not distinguish between the rationales of the university leadership and those of the academic staff, and the students which are also important and informative. It is important to distinguish between the motivations of institutional leaders and managers on the one hand and the wider academic class on the other. (Scott, 2008, p. 20). This research explores the driving motives of academic staff of DU and the four case-studies to be involved in the different internationalization activities of the university.

The wider academic class may regard the benefits of internationalization in a different, and more idealistic / altruistic, light: either as a continuing affirmation of the international character of higher education in terms of science and scholarship; or as an agent of international development, in terms of assisting developing countries build strong higher education systems (Scott, 2008, p. 21).

The best situation is when there is harmony between the motives of the different stakeholders and especially when these motives are reflected in the respective national policies and strategies. In such case, the internationalization process goes smoothly with least obstructions. However, when the motives differ among the stakeholders and actors, which is most likely the case in most universities, the internationalization process might be hindered or obstructed. The vast individual differences coupled with the complicated nature of universities, as Bartell describes them to be complicated organizations (2003, p. 67. In Taylor, 2004, p. 151), are behind the diversification of motives. Furthermore, knowing the motives of the actors on the institutional level helps the government formulate policies and strategies that correspond to these motives.

The purpose of highlighting the different sector groups and the myriad of stakeholder groups within each sector is to illustrate that higher education is not the only group with a strong vested interest. Furthermore, each stakeholder group may have its own particular outlook on why it is important to internationalize higher education. The different rationales can imply different means and ends to internationalization. Thus, it is extremely important for a national system and an institution to be aware of the explicit and implicit motives of different groups (Knight, 1999, p. 21).

It is interesting to mention here the results of the IAU global report 2005, in which the following rationales of internationalization were ranked as the most important:

- **At the institutional level:**
1. Increase student and faculty international knowledge and intercultural understanding

2. Strengthen research knowledge capacity and production

- **At the national level:**
1. Increase competitiveness-scientific, technological and economic.
2. Develop strategic alliances-political, cultural, academic, and trade.

To some degree, the National University Associations' (NUA) perceptions of national level rationales could be seen to reflect national priorities. (IAU, 2005, p.p. 47, 51, 55). The rationale that finally motivates change toward internationalization will vary by country and by institution.

In 2009, the IAU carried out another global survey on internationalization of higher education. The results list the top rationales for internationalization as follows:

- Student preparedness.
- Curriculum and quality.
- Profile and reputation.
- Research and knowledge production (IAU, 2009[7])

For a complete list of the rationales used in the Global Survey (2009), see appendix 2.

The rationales that have been identified and analyzed by researchers in the field of internationalization of higher education have not been further classified to the rationales of the different players within the institution itself or within the state. Jane Knight (2004) has differentiated between the rationales on the national level and others on the institutional level but a further distinction is still needed. Peter Scott has given them a different name. He calls them "drivers of internationalization." He identifies three levels; the national, the institutional, and the individual.

On the National level, he lists five drivers:

- Recruiting high-quality teachers and researchers.
- Securing commercial advantages.
- Expanding diplomatic influence.
- Reinforcing academic prestige – for example, by maintaining what are acknowledged to be world-class universities.
- The reform of higher education and, in particular, securing nonpublic/ non-national sources of funding for national higher education and research systems.

On the institutional level:

- Profile and prestige.
- International recruitment.
- Institutional reform.

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[7] Source: http://www.iau-aiu.net/internationalization/pdf/Key_results_2009.pdf. Accessed on January 12th 2010.

On the individual level:

- The global knowledge worker.
- The global citizen. (Scott, 2008, p. p. 9-24).

Peter Scott is the first one to mention the motives of internationalization at the individual level. However, the motives he gives for this level do not form a comprehensive list of why would an individual (whether academic staff, administrative staff or a student) be involved in internationalization activities. This still needs more investigations and in the different countries because coming to the individual level, the individual differences play a role in remarkably diversifying these motives and especially when studied in different countries and cultures. Scott's national and institutional drivers seem to be very general and need further specifications. They do not reflect all the motives that might exist at these respective levels.

In Syria, for instance, where the main case study of this research is located, talking about the national level rationales would include the State Planning Commission (SPC, which is responsible of formulating the national strategic five-year plan), the Ministry of Higher Education (MHE), the Ministry of Finance since it is responsible for allocating funds, the Ministry of Economics since it is responsible of studying joining the GATS Agreement in which higher education is a service, and the Ministers Cabinet since it is responsible of studying the EU-Syria partnership in which higher education is an important part. The rationales for these different bodies differ remarkably. The same applies to the University, what motivates the President might not form a basic rationale for a dean or a member of academic staff or a student. To have an example of these, the rationales for internationalization for the University's leadership and the staff who are involved in the internationalization activities of the University are explored.

From an academic point of view, it is interesting to explore why a professor would engage in an international activity. Understanding the professor's point of view by the university leadership might help improve and increase the participation of the staff that fuel the internationalization process especially if the international activities are made and/or presented to them in a way that correspond to their motives.

According to the prevailing classification of rationales that has been done basically by Jane Knight and Hans de Wit, the rationales are divided to economic (financial), political, cultural (social), and academic (table 2.2). These classifications describe mainly the rationales at the supra-institutional and the institutional levels without drawing any borders between them. It is not possible to deny that there is a certain level of interaction between what is considered to be supra-institutional/national and institutional rationales.

Table 2.2 Categories of the Rationales of Internationalization of Higher Education on the Supra-institutional and the Institutional levels

Rationales of Internationalization of Higher Education			
Economic/Financial	*Political*	*Cultural/social*	*Academic*
1- Income Generation/ Commercial trade. 2- Economic growth and competitiveness. 3- The labor market building. 4- National education demand and reputation. 5- Financial incentives for institutions and governments. 6- Diversify income generation. 7- Increase competitiveness. (this might be valid for all categories of rationales) 8- Human Resources development. 9- Strategic alliances. 10- Nation building. 11- International profile and reputation. 12- Student and staff development.	1- Strategic alliances. 2- Nation and institution building. 3- International profile and reputation. 4- Foreign policy. 5- National security. 6- Technical assistance. 7- Peace and mutual understanding. 8- National identity. 9- Regional identity. 10- Promote international solidarity and cooperation. 11- Human resources development: Brain power. 12- Nation building.	1- Nation building. 2- Spread of cultural values. 3- Promotion of national language and country studies. 4- Universalism. 5- Personal development. 6- Expanding personal awareness. 7- Increase student and faculty intercultural understanding. 8- Cultural function of internationalization. 9- Export of national, cultural, and moral values. 10- Human resources development: Brain power. 11- Strategic alliances. 12- International profile and reputation. 13- Student and staff development	1- Human Resources development: Brain power. 2- Strategic alliances. 3- Institution building. 4- International profile and reputation. 5- Quality enhancement. 6- Student and staff development. 7- Research and knowledge production. 8- Technical assistance. 9- Providing international dimension to research and teaching. 10- Extension of academic horizons. 11- International academic standards. 12- Broaden and diverdify source of faculty and students. 13- Strengthen research and knowledge capacity and production. 14- Promote curriculum development and innovation. Increase student and faculty international knowledge and intercultural understanding.

Source: The work of Hans de Wit, Jane Knight, and the IAU global report of 2005.

The following paragraphs explore this classification of rationales in details shedding the light on all their dimensions that are mentioned in the literature. The aim of this is to provide the reader with a complete image of the rationales that push HEIs to internationalize showing by that the diversity of them and the diversity of their combinations at the different institutions. The case-universities of this study in addition to DU are the empirical examples where these rationales are explores from both institutional and academic staff point of view.

a) Political Rationales

Going back to the roots of the political motivation of internationalization leads us to the colonization era that followed the World War II. Each of the dominant powers at

the time wanted to impose its higher education system on its colonies. During the development process of the nation-state and the era of colonial expansion, political rationales became more and more present. By reproducing the European model of higher education in colonies in the Americas, Africa, and Asia, European nations were looking for political, cultural, economic, and academic dominance (de Wit, 2000, p. 12). Nowadays, political rationales have totally different functions as the world has witnessed major changes in the last few decades. Developing, non-industrial and poor countries (like those in Africa and the Middle East) have their own political rationales for internationalization. This rational holds a special attribute since the political systems, strategies, and structures dramatically differ in these countries.

Political rationales are subdivided into the following aspects:

a.1) Foreign policy:

This argument, as de Wit suggests, considers educational cooperation as a form of diplomatic investment into future political relations. In the first place, the provision of scholarships to those likely to become future leaders is considered to be a way of endowing them with knowledge of the host country and sympathy with its political system, culture and values (de Wit, 2002, p. 85). Higher education can be employed in the foreign policy of a given country in that educational cooperation can be initiated with countries with which good relations do not exist. Higher education can serve as an 'image-improver' for a country or nation. This image coupled with high quality higher education serve as a magnet to other nations. From another perspective, good political relations between two countries make having educational relationships a much easier process.

a.2) National security:

This is closely related to the previous rationale and was apparent in the period between the 1960s and the 1980s during which the conflict between the two main powers of the world was very clear. (de Wit, 2002, p. 86). Counter effects to internationalization could be identified after the attacks of September 2001. The United States has limited the access of international students to its universities especially from certain countries. Opposite to this, Arabic language was declared as defense language number 1 in the United States, and therefore, more American students are targeting the Arab countries to learn Arabic. The aim behind this,

according to the Americans, is to have good number of Americans who speak Arabic so they can understand the language of their proposed 'enemy' especially after the Nation got involved in Iraq. (Information from official meetings at DU).

a.3) Peace and mutual understanding:

It is interesting to have de Wit saying that internationalization is promoted for ideological reasons as an instrument to realize the aspiration of peace and mutual understanding (2002, 87). Since mobility is one of the main aspects of internationalization, exchange of students, staff, programs, knowledge, and information are the translation of this concept. This concept implies that every 'community' will have a dip into other 'communities' helping people who come from different backgrounds understand the 'other' and consequently accept it. Promotion of ideas of peace and mutual understanding would take place.

a.4) Technical assistance:

After the period of colonization, developed countries started giving technical assistance to what were before their colonies. It is interesting to say that during the colonization era, these same countries were doing everything to prevent the development of their colonies. It is better to look at it from the developing countries' perspective which says that these countries need assistance for their development agendas regardless of the reasons.

a.5) National identity:

Knight and de Wit (1997, p.p. 23-27) found that enhancement of national identity is an aspect of the political rationales for internationalization of higher education. By becoming part of a global environment, higher education and society can move away from dependency on and dominance of Western technology, Western means, and Western language of instruction (in de Wit 2002, p. 88).

a.6) Regional identity:

This rationale is strongly present in the European dimension and Europeanization in European Union programs (de Wit, 2002, p. 89). This applies to any country within its region depending on the nature and strength of ties with the neighboring countries. Up till now, only continental Europe stands as a strong educational area especially with

the introduction of Bologna Process. Maybe, terms like Latinazation, Arabization, and Mediterranianization, will conquer the world of higher education in the future.

b) Economic Rationales

Qiang defines the economic rationales as referring to the objectives related to: 1- Long-term economic effects, where internationalization of higher education is seen as a contribution to the skilled human resources needed for international competitiveness of the nation, and where foreign graduates are seen as keys to the country's trade relations. 2- The direct economic benefits, e.g. institutional income and net economic effect of foreign students (2003, p. 6). This definition by Qiang does not cover all the economic and financial aspects that might result from internationalizing a higher education system. De Wit links the growing dominance of economic rationales with the globalization of the economies (2002, p. 89). In an attempt to cover the complexity of these rationales, they are subdivided into the following aspects:

b.1) Economic growth and competitiveness:

Internationalization of higher education will have a positive impact on many industrial and technological sectors and accordingly contribute to the economic growth of nations. For Europe, a study on national policies for internationalization of higher education showed that, increasingly, "concerns related to international competence and competitiveness, and thus economic rationales" became more important (van der Wende, 1997a, p. 227). The United States observes a similar trend: "Today, internationalizing education in the US is proposed as a way to help restore our economic competitiveness in the world" (Lyman (1995, p. 4. In de Wit, 2002, p. 89). The high level of competition that exist nowadays makes every country cease every chance to increase its economic competitiveness.

b.2) The labor market:

The modern labor market is a market that goes beyond national borders, a market where the competent and the qualified individuals have greater opportunities to achieve higher positions of employment. "The more international the labor market becomes, as a result of the globalization of economies, the more a graduate has to compete with people from other countries and the more s/he has to work in an international environment" (de Wit, 2002, p. 90).

"The recent global, competitive environmental forces have created unprecedented challenges for universities: the borders of universities have opened in new ways for their services and products" (Gumport and Sporn 1999, p. 103. In Bartell, 2003, p. 48).

b.3) National educational demand:

When there is no sufficient higher education provision in a given country like Norway, or resources are not sufficient to have the needed educational infrastructure to absorb the increasing demand for education, this country resorts to internationalization by sending its students abroad. De Wit mentions Greece, and Portugal as examples of this situation (2002, p. 91). This also holds true for Middle Eastern countries especially in the fields that don't exist in these countries.

b.4) Financial incentives for institutions and governments:

The financial incentives can be looked at from two perspectives. For the developed countries, only those which charge international students with fees will have financial motives (like the UK). For the countries that do not charge any fees, it doesn't form a motive (like France). From the second perspective which is of the developing countries, financial motives exist on a small scale. This is due to the fact that most of the international projects fund the purchase of technical and technological equipment and the travelling of staff.

c) Cultural and Social Rationales

The preservation and promotion of national culture along with the respect and understanding of other cultures are strong motivations. The acknowledgement of cultural and ethnic diversity within and between countries is considered as a strong rationale for the internationalization of a nation's education system (Knight, 1997, p. 11 in Qiang, 2003, p. 253). The cultural aspect of any service or relation tends to be a highly sensitive one. Academics might be the best people to deal with the cultural differences. Respect and acceptance are key words in any successful relation between two bodies belonging to different backgrounds. For developing and weak countries and countries suffering from mal perceptions by others, cultural rationales of internationalization of their higher education systems might come first in the hierarchy of priorities. It is the responsibility of a university to cultivate the ability to understand, appreciate and articulate the reality of interdependence among nations

and to prepare faculty, staff and students to function in an international and intercultural context. "Under the impact of globalization, universities have the opportunity and responsibility through teaching and research to increase the awareness and understanding of it especially that it is affecting the political, economic and cultural/multicultural developments within and among nations." (Yang, 2002, p. 86).

The intercultural and communication skills are among the most needed in any bridging attempt between cultures. These kinds of skills can be learned and promoted only by being in contact with the other cultures. The staff of the developing-world universities, whether academic or administrative, are poorly trained on these skills. These skills are not integrated in any of the academic or training programs. Only those who have studied abroad have acquired varying levels of these skills.

Another related term that has been evolving in the developing world since the early nineties is "cultural attack". It is perceived as an aspect of globalization. It is important to have this mix of cultures, yet the cultural identity of a nation should be preserved. Understanding and accepting the 'other' should never mean deleting the 'us'. Mutual respect and understanding ensures better, and most importantly, sustainable outcomes rather than having one dominant culture. Internationalization of higher education is a tool that allows people to meet and exchange ideas and convey their ideas to the other sectors of the society.

The social rationales emphasize the relevance of internationalization for the individual, in particular the student. Kallen (1991) has called this "'social learning," others refer to it as 'personal development'. It stresses the importance of the individual development of the student and the academic through a confrontation with other cultures, but also, and perhaps even more, with the home culture" (in de Wit, 2002, p. 94). Trying to compare two individuals one who has been exposed to other cultures and who has gained all the social skills and experiences and the other who has been acquiring social skills from one vessel will most likely lead us to realize the importance of the former and to infer the need to qualify and develop the latter. In our globalized world, multi-social skills are very much needed. Related to this point, Knight suggests that "there is a need for improved intercultural understanding and communication. The preparation of graduates who have a strong knowledge and skill base in intercultural relations and communications is considered by many

academics as one of the strongest rationales for internationalizing the teaching/learning experience of students in undergraduate and graduate programs" (1997, p.11 in Qiang, 2003, p. 253).

d) Academic Rationales

The academic rationale is directly linked to enhancing the teaching and learning process and achieving excellence in research and scholarly activities (Knight, 1999). Talking about all these aspects of higher education makes it necessary to subdivide the academic rationales into the following:

d.1) Providing an international dimension to research and teaching:

Internationalization efforts, de Wit points out, are intended "to enable the academic community to have the ability to understand, appreciate, and articulate the reality of interdependence among nations (environmental, economic, cultural, and social), and to prepare faculty, staff, and students to function in an international and intercultural context" (2002, p. 96). Research and teaching that have got an international dimension are more likely to be of better quality.

d.2) Extension of the academic horizon:

This is a self-explanatory and very logical rationale. Research, teaching, learning, administrative, scientific, and managerial horizons will be broadened when exposed to different ways of doing them. This doesn't mean adapting other systems, but rather benefiting from others for the betterment of one's own system.

d.3) Institution building:

"Internationalization can strengthen the core structures and activities of an institution, and may enable initiatives to be taken that would not otherwise be possible on the basis of local resources and/or expertise. The pursuit of knowledge in the modern world requires vast resources that are not all available in any one university" (de Wit, 2002, p. 97). There isn't a country that depends solely on its own resources to produces knowledge. Therefore, international cooperation is the way to exchange knowledge, export, and import knowledge.

d.4) *Profile and status:*

For many universities, and especially in the developing world, engaging into international networks, cooperation agreements with famous international universities is the way to improve their profiles. For the universities of highly-developed countries, the same activities are carried out for different reasons: competition and getting a place in the international ranking lists. This rationale can be easily put under the political and economic classification of rationales. In some cases it serves the institution financially more than academically.

d.5) *Enhancement of quality:*

Quality assurance and internationalization have a very interesting kind of relationship. Quality is needed to internationalize and internationalization is needed to learn and get quality. Alan Smith says that "the two concepts are linked in the sense that the international dimension of higher education can make the best contribution to enhancing quality in higher education if it is itself of high quality" (1994, p17. In de Wit, 2002, p. 98).

d.6) *International academic standards:*

This is related to the profile and status rationale. "Meeting international academic standards is a way for institutions of higher education to match others and receive recognition in the international arena" (de Wit, 2002, p. 99). The question here is what international standards are and who defines them? "Academic study needs an international approach to avoid parochialism in scholarship and research and to stimulate critical thinking and enquiry about the complexity of issues and interests that bear on the relations among nations, regions and interest groups" (Yang, 2002, p. 86). Despite all these different rationales, they all share one common concept which is exchange. It is this exchange of knowledge, expertise, research, information, students, faculty, and programs that makes internationalization.

Jane knight (in 2004), adding to the many levels of confusion about the concept of internationalization, comes up with another classification of the rationales. In this classification she differentiates between what is considered to be national and what is considered to be institutional. Knight uses in her classification a slight different logic as well as terminology. These differences in logics and terminology lead to further confusion of which one to adapt especially that they are produced by the same person. However, they should be looked at as scholarly attempts that add to the variety of

sources to those who research the internationalization field. Therefore, the next following paragraphs list Knight's classification of national and institutional rationales of internationalization to reflect what has been produced in the literature on this topic.

National-level Rationales

1- *Human Resources Development:* Brain Power: Knight looks at this emerging rationale as opening up the borders so a given 'attractive and powerful' country can attract high potentials to contribute to the advancement of its economy and knowledge society that is already advanced. To Hermans, it has to do with the knowledge economy. He says that "talent scouting programs and growing attention for attracting and retaining high potentials have arisen from the need to maximize the necessary intellectual capacity essential to the knowledge economy" (2007, p. 511). Looking at this rational in this way adds a reason for developing countries, which need every single potential, to internationalize. It is true that the term 'brain circulation' has been introduced instead of 'brain drain'; nevertheless, this circulation is taking place in the advanced world. For the developing countries, it is still a brain drain. It is better to look at internationalization as a mean of giving opportunities to people and countries to develop their brain power. The use of these potentials is the decision of the individual or the institution, or country that invested in him/her. What is interesting about this rationale is that it is so difficult to put it under one of the main categories of rationales. It, actually, serves the four of them or may be as Knight suggests that a new category should be added.

2- *Strategic alliance:* "The international mobility of students and academics as well as collaborative research and education initiatives are being seen as productive ways to develop closer geopolitical ties and economic relationships. There has been a definite shift from alliances for cultural purposes to economic purposes. This is especially true at the regional level where countries are trying to achieve stronger relations" (Knight, 2004, p. p. 23-24). It is clear that Knight admits the multi-purpose function of this rationale of emerging importance. Leaving out the world-renowned universities, any higher education institution has to seek an alliance that is considered strategic to ensure a place in the map of international higher education. Knight says that an important trend is the development of networks. Networks tend to have clearer and more strategic

objectives (2004, p. 27). It is worth mentioning that this rationale applies to institutions and their faculties and departments.

3- *Commercial trade:* It is known that in the past decade, more emphasis has been placed on economic and income-generating opportunities attached to cross-border delivery of education. Adding education as one of the services in the General Agreement on Trade in Services (GATS) is positive proof that importing and exporting of education and training programs and education services is a potentially lucrative trade area. Therefore countries are showing increased interest in the potential for exporting education for economic benefit. (Knight, 2004, p. 24).

4- *Nation building:* There are nations that "are interested in the importing of education programs and institutions for nation-building purposes. An educated, trained, and knowledgeable citizenry and a workforce able to do research and generate new knowledge are key components of a country's nation-building agenda" (Knight, 2004, p. 24). Not only that but also sending people abroad to pursue their higher degrees in disciplines that are not yet in their own country. These people will contribute to the building of their nations by their 'new' knowledge. Knight (2004, p. 24) very beautifully states that: *"International development work based on mutual benefits for all partners continues to be a key aspect of the inter-nationalization of postsecondary education".* Again, this rational causes confusion in where does it belong. Internationalization for building a nation serves the economic, political, cultural, and academic objectives of this nation.

5- *Social and cultural development:* "In light of the pressing issues and challenges stemming from culturally based clashes within and between countries, there will be more interest and importance attached to the social and cultural-based rationales" (Knight, 2004, p. 25). The title of this rationale suggests its category; however, strengthening the social and cultural status of an institution or country will positively affect its economic and political objectives.

Institutional-level Rationales

1- *International profile and reputation:* "This drive relates to the quest for name recognition internationally in an attempt to attract the brightest of scholars/students, a substantial number of international students, and, of course, high-profile research and training projects" (Knight, 2004, p. 26). Universities should not stop their processes of development to build

up a name and reputation that draws respect in the international community of higher education institutions. Getting an international reputation might be for political, cultural, financial, or academic reasons. The question of whether the branding trend should be seen as a separate category of rationales or integrated into the four existing categories is open for further discussion (Knight, 2004, p.22).

2- *Student and staff development:* International and intercultural competences have become very important attributes of today's students and faculty members. They are expected to perform in different environments and contexts. Jane Knight comments on this idea saying that "the escalating number of national, regional, international, and cultural conflicts is pushing academics to help students understand global issues and international/intercultural relationships. The mobility of the labor market and the increase in cultural diversity of communities and the workplace require that both students and academics have an increased understanding and demonstrated skills to work and live in a culturally diverse or different environment" (2004, p. 26). Higher education is looked at as one of the ways through which conflicts and differences between cultures and nations can be reduced. This rationale shares the others in serving the four main categories of internationalization.

3- *Income Generation:* In today's world, it is the right of every institution to think of ways and methods to get funds for its programs. Internationalization makes any given higher education institution seen by more 'customers' which consequently leads to more 'business' and more income. Knight says that "there is no question that more institutions are increasingly looking for internationalization activities as a way to generate alternative sources of income. Public non-profit institutions are caught in the squeeze of decreased public funding and increased operational costs, all taking place in an environment of increased accountability and, probably, increased competition" (2004, p. p 27-28). The money gained through international activities, which can be considered as self-financing, could be used in many areas to the overall development of the university. A very good marketing approach would be using the money to subsidize or support activities of international students. It can be said that it is relatively easy to locate this rationale under the economic and financial category.

4- *Research and knowledge production:* "International and interdisciplinary collaboration is key to solving many global problems such as those related to environmental, health, and crime

issues. Institutions and national governments are therefore making the international dimension of research and knowledge production a primary rationale for internationalization of higher education, and so are many institutions" (Knight, 2004, p. 28). Internationalization allows people to benefit from the experiences of their fellows and share their own experiences with them. Knowledge and information are a human production that should be shared among everyone regardless of whatever borders exists. Research and knowledge production most likely falls under the academic set of rationales. However, a cultural and economic trace cannot be denied.

It is difficult to say whether all these rationales make sense in the life of HEIs. However, with the diversity of circumstances and situations of these institutions around the world, all of these rationales form motivators for internationalization, yet in different combinations and different priorities. Knight and de Wit (1995) wrote that the rationales and incentives for internationalization are influenced and to a large extent constructed by the role and view point of the various stakeholders: international, national, and regional governments; the private sector, institutions, faculty; and students. While each of these stakeholder groups has a distinctive perception and set of priorities with respect to internationalization, there is also substantial overlap (In de Wit, 2002, p. 84). It is crucial to say that it is rather impossible to know the complexities of all institutions around the world and their motivations to internationalize. Internationalization of some institutions somewhere in the world might be driven by rationales that are not mentioned in this study. The future might carry new rationales that adapt with the only constant thing in the realm of higher education namely, the continuous change.

2.1.7 Toward a More-organized Internationalization

As mentioned by many researchers and experts, internationalization activities are increasing and the interest in studying the process is escalating. Therefore, there has been a need for a more systemized internationalization especially that it is becoming integrated in the core functions of the universities; teaching, research, and services. Moreover, there is an increasing need to mainstream and harmonize the internationalization tendencies, policies, and strategies with the other policies and strategies of the university. During the last two decades, there have been many

developments, or leaps, as Teichler (2008) calls them, in this regard. Analyzing the European situation, Teichler says:

> Changes of activities in higher education linked to internationalization of higher education in European societies could be interpreted as a series of qualitative leaps. Two of them seemed to have taken place in the 1990s:
> - From a predominantly "vertical" pattern of cooperation and mobility towards a major role of "horizontal" international relationships, i.e. links "on equal terms".
> - From casuistic action towards systematic policies and related activities of internationalization.
>
> A third leap seemed to have been in process, but was not recognized to the same extent:
> - From scattered specific international activities and from internationalization of the core of higher education towards an integrated internationalization of higher education (p. 15).

The IAU Report (2005) stresses also the point that internationalization is no longer activated and treated by limited number of staff. It has improved and nowadays requires the whole institution to be involved and this would imply new roles for the universities leaders.

> As internationalization of higher education moves from the margins of higher education policy making at most institutions to become a far more central and determining area of interest and development, taking on ever-new forms in pursuit of varied goals, it has become crucial to know more about how it is developing. It is no longer the domain of a small committed and enthusiastic group of academics and administrators left largely to develop their own agendas and projects. It increasingly commands the attention of institutional leaders and decision-makers. (IAU, 2005, p. 7).

To achieve these changes in dealing with internationalization in the universities, certain procedures and requirements are needed. Teichler talks about these changes in the following three respects:

> Many institutions opted for systematic approaches, notably in three respects:
> **1.** Regular responsibilities and modes of decision making regarding international issues were established at many institutions of higher education. For example, vice-presidents were assigned the task of coordinating international issues. Committees for international affairs were set up, or committees primarily responsible for other tasks were entrusted with the additional task of taking care for international matters. Similarly, at departmental level, deans began explicitly to take care of these tasks, or staff responsible for international matters was appointed.
> **2.** International activities are more complicated than national activities. Internationalization is not conceivable without the extension of services. Institutions vary, of course, regarding what they do in respect of foreign language training, accommodation for foreign scholars and students, information and administrative support, counseling, etc., but they were at least doing something about these things.
> **3.** Many institutions of higher education created new IOs, or extended their existing offices (see Maiworm/Sosa/ Teichler 1996). At most institutions, IOs play a double role, both providing services for regular international activities and preparing and implementing international strategies.
> At the end of the 1990s, institutions of higher education varied substantially in the extent to which their steps towards a regular and systematic treatment of higher education matters could be characterized as a coherent and targeted policy, or even a strategy, although moves in that direction had obviously become increasingly widespread. (2008, p. p. 17-18).

Teichler's analysis seems to be comprehensive as it includes all the issues that are covered when moving towards a more systemized internationalization. The new developments in the field of internationalization of higher education have also led to the need for formulating internationalization strategies for the HEIs. The following paragraphs study in details what is meant by internationalization strategies and how to develop them.

2.2 Internationalization Strategies

The developments in the field of higher education and the increasing importance of internationalization as a response to these developments especially in the increasingly globalizing world have urged universities' leaders to develop their strategic thinking about their internationalization activities to adapt with the new developments. This tendency has also been extended to the governments. On one hand, internationalization on the national and institutional levels can no longer be carried out on casuistic and ad-hoc basis. Knight says that the growing interest has been translated into the active development of policies, programs and infrastructure at institutional and government levels (2001, p. 228). There is a high need to organize, systemize, and institutionalize internationalization and furthermore, prepare its needed requirements and infrastructure. Governments, on the other hand, need to develop national policies that encourage and promote internationalization at the institutions. Hence appeared the term 'internationalization strategy' to plan and organize the international activities. According to Knight, the term *internationalization strategies* was deliberately used to go beyond the idea of international activities (2004, p. 13).

Since universities and governments with their academic, political, and historical backgrounds and cultures remarkably differ, so do the internationalization strategies. Therefore, there is a substantial diversity of internationalization strategies around the world. National policies for the internationalization of higher education are powerfully influenced by history and geographical location. They intersect along many dimensions with other areas of political and social, cultural and economic policy (Luijten, Kontigiannopoulou-Polydorides, van der Wende, and Williams, 2004, p. 249). The following paragraphs discuss what is meant by *strategy*, how to develop

it, what does it contain and gives a list of the prevailing classifications in the literature.

2.2.1 What is meant by a strategy?

Strategy, by definition, is "a plan of action designed to achieve a particular goal" (from Wikipedia website[8]). The Oxford Dictionary (the 7th edition) gives two related definitions: "(1) a plan that is intended to achieve a particular purpose (2) the process of planning something or putting a plan into operation in a skillful" way. It is also defined as "the mean or the tool by which objectives are consciously and systematically pursued and obtained over time[9]". In all these definitions, there are goals or aims coupled with a plan to achieve them. How can this be applied on strategies of internationalization?

Each university is different and unique in what it represents and how it does things. No 'uniform strategy' can fit even two universities in the same country. Rooijen, Wauters, and Arlettaz have highlighted this issue. Rooijen says that:

> All higher education institutions are unique. Like human beings, not one HEI is fully identical to one another. Some might resemble each other to a certain extent in their basic features, and for convenience sake we may wish to group them together, but unless one truly understands the individuality of one's institution, it will be impossible to formulate effective strategies and policies. (2008, p. 2).

Wauters and Arlettaz say:
> There are as many university international strategies as there are institutional profiles and contexts in Europe, which means that there is not one single recipe applicable to all that could be presented here. Each institution should define for itself its international priorities, which actions to take, and at which pace. (2009, p. 2).

There are a group of issues that should be clarified in order to start with the internationalization strategy. Davies, in this regard, argues that it would seem to be logical that a university espousing internationalism have clear statements of where it stands in this respect. He suggests few issues when integrating an internationalization dimension in the mission statement which is the main strategic paper of the university (1992, p. 6):

- Why does it espouse internationalism?

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[8] http://en.wikipedia.org/wiki/Strategy. Accessed on September 9th 2009.

[9] http://www.easy-strategy.com/strategy-definition.html. Accessed on September 9th 2009.

- What is the scope of internationalism?
- Are there particular focal geographical points for a university's international endeavors?
- Is internationalism to be a thoroughly pervasive part of institutional life or essentially marginal in nature?
- Is the mission explicit in terms of student outcomes, capabilities, etc?

It is interesting how Davies uses here the term 'internationalism' instead of 'internationalization'. Bernardo (2002, p. v[10]) describes the term 'internationalism' as "the ethos of international cooperationism and the appreciation of an international quality". He also observes (2002, p.6) that "internationalism as a principle or value can be construed as being in opposition to parochialism". For Jones, internationalism "refers to the promotion of global peace and well-being through the development and application of international structures" (1998, p.143. In Lewis, 2007, p. 15).

An internationalization strategy should be part of the university's overall strategies. According to Kehm and Teichler, together with the shift of actual internationalization strategy, policies, and activities from a marginal to a central issue in higher education institutions, one can surely speak about a "*mainstreaming of internationalization*" (Hahn, 2004, p. 123 In Kehm and Teichler, 2007, p. 262). The components of these strategies should enjoy a high level of harmonization to serve the aims and objectives of the university.

> The international strategy and policies will need to be based on the overall vision for the institution and underpin the strategic objectives. The international strategy should not be a strategy in its own right, but should be a tool to achieve the broader objectives. At the same time, the international vision and strategies can enrich the overall university aims. This requires a planning process that allows for a dialogue between the overall strategy, international strategy and of course other university strategies. This is not always the case at HEIs. The effectiveness of the institution's strategic planning however very much depends on this ongoing synergy between the different parts of the strategic planning process. (Rooijen, 2008, p. 10).

Universities, nowadays, range between those which haven't thought of an internationalization strategy as a qualified paper (mainly in the developing countries) to those which are in the process of reviewing and modifying their old strategies. Developing a strategy for the internationalization process of an institution will

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[10] The full reference for the published Bernardo article can be found in the Bibliography. However, the page numbers cited above are from the electronic version of Bernardo, A. B. (2002) International Higher Education: Models, Conditions and Issues, PASCN Discussion Paper No. 2001-12 at http://pascn.pids.gov.ph/DiscList/d01/s01-12.pdf. Accessed on April 5th 2008.

inevitably help this institution define its objectives, the means and methods of achieving them and its desired outcomes rather than having them only in the heads of the decision-makers. Wauters and Arlettaz (2009, p. 6) argue, an institution has to identify firstly its profile, strengths and weaknesses, and secondly its priorities for the forthcoming years regarding education, research, service to the community, etc., depending on the specific situation of this institution.

Therefore, a strategy helps at two levels. On one level, all of these activities will be serving a defined and consensual aim. On the other level, they will go in harmony with the other strategic aims and objectives of the university. This enhances the mainstreaming effect. It is worth mentioning here that an internationalization strategy, or any other kind of strategies, can't be a permanent strategy for the institution. The continuous changes from the outside and the inside necessitate a regular change and update of the strategy. However, one might ask, if the internationalization activities and strategies have been mainstreamed with the other institutional strategies, what is the value of having an independent strategy for internationalization? it is difficult to answer this question as it needs research on different universities at different level of their internationalization.

2.2.2 Internationalization Strategies: How?
Robin Middlehurst (2008, p. 6) talks about central ingredients for the development of a strategy. These are the answers to the following questions: 'Why are we doing internationalization?', 'How is internationalization understood?', 'What are the core elements of internationalization or might be for an institution?' These questions stem from the core logic of developing a strategy. Therefore, reflecting on them will help identify new ideas. However, many universities especially in the developing world haven't developed internationalization strategies, yet they are highly involved in internationalization activities (e. g. the two case studies of this research; Al Baath University in Syria, and the University of Jordan in Jordan). Therefore, one might ask what the benefit behind having an internationalization strategy is. This research compares between the above-mentioned examples with the other case studies; Kassel University in Germany, which developed a strategy, and Humboldt University in Germany which is in the process of developing one (as of February 2010).

An interesting answer to this question comes by Middlehurst's (2008, p. 6) analysis of Knight (2003) of how institutional approaches to internationalization are changing. Middlehurst argues that "a differentiating factor is that institutions are now actively seeking to *integrate* what may have been disparate international activities into a holistic approach to internationalization, contained in a strategy for internationalization, linked to institutional mission and planning". Since internationalization strategy of an institution of higher education, according to Fielden (2008, p. 8), overlaps with the different tasks of that institution, having this strategy would facilitate and organize the process and involve the different actors and gradually, internationalization will be integrated in the university.

> If the institution has taken an integrative and sustainable approach to internationalization, then a very broad range of policy and procedure statements would be implicated ranging from quality assurance, planning, finances, staffing, faculty development, admission, research, curriculum, student support, contract and project work, and so forth. (Knight 2004, p. 16).

DU is also heavily involved in internationalization. Nevertheless, as mentioned in the introduction of this thesis, the internationalization situation like its fellow regional universities follows certain agendas and policies that exist in the heads of its management. There have been lessons learned from the past that help understand the university direction. What are the activities, how to deal with them, how many at a given time and what is the division of labor are difficult questions that have no clear answers. This absence of transparency and clear direction create a vague environment and negatively affect the work.

One can argue also that having these unwritten agendas and policies makes it not well thought through whether to do everything at the same time, whether the IO can do all these things simultaneously especially that the concept of division of labor is not at all defined and the labor is usually divided on an ad-hoc basis giving most of the work to the DICR. Not having a strategy has some weaknesses. One weakness might be that it is never known how successfully an activity can be done by the IO. Another weakness also could be that people wouldn't be aware of the question how to affect the institution's international approach or the normal life of the institution. This might lead to some tensions and inconsistencies or imperfections in the work. Therefore, in a way, the comparative study of the different IOs, aims to explore the weaknesses of not having a strategy with what it means to have one.

A high need is felt by DU leadership to order and organize these activities and therefore have clear aims and objectives. This, in turn, is a direct appeal for a 'strategy'. This would apply to the other two universities which haven't developed their internationalization strategy (Al Baath and the Jordanian). Another indicator that should not be neglected is that most of the developed universities are either in the process of developing a strategy or have already developed it. Therefore, universities in the developing world should pave the way for the creation of such strategies by establishing the appropriate ground and culture rather than being obstructed by the question whether to have an internationalization strategy or not.

Therefore, introducing a new strategy that involves clearly defined roles for the different actors in addition to requiring certain commitments from them is not an easy job. Any change process is usually faced with resistance. The new ideas and philosophies of the work and function of the university in the field of internationalization must be entrenched in the culture of the university or as Bartell describes the internationalization of universities as a university culture-based framework (2003). Organizational culture has been recognized as a key component in the organizational change literature. "To be successful, a company's culture needs to support the kind of business the organization is in and its strategy for handling this business" (Tichy 1982, p.71. In Bartell, 2003, p. 52).

When thinking and developing an internationalization strategy, the notion of isolationalism and getting ideas from the inside only wouldn't help. The experiences of fellow universities provide a rich resource to learn from. These experiences enrich the ideas of those who are in charge of working and developing the strategy, saving their time and efforts, or, in other words, help them avoid reinventing the wheel. Middlehurst (2008, p. 11) stresses this point highlighting the following six areas for the analysis of other universities. These are:

• Providing benchmarking data
• Offering competitive information and indicators
• Suggesting collaborative possibilities and opportunities
• Identifying national priorities that may suggest research or program niches
• Alerting institutions to regulatory issues and barriers
• Identifying risks

It is true that the experiences of other universities in developing their internationalization strategy along with the available outcomes form a rich source or a primary checklist for what should be done. However, national and institutional contexts and specificities must not be neglected. Here the issue of national and institutional identity should be taken into consideration and dealt with carefully.

Another important aspect that should be taken into consideration is that the internationalization strategy of an institution should be flexible to correspond to the different motives and ideas of the different actors of the different divisions of the institution. Moreover, it should be more realistic than ambitious and distribute the work according to the abilities of those who will do the job.

Middlehurst and Coelen highlight some precautions in the process of developing the internationalization strategies. Middlehurst on one hand stresses that:

> The plan needs to be situated in relation to the climate of the institution as it stands: a vision for internationalization may be aspirational, but the plan needs to be grounded in reality. It needs to be built on careful consideration of the readiness of individuals, departments or faculties to implement the plan, as well as the practical issues of capacity and resources. (2008, p. 15).

Coelen, on the other hand, focuses further on the differences among the faculties and departments of the same institution hinting for best practices and success stories. He says:

> No matter how uniform the intention of the institutional leadership, translation into reality at the operational level will differ greatly from faculty to faculty and from discipline to discipline. A good internationalization strategy will therefore allow for these differences, and where possible take advantage of this uneven playing field, such as implementing 'best practice' dissemination, or spending limited resources on those areas with the highest probability of success. (2008, p. 5)

Developing an internationalization strategy, taking the complexities and the different motives and drivers into consideration, is not an easy job. To come up with a 'working' strategy needs to receive direction from the management, commitment by the actors, transparency and mainstreaming with the other strategies of the university. Knowing that the field of higher education is always changing and so is internationalization, thus the preparation of the university's internationalization strategy format should be flexible yet firm enough to deal with the new changes and developments. Developing an internationalization strategy takes time and its validity should be for at least three years-during which many things might happen- before being subject to revision.

2.2.3 Institutional Approaches to Strategies of Internationalization

In the first part of this chapter, the many and diversified rationales to internationalization have been discussed. A given higher education institution having its set of rationales to internationalize would need an approach and a policy or strategy for its internationalization. As the rationales of internationalization can vary, so can the approaches and strategies. Knight says that

> An approach is different from a definition. Even though different countries or even institutions within a country may hold a common interpretation or definition of internationalization, the manner in which they address the implementation of internationalization is very different because of priorities, culture, history, politics, and resources an approach to internationalization reflects or characterizes the values, priorities, and actions that are exhibited during the work toward implementing internationalization. (2004, p. 18).

Having said that, she suggests that any approach adopted by an institution is a changing approach by nature as priorities, actions and other factors affecting internationalization keep changing in our rapidly changing world and so does internationalization accordingly.

Knight (1999), (2003a), (2004), Knight and de Wit (1995), (1999), and de Wit (2002), as two of the main researchers in this field, have extensively studied the different approaches to internationalization. These approaches have always been developing in reaction to the brisk developments in the field of higher education. This research adapts the approaches identified by Jane Knight (2004) since they are the newest and they are broad enough to cover the diversity of the different universities and their perspectives of internationalization. These approaches are:

- **The Activity Approach:** Internationalization is described in terms of activities such as study abroad, integrating an international dimension in curriculum and academic programs, institutional linkages and networks, development projects, and branch campuses.
- **The Outcomes Approach:** Internationalization is presented in the form of desired outcomes such as student competencies, increased profile, more international agreements, and partners or projects.
- **The Rationale Approach:** Internationalization is described with respect to the primary motivations or rationales driving it. This can include academic

standards, income generation, cultural diversity, and student and staff development.

- **The Process Approach:** Internationalization is considered to be a process where an international dimension is integrated into teaching, learning, and service functions of the institution. This can be described as the most comprehensive approach to describing internationalization and it is reflected in the 'working definition of internationalization' developed by Jane Knight and defines best internationalization process. (Knight and de Wit 1995, p. p. 16-17, de Wit, 2002, p. p. 117-118).

- **At Home Approach:** Internationalization is interpreted to be the creation of a culture or climate on campus that promotes and supports international/intercultural understanding and focuses on campus-based activities and emphasizes on receiving international students and staff.

- **Abroad (cross border) Approach:** Internationalization is seen as the cross-border delivery of education to other countries through a variety of delivery modes (face to face, distance, e-learning) and through different administrative arrangements (franchises, twinning, branch campuses, etc). Knight doesn't mention here the idea of sending own students and staff abroad.

Internationalization at DU and the other four studied institutions is a continuous process as declared by their senior managers (not ignoring the other approaches, since they exist at different levels). This research agrees with Jane Knight and Hans de Wit that the process approach is the most comprehensive approach of internationalization as it looks at it as a process that includes the initiatives of activities as well as the organizational tools that insure a smooth implementation of the activities. It, therefore, adapts the process approach to internationalization.

2.2.4 Types of institutional strategies of internationalization:

Studying the literature about internationalization strategies leads to a confusion due to the diversity of terminology used by different researchers. Another aspect of confusion is that most researchers depict internationalization strategy as a group of activities that differ from one institution to the other. The international activities that a given HEI is doing or aims at doing in the near future are grouped in a set to be the

main part of the internationalization strategy. These groups of activities substantially differ in different countries according to what is seen as priority and to the different social, academic, historical, backgrounds. However, the universities in a given country usually have certain degrees of similarities in their strategies. This might be due to the national framework that imposes certain policies on the HEIS or because the universities in one country follow the same laws and regulations. All the universities in the UK, for example, would focus in their internationalization strategies on attracting international fee-paying students. To which level is the institutional strategy specific is another question that needs further research for those who are interested in studying these similarities and differences. Therefore, it is not logical to assume that internationalization strategies of universities are 100% different from each other, especially in one country or group of countries that follow certain policies. Similarities do exist but with varying levels.

Many researchers in the field of internationalization of higher education have approached the development of internationalization strategy by classifying the different activities. Each one of them has developed the strategy and classified the activities depending on a specific thematic configuration. The following pages list chronologically the prevailing classifications in the literature of these strategies. The aim behind listing what have the researchers classified as internationalization strategy is to widen the horizon of knowledge of what universities around the world do as internationalization activities to be able to form the conceptual framework and to facilitate the analysis.

In her report on a OECD/CERI study, that focuses on internationalizing the curriculum, Marijk Van der Wende states that internationalizing the curriculum together with student and staff mobility constitute the three central and interrelated elements in the implementation phase of the process of internationalization (1996, p. 187).Van der Wende doesn't present a comprehensive list of activities as part of an internationalization strategy. She talks about three indicators and describes them as 'must-have'. However, she doesn't specify what the corresponding activities are. Her three indicators are a clear example of the different perspectives of institutions and researchers of what are the most important indicators or activities. In DU, these three indicators do not come among the top important ones. The internationalization of

curriculum comes at the bottom of the list. This might be explained by the current experiences and the existing laws and regulations[11].

Another, though national but interesting, list is presented by Hahn and Teichler (2005, p. p. 43-45). This list includes activities that were initiated as a part of a strategy when in the mid-1990s, concerns grew that Germany might lose ground as a key hosting country in Europe for internationally mobile students, in particular for the internationally mobile, highly talented students. The concerns also included the brain drain of talented doctoral students and young researchers in the areas of science and engineering who are opting for study and academic work in the US. Therefore, the Federal Ministry in charge of higher education called for reform, that can be described as strategic, to strengthen the attractiveness and competitiveness of the German site for higher education and research (BMBF, 1997 in Hahn and Teichler, 2005, p. 43). The German Academic Exchange Service (DAAD) launched the 1st action scheme S*trengthening the Attractiveness of the German Space for Higher Education and Science*. Its main objectives were:

- The development of attractive study programs for foreign students;
- The increase of academic recognition
- The improvement of procedures concerning admission and regulations for entry, residence and work permits for foreign students and scientists;
- The enhancement of language issues; and
- The development of German international marketing of higher education. (p. 44).

Subsequently, in 1997, the DAAD introduced new funding schemes to support, among others, the development of internationally-oriented study programs, mainly international Master programs. In a second action scheme in 2000, the DAAD emphasized three targets:

- Strengthening the international attractiveness of higher education and research;
- Creating a hospitable and service-oriented general framework for foreign students, graduates and scholars; and
- Developing a professionalized system of international marketing of German higher education and research. (p. 44).

It is interesting to see how the DAAD, the German organization for higher education, has responded, over the years, to the developments and changes that were taking place in the world and how these action schemes reflected the need of Germany in the

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[11] Teaching, by constitution, must be provided in Arabic at all levels of education.

increasing competition in the field of higher education. These action schemes show how flexible a strategy is that always reacts to what is happening.

In the third action scheme *Towards the Internationalized University*, the DAAD suggested in 2004 emphasizing "quality through internationality" by concentrating on five major strands of actions, namely:

- Providing internationally attractive study programs and research within Germany or abroad (international study programs, structured PhD programs in Germany, provision of study programs in other countries by German higher education institutions);
- International knowledge acquisition by young German researchers (study period abroad as a standard element of regular study programs, internationalization of the curricula, improvement of the grant systems for students and researchers, establishment of reintegration networks against brain-drain);
- Creating efficient structures and framework conditions (quality orientation in the admission of foreign students, development of a counseling, tutoring and supervision culture, professionalizing international management, modernizing immigration law.);
- Overcoming language barriers (both improving German as a foreign language provision and extending foreign language teaching for German students); and
- Professional marketing to attract the best talents worldwide (DAAD 2004. In Hahn and Teichler, 2005, p. p. 44-45).

The third action scheme differs from the second in two respects. First, higher education should also become more strongly international for this not going abroad ('internationalization at home'). Second, a stronger emphasis is placed on 'going global': global competition is emphasized, and steps are suggested towards a global 'brain gain'-policy.

It would be useful to evaluate the outcomes of these actions initiated by the DAAD and to study whether they have achieved what they opted for. However, from a general point of view and looking at the higher education map in the world, it is clear how Germany has improved position as a target study-country for international students especially with the success stories of the English-taught programs. In Syria for instance, the students who went to Germany to pursue their higher studies has risen from 350 in 2000 to 1250 in 2009. Though very small number, it is indicative of the plan's success. The increasing tendency by the Syrian students to study in Germany reflects the image of the German higher education in one of the developing countries. This image that led the MHE to sign an agreement with DAAD to regulate sending Syrian students to German Universities.

The DAAD action programs, as well as various governmental policy papers and measures, suggest that the German internationalization policy aims on the one hand at strengthening and extending measures already in place before the mid 1990s, namely:

- Increasing public expenses for international cooperation and mobility;
- Offering national programs to support these activities rather than providing higher education institutions with basic funds to run their own international activities;
- Enhancing the study conditions for foreign students, graduates and scholars; and
- Improving the legal frameworks affecting international dimensions of higher education and research.

Consequently, a range of new proposals and measures were observed:

- Introducing a stage system of study programs and degrees, a credit system and an accreditation system in order to foster internationalization of higher education;
- Expanding the number of study programs taught in a foreign language (notably English);
- International marketing of German higher education;
- Export of German study programs; and
- Taking measures for brain gain. (p. 45).

Hahn and Teichler comment on the above named policies as policies that can be viewed as efforts to broaden the repertoire of internationalization activities of higher education: well established activities are extended, and new activities are added (Hahn and Teichler 2005, p. 45). These policies are very good examples and can serve as a guide for other countries with taking into consideration the specificities of that country. They form a very rich resource for those who are involved in developing internationalization strategy both on the national and the institutional levels.

Jane Knight and Hans de Wit argue that in the process approach, the many different activities identified as the key components of internationalization are divided into two major categories: '*Program strategies*' and '*organizational strategies*' where the program strategies, on one hand, refer to those academic activities and services of a university/college which have an international dimension. The organizational strategies, on the other hand, include those initiatives which help to ensure that those international activities are institutionalized through developing the appropriate procedural and administrative systems (Knight and de Wit, 1995. p. 17). Knight and de Wit state that:

> Even if there is an increasing number of academic programs and activities, if they are not underpinned by a permanent organizational commitment and structure they may die when supporters leave the institution, resources become scarcer, or new priorities emerge. Internationalization needs to be entrenched into the culture, policy, planning, and organization processes of the institution so that it is not marginalized or treated as a passing

fad. Giving equal attention to the program strategy and the organizational strategy as well as differentiating between the two, is essential. (1995, p. 20).

Jane Knight identified the most common program and organizational strategies in 1999 and updated them in 2004 (tables 2.3&2.4). Knight's strategies have been adapted by Hans de Wit (2002) as well. They have classified them into *academic programs, research and scholarly collaboration, domestic and cross-border and extracurricular* as 'program strategies', and *governance, operations, services, and human resources* as 'organizational strategies.

In these tables Knight and de Wit provide us with a comprehensive list of the elements that build an internationalization strategy. Most of the researchers who wrote about internationalization strategy agree with Knight and de Wit that all these activities can be part of a strategy of internationalization and that these activities don't exclude one another and that it is almost impossible for an institutional strategy to include all of them. On the other hand, this table is a good resource for strategy makers and for universities' managements since it covers a wide range of activities that are described as international. However, this list might be subject to continuous add-up and more diversification especially when applied by higher education institutions from different parts of the world and where the specificities whether historic, cultural, legal, or political, play a role in how different institutions deal with these different activities.

Table 2.3 Program and Organizational Strategies of Internationalization

Program Strategies	**Academic Programs**	**A.** Student oriented programs, Student mobility schemes, Student Exchange Programs, International students, Work-internship-study abroad, and Study visits **B.** Staff-oriented programs, Faculty-staff mobility programs for teaching, Visiting lecturers-staff for teaching, and Joint and double appointment for teaching **C.** Curriculum development programs, Internationalization of the curriculum, Foreign language study, Local language and culture training, Area and international thematic studies, Teaching-learning process, Joint and double degree programs, and Summer programs and universities
	Research and Scholarly Collaboration	**A.** Ph. D.-oriented programs, International Ph. D. students, and Ph. D. student mobility **B.** Staff-oriented programs, Faculty-staff mobility programs for research, and Joint and double appointment for research **C.** Research development programs, International research projects, International research agreements, International conferences and seminars, International publishing and citation, Area and international theme centers, and Joint research centers
	Technical Assistance	**A.** Student-oriented programs, Student-scholarship programs (South-North), and Student-oriented training programs (North-South) **B.** Staff-oriented programs, Staff training scholarship programs(North-South), and Staff-oriented training programs (North-South) **C.** Curriculum-oriented programs, Institution-building programs, and Curriculum-development programs
	Export of Knowledge (inward)	Recruitment of international students for economic reasons, Development of special profit-based courses and programs for international students, and Development of postgraduate training programs for the international market
	Transnational Education (outward)	Offshore programs and campuses, Distance education programs, Twinning programs, Branch campuses, Franchise arrangements, Articulation programs, and Virtual, electronic, or web programs and institutions
	Extracurricular Activities	Student clubs and associations, International and intercultural events, and Community-based projects and activities, intercultural and international alumni programs
Organizational Strategies	**Governance**	Expressed commitment by senior leaders, Active involvement of faculty and staff, Articulated rationale and goals for internationalization, and Recognition of an international dimension in mission statement and other policy documents
	Operations	Integrated into institution wide and department planning, budgeting, and quality review systems, Appropriate organizational structures, Communication systems (formal and informal) for liaison and coordinator, Balance between centralized and decentralized promotion and management of internationalization, and Adequate financial support and resource-allocation systems
	Support Services	Support from institution wide service units; that is student housing, registrariat, counseling, fundraising, etc, Involvement of academic support units; that is, language training, curriculum development, library, and Student support services for international students studying on campus and domestic students going abroad; that is, orientation programs, counseling, cross-cultural training, student advisers.
	Human Resource Development	Recruitment and selection procedures that reorganize international and intercultural expertise, Reward and promotion policies to reinforce faculty and staff contributions to internationalization, Faculty and staff professional development activities, and Support for international assignments and sabbaticals

Source: Knight, 1999. In Hans de Wit (2002, p. p. 122-125).

And in 2004, she updated this list to the following:

Table 2.4 Strategies of internationalization

Program Strategies	**Academic Programs**	Student exchange programs, Foreign language study, Internationalized curricula, Area or thematic studies, Work/study abroad, International students, Teaching/learning process, Joint/double-degree programs, Cross-cultural training, Faculty/staff mobility programs, Visiting lectures and scholars, and Link between academic programs and other strategies.
	Research and Scholarly Collaboration	Area and theme centers, Joint research projects, International conferences and seminars, Published articles and papers, International research agreements, Research exchange programs, and International research partners in academic and other sectors
	Domestic and Cross-border	Community-based partnerships with nongovernment organization groups or public/ private sector groups, Community service and intercultural project work, and Customized education and training programs for international partners and clients. Cross-border: International development assistance projects, Cross-border delivery of education programs, (commercial and non-commercial), International linkages, partnerships, and networks, Contract-based training and research programs and services, and Alumni-abroad programs.
	Extracurricular	Student clubs and associations, International and intercultural campus events, Liaison with community-based cultural and ethnic groups, and Peer support groups and programs.
Organization Strategy	**Governance**	Expressed commitment by senior leaders, Active involvement of faculty and staff, Articulated rationale and goals for internationalization, and Recognition of international dimension in institutional mission statements, planning, and policy documents.
	Operations	Integrated into institution-wide and department/college-level planning, budgeting, and quality review systems, Appropriate organizational structures, Systems (formal and informal) for communication, liaison, and coordination, Balance between centralized and decentralized promotion and management of internationalization, and Adequate financial support and resource allocation systems.
	Services	Support from institution-wide service units, i.e., student housing, registrariat, fund-raising, alumni, information technology, Involvement of academic support units, i.e., library, teaching and learning, curriculum development, faculty and staff training, and Student support services for incoming and outgoing students, i.e., orientation programs, counseling, cross-cultural training, visa advice.
	Human Resources	Recruitment and selection procedures that recognize international expertise, Reward and promotion policies to reinforce faculty and staff contributions, Faculty and staff professional development activities, and Support for international assignments and sabbaticals.

Source: Knight (2004. p. p. 14-15) and Knight (2005, p. p. 22-23).

However, it is not clear why they call them strategies on one hand since each one of them could be only a single component in a comprehensive institutional strategy. On the other hand, it is also confusing why they call the first category as 'programs'. The word 'program' implies that there is something highly organized and regular while the 'program strategies', as they use them, don't hold that aspect. Their use of these words is misleading.

Zha Qiang, based on a review of the literature, presents what he calls elements of internationalization under the title "strategies of internationalization". He says that these elements have been identified since they play an important role in the

internationalization process (Harari, 1989; Audas, 1991; Aigner et al, 1992; Norfleet &Wilcox, 1992; Scott, 1992; Francis, 1993; Knight, 1994a). In most cases the elements are different types of academic activities, e. g. student/faculty exchanges, internationalizing the curriculum, and recruiting/hosting international students. In other cases organizational factors such as policy statements, annual planning and review systems are identified as the elements. So Qiang differentiates what he, Knight and de Wit called as organizational activities but keep calling them elements.

> Differentiating between academic and organizational elements is essential. By only focusing on the academic or program activities one can overlook the process issues, which are important to ensure that the different activities reinforce each other, that they become central to the mission of the institution. Internationalization must be entrenched in the culture, policy, planning and organizational process of the institution so that it can be both successful and sustainable (Qiang, 2003, p. p. 257-258).

According to Qiang, tables 2.5 and 2.6 provide summaries of the important elements identified by many researchers. In most cases the researchers haven't categorized the elements as an academic/program activity or as an organizational procedure.

Table 2.5 Summary of Organizational Elements of Internationalization

Governance	Expressed commitment by senior leaders
	Active involvement of faculty and staff
	Articulated rationale and goals for internationalization
	Recognition of international dimension in mission statements and other policy documents
Operations	Integrated into institution-wide and departmental planning, budgeting and quality review systems
	Appropriate organizational structures
	Communication systems (formal &informal) for liaison and coordination
	Balance between centralized and decentralized promotion and management of internationalization
	Adequate financial support and resource allocation systems
Support Services	Support from institution-wide services units, i. e., student housing, registrariat, counseling, fundraising, etc

Source: Qiang (2003, p. 258)

Table 2.6 Summary of Academic/Program Elements of internationalization

Academic programs	Student exchange programs, Foreign language study, Internationalized curricula, Area or thematic studies, Work/study abroad, International students, Teaching/learning process, Joint and double degree programs, Cross-cultural training, Faculty/staff mobility program, Visiting lecturers and scholars, and Link between academic programs and research, training and development assistance.
Research and Scholarly Collaboration	Area and theme centers, Joint research projects, International conferences and seminars, Published articles and papers, International research agreements, Researcher and graduate student exchange programs, International research partners in academic and other sectors, and Link between research, curriculum and teaching.
Extra-curricular activities	Student clubs and associations, International and intercultural campus events, Liaison with community-based cultural groups, Peer groups and programs, Alumni development programs, and Social, cultural and academic support system.
External Relations and Services (Domestic& Offshore	Community-based partnerships and projects with non-government groups or private sector companies, International development assistance projects, Customized/contract training programs offshore, Link between development projects and training activities with teaching and research, Community service and intercultural project work, Offshore teaching sites and distance education, Participation in international networks, and Offshore alumni chapters.

Source: Qiang (2003, p.p. 258-259)

Robin Middlehurst is another researcher who gives another classification that uses a different logic in sorting out the activities. Unlike Knight and de Wit, Middlehurst classifies them as *movement of people, international projects, mobility of programs,* and *mobility of providers* as 'internationalization abroad' (table 2.7) and *curriculum, programs, research, teaching and learning process, and services* and *extracurricular activities* as 'internationalization at home' (Table 2.8). These two lists by Middlehurst seem comprehensive in that they cover most of the themes of internationalization. It is sometimes hard to demarcate what she describes as 'internationalization abroad' and 'internationalization at home' in that in some of the themes, they might overlap (like: Joint faculty appointment, partnership with business, development of international companies, exchange of curriculum resources and learning materials, distance and e-learning programs,….etc). What applies to the other classifications by the other researchers entirely applies to Middlehurst's classifications; not all of them can be carried out by a single institution and not all of them apply to the different institutions. As mentioned earlier, this study is the first of its kind to shed the light on the issue of internationalization in a Middle Eastern country. This area lacks research in this part of the world. What constitutes the top internationalization priorities for HEIs in the Middle Eastern countries dramatically differ from those in the European, or let say Western, countries where the quoted researchers in this study come from. Franchise, development of international companies, establishment of branch campuses abroad, and of course those which are specific to the European contexts like Compliance with

national and European legislation are examples of such themes. Maybe, research in the Middle East area is needed to come up with a list of activities or indicators of internationalization that suit the contexts of the universities in this part of the world.

Table 2.7 Internationalization abroad

Movement of people	• Recruitment of international students • Strategic alliances/partnerships with overseas institutions • Staff and student exchange programs • Development of alumni networks • Joint faculty appointments • Opportunities for international volunteering, work or study placements
International projects	• Academic and research co-operations and partnerships • Participation in EU research projects (through Framework programs) • Publications with international partners • Partnerships with business • Development of international companies
Mobility of programs	• Joint programs • Overseas consultancy and development • Franchise • Exchange of curriculum resources and learning materials • Distance and e-learning programs • QA and validation • Twinning arrangements
Mobility of providers	• Establishment of branch centers abroad • Establishment of branch campuses abroad • Establishment of new institutions in collaboration with local providers • Development of regional offices (for market intelligence and permanent presence of the university abroad)

Source: Robin Middlehurst. Internationalization Handbook 1.1-1, (p. 8).

Table 2.8 Internationalization at home

Curriculum, programs, research	• Internationalization of the curriculum (integration of international perspectives, international relevance) • Study abroad opportunities and study visits • Implementation of Bologna process • Development of courses attractive to international students • Internationalization of research • Encouraging acquisition of language skills • Provision of specialist or tailored support for international students (induction, support, advice) • English-language teaching • Study skills for international students • International foundation programs
Teaching & learning process	• International recruitment of staff (teaching & research) and of students • Embracing different pedagogical cultures to ensure that teaching is sensitive to students' educational contexts • Staff development on intercultural understanding
Services & extra-curricular activities	• Improvement of current provision of international student facilities • Encouragement of international students to participate fully in the social and cultural life of the university • Compliance with national and European legislation • Commitment to equality and diversity • Implementation of Lisbon convention for the recognition of foreign qualifications

Source: Robin Middlehurst. Internationalization Handbook 1.1-1, (p. 9).

The classifications of Knight, de Wit and Middlehurst among the others, though depend on different logics, they neglect the question "who is doing what?" this

actually holds true for all the researchers. As far as this study is concerned, the idea of division of labor is quite important especially for the IO and the question of what should the role of this office in the overall internationalization process be.

One can go on studying the literature to explore how different researchers and practitioners in the field of internationalization of higher education classify and define internationalization strategies, activities, programs, elements, forms, and so on. It is clear from the examples used above that the international activities are classified, looked at and categorized in different ways and using different logics not neglecting that the researchers are wearing different caps while they were classifying the strategies. This consequently leads to different perspectives. Moreover, coming from different countries and at different times have led to different prioritization of the activities that serve as part of the internationalization strategies of their institutions. This change is most likely going to escalate in the years to come.

It is understandable that the researchers, who come from highly diversified backgrounds, prioritize the internationalization activities and develop or comment on internationalization strategies, have all these diversified points of view. None of the researchers comes from a Middle Eastern background where, though very different among the various Middle Eastern countries and universities, internationalization, international activities and internationalization strategies most likely follow different logics from those prevailing in the developed world and especially in Europe. For example, in the developing countries, internationalization means mobility mainly from the South to the North. It means transfer of knowledge that follows the opposite direction; North-South. It is more learning than it is sharing and exchanging. "Internationalization is a two-way street" (Altbach and Knight, 2007, p. 291).

An internationalization strategy can include any different sets of activities. The choice of these activities depends on the needs of an institution and how it prioritizes its internationalization activities not neglecting, of course, what internationalization means to this institution in the first place. For a given set of activities, there must be a corresponding set of organizational and financial procedures or measures that ensure the implementation of those activities. Therefore, for any university that develops its internationalization strategy, it is crucial to reach a decision on which activities to

include and what the suitable organizational procedures are. According to Gacel-Avila, the existence of successful programs without an organizational structure to support and facilitate them is not feasible. (2009, p. 8).

Another clear observation from studying the literature on internationalization strategies is the confusion made by using different terminology by different researchers to the extent that one might misunderstand what is meant by the term as more than one term sometimes describe one thing. Knight, for example, interchangeably uses the terms 'strategies' and 'elements' to describe the above mentioned program and organizational strategies that are listed in tables (2.3) and (2.4). Knight and de Wit (1995, p. 17), and de Wit (2002, p. 121) claim that the meanings, definitions, approaches and rationales demonstrate the various elements that play a role in the internationalization process. De Wit continues that these elements are described in a variety of different ways: mechanisms, facilitators, activities, barriers, factors, and strategies. In 1995, Knight and de Wit have used the term 'strategies' to characterize those initiatives that are taken by an institution of higher education to integrate an international dimension into research, teaching , and service functions as well as management policies and systems (p. 17). Then Knight (1999[12]) says that the initiatives that are undertaken to internationalize an institution are the activities, elements, concepts, and procedures or strategies. The use of these different terminologies is misleading and confusing. Therefore, for those who are responsible of developing an internationalization strategy for their universities, they should agree on certain terms and define them to make their strategy clear and dealing with it as easy as possible. They also need to have their terminology and definitions adapted to their institutional and/or national contexts.

2.2.5 The Components, Dimensions and Indicators of internationalization strategy

Coelen, adapting from Knight and de Wit (1999), lists some dimensions of an internationalization strategy (table 2.10) arguing that the aspects that may be more or

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[12] Source: http://www.idrc.ca/en/ev-29569-201-1-DO_TOPIC.html. Accessed on January 12th 2008.

less important in an institution at a particular time will undoubtedly vary. He labels these dimensions with the following quantifiers:

> • Essential – a 'must have' for the organization;
> • Good to have – though not essential. If you take internationalization seriously, you should have considered and implemented it;
> • Advanced – this is for organizations that are a long way down the track in internationalization and have considered and dealt with all aspects rated more essential;
> • Optional – consideration of this aspect and implementation depends on the motives for internationalization or the activities that take place, or indeed the disciplines taught in the institution (2008, p. 5).

Coelen, in his classification, presents an impressive list of internationalization dimensions. However, his labels or quantifiers might apply to a certain group of institutions but not all of them. As mentioned earlier, no one of the researchers who have worked in this field comes from a Middle Eastern country and therefore, what exists in the literature doesn't apply to that region of the world and may be also not to all the institutions in the developing countries. Taking DU into consideration, it is possible to take Coelen's dimensions as an aspiration of a future strategy.

Table 2.9 Dimensions of internationalization strategy

Essential	• The regular quality assurance program encompasses international aspects and international experts are involved in the quality assurance activities. • The cost of internationalization has been determined and sufficient funds are reserved for implementation. • The university adheres to the requirements of a code of conduct and/or relevant legislation related to internationalization. • The University Communication structures and the procedures for decision making in respect of internationalization and the division of tasks between the centre and faculties are explicitly determined (Essential) has a policy plan for internationalization. • The mission statement of the university reflects on the objective of internationalization. • Someone knowledgeable about both national and international developments in the field is responsible for internationalization.
Good to Have	• Outbound students are supported through information prior to departure to ensure they are well prepared and know what to expect. Where possible, language and culture program are available. • International students are inducted into local and institutional cultures, and where necessary remedial teaching or language instruction is available to assist international students
Advanced	• Program is internationally up-to-date and where relevant, is aligned with internationally defined professional requirements. • Study programs of the university maintain contact with foreign professional organizations and where possible determine whether professional accreditation can be achieved. • An up-to-date and comprehensive overview of all external contacts is available, the contacts are regularly evaluated for their quality and effectiveness and each partnership has an academic champion. • The University applies selection criteria to the starting of cooperation with new foreign institutions and defines the nature of collaboration in agreements. Formal collaboration must be centrally registered and approved
Optional	• International professional contacts are available to provide overseas placement or internships and these arrangements are clearly defined a priori

Source: Robert Coelen, (2008, p.p. 6-17).

Internationalization is not something that develops in isolation from the other functions and processes of the university. It involves not only the educational

stakeholders like staff, and students, but extends to the curriculum, the campus, the management, and the administrative operations of the university (as we see in the case studies). Therefore, when developing an internationalization strategy of a university, all the above-mentioned actors must be engaged in the process. Davies (1992, p. 3) points out that universities need a reasonably robust framework in which to develop their international activities, comprising clear mission, comprehensive strategies appropriate to that mission, adequate resources and effective management.

Ellingboe (1998) defines six components which are integral to more completely understanding the process applied in internationalizing the university. These components should exist at the university in order to be able to develop a strategy or as Middlehurst (2008, p.10) suggests that these could be the future aspirations to which a strategy aims for. Ellingboe's components are:

• College leadership;
• Faculty members' international involvement in activities with challenges, research sites, and institutions worldwide;
• International curriculum;
• The availability, affordability, accessibility, and transferability of study-abroad programs for students;
• The presence and integration of international students, scholars, and visiting faculty into campus life; and
• International co-curricular units (residence halls, conference planning centres, student unions, careers centres, cultural immersion, and language houses), student activities and student organisations. (In Taylor, 2004, p. 151 and in Bartell 2003, p. 46). It is worth mentioning that this last component is particularly American and not a 'must' in Europe.

This component along with the others mentioned by Ellingboe can be named 'agents of success'. Having these components before formulating the internationalization strategy of an institution would help increase the success probabilities. What remains unanswered is how to incorporate them and what mechanisms should be adapted to achieve them.

In his learned lessons from four universities, the University of British Columbia (UBC), Canada; the University of Chicago, United States; the University of Uppsala, Sweden; and the University of Western Australia (UWA), Australia., Taylor (2004) suggests that an internationalization strategy should cover issues such as the development of new disciplines; development of new methods of delivery;

recognition of the importance of customer care and marketing skills; the importance of centralized management and cost benefit analysis and risk management; the application of modern technology; the importance of external funds and staff development and training; and the development of partnerships with other institutions overseas leading to the creation of inter-institutional networks (p.168).

In his results, Taylor points out the above-mentioned issues to be covered by the internationalization strategy of a university. A careful look at these issues suggests that he has combined different issues from the four different universities. The issue of recognition of the importance of customer care and marketing skills is US-oriented while cost benefit analysis is both UK& US-oriented. Therefore, these issues do not apply to all universities in neither the US and Europe nor in the developing world. Another aspect is how old, prestigious and reputable the university is in addition to where it is located, play a role in ordering Taylor's issues. Smaller and younger universities would rather focus on a different set of issues in their internationalization strategies.

Another way of looking at the components of internationalization could be the indicators that are used to measure the internationalization of a university. An institution of higher education that is thinking of having an internationalization strategy, ipso facto, might aim to have these indicators as short or long term objectives.

In Canada, the following indicators have been used since 1997 by the Association of Universities and Colleges of Canada and the Bank of Nova Scotia (AUCC 1996 to 1999), in jointly granting awards for excellence in internationalization: "International student participation; curriculum change; international partnerships; mobilizing financial; human and technological resources for internationalization; university-private sector partnerships; faculty contributions to internationalization; contribution of research to internationalization; and the contribution of university internationalization development projects to internationalization." (In Bartell, 2003, p. 58). Bartell also points out that a variety of indicators may be employed in attempting to operationalize and measure the extent or level of the process of internationalization of universities, such as:

> The number of foreign recruits and exchange students on a given campus; the number
> and magnitude of international research grants; cooperative international research

61

projects; international partnerships involving assistance to foreign universities and other institutions; university- private sector partnerships with international goals; international cooperation and collaboration among schools; colleges and faculties in a given university; the extent of international infusion in curriculum content. (2003, p 57).

These indicators give a good idea of internationalization at a given university. However, before looking at the indicators, it must be agreed upon what the internationalization activities and indicators for a given university are because a university might be highly involved in internationalization activities but scores very low against Bartell's indicators. This situation applies to universities in the developing countries (like the case studies of this study) where the internationalization indicators look different. Even within Europe, these indicators don't form a uniform set of indicators against which the universities' internationalization is tested.

One might argue here: Does having an internationalization strategy constitute a cure for all the internationalization issues of an institution? Would having a strategy solve all the problems, organize, and systemize the process and make it go smoothly? The answer to these questions needs a lot of research by those universities which adapted internationalization strategies to see how these strategies affect the overall process. However, it is not expected that in just having the strategy, things will be clear and transparent where all the disagreements and the different orientations, tendencies, preferences, and perspectives would disappear. A strategy is most likely not the magic document that makes everything smooth. Having a strategy, probably, is a step forward to achieve better results so it is a means rather than an end by itself. Taylor who studied the internationalization strategies of four universities talks about the deficiency of such strategies:

> The other area where current strategies for internationalization seem to be deficient relates to implementation and monitoring, especially the development of effective targets for activity. The development of strategies for internationalization has come a long way in recent years but still has some way to go before it becomes fully embedded in higher education. (2004, p. 168-169).

Furthermore, having a strategy is not a simple task. It requires many modifications and changes. These changes are not easy to make and lead therefore to the deficiency of the strategy. Internationalization requires organizational adaptation, that is, a process involving "modifications and alternations in the organization or its components in order to

adjust to changes in the external environment" (Cameron 1984, p. 123. In Bartell, 2003, p. 44).

Finally, it is important to stress that, like all forms of planning, the development and implementation of a strategy for internationalization is an ongoing process for any university. Dilys Schoorman (1999) wrote:

> Implementation of internationalization as an ongoing process can also be achieved through strategic planning efforts that identify both short and long-term goals. Short-term goals should be viewed not only as outcomes, but as important inputs in long-term efforts. Progress towards such goals should be monitored and the process should be modified where necessary. Emphasis should be placed on constantly improving and expanding internationalization efforts, rather than allowing current efforts to stagnate. (p. 39. In Taylor, 2004, p. 152).

2.2.6 Related Research

The study of IOs and their involvement in the internationalization process and activities of their universities hasn't been widely researched. There is actually a clear scarcity in research in this field. This could be the difficulty of combining research and practice or because policy making might differ from policy implementation. Interestingly enough, studying the literature, a similar case to this study is found where a practitioner (head of international relations of a British University) has written a Ph.D. dissertation on a related topic; *'Integrated internationalism' in UK higher education: interpretations, manifestations and recommendations'*. Another example was a young Syrian researcher who has also written a Ph. D. dissertation on the topic of strategic management of universities, taking internationalization and strategic cooperation relations among universities as themes for his research; *'Strategic Management and Globalization: The M4O and 5S Methods and International Partnerships in Universities'*. He is currently the Director of the National TEMPUS Office at the Ministry of Higher Education in Syria. The third example is a report written by John Fielden and produced by the UK Higher Education International Unit entitled: *'The Practice of Internationalization: Managing International Activities in UK Universities'*. It deals with the analysis of how the full range of international activities at UK Universities are organized and managed. This study relates directly to this study as it studies the role of the international relations offices in the management of the internationalization activities

and presents at the end a list of ten best practices for IOs. These best practices are mentioned after the practices of the four case studies of this study are presented.

The fourth contribution in this field is an EAIE book edited by Jeroen Torenbeek entitled '*Managing an International Office*'. Though this book focuses on an archetype European office of international relations, it provides very rich information and ideas for the work, function, leading, involvement, and communication of an IO. It also presents a list of the tasks and responsibilities of an IO. Furthermore, it presents three case studies written by the directors of the IOs of Graz University, Austria, Masaryk University, Brno, Czech Republic, and Helsinki University, Finland. The list of responsibilities and the three case studies are used later in this study helping to form the conceptual framework and widening the information of the case studies.

Another relative study is done by John Taylor who wrote an article on: "*Toward a Strategy for Internationalization: Lessons and Practice from Four Universities*". He studies the motivation of four leading institutions (University of British Columbia, Canada, University of Chicago, USA, University of Uppsala, Sweden, and the University of Western Australia, Australia) in seeking to develop a strategy for internationalization. Then he examines the wide range of activities and initiatives undertaken by these universities that cover teaching and learning, research, staffing arrangements, and institutional management together forming a comprehensive strategy for internationalization. Finally, the article assesses the overall input of internationalization and its importance as an influence on institutional management.

The UK report and the EAIE book form epitome examples of such kinds of studies. Their case-study institutions and a recent survey of IOs illustrate the diversity of the way that internationalization is managed in the UK and other countries. These studies conclude that there is no one model. In addition, in many institutions responsibility for implementation is spread out throughout faculties and the support departments. The UK report also comes to conclude that if a university wishes to internationalize comprehensively, it will affect almost every academic staff member, and almost every academic and administrative unit will be involved to varying extents. The report uses a survey that was carried out in Australia. Australia has given internationalization

much greater importance strategically for many years because of its great reliance on international student numbers, and the IO has a much higher profile in terms of reporting to the Vice-Chancellor, Deputy Vice-Chancellor or Pro Vice-Chancellor. Australian IOs have a wider range of functions than their UK equivalents. The prime motive for much of their work, however, still appears to be financial. The report comments on the Canadian situation where the financial motive has never been based on academic or development objectives (Fielden, 2008, p. 1).

2.3 The Role of the University Management

For any process of implementing or introducing new ideas, the university management plays the basic role in pushing them forward or stopping them. It is likely difficult for an initiative to get through without having the management approval and it is quite difficult to stop if the management wants it. Therefore, for the internationalization process, the involvement of the university management is crucial. In most cases, there are two units at the central level that deal with the internationalization issues. These are the university leadership (President, Vice-Presidents, and Provost) and the IO. They work in coordination with other central offices like the financial department and the student services but they remain the two main actors.

2.3.1 The University Leadership

Before the start of the development of the internationalization strategy, the awareness of the overall internationalization process on the first hand coupled with the belief of its benefits should exist to form the base of a sound ground for the internationalization culture. On one hand, the development of a strategy or a mission or any other institutional policy would require having a public basis among the majority of professors and administrators. On the other hand, they need a high involvement of the university leadership to push, steer, and monitor the overall process. Middlehurst comments on the importance of the involvement of the university leadership in the many different levels and steps of the university and its internationalization process. She says that:

> Leadership is needed at several levels of the institution if internationalization is to be
> taken seriously as a strategic priority and if resources are to be appropriately assigned and
> deployed. Recent studies in the UK have paid particular attention to leadership and the

65

role played by leaders at different levels of the institution, from institutional leaders such as rectors and heads of university administration, to academic leaders, professional service leaders and student leaders. Such studies have also focused in detail on the new roles that are emerging at senior levels including pro-vice chancellors (assistant or deputy rectors) for external affairs or international development, and directors of internationalization. (2008, p. p. 16-17)

Robert Coelen stresses also the role of the leadership of the university:

There is no getting around the fact that the development of an internationalization strategy requires strong support from the highest level in the institutional hierarchy. Indeed, it goes almost without saying that also beyond the institution, the governmental authorities must work to produce an environment that is conducive for internationalization. (2008, p. 5).

Coordination must exist among these bodies to ensure the smooth processing of internationalization and good results. It is interesting to study the role of the university leadership because at one level, it looks limited and controlled by the national authorities and at the other, it practices the limiting and monitoring role within the institution. The role of both authorities, if internationalization is to succeed, should play a facilitating, helpful, and encouraging role. In their capacities, they also should find solutions to the many obstacles that might appear on the way. They should provide the shop-floor 'internationalizers' with internationalization-friendly 'working environment'. The role of these authorities is determined by the national context, culture and regulations of a given country. In Syria, for instance, the Council of Higher Education (CHE) is the highest governing body of all the Syrian public Universities. However, a conflict is very apparent between the Council, that tries to impose unified tendencies on the different universities, and the Universities' Councils that would like to move using different routes and modes of action.

In addition to what have Middlehurst and Coelen said, the continuous changes and developments in the field of higher education, together with the constant shifts of rationales and priorities, universities' leaderships have also to play the role of organizing the priorities and objectives for their involvement in the different international activities.

Toward the end of the 20th century, strategic planning assumed new importance within the management of higher education at the institutional level. Driven by pressure on resources, the growth in public accountability, and the emergence of market forces influencing both teaching and research, institutional leaders have been forced to assess their activities and to prioritize for the future. (Taylor, 2004, p. 149).

On top of that, the university leadership has a very sensitive role which is dealing with the remarkable diversity of professors and staff and consequently remarkable diversity of traditions, motives, perspectives, and aims. All these factors exist within continuous and quick changes. This situation makes the job of the administration a complicated one in a complicated environment.

> Universities are complex organizations with many distinct characteristics. Their aims are often unclear; stakeholders are varied and numerous. Traditional values of autonomy and academic freedom do not lend themselves to integrated planning; institutions are staffed by diverse professionals, both academic and managerial, with varied and different aims and objectives; and universities face a rapidly changing external operating environment with many conflicting pressures and no clearly agreed-upon priorities; such an environment does not lend itself to effective planning. This places a particular emphasis on leadership in the development of institutional international strategies. (Taylor, 2004, p. 151).

Bartell (2003), who stresses the cultural basis of the university and its importance in shaping its strategies, points out that:

> The internal culture can be inhibiting or facilitator and, therefore, to enhance the effectiveness of any substantive, and not merely token, internationalization process, the leadership's role is to foster and link a culture congruent with the internationalization objective and the management of the universities, including resource allocation and control techniques.
> Effective leadership is therefore crucial in the development of a strategy for internationalization. Marijk van derWende (1999) has offered a number of other key success factors:
> • a strong link to the general mission of the universities and to its goals for education and research;
> • the trend toward more comprehensive strategies, including research and education, and many other areas of activity, including staff mobility and curriculum development; and
> • a systematic evaluation of internationalization and the development of a link between internationalization and quality assurance. (p. 67. In Taylor, 2004, p. 151-152).

Davies also stresses the idea of the leading power that should be practiced by the leadership to formulate the needed change or to, if necessary, impose it. Davies says that the strategy development and implementation require appropriate instruments of change, either to work within this culture, or to attempt to change it (1992, p. 3).

Therefore, the leadership's role is crucial to the steering and implementation of the internationalization process at the university. Taking the other responsibilities of the leadership and their role in the other tasks and functions of the university means that the job of those in the leadership is quite difficult and complicated one.

Talking about the very important role of the university leadership might carry two opposite meanings. This role might be constructive as well as destructive, and maybe obstructive to the internationalization process depending on the level of conviction that exists in the heads of the leaders. In the context of this study, the important role of the leadership is meant to have the positive and constructive characteristics. Torenbeek says it is crucial that at least one person in the institution's leadership is firmly convinced of the importance of internationalization (2005, p. 2). This person along with her/his conviction plays a role in the advancement and smooth running of international activities.

2.3.2 The International Office

The IOs have always been involved in the international activities of their universities. Actually, this is why they were established in the first place. This involvement differs from country to the other and from an institution to the other especially that they were established at different times according to different emerging needs. Torenbeek, in his study of IOs, says:

> When IOs were established in the north-Western European countries, they were mainly active in strategic planning and policy-making in addition to implementation of projects abroad. In the 1980s and 1990s they were established across Europe in order to administer the major mobility programs. These were of a much more practical character and mainly meant to concentrate on implementation not policy making. By the end of the 20th century, IOs carried strategic responsibilities in addition to their practical ones. A lot of emphasis was put on the administration of exchange programs, establishing new contacts, and setting up joint programs. Torenbeek describes this type of IO as the European archetype office. (2005, p. 3).

The role of IOs has witnessed a lot of changes and developments especially after the booming of the internationalization phenomenon and the consequent role in integrating the international dimension into the different functions of the university. However, what this role is, what the division of labor is, and how to coordinate with the other actors and bodies of the university is an area that hasn't yet attracted research. As far as the practices of IOs are concerned, they are as many as the number of these offices.

On top of that, with the increasing need to develop internationalization strategies for universities, the IOs are faced with a new challenge; their involvement in the development, formulation, and implementation of the strategy. According to Teichler (2008), many HEIs created new IOs or extended their existing ones. At most

institutions, IOs play a double role. On one hand they provide services for the regular everyday international activities, and on the other hand, they prepare and implement internationalization strategies (p. 18).

In Europe, the introduction of exchange programs like the Erasmus program for example, has also burdened the IOs with a new task. This in turn led to a discussion of the staffing and qualifications of the staff. This discussion gets reheated whenever a new initiative appears and consequent extra load is given to the IOs. This also meant that the role and function of IOs have always been subject to dramatic changes corresponding to the changes happening in the outer higher education world.

> The exact form and role-or even existence-of an IO, however, depends on political and social developments, on the nature of higher education institution, and on its approach to internationalization. The format and role are also not constant: IOs are subject to huge changes in the course of time. Their tasks and focus of attention later, their responsibilities shift, and they have to adjust to changes in institutional leadership with new priorities. (Torenbeek, 2005, p. 2).

Sabine Pendle, the Director of the IO of Graz University in Austria, commenting on this point, wrote:

> The IO is never 'finished' with regard to staff organization: the role of the director, the distribution of work, etc, are always subject to change. In short, an office that is a center of stability but with dynamic undercurrent. (In Torenbeek, 2005, p. 76).

The IO, as its name implies, is the main place for the international activities. It can't perform its tasks without good coordination with the other offices of the university. The IO can't do it alone. In a way it is a collaborative work. This fact might lead to conflicts of who should do what and whether to do more, as a manifestation of power, or to do less, as getting rid of extra work. Therefore, division of work should be clear and based on transparent criteria. Torenbeek, says that since responsibilities of IOs differ hugely and additional tasks might be added by the different people of the university can lead to misunderstandings. Therefore, it is important to make visible what is done and to define clearly what are not done (2005, p. 32).

Another issue related to IOs is that where they are supposed to be positioned in the university hierarchy and how close they should be to the president of the university, if they should at all, or to the other top managerial divisions of the university. According to Torenbeek, IOs have arisen in many countries at different times and from various perspectives. Their responsibilities and positions within the organizational structure therefore differ from institution to institution (2005, p. 3). To

the question raised above about whether the IO should be close to the university leadership, Torenbeek says that the IO must be physically as well as from a perspective of content located close to the administration (2005, p. 2).

In addition to this closeness to the top leadership of the university, the IO, according to Loukkola and Sursock, has an obvious key role to play in reinforcing a university's international orientation and in presenting the university. In order to be effective, it must:

> • Think strategically and articulate its strategy with the overall institutional plans, i.e., work within the institution to develop an overall action plan and discuss the place of internationalization in it;
> • Reassess the current international activities in terms of the institutional plan, its mission and objectives;
> • Involve academic staff in developing new action lines, in setting priorities and implementing them (e.g., through an academic board for the IO);
> • Receive support from the central leadership in order to develop staff competence and a robust expertise in international activities. (EUA 2006: 33. In Loukkola and Sursock, 2009, p. 15).

The tasks that the IOs do, the different people they deal with, and the nature of their duties, make them different than the other offices and departments of the central administration. Therefore, the staff of the office should reflect this difference. Sabine Pendle says the staff of her IO are characterized by having an extra dose of hospitality, care and awareness of cultural differences and language barriers (In Torenbeek, 2005, p. 78). The qualifications of the staff of IOs need continuous development as the requirements change and new tasks keep appearing. Without the continuous update of the staff qualifications to adapt with their new tasks, the IO looks weak in terms of its personnel and ability to deal with challenges. The university leadership must always take care of the development of the IO's human resources. There should be also a special budget to develop the human resources of these offices.

Torenbeek also talks about the director of an IO. He says that flexibility and entrepreneurship are important competencies for the director (2005, p. 5). The IO is different in nature and in tasks from the other offices. Leading an IO, according to Torenbeek, strongly differs from leading other departments. Since internationalization is witnessing frequent changes, it requires that the staff and the director to be stronger in entrepreneurial skills than their colleagues in the institution. This is not only because of the need to be able to respond quickly and cope with new additional tasks,

but also because of the unexpected (2005, p. 5). Van der Wende relates the development of the internationalization strategy with the development of the personnel who are responsible for the strategy who are usually the staff of the IO (e. g. Kassel &Humboldt Universities). She says:

> The key point is that the international strategy cannot exist in isolation. Moreover, the international strategy must be concerned with internal university arrangements, not simply the external environment. Units and persons responsible for internationalization must develop a stronger internal orientation. "It also means that they should reconsider their role as international relations managers or administrators of international programs or schemes, and orient themselves on their role as an innovation manager (a change agent) who focuses on internal processes. (1999, p. 13).

Since IOs deal with the internationalization phenomenon, which is constantly on the move, perhaps more than any other field (Torenbeek, 2005, p. 5), and relations with foreign partners that also keep changing, they inevitably and continuously undergo reform and development. However, these reforms, developments or changes follow different schemes in different institutions and different countries. According to Torenbeek, they might develop to a point where they are no longer needed and are consequently closed down.

> Nowadays, IOs have entered a new phase, and in some cases have been closed. This can be partly be explained by the wish to integrate internationalization into the regular (traditionally organized) units of higher education institutions, as an aspect of general policy. A second element is that physical mobility is no longer a new and unknown phenomenon, and can no longer be handled by a peripheral part of the organization. As internationalization at home and the need for marketing and recruitment have developed, stronger cooperation with other units has been required It is ironic that the very success of many IOs has led to their independent position becoming less desirable. The more they deal with the entire spectrum of issues related to internationalization, and the more actors who become active in the various sub areas, the more likely that their areas of responsibility will be mainstreamed. (Torenbeek, 2005, p. 3).

The question remains; what should be the role of the IO in the overall internationalization of the university and in developing and implementing the internationalization strategy? In the literature, there is no answer for such a question. This might be due to two facts. The first is the lack of empirical research on this topic and evaluation of what different offices do in this regard. The second is that there is no one uniform way of being involved in the international issues of the university. Again, the multi-level differences among HEIs imply the same level of difference in how IOs involve in the international activities and internationalization strategies. Torenbeek, in his study of IOs, says that it is even almost impossible to describe the activities of an IO in any kind of unambiguous way (Torenbeek, 2005, p. 2).

This statement by Torenbeek is very indicative and it reflects the situation of the practices of IOs. However, it doesn't apply to the description of IOs' activities only, but is a reflection on the situation of the international activities, and all the related issues. It is natural in the field of higher education, and may be in other fields, to have different ways of approaching the same idea.

2.4 Conceptual Framework for the Analysis:

The international activities that are found in the literature form a comprehensive list of what are the different activities that HEIs are involved in and so do the rationales. Just as universities have different rationales to internationalize, not a single university can do all the different activities nor the prioritizing of these activities is the same at the different universities. The choice of activities and the prioritizing schemes depend on, among other institutional specificities, the university, its history, culture, governing personnel experiences, aims and objectives and capabilities. These activities, as was clear in the literature review, are classified in different ways and looked at from different perspectives. New researchers and scholars may come up with different lists under new classifications depending on their experiences and perspectives. Neither the classifications of the international activities nor the activities themselves have close ends; both are subject to addition and deletion. With the many and diversified changes and developments in the field of higher education, which comes partly as a reaction to the worldly changes, new activities will arise and take front positions and old ones will lose their positions, and consequently new classifications will appear.

As seen in the literature review, the researchers have used different terminology to describe the activities of the universities that have an international dimension. For the purposes of this study they are the 'academic international activities'. These activities are the university core activities that are the activities of an international nature.

These diversified international activities are carried out by the different actors of the university. In terms of personnel, these actors are the staff and students and in terms of administrative divisions, they are the management, the IOs, the faculties, and the departments. It is usually very difficult to demarcate the functions of these actors

since the preparation; implementation and monitoring of a given activity would require the collaboration of at least two or three bodies. In doing an activity, their functions do overlap.

However, the processes of planning, preparation, coordination, implementation, and monitoring of the international activities get complicated if the roles are not distributed clearly and motives, capabilities, and interest of those involved are not taken into consideration. These processes are still vague as they are done in different and unconventional manner in the different universities. How are the activities approached? What are their outcomes? How and who to work on the internationalization strategy? What is the impact of the strategy and its implementation on the international profile of the university? And how does it affect the management are important questions to the professionals who work in the field, yet, the answers are absent.

The literature is very poor in empirical studies on such topics. One of the rare ones carried out by Taylor, asked such questions. Taylor, before investigating his four case studies, talks about these issues saying:

> Although this outburst of activity is clearly visible in many universities throughout the world, it is much less clear to what extent conventional planning theory and methodologies have been applied to the process of internationalization. How have institutions approached the preparation of a strategy for internationalization? What work does a strategy for internationalization actually embrace in practice? What can be learned about the impact of internationalization on institutional management? (2004, p. 150).

2.4.1 Tasks and Responsibilities of International Offices in Europe

This research studies the role of the IO in the overall internationalization process of the university, and therefore, has four IOs as case studies. To properly compare the involvement of these offices in the internationalization of their universities, it is important to define a certain set of activities of the IO. Tables 2.3, 2.4, 2.5, 2.6, 2.7, and 2.8 present the available international activities in the literature. All research in this area focuses on naming the activities but not who and how to do them. However, it can be seen that there is a wide approval by most researchers (like De wit 2002, Knight 1999, Maiworm, Sosa, and Teichler 1996, Middlehurst 2008, and Teichler 2008) that the IO is the main unit to deal with the international activities of a university. This research investigates who should do what and what is the best way to

do it. The study of these offices aims also to explore how universities, represented by their IOs, behave under certain circumstances and to what extent is this clear or informal practices or completely heterogeneous activities for everybody. Therefore, this research is unique in this regard. Table 2.10 shows what Torenbeek presents as the tasks and responsibilities of an archetype European IO. Torenbeek doesn't differentiate in his list between the service-oriented and the management support-oriented responsibilities and tasks.

Table 2.10 Tasks and Responsibilities of an International Office

Tasks and Responsibilities of an International Office	
1. Agreements and Programs	• Selecting partners. • Making agreements. • Types of agreements. • Programs. • Programs as instruments. • Ownership.
2. Student Services	• Models. • Services for outgoing exchange students. • Services for incoming exchange students. • Organizing international work placements.
3. International marketing	• International market orientation. • Marketing plan.
4. International alumni relations	
5. Internationalization at home	
6. Development cooperation	
7. Research cooperation	

Source: Jeroen Torenbeek (2005, p.p. 31-53)

2.4.2. Tasks and Responsibilities of the Directorate of International and Cultural Relations at Damascus University (DICR)

The list of international activities in which the DICR is involved looks very different from Torenbeek's list of European offices of international relations. The list of DICR hasn't been similar even at the time of publishing his book in 2005. This difference, nevertheless, is natural since the DICR is in a university in the Middle East where internationalization has a different meaning. Therefore, in order to benefit from the case studies, which belong to three different countries in two different continents, the role of the IO in the overall internationalization of the university and how should it be involved in the development and implementation of the internationalization strategy are studied from two dimensions.

The first dimension studies the involvement of the IOs in the same activities in which the DICR is involved. The second dimension studies the involvement of these offices in other activities. The first dimension aims at studying how the professionals in the

case studies' offices deal with these activities to benefit from their practices. The second dimension aims at exploring what are the other activities that IOs are involved in, analyzing their involvement, and recommending whether DICR should get involved in activities as such or not.

Table (2.11) provides the international activities in which the DICR is involved, classified as either service-oriented or management support-oriented. This classification aims to facilitate the analysis by dividing the tasks of DICR to two parts depending on the main two actors in the field of internationalization at the University that are within the scope of this research. Identifying these activities is done by using the following information:

- The researcher participant observation

- The information provided by the office staff on what they do.

- DU's internal rules (that determine the functions and tasks of the office; its job description).

The above-mentioned classification is meant to clarify the actors that are also involved in the activities. This research is limited to three actors; the management, and the academic community and the DICR in dealing with them. Consequently, the activities are looked at as service-oriented where the DICR, for and in cooperation with the academic community, involves in the activity, and as a management support-oriented when the DICR, for and in cooperation with the management, involves in the activity. It is worth mentioning here that some of the activities fall in a gray zone between what is sub-categorized as service and what is sub-categorized as management-support activities. This vagueness could be either in the description of the activity or in its implementation.

Looking at table (2.11), one could argue that not all of the activities are of international nature. This is true. They are listed in this table due to the fact that the DICR is heavily involved in them and that they are done to serve the international activities. The involvement of DICR in these not-clearly-international activities contributes to its problem of being highly overloaded by work especially that there is no clear division of labor in place. The involvement in these extra activities, not only affects the quality of the job of DICR, but also hinders it from being involved in other

activities where it is expected to have a role. This list of activities is used as a departure point to form the set of indicators of internationalization as a conceptual framework for the comparison and analysis of the four case studies.

Table 2.11 The International activities of DICR

	Management-support Activities	Service Activities
The international activities of DICR	- Cooperation agreements: (selecting the partner, studying the agreement, preparing and translating and the signing ceremony) - Prepare the visits of foreigners to DU: (contact, schedule, reception, company, departure) - Top management activities: (attending all the meetings of the President and the Vice-Presidents when with foreigners, writing the media reports of the foreigners' visits, preparing and accompanying the President and Vice-Presidents in their trips abroad) - Public relations (restaurants, hotels, airport, gifts) - Translation of foreign documents coming to the university. - Organizing international conferences, seminars, forums, and workshops. - International projects: (study and analysis for the management, recommendations) - Dealing with all new initiatives at the university: (quality assurance, career services, higher education research). - Double degree programs (communication, planning, study plan, third-party funding, prepare graduation ceremonies). - Networking: (dealing with the international networks). - Activities with the Syrian and international nongovernmental organization located in Syria that want to introduce new initiatives for the university.	- Student and staff exchange programs. - Help staff find international partners. - Advise outgoing students. - Advise incoming students. - Translation of documents for the staff - Visiting lecturers and scholars. - Following up with the newly established departments that were a result of an international cooperation. - Corresponding office. - Advise and help in faculty-level international conferences and workshops.

Source: DICR

The relation of IO with the management is of dual nature. On one hand, it helps the management shape its strategies and conveys the feedback of process. On the other hand, it receives directions from the management and transmits it to the academic community (figure 2.1). From this position the rationales of these two actors, management and academics will be explored.

Figure 2.1 The studied actors involved in the internationalization
activities, and the external actors.
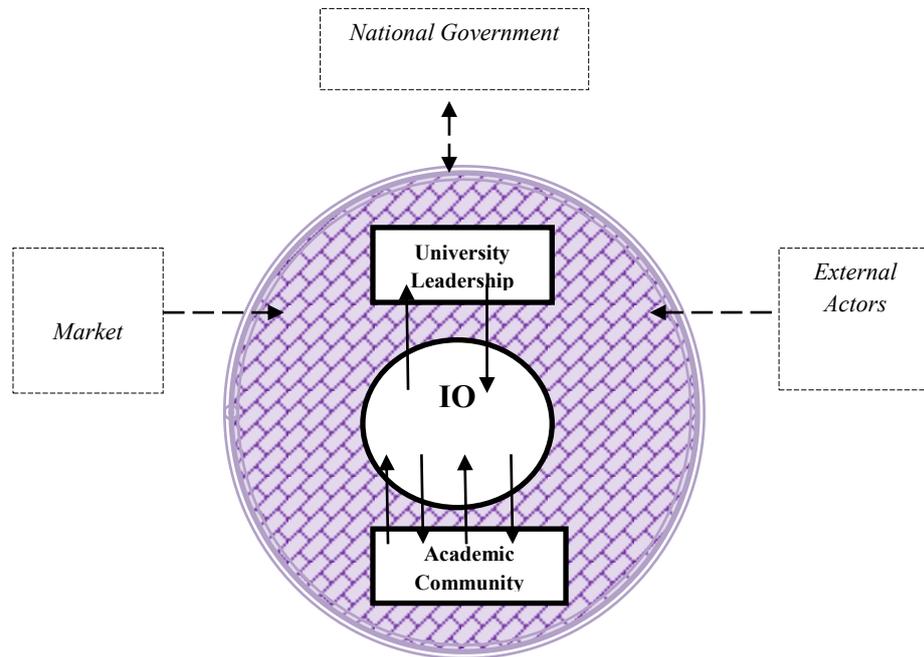
2.4.3. Internationalization Indicators for the Analysis

One problem that arises here is that when talking about a theme like exchange programs, the involved activities might differ from a university to the other. In other words, dealing with an IO's involvement in a certain internationalization theme implies certain set of activities that do not necessarily match those of another IO dealing with that same theme. Therefore, it is confusing to compare activities as they may remarkably differ between IOs and universities. Therefore, for the purpose of the analysis of this research, the analysis is made on the involvement in the internationalization indicators rather than the activities. Consequently, this research studies and analyzes how the other IOs of the case studies get involved in the studied indicators and with which activities they approach them. A set of these indicators for the analysis is drawn studying the literature, Torenbeek's list, and DICR list taking into consideration the contextual framework and specificities of DU, and using the titles or terminologies that are mentioned in the literature. These indicators are presented in table (2.12). They are subdivided into management support and Service indicators. One of the objectives of the analysis is to explore whether the other universities differentiate between these two categories and whether such division is reflected in their strategies or practices. Another aspect to be explored is whether all

the management support or service activities are the tasks of the IO and whether all of them are covered by a strategy.

Table 2.12 The Internationalization indicators for the Analysis

	Management Support Indicators	Service Indicators

The Internationalization Indicators for the Analysis	• Cooperation agreements
	• Strategic alliances
	• Public relations
	• International marketing
	• Internationalization at home
	• Internationalization strategy
	• International projects
		• Student mobility &services:
		   - Incoming international students
		   - Outgoing students
		   - Students' clubs and international activities
		
		• Staff mobility &services
		• Internationalizing research
		• Alumni networks

2.4.4. The International Office Involvement in the Internationalization Strategy

DU has recently adapted its mission statement and strategic plan (2007-2008), and a high need is felt nowadays by its management to develop an internationalization strategy especially that internationalization is looked at as an important topic and as a tool for development. It also helps organize the internationalization work at the university. However, the question of who and how it should be developed still lies unanswered. Therefore, the comparative study explores the involvement of the IOs in the development of the internationalization strategies of their universities for the two cases; Kassel and Humboldt, and why the universities haven't started with a strategy in the other two cases; the Jordanian and Al Baath.

As far as the two case studies of this research, which haven't developed a written internationalization strategy, are concerned, one can notice that they are heavily involved in internationalization activities. This involvement follows unwritten agendas that are subject to the social, financial, and political settings surrounding the university. These unwritten policies and agendas are communicated through the university management that also represents the higher authorities' wishes whether they are social or political. During the interviews, the heads of international relations of these two cases were so proud of the level and extent of internationalization their universities have achieved. From an outsider point of view, it can be realized that they are the main players in their regions. One might ask, therefore, why should they, or other higher education institution, have an internationalization strategy as a written

document? This question is addressed to the Presidents and directors of IOs of these universities. Their answers are discussed in chapter six.

It is worth mentioning that any given academic international activity can involve one, two, or three, and may be the three actors together depending on the nature of this activity. However, the motives and the functions of these different actors may remarkably differ. As far as the IO is concerned, since it is the cornerstone of the study, it has to absorb the world of academia in order to deliver good service for it. It has also to absorb how management prioritizes international activities and how these activities are related to the general academic life. From this position, the IO realizes that there are typical activities for each one of the actors.

Most of the literature on the topic of internationalization is of descriptive nature, i. e. it describes how should things be which reflects the educational dimension of research, more than it studies why it happens and what happens, i. e. the mechanism. This research attempts to mix these two approaches by describing how things should be with why they happen and what should be done. In the related research that found in the literature, researchers talk about internationalization and IOs and how and what they do but none has addressed the question of why should it be like this. This research explores the 'why' question through the interviews with the concerned people in the different case studies. The aim behind this is to explore what are the agents of success and those of failure in their practices.

3. Methodology

3.1 Introduction

This study aims at studying and analyzing the internationalization process at DU and the role and function of the Office of International and Cultural Relations at DU in this process. It also studies the practices of four case studies to learn from their experiences. Therefore, it can be said that the main objectives of this study are: (1) study the internationalization situation at DU, (2) analyze the function of the office, (3) discuss the internationalization strategy of the university and the office relation to it, (4) explore how the job is done at the four case studies, and (5) make recommendations for improvement and a better linkage between the strategy, the involved units and the activities. As this research is the first one of its kind on the function of the IO at DU, the University management would like to apply the resulting recommendations and monitor them. Therefore, the research has an action dimension. The data collected, the approaches used, the choice of case study, and the methods of analysis are of qualitative nature. The research methodology examines both the macro and micro levels of the object of the study, the macro that reflects the general epistemological thoughts and the micro level where the main issues of the research questions are addressed and the case study approach is involved. The four case studies were selected from the South and the North to represent differences in IOs approaches. Site visits have been made in addition to interviews with the main actors in the international scene of these universities. This chapter clarifies the way the data has been collected and analyzed.

3.2 The Design of the Study

In the field of social sciences, it has never been easy to determine the research methods. The phenomenological and the positivist paradigms with their standing on the two ends of a continuum provide researchers with vast variations to suit their specific research. The different variations of these two paradigms, that include, but not limited to inductive, deductive, qualitative, quantitative, holistic, experimental, naturalistic, heuristic approaches, make the task of the researcher even more difficult

though these approaches have already had their positions either at the phenomenological or the positivist ends, but their variation remain (see table 3.1).

> This debate has centred on the relative value of two fundamentally different and competing inquiry paradigms: (1) logical positivism, which uses quantitative and experimental methods to test hypothetical-deductive generalizations, versus (2) phenomenological inquiry, using qualitative and naturalistic approaches to inductively and holistically understand human experience in context-specific settings. A paradigm is a world view, a general perspective, a way of breaking down complexity of the real world. (Patton 1990, p.37).

Table 3.1 Key features of positivist and phenomenological paradigms

	Positivist paradigm	Phenomenological Paradigm
Basic beliefs	- The world is external and objective. - Observer is independent. - Science is value-free	- The world is socially constructed and subjective. - Observer is part of what is observed. - Science is driven by human interests.
Researcher should	- Focus on facts. - Look for causality and fundamental laws. - Reduce phenomena to simplest elements. - Formulate hypotheses and then test them	- Focus on meanings. - Try to understand what is happening. - Look at the totality of each situation. - Develop ideas through induction from data.
Preferred methods include	- Operationalizing concepts so that they can be measured. - Taking large samples.	- Using multiple methods to establish different views of phenomena. - Small samples investigated in depth or over time.
Strengths	In the case of quantitative methods and the positivist paradigm; they can provide wide coverage of the range of situations; they can be fast and economical; and particularly when statistics are aggregated from large samples, they may be of considerable relevance to policy decisions.	They have strength in their ability to look at change processes over time, to understand people's meanings, to adjust to new issues and ideas as they emerge, and to contribute to the evolution of new theories, they also provide a way of gathering data which is seen as natural rather than artificial.
Weaknesses	On the debit side, these methods tend to be rather inflexible and artificial; they are not very effective in understanding processes or the significance that people attach to actions; they are not very helpful in generating theories; and because they focus on what is, or what has been recently, they make it hard for the policy maker to infer what changes and actions should take place in the future.	Data collection can take up a great deal of time and resources, and the analysis and interpretation of data may be very difficult. Qualitative studies often feel very untidy because it is harder to control their pace, progress and end-points. There is also the problem that many people, especially policy makers, may give low credibility to studies based on a phenomenological approach.

Source: Easterby-Smith et al, 1995, p27.

The main idea behind using a mix of approaches is to serve the overall objectives and aims of a given research or to, as Johnson and Harris put it, the choice of predominantly qualitative or quantitative research design is a matter of what is appropriate in the light of the research question being asked. They argue that the two above-mentioned approaches shouldn't be isolated from each other (2002). Patton puts it very interestingly "Research, like diplomacy, is the art of the possible" (p. 13).

The general classification of research methodologies swings between qualitative and quantitative. The methodology used in this research adapts a mix of applied dimensions, (i.e. inductive, naturalistic, and to some extent heuristic). The heuristic dimension exists since the researcher has intensively experienced the studied phenomenon. By definition, heuristics is a form of phenomenological inquiry that

brings to the fore the personal experience and insights of the researcher. Heuristic inquiry asks: "what is my experience of this phenomenon and the essential experience of others who also experience this phenomenon intensely?" (Patton, 1990, p. 71).This is due to the nature of the subject matter in addition to the data collected and the variation of the case studies used.

Those scholars, who have worked on the theory of research design, realizing the increasing complexities of the researched situations and the diversified specificities of the cases' situations, have come up with theories that mix the different theories and approaches to the extent that led Gadamer in 1975 to say that knowledge in the humanities cannot be reduced to a method and made Feyerabend (1975) say:

> If the canon of significant scientists had followed the methodical prescriptions of the philosophy of science, key discoveries could never have been made. Such discoveries are often a result of breaking rather than following the standard rules of research. (in Kvale & Brinkmann, 2009. p. 83).

According to Patton (1990), the purpose of applied research and evaluation, the typology to which this research belongs, is to inform action, enhance decision making, and apply knowledge to solve human and societal problems. It is judged by its usefulness in making human actions and interventions more effective and by its practical utility to decision makers, policy makers and others who have a stake in efforts to improve the world (p. 12). This research aims at studying the phenomenon of internationalization at DU and make recommendations to improve the function of the DICR and how to get in the internationalization strategy in a way that serves the overall development of the University especially in its dealing with this phenomenon.

On the other hand, this research has an 'action' dimension. This is due to the fact that this research studies a real case that faces a real problem and the results should be of an interest, if not importance, to the people who are working at DU, who ever these people are. Being an action research loads this research with another dimension which is the cyclical dimension. The cyclical nature of action research means, as the word clearly states, a continuity in the action depending on the result of the research and the evaluation of the implementation. However, the above-mentioned 'action' dimension will not start until the results are implemented and this lies beyond the time limits of this study.

Patton distinguishes five typologies of qualitative research according to their purposes, basic research, applied research, summative evaluation, formative evaluation, and action research. He defines the purpose of action research as a research to solve problems in a program, organization, or community (1990, p. p. 160-161). Since this research analyses the situation of the DICR and gives recommendations to overcome the current problematic situation, it is described as action research. Having said this, the results of this study might serve as a beginning for another research to complete the cyclical nature of action research (figure 3.1) which very much suits the case at DU. Implementing the result is subject to the situation at the University. Any change of people or positions at the University will lead to change in policies and priorities especially that the internationalization process hasn't been institutionalized yet. It was echoed in the interviews that internationalization is taking the current shape due to the existence of the current management and it will change the minute they leave their offices.

Figure (3.1): The Cycle of Action Research

Planning

Reflection   **Action**

Monitoring
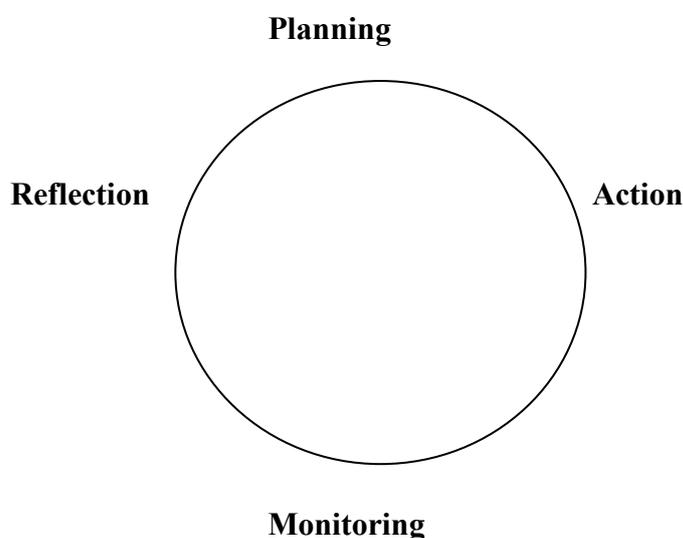
Source: Schön, D. *The Reflective Practitioner: How Professionals Think in Action*.

In designing the research questions, there is an attempt to understand what is happening by getting a holistic view of the phenomenon and to induct its theory. In the data collection phase, the positivist paradigm appears slightly with its quantitative and deductive approaches in some of the data collection methods e.g. the documents that contain numbers and percentages. However the dominant approaches are those

used at the first stage. During the last phase, namely data analysis, both paradigms are used to get reliable and credible results. According to these stages and the approaches used, the research approach and its elements are depicted in a tabular form in table (3.2).

Table 3.2 The Philosophy, Methodologies, and Methods applied in the research

Stages Of the Research	Philosophy applied	The approach applied	Methodologies	Methods	Type used
Research Design	Phenomenology	Inductive Naturalistic Holistic heuristic	Multiple-case study		
Data Collection	**Phenomenology**	**Inductive Holistic** deductive	**Qualitative**	Content-based	Documents Interviews Observation-participation Site visits
Data Analysis	**Phenomenology** positivism	Inductive deductive	**Qualitative** Quantitative	Multiple-case study Cluster analysis Content analysis Concurrences Comparative study	

3.2.1 The Design of the Research Questions

As mentioned in the conceptual framework, this research is based on studying internationalization as phenomenon and strategy and as a practice, represented by activities, in addition to the involvement of IOs in these two dimensions. Therefore, the study in general is divided to two parts; the study of internationalization as phenomenon and strategy and the second is studying the international activities and the involvement of the IO in them. Since DU doesn't have a strategy for internationalization yet, the study aims at exploring the current practice and what has been done to institutionalize it in terms of organizational procedures that correspond to the increasing involvement of the university in the internationalization activities. The study of practice looks at all the internationalization activities that are currently taking place at DU and the role of the IO in them. In order to do this, the traditional 'why', 'what', and 'how' questions are asked. These questions that are usually asked when investigating a phenomenon (De Wit, 2002, p. xvii and Middlehurst, 2008, p. 6). They are gathered and named by the researcher as the 2WH approach. This approach aims at studying the internationalization phenomenon at DU by asking the following main question and the subsequent sub-questions. The first main question is:

What is internationalization at Damascus University and how is it strategically managed?
The sub-questions are:
1- Why does Damascus University need to internationalize?
2- What needs to be done regarding internationalization, and what is the division of labor?
3- How internationalization is perceived and received at Damascus University?

As far as the IO is concerned, it is important to know what the aspects that should be studied are. The criterion for identifying these aspects is their link to the practice of the IO in the internationalization of their universities and also their 'investigatability' at the case studies through interviews and site visits. Therefore, the 'situation', 'organization', 'challenges', 'involvement', 'ambitions', and 'limitations' terms were identified and the 'SOCIAL' approach was coined by the researcher for the purposes of this research. Other common methods of analysis like the SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis for instance would not sufficiently study the situation of the IOs and fulfill the requirements of this research. The available analysis methods, therefore, do not provide the necessary tools to achieve what is needed out of this research. The 'SOCIAL' approach comes to cover the scarcity of research in the functions and practices of offices of international relations. Consequently, the second main question of the research is:

What can be learned from an investigation of the experiences of different international offices about the role of an international office in the overall internationalization of the university in terms of the relation with the university management and the academic community?

And the sub-questions that correspond to the above-mentioned aspects are:

*1-		What is the	Situation of the office?*
*2-		What is the	Organization of the office?*
*3-		What are the Challenges of the office?*
*4-		What is the	Involvement of the office in the internationalization of the university?*
*5-		What are the Ambitions of the office?*
*6-		What are the Limitations of the office?*

The Situation

The *situation* of an IO in this research explores the following:

1- What does the office do in terms of the indicators identified in table (2.12)?
2- How much is the office involved in the service-oriented activities and in the management-support oriented activities?

3- What is the contribution of the IO in the international strategic management of the university?

The Organization

The *organization* of an IO in this research explores the following:

1- How is the office organized?
2- The number of staff.
3- The qualifications of the staff.
4- Background of directors and staff.

The Challenges *(in terms of dealing with the internationalization indicators identified in table (2.12)*

The *challenges* of an IO in this research explore, but not limited to the following:

1- Qualification challenges.
2- Financial challenges.
3- Administrative challenges
4- Other challenges that a particular office is facing.

The Involvement

The *involvement* of an IO in this research includes, but not limited to the following:

1- What is the involvement of the office in the internationalization activities at the university?
2- What is the involvement of the office in the university's internationalization strategy (in terms of development, implementation, and monitoring)?
3- How does the office relate to the other offices of the university in performing the internationalization activities?

The Ambitions

How would the professionals, who are working in the IO, like to improve their work and their contributions to the activities and the strategy.

The Limitations

What limits the office in performing the above-mentioned activities and in achieving its ambitions?

3.4 Sampling the Cases

In the specific case of this research, which focuses on the offices of international relations using 6 different paradigms, the aim is to learn from their experiences and get enlightened by their practices. One can say that applying the 'SOCIAL' approach

to any IO might be useful. However, a decision must be made and samples must be selected. Qualitative research, as Patton suggests, doesn't require huge sampling. It rather focuses in-depth on small samples that are purposefully selected (Patton, 1990, p. 169). Therefore, this research will study in-depth four offices of international relations. The validity, meaningfulness, and insight generated from qualitative inquiry have more to do with the information-richness of the cases selected and the observational/analytical capabilities of the researcher than the sample size (Patton, p. 185).

It is worth investigating how offices of international relations function and how they deal with the issue of internationalization. Regional countries, especially Arab ones, would match, to a high extent, the broad perspective of internationalization since these countries share the same history, language, culture, and to large extent, political, economic, social, and educational backgrounds. With the basic notion of internationalization, namely mobility, for the above-mentioned countries, it is basically south-north mobility and where the concepts of internationalization and international cooperation are perceived as a tool to transfer the knowledge of the developed world and to learn from their experiences. Hence is the need to have samples from the Middle Eastern region. Egypt and Jordan were considered at the beginning of this research. Correspondence took place with the University of Cairo, as it is the matching university to DU in terms of its age, importance to its country, and location, but unfortunately, no answer was received. The researcher learned in a later stage that Cairo University doesn't have an office of international relation. The international affairs are one of the responsibilities of the Vice-President for academic research. Therefore, Jordan was considered as sample country as the researcher has received positive responses.

On the other hand, the need to sample offices of international relations from the developed world is also very useful for the study since they, in these countries, as the description indicates, are developed. They represent different model in their functions and dealing with internationalization in addition to having another eye through which they see the process. The universities of the developed world represent the 'model' universities for people and for higher education institutions in the Arab world.

Therefore, universities that have such reputation and that attract students and researchers from all over the world are good examples to be studied.

Talking about the developed world means the United States of America, Canada, the European Countries, Australia, and Japan. Due to the fact that the higher education system in Europe is the closest to the one in Syria with long-standing cooperation with European universities and due to the geographical nearness as well in addition to what this means in terms of financial costs for mobility of the researcher, Europe is the best choice. Since the researcher is doing his research at Kassel University in Germany, Germany is used as the sample country.

The logic and power of purposeful sampling adopted in this research lie in selecting information-rich-cases as Patton points out. He defines information-rich-cases as "the cases from which one can learn a great deal about issues of central importance to the purpose of the research. The study of such cases will illuminate the questions under study" (Patton, 1990, p: 169). In the specific case of this research, any IO might be considered as an information-rich-case. What makes the difference in this situation is the level of access to people and data that makes a case better than the others. Therefore, in selecting the offices of international relations, the idea of the ability to access was taken into consideration.

3.2.2 The Sampling Process
The two kinds of purposeful sampling method have been used in selecting the four cases namely the intensity sampling and the maximum variation sampling. The former was used in the case of the IO of Humboldt University, and the latter in the case of the other three cases. "Intensity sampling consists of information-rich-cases that manifest the phenomenon of interest intensely. According to this strategy, Patton says, one seeks excellent or rich examples of the phenomenon of interest" (1990, p. 171). The maximum variation sampling aims, Patton explains, "at capturing and describing the central themes or principal outcomes that cut across a great deal of participant or program variation. In this type of sampling which consists of small sample but with great diversity, the data collection and analysis will yield two kinds of findings: (1) high-quality, detailed descriptions of each case, which are useful for documenting uniqueness, and (2) important shared patterns that cut across cases and derive their significance from having emerged out of heterogeneity" (1990, p. 171), though it is expected to have a certain level of

homogeneity in the functions of offices of international relations in different universities and countries.

a) Al Baath University

Al Baath University (BU) in Homs, Syria is the second youngest and smallest public university in Syria (After the establishment of Al Forat University in 2006). It was established in the year 1979. The purposes behind selecting this university are the following:

1- It is a public university and therefore, governed by the same rules, laws, and regulations of DU.
2- In contrast to DU, it is the smallest and youngest Syrian public university (Al Furat public University is too young to be studied. It didn't have an IO at the time of preparing this thesis).
3- It has two separate offices, one for international relations and one for cultural relations, unlike DU where the two functions are in one office.

b) The University of Jordan

DU was invited to attend a conference on the topic of "international Education in the Arab Universities" at the University of Jordan (UJ) in Amman. DU has nominated the researcher to represent it in this conference. The researcher found this as a great opportunity to visit the UJ and visit its IO especially that it is the matching university of DU in that it is the oldest in Jordan and considered to be the mother university there. The correspondence with the office of international relation received a very positive reaction and a warm welcome to visit it and interview its staff.

Since the UJ is the leading university in Jordan, it represents a rich and multi-dimensional example of an IO especially that Jordan follows, to a big extent, the American educational model. Being formally invited as the representative of DU, the researcher found it very easy to have access to many offices and people.

c) Kassel University

Kassel University (KU) in Kassel, Germany was selected for the following reasons:

1- The researcher is carrying out his study at this University and therefore very close to the site.
2- There are existing academic cooperation relations between this University and DU which makes the communication process goes smoothly.

3- Through the existing relations and mutual visit, the researcher realized that the IO is organized in a way that differs from the normal way of organization as there is a head of department of international and public affairs and three directors who coordinate the international affairs with an existing international committee. Therefore, this office is another information-rich-case.

4- The University of Kassel is an internationally reputable university.

d) Humboldt University

Humboldt University (HU) was selected for the following reasons:

1- There is a long history of cooperation with DU.

2- During the last four years, the two universities were partners in two international projects. One of them was regarding the development of DICR. This project has finished in the middle of 2009. It focused intensively on the two IOs at both universities and on the development of the internationalization process at both universities.

3- The expired DIES project has produced a report on the different tasks and functions of the IO of Humboldt University; so part of the job has already been accomplished.

4- The existing relations and projects have created strong relations between the researcher and the people who work in the IO of HU. Consequently, exchange of data is much easier.

5- Humboldt University is an internationally reputable university.

The first three samples (Al Baath, the Jordanian, and Kassel) were selected according to the maximum variation sampling strategy while the fourth (Humboldt) was selected according to the intensity sampling strategy. This is due to the rich experience of this office and the diversity of its tasks and missions that were explored during the aforementioned DIES project. It is also worth mentioning that the variation and diversity of data doesn't come only from the four cases, but there is another level of variation which is internal in each case. This variation comes from the information collected about the offices of international relations and their functions from different players and from different hierarchal levels.

3.3 Data Collection

Qualitative methods consist of three kinds of data collection: (1) in-depth, open-ended interviews; (2) direct observation; and (3) written documents. The data from interviews consist of direct quotations from people about their experiences, opinions, feelings, and knowledge. The data from observations consist of detailed descriptions of people's activities, behaviors, actions, and the full range of interpersonal interactions and organizational processes that are part of observable human experience. Document analysis in qualitative inquiry yields excerpts, quotations, or entire passages from organizational, clinical, or program records; memoranda and correspondence; official

publications and reports; personal diaries; and open-ended written responses to questionnaires and surveys. (Patton, 1990, p. 10).

For the objectives of this research, the three above-mentioned methods by Patton are used to collect data. These methods reflect the phenomenological approach. Patton (1990) points out that

A phenomenological approach can mean *either* or *both* (1) a focus on what people experience and how they interpret the world (in which case one can use interviews without actually experiencing the phenomenon oneself) or (2) a methodological mandate to actually experience the phenomenon being investigated (in which case participant observation would be necessary). (p. 70).

As indicated above, this study is divided into two parts, the part that studies internationalization at DU, and the part that studies the role of the IOs in this process. Therefore, the data collection process is also divided into two parts corresponding with the above-mentioned study parts.

3.3.1 Data collection at Damascus University

a) Interviews

Though the researcher is a part of the system and works in the heart of the studied phenomenon, getting a holistic view of how internationalization is perceived and tackled and how different players conceptualize the process and what they expect from the DICR, is not possible without meeting these people and listening directly to their individual opinions. The purpose of the qualitative research interview, according to Kvale and Brinkmann, is to understand themes of the lived daily world from the subject's own perspectives (2009, p. 24).

As mentioned in the previous chapter, this study of internationalization is on the theory and practice levels. Therefore, interviews with the senior managers of DU and with academic staff who are involved in carrying out the internationalization activities have been conducted. The following people, represented by their functions, have been interviewed:

- The President of DU (twice with a two-year difference).
- The Vice-President for academic research and post-graduate studies.
- The advisor to the president for quality assurance affairs.
- Five coordinators of double-degree master programs (one is the governor of the Syrian Central Bank, one current dean, one former dean, and one is the dean of the economic and social planning institute which belongs to the State Planning Commission (SPC) -at the time of the interviews).

- The coordinator of the ERASMUS Mundus program.
- A German expert who has been working in the DICR since 2002.
- Five senior and junior staff at DICR[13].

Interviews were also conducted with external people from the MHE and the DAAD office in Damascus to deeper investigate the situation at DU from the perspective of the ministry (in comparison to the other Syrian universities) and from a strategic international partner of DU such as DAAD. Therefore, interviews have been conducted with:

- The Deputy Minister of Higher Education for academic research and who is responsible for international affairs.
- The coordinator of the National TEMPUS Office at the MHE.
- The director of the International Cooperation Department (who has previously been the director of DICR).
- The director of the DAAD Information Office in Damascus.

The questions of the interviews correspond to the function of the interviewee and her/his relation to the internationalization process. The questions were almost similar in the situation of the five coordinators of the double-degree master programs and the office staff. The questions of these interviews investigate the phenomenon of internationalization as a strategy and as a practice and get the perspective of the real people who work on it. In qualitative inquiry, according to Kvale and Brinkmann, "phenomenology is a term that points to an interest in understanding social phenomena from the actors' own perspectives and describing the world as experienced by the subjects, with the assumption that the important reality is what people perceive it to be" (2009, p. 26).

Another aim for these interviews is to differentiate between what Argyris (1982) identifies as "espoused theories" and "theories-in-use." The espoused theory, according to him, is what people say they do; it is the official version of how the program or organization operates. The "theory-in-use", on the other hand, is what really happens. Interviewing supervisory or managerial staff and administrators, and analyzing official documents, reveals the espoused theory. Interviewing participants

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[13] These interviews were not performed in the traditional way of face to face questions. This is because the interviewer is their direct boss and they might feel reluctant to say things as they are. Therefore, the questions were given to them in written format and they were asked to reply anonymously. The idea behind this is to make them feel as comfortable as possible to say things freely and honestly.

and frontline staff, and directly observing the program, reveals the theory-in-use (In Patton, 1990, p. 107). This is because this research aims at coming up with recommendations for the function of the DICR that carry the strategic ideas of the University managers and has their approval and that is, most importantly, applicable.

The interviews, for the two parts of the study, target the phenomenon as it is drawn as strategy by the stakeholders and as it is practiced at the shop floor. These interviews were of a semi-structured type which, according to Kvale and Brinkmann.

> Attempts to understand themes of the lived every day world from the subjects' own perspectives. This kind of interview seeks to obtain descriptions of the interviewees' lived world with respect to interpretation of the meaning of the described phenomena. It comes close to an everyday conversation, but as a professional interview it has a purpose and involves a specific approach ad technique; it is semi-structured- it is neither an open every day conversation nor a closed questionnaire. It is conducted according to an interview guide that focuses on certain themes and that may include suggested questions. (2009, p. 27).

Most of these interviews, with the exception of few which were conducted with high-ranking people, are characterised by simplicity and the every-day-talk style. This is mainly due to the fact that the interviewer has previously known and worked with the interviewees based on the same theme of the interviews. With these interviews, the researcher tries to build the complete picture of the subject matter.

b) Practitioner Observation

There are limitations, however, to how much can be learned from what people say. To understand fully the complexities of many situations, direct participation in and observation of the phenomenon of interest may be the best research method. Becker and Geer argue that participant observation is the most comprehensive of all types of research strategies.

> The most complete form of the sociological datum, after all, is the form in which the participant observer gathers it: an observation of some social event, the events which precede and follow it and explanations of its meaning by participants and spectators, before, during, and after its occurrence. Such a datum gives us more information about the event under study than data gathered by any other sociological method. (Becker and Geer, 1970, p. 133. In Patton, 1990, p. 25).

Serving in DICR has made access to all the 'unwritten data' with the opportunity of attending the President's or the vice-presidents' meeting with not only foreigners but externals (including Syrians but not from DU) in addition to all the international conferences, workshops, and seminars that take place at DU. Moreover, access was

possible to all the post and correspondence that come from outside the University. Therefore, in this situation, it is possible to say that the researcher had the perfect observational place of the process. Patton points out that the observational data permits the researcher to understand a program to an extent not entirely possible using only the insights of others obtained through interviews (1990, p. 25). Becker and Geer (1970) refer to this idea that "the observer participant has an extensive base for the interpretation and analytic use of particular datum. This wealth of information and impressions sensitizes him to subtleties which might pass unnoticed in an interview and forces him to raise continually new and different questions" (p. 32. In Patton, 1990. p. 205).

Therefore it is possible to give very accurate and detailed descriptions of the researched phenomenon. Patton stresses that the observational data must have depth and detail. The data must be sufficiently descriptive that the reader can understand what occurred and how it occurred. The descriptions must be factual, accurate, and thorough without being cluttered by irrelevant minutiae and trivia (1990, p. 26). This research also benefited from the direct contact with people in their environments. Qualitative approaches, according to Patton (1990, p. 46) emphasize the importance of getting close to the people and situations being studied.

c) Documents

The following documents were used as sources of data for the purposes of this research:

- Documents of DICR that include a complete record on the University's international activities.
- Statistics from the University's Central Statistics Office on the numbers of international students at the University.
- Statistics from the Higher Language Institute on the numbers of the foreign students who study Arabic as a foreign language.
- The universities Regulations Law, its executive texts and amendments.
- The national higher education report prepared by the MHE for the UNESCO higher education conference held in Paris in July 2009.
- The Arab report on higher education in the Arab countries prepared by the Arab League for the UNESCO higher education conference held in Paris in July 2009.
- The 10th five year plan prepared by the Syrian SPC, especially the chapters on higher education and international cooperation (This document represents the Country's strategy from 2006 till 2010).

- The Syria-European Partnership agreement that was initially signed in 2009 and expected to be signed soon.

3.3.2 Data Collection for the Case Studies

The data collection methods for the four studied IOs are limited to interviews, and some documents that the researcher could get from them in addition to their websites. It is worth mentioning that the websites of the case universities and offices were informative especially in preparing some specific questions for each case.

a) Interviews

In the case of the four case studies, visiting the universities and their IOs and meeting the directors of these offices, staff, and academic staff is the only possible way to know, to a certain extent, how internationalization operates at their universities and how does their IO work. As mentioned above, all of the universities that were studied have been welcoming and provided sufficient information. The questions of the interviews share a common core that investigates the IOs according to the 'SOCIAL' approach and some variations that correspond to the differences of the universities. In every system, no one institution is the same as another, even if for no other reason than that each institution has its own particular history, its own particular faculty and students, and its own particular geographical location.

This also justifies the few differences in the questions and their ordering as it was realized during conducting the interviews that the situation prevailing during an interview imposes certain laws and environments and consequently different reactions by the interviewer who can't always follow a pre-defined way of conducting an interview. Patton comments on this idea by saying that "there is no single right way of interviewing, no single correct format that is appropriate for all situations, and no single way of wording questions that will always work. The particular evaluation situation, the needs of the interviewee, and the personal style of the interviewer all come together to create a unique situation for each interview" (1990, p. 357). Second-question-posing was used depending on the answers of the interviewees especially in the case of the interviews at the four case studies. Kvale and Brinkmann stress that knowledge of the topic of the interview is in particular required for the art of posing second questions when following up the interviewee's answers. (2009, p. 82).

The interviews have been conducted with the following people, represented by their functions:

- *Al Baath University:* The President, The Director of international Relation, The director of Cultural Relations, and a professor from the Faculty of Human Sciences.

- *The University of Jordan:* The Director of International Relations, The Dean of the Faculty of Foreign Languages, The Dean of the Faculty of International Studies, The Dean of the Language Institute, and a senior staff of the IO.

- *Humboldt University:* The Vice-President for international Affairs, and The Director of the IO, and two Professors from the University.

  As indicated above, a visit by a delegation from DICR to the IO of HU was carried out in November 2007. During this visit, all the sections of the IO were visited. A report was produced at the end of the visit. This report is used as a source of data.

- *Kassel University:* The President, The head of the Department of International and Cultural Relations, Two of the coordinators of the IO, and two professors.

b) Documents

The following documents were collected from the case studies:
- Brochures.
- Statistics about the international students
- The mission statements.
- The internationalization strategies where applicable.
- The Presidents' welcome speeches
- Organizational graphs of the IOs.

3.4 Data Analysis

The analysis aims to study the internationalization phenomenon at DU using the 2WH approach and the involvement of the DICR using the 'SOCIAL' approach, and analyze it. Then the research studies the IOs of the four cases, analyzes them and comes up with recommendations from their good practices.

Patton (1990), Miles and Huberman (1994), Kvale and Brinkmann (2009) and many others indicate that the data analysis process begins by selecting the cases and collecting the data. Using the collected data of the selected cases, the analysis of this research consists of *five steps*. The *first step* describes and studies the internationalization at DU using the available sources of data through the 2WH approach. The *second step* is the study of DICR and its role in the internationalization of DU. The *third step* presents the four case studies using the collected of data. The *fourth step* is a cross-case analysis of the four cases. The *fifth step* is about learned lessons for DU and the role of the IO.

3.4.1 Analysis of official documents and interviews

The official documents are divided into *two categories*. The *first* is about statistics and the *second* is about how the national strategies support the international cooperation. The questions of the interviews, on the other hand, investigate internationalization as a strategy and as a practice. The questions correspond to the 'SOCIAL' approach.

Kvale and Brinkmann used two metaphors that describe an interviewer, namely the miner and the traveler interviewer (2009, p. 48). The traveler metaphor seems to apply in this research since collecting data is used to complete the construction of knowledge and here lies the epistemological element in the research. The general mode of analysis focuses on the meaning/content of the interviews. The data of the interviews will be used in the analysis of the internationalization situation and the IO at DU and the four case-universities.

3.4.2 Studying and analyzing the internationalization at Damascus University

The results of the interviews analysis in addition to the information of the official documents and the reservoir of observational data are used to describe the internationalization process in terms of strategy and practice. Conceptual knowledge of the subject matter of an investigation may serve to create order and meaning when conducting and analysing interviews (Kvale and Brinkmann, 2009, p. 87).

3.4.3 Cross-case (comparative) analysis

Why Do Cross-Case Analysis?

One reason is to enhance *generalizability*. Although it is argued that this goal is inappropriate for qualitative studies (Denzin, 1983; Guba &Lincoln, 1981), the question doesn't go away. We would like to know something about the relevance or applicability of our findings to other similar settings, to transcend "radical particularlism" (Firestone & Herriott, 1983). Just adding cases is a brute-force approach that will not help. A second, more fundamental reason for cross-case analysis is to deepen understanding and explanation (In Miles and Huberman, 1994, p. 173).

The main rationale behind choosing the case study approach is to explore similar environments where similar tasks, functions, commitments, and activities are most likely taking place to see how things are done there, to learn from the others' experiences, and to investigate best practices and 'good' operationalization. The aims of this research do not comply with the first reason mentioned by Denzin, Guba, and Lincoln. It doesn't aim to generalize the results to the IOs. However, it aims at providing recommendations for the DICR and for the development of an internationalization strategy for DU. The data collected about all the four case studies will be analysed against the aspects of the 'SOCIAL' approach and then a cross analysis is performed to reach the needed results. The comparison studies the following aspects:

Internationalization Strategy

- How and who to develop the internationalization strategy?
- Does the strategy cover all the activities of the university that are international?
- Does the strategy correspond to the motives and needs of the different actors in the field of internationalization?
- Is there a difference in vision between the university leadership and those who are involved in the international activities?

Internationalization activities and the IO

Using the ''SOCIAL' approach, the cross-case analyses focuses on the following:

- How many of the international indicators the IO is involved in?
- What are the corresponding activities of these indicators?
- What of them are management support and what are service activities?
- What is the involvement of the office in the internationalization strategy?

- How is the labour divided for the internationalization activities?
- How does the IO deal with the new initiatives.

3.5 Obstacles of the Research

Being a practitioner with teaching and administrative duties has had negative impact as this has limited the time for research as it requires a lot of on-the job- time with high commitment. The sandwich model in which this thesis has been completed had some negative effects in terms of the short time specified for study in Germany in comparison to the time spent in Syria. Moreover, moving from country to the other has some negative consequences. In terms of data collection, the only difficulty was getting some information about the other offices as they are regarded confidential in some cases and in other cases they just didn't want to give it to someone they regard as a potential competitor. The last difficulty was having appointments to meet the presidents of the studied universities. The interview with the President of the UJ was not conducted.

The interviews with staff from the different case universities were conducted smoothly and in friendly atmosphere. One last 'difficulty' that can be characterized as 'interesting and controversial' which was faced throughout the research is the differentiation between looking at the subject matter through the researcher's eye and the practitioner observant eye and the corresponding consequences of subjectivity and objectivity. Therefore, the researcher's own underlying value position is likely well apparent.

4. Internationalization in the Syrian Higher Education

4.1. Higher Education in Syria: An Overview

Higher education is considered one of the main sectors in Syria as it is stated by the top leadership of the country and reflected in the national plans. Since Syria is undergoing major reforms in different fields, higher education, with its growing importance, has been, and still is, subjected to reform at all levels. Higher education is expected to provide the needed human resources for the national transformation process in all fields.

Higher education is administered by the Ministry of Higher Education (MHE), which was established in 1966, and the Council of Higher Education (CHE). The Council is headed by the Minister of Higher Education[14]. The higher education sector includes five public universities: Damascus University (Damascus), Aleppo University (Aleppo), Tishreen University (Lattakia), Al Baath University (Homs), and Al Furat University (Deir Al-Zur), one Virtual University (The Syrian Virtual University SVU, in Damascus), three higher institutes; The Higher Institute for Applied Sciences and Research (HIAST), The Higher Institute for Business Administration (HIBA), and the Institute National d' Administration (INA), 11 teaching hospitals, 63 intermediate technical institutes (there are also 158 intermediate technical institutes that are affiliated with other ministries), and 14 functioning private universities (as of 2009-2010). In the public universities, a system of open learning was introduced in 2004 to accommodate more students in the higher education system and to give the chance for those who couldn't get admission at the regular programs. This system depends on offering classes during the weekends. Few programs only are available in this system and the degrees are considered equivalent to those of the regular education. Open learning system accommodates around 100,000 students in the public universities.

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[14] Its members are the Deputy-Ministers, the Presidents of the public universities, three representatives of the private universities, representatives of the main national research centers, and representatives from the concerned ministries like health, education, industry, finance and the State Planning Commission (SPC).

In terms of students, according to the last official statistics carried out in 2008, there are more than half a million students in the higher education institutions where 53.3% of them are in the undergraduate level, 2.1% in the post-graduate, 24 % in the open learning system, 1.4% in the virtual learning, and 15% in the intermediate institutes. The percentage of accessibility in higher education is less than 20% for the corresponding age cohort[15]. Teaching at all levels is in Arabic language. There has been an attempt in 2004 to teach one subject for each academic year in English but the lack of English-speaking professors has negatively influenced the success of this initiative. Only after the introduction of the new Universities' Regulation Law (URL) in 2006, teaching in a foreign language was permitted for the post-graduate level and only in case of cooperation with a foreign university.

It is worth mentioning here that though the MHE in addition to CHE are the managing bodies of the higher education sector, Syria has another body that is responsible of the strategic planning for the whole country, namely the State Planning Commission (SPC)that issues the national strategic plans. This chapter studies how this strategic national plan has approached the concept of internationalization of higher education. Moreover, the National Report for Higher Education in Syria that was prepared by the Ministry of Higher Education for the 2009 UNESCO World Conference on Higher Education held in Paris in July, 2009, the strategic plan of higher education in Syria developed by Ministry of Higher Education in 2004[16], and the Syria-European partnership agreement with its strategy papers are studied in terms of their promotion of the concept of internationalization in higher education.

4.2 Internationalization in the Syrian Higher Education: A Historical and General Overview

In general, it can be said that the higher education sector in Syria has always been open to international cooperation in a highly selective way. The selection of countries

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[15] Statistics are from the National Report for the UNESCO World Conference on Higher Education which was held in Paris, 2009[15] , p. 5-6. The national Report on Higher Education in Syria was prepared by the Ministry of Higher Education in 2009. It is available at the MHE and only in Arabic.

[16] Available at: http://eacea.ec.europa.eu/tempus/participating_countries/higher/syria.pdf. Accessed on December 12th 2009.

with which Syria cooperates in the field of higher education depends on political and economic reasons. Therefore, in the seventies and eighties, most of the academic cooperation was with the former Soviet Union. After its collapse, Syria shifted towards the Western European countries; mainly the UK, France, and Germany. Some links were established with other countries but in very small scales. Countries of similar economic situations were avoided as the main idea of these links was to better qualify Syrian staff abroad to support the national capacity building. Intra-Arab academic cooperation is obviously lacking.

Studying the academic background of the academic staff in the Syrian universities shows the big variation of the countries where they pursued their post-graduate studies. This is due to the National Capacity Building Program (NCBP) within which the best universities' graduates are sent to pursue their postgraduate studies in different countries in the world. The Minister, deputy Ministers, Presidents of the Universities and those who are at the other high-ranking positions have all done their post-graduate studies abroad. Therefore, one can say that the leaders of higher education in Syria have been international students with international experience. The NCBP is a national program in cooperation with universities or organizations in foreign countries. Syria has an agreement with the French Government, with the German Academic Exchange Services (DAAD), and with the British Council to send the Syrian students to France, Germany and the UK respectively. These students get appointed as full members of academic staff as soon as they finish their studies and come back. This implies that the universities capacities are built basically through international cooperation.

There have been two initiatives[17] to study and evaluate the Syrian higher education system. These two initiatives were carried out in cooperation with foreign partners and by foreign experts. This reflects the belief of the higher education leadership in international cooperation and its value in transferring the knowledge and the know-

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[17] The First one was done by a British expert; Quentin Thompson in 2005. The project was funded by a Syrian expatriate in the UK. The second one was in 2007. It was carried out by another British expert; Bahram Bakhradnia. The project was funded by the UNDP.

how[18]. International cooperation, in the country as a whole, is looked at as a tool for internal development and reform. In the year 2008, an EU funded project was accepted by the MHE to upgrade the higher education system in Syria. Its title is "Upgrading the Higher Education Sector in Syria". This 10 million-euro program aims to "support Syria's Higher Education reform process in order to enable the sector to respond efficiently and effectively to the needs of the economy, in addition to the expectations of society[19]". From the last few years' practices, it is realized that whenever a need is felt to introduce a new concept to the higher education system, the first steps are usually to look for foreign partners who are experienced in this specific field. Concerning conferences, workshops and seminars, there is hardly a week without an activity of an international nature. Moreover, The MHE, representing the higher education institutions, is engaged in many governmental student exchange-programs with Arab and foreign countries.

In terms of legislations that promote and encourage international cooperation, there was a clear shortage of such legislations that regulate the international activities. In the old Universities Regulation Law (URL) that was issued in 1975, there was hardly an article talking about international relations. In the new URL that was issued in 2006, the agreements with foreign universities were clearly mentioned and a framework for double-degree post-graduate programs was set. With the increasing numbers of the double-degree Master programs and the introduction of fee-paying Masters (which are against the constitutional concept of free education) and where the students come from different countries, there was a need for a new legislation that would allow the establishment of such programs. Law no. 1 for the year 2009 came to open the door for international cooperation and gave the universities the autonomy to design the administrative, financial, logistical, and pedagogical structure of these programs depending on their specificities.

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[18] There is a counter argument that believes that having international experts to analyze and evaluate our system will fail because they can't understand the internal contexts. Only national experts can do this and what is really needed is to change the existing laws.

[19] From the project website: http://www.uhes-sy.org/. Accessed on December 12th 2009.

However, the five-year plan, the strategic plan of the MHE, the mission and vision of the Ministry, and the UNESCO National report do not approach internationalization in a strategic way and don't set strategic aims and objectives. One can feel that these documents welcome international cooperation but the answers to the questions of what, why, how, and who does what do not exist and this is what is urgently needed especially with the escalating pace of developments and changes in the field of higher education and its international dimensions. Internationalization in the Syrian higher education is responsive, reactive, unplanned and occasionally organized on an ad-hoc basis. The agendas, priorities, tendencies might exist in the heads of leaders but they are not communicated to the wider academic community causing, therefore, imperfections and deficiencies in the process that look consequently more of a casuistic and incidental process.

4.3 Internationalization in the National Strategic Plans and Documents

4.3.1 The 10th Five-Year Plan[20]

The five year plans are strategic plans that are issued by the SPC every five years. These plans draw the strategic guidelines for the whole country with all its sectors for a period of five years. The 10th plan covers the period from the year 2006 till 2010, and consists of 28 chapters. There are two chapters that are of interest for this study; one on '*higher education and academic research*' and the other is on '*international cooperation*'. The light is shed here onto how the internationalization concept is approached in this plan. The aim is to see what the administrative, legislative, and strategic frames that are given to the HEIs in Syria, since this plan is the framework through which all the public organizations must form their own ways of movement.

The term 'internationalization' is used literally only once in these two chapters when talking about internationalizing the universities' campuses (p. 726). However, the concept is approached in different ways and in variety of places. At the beginning, the plan says that "getting human power that is able to face the challenges of the 21st century will not

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[20] All the quotes from the National Plan are translated into English by the researcher and for the purposes of this study. The plan, that exists only in Arabic, can be accessed at: http://www.planning.gov.sy/?page_id=23. Accessed on December 10th 2009.

happen unless we adapt the strategy of 'good teaching for all'" and that Syria is "committed on the international level to achieve the Millennium Development Goals[21] (MDG)" that was initiated by the United Nations as the goals for development till the year 2015. It is also planned during the five years of this 10th plan to "make the higher education more productive, adapt with the new development, labour market and the future horizons, generate job opportunities, and provide professional skills that have international competitive ability." (p. 704). This statement implies that the national plan sees higher education as an important sector to respond to the changes in the world and as a source for qualified human resources who are able to manage and deal with these changes. It also stresses the international standards of the productions of the higher education system.

In its vision of openness and the role of the MHE, the plan says that "the MHE should act and react at the different levels of local, national, regional, and international institutions, with governmental and non-governmental organization, with the business sector, with the international academic centers, information and research networks and with libraries to be able to increase and develop the society's intellectual capital". Another dimension of this openness, the plan continues, is "to adapt a strategy to internationalize the Syrian university campus by targeting the admission of 10% of the total university students' number from foreign countries. Departments of Arab, African, the developing world, and international studies should be established in addition to having twinning programs, staff exchange and activities of an international nature in the Syrian Universities." (p. 726). This is a very clear statement that paves the way to the HEIs to internationalize. It says that to develop the country's intellectual capital, the MHE should act and react with the different players and from all sectors. This reassures the first statement that higher education is a key sector to provide the society with the required qualifications. The plan opens the door for the institutions but doesn't say how, leaving this to the Ministry and the individual institutions.

However, the plan neglects a good number of other international activities that are already taking place at the universities and that are looked at as very important for the development of the country. Syria, for instance, sends hundreds of students abroad every year to pursue their Master and Ph.D degrees in the framework of a national program. These students get full scholarships from their universities for the entire

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[21] The United Nations Development Goals can be accessed at: http://www.un.org/millenniumgoals/. Accessed on December 10th 2009.

period of their studies. Therefore, it is quite surprising how the government spends so much money on this program and not has it as part of its strategy especially that this activity started in the early seventies of the last century. The argument that this, and other alike activities, have become part of the system and do not need to be part of future strategies and vision is also unjustifiable. This is because with the changes that are happening worldwide in all the fields of higher education and the changing nature of the needs of universities should be strategically planned in adaptation to what is taking place internationally. Moreover, as will be discussed below, such activities should be reviewed and evaluated to see whether they are doing what they are supposed to do.

In the section on developing and encouraging academic research, the plan states that "the regulations of the post-graduate studies should be modernized and the study plans must develop to adapt with the latest regulations of the post-graduate studies in the universities of the developed countries that fulfil the need for the comprehensive development." (p. 725). This explains the introduction of the new URL in 2006 and then its amendment which regulates the cooperation with international universities in post-graduate joint programs.

Among the objectives of higher education in the period between 2006 and 2010, the sixth objective can be identified as an objective that strongly promotes internationalization. It says: "the universities' openness to the outside in the framework of the new academic, technical, knowledge and international relations" (aim no. 6, p. 719). On one hand, it sees openness of universities as an aim. The strategic planning of the country aims to be open within the new changes and development in the world. It's a clear call to enhance the institutions' international relations. On the other hand, Globalization, the competitive ability and the international standards of skills, in the plan, are seen as challenges for the period of the plan (p. 709). As for the weaknesses of higher education, the plan mentions the "high percentage of the university teachers who don't speak a second language from the main languages of academic research and who don't use the internet which leads to the weakening of their knowledge development" (p. 708). The plan says that this weakness hinders the openness tendencies at the HEIs.

It can be inferred from the plan that it sees 'international cooperation' as a tool for development. It states that for the adaptation with the new developments in the world

and the introduction of new concepts or ideas in the field of higher education, the experiences of the developed countries must be considered. As an example, the plan, in different places of the higher education chapter, stresses the need to develop a quality assurance system and accreditation criteria. It also points out that "setting a system for quality assurance and accreditation systems in Syria should take into consideration the experiences of the developed countries and the modern academic studies and research" (p. 722). The transfer of knowledge and the know-how concepts are clearly promoted in the plan.

The chapter on *international cooperation* mentions the advantages of the Syrian context on which the country can depend to achieve the best benefit of the international cooperation programs (see Appendix3). On one hand, these advantages are essential for any development process that depends on international cooperation as a tool. On the other hand, they are very encouraging for the public universities to go forward in enhancing and increasing their international relations especially with the increasing developments in the field of higher education and the consequent rising need to introduce new concepts like quality assurance, accreditation, career service, etc.

The plan lists also the problems and challenges (Appendix 3) that face the international cooperation. These problems and challenges are described very clearly and form real obstacles in the way of developing and benefiting from the international cooperation programs. They are most likely drawn from the daily experiences of the different public organizations and institutions. Though they are on the national level, many of them apply to single institutions. In the case of DU as discussed below, the challenges 1-3-4-5-6-8-9-10 and especially number 3 can describe some of the problems at the institutional level. Number three, which talks about the lack of strategy, can be generalized at all the institutions in the country. However, it talks about lack of strategy in managing and coordinating the international cooperation while strategies of what kind of international cooperation, with who, how to approach are also still lacking.

The plan also lists the future challenges of international cooperation:
1. "The influence of the political relations on the relations with some partners.
2. The international cooperation programs correspond with the partners' priorities.
3. Delays and obstacles in the execution of the projects due to the lack of transparency on the different laws and regulations in the two partners' countries.

4. Find legal and legislative frameworks that are acceptable by the partners." (p. p. 927-928)

Except the first challenge, which lies beyond the abilities of anyone, the other three challenges seem natural and normal in any form of international relations. They can be overcome by negotiation and dialogue when commitment and belief in the benefit of the cooperation mutually exist. Taking these current and future problems and challenges into consideration, the plan presents its future vision of international cooperation as follows:

> "The openness to the world and building international cooperation relations that are based on mutual respect and that insures the best benefit out of the international cooperation in a way that enhances Syria's regional and international role and contributes to achieve the aims of the national economic and social development along with the MDG to which the Syrian Arab Republic is committed." (p. 928).

This future vision is very general and doesn't specify any direction or method for the international cooperation. Moreover, it directs this cooperation mainly towards the Syrian role and to the achievement of the MDG while it should be directed, in addition to the above-mentioned ones, towards more specific objectives that take into consideration the society's needs. Since international cooperation is looked at as a tool for aiding the development and adapting with the worldly developments, the future vision should address its role in the different fields that are mentioned in the same plan.

This chapter of the plan describes the task of any administration that is responsible of international cooperation in any public organization and institution. The plan states that:

> "Any administration that is responsible of international cooperation should work to find different and diversified resources to support the developmental process, to continuously look for funding opportunities, develop suitable mechanisms to manage and coordinate the available resources according to the priorities and needs of the different developmental programs and projects in cooperation with all who are concerned with the development process and international cooperation." (p. 929).

The plan says that this can be achieved through following these strategies:
1. "Enhance the contribution of international cooperation in attracting external investments.
2. Enhance the contribution of international cooperation in the knowledge transfer process.
3. Enhance the role of international cooperation in the economic and social development process." (p. 929).

Though the description of the tasks and the corresponding strategies don't specify how the concerned units can perform their tasks, they are general and open and give

therefore a great deal of autonomy to these units in carrying out their activities. What is clearly missing in all what have been mentioned in the plan in terms of the international openness of higher education and its international cooperation are two main issues. These are the quality control of the international activities and an evaluation and monitoring system for these activities.

The five-year plan is presented as a first step towards implementing the government's vision for the future of Syrian society. It proclaims that, in the next two decades, Syrian society should become self reliant and opened up to the outside world, modernised and democratically mature and should have an effective institutional system and solid enabling environment conducive to achieving sustainable economic development and growth. Long-term objectives include social justice and welfare and empowering women in society. It wishes to achieve the principle of 'Education for Everyone' and increases women's opportunities to receive higher education. The reform of the education system aims to produce a highly qualified labour force and to adopt teaching techniques that are based on dialogue and are designed to help developing the critical mind. (p. 18)

4.3.2 The Ministry of Higher Education Review of Higher Education in Syria[22]

The MHE has issued a paper in 2004 entitled "*Higher Education System in Syria: An Overview*", in which the Ministry's views of challenges, strategic guidelines, and windows of opportunities are presented. Though the document is relatively old, it is useful to explore whether internationalization was on the Ministry's agenda at the time. The paper includes an overview of the higher education in Syria, the admission process, the Virtual University, the research network, private universities, challenges facing Syria's higher education system, a reform strategy, and strategic guidelines and windows of opportunities.

In all the above-mentioned sections of the Ministry paper, the terms 'Internationalization', 'international relations and cooperation' are not mentioned. It is clear that this paper doesn't focus on the international dimension of higher education.

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[22] Source: http://eacea.ec.europa.eu/tempus/participating_countries/higher/syria.pdf. Accessed on December 15th 2009.

However, the international dimension could be traced in the reform strategy and future opportunities. The paper, in many places, stresses the importance of having a quality assurance system in place. As seen in the national plan, and from the current experiences of the Ministry and the other HEIs, the quality assurance and accreditation system couldn't have been achieved without extensive investment of international relations. it is quite surprising how a paper that is described as a strategy paper doesn't mention anything about the international relations activities that are part of the daily life of the Ministry.

The Ministry's vision of reform, according to the paper, stems from a number of facts. One of them is "the pressure of globalization makes it urgent that we devote substantially more resources to the tertiary education sector, and that we also reform it at both the level of individual institutions and the system as a whole" (p. 16). It is not clear here whether globalization is looked at as a negative phenomenon to which the higher education should be prepared or whether it is a positive one that gives a push to the reform process. In the section on 'reform strategy', the second main objective reads: "internationally competitive performance standards of learning achievement" (p. 17). This objective implies knowing these standards by international contacts and an awareness of the competitive nature of the world and the need for high quality and standards graduates. Nevertheless, no clear guidelines are given for these standards or how to achieve and measure them.

In the last part of the paper, which talks about strategic guidelines and windows of opportunities, the Ministry stresses the idea of strengthening the "*joint actions*", among other players, with foreign universities. It also sees "*joint research and mobility of students and staff*" as strategic guidelines (p. 18). This is a direct call for international cooperation to achieve these aims. These few statements that have an international dimension do not clarify what to be done, (i. e. activities), how to do them, and who is responsible for them. In general, they don't reflect the important role of internationalization in the development process. Internationalization or international cooperation don't stand out clearly as strategic choices for the Ministry at the time. Moreover, as mentioned above, these statements do not come under any title that refers to internationalization or international cooperation. This is also a fact that raises a question mark. Why such activities are not labelled as internationalization? One answer could be that they are considered as part of the daily

110

life and traditions of the institution. However, with the officials' insistence on international cooperation and its importance and with the booming of the concept of internationalization, it is no longer justifiable that they are not put under the right and corresponding labels.

4.3.3 The National Report on Higher Education for the UNESCO Conference 2009[23]

Since the MHE hasn't produced a strategy paper after the one produced in 2004, the National Report that was prepared by the Ministry to summarize the developments in the higher education sector in Syria for a period of one decade between 1998 and 2008, forms a rich resource on the visions and strategic approaches and planning of the Ministry.

According to the report, "Syrian higher education is facing some main challenges such as accessibility, relevance, quality, management and governance." (p p. 6-7). Therefore, Syria has given a lot of importance "to develop the sector in a way that enables its outcomes to fulfil the development needs". In this regard, the new vision of the Syrian higher education "stresses the good quality teaching that graduate students who enjoy high sense of citizenship and who are able to generate knowledge and jobs and to contribute to the sustainable comprehensive development". The mission of higher education "revolves around the idea of deepening the relation between higher education and the society and giving high importance to the individual who is regarded as the main element in the national development process" (p. 7).

Internationalization, as a label for certain activities, is neither mentioned in the mission nor in the vision. It is therefore surprising that in the formal speeches of the Ministry high-ranking personnel, they always mention international cooperation and internationalization yet it is not reflected in their formal and written policies. The other surprising fact is that the international activities are happening in high density in all the Universities, yet they are not mentioned in the mission and vision. One could argue here that these international activities are not seen as strategic visions for the

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[23] The report is not a published document. It is available at the Deputy Minister's for academic research office and only in Arabic. The quotes used in this research are translated by the researcher for the purposes of this study.

higher education sector. Since they are happening naturally, there is no need to include them in any strategic paper. There is a mismatch in this regard and ambiguity especially with the dramatic contradiction between what the officials say and how their speeches are translated into written strategies.

The report lists the strengths and opportunities of the higher education system in Syria (see Appendix 4). In the opportunities, the term 'internationalization' appears for the first time in an official document by the Ministry. However, internationalization is looked at here not as a strategy for the Syrian institutions but as a policy adapted by the foreign universities that encourage them to widen and strengthen their academic relations with the Syrian universities. Though internationalization is mentioned here but still not as a goal or strategy or practice for the Syrian universities. It is interesting perspective of internationalization that hasn't been mentioned in the literature.

Internationalization follows a different logic in this part of the world. However, one must say that this is not a reflection of the majority's opinion. Many would disagree with this perspective. Another issue that has a specific perspective in the Syrian context, according to Ministry, is that trans-border education is seen as a challenge. The Ministry sees that the trans-border education has created a lot of 'degree mills' and it has become difficult to assess and evaluate the degrees that the students come back with to work in the country (p. 39).

In the section on strategies adapted by the Ministry as an execution of the guidelines of the 10th five-year plan, strategy number 6 says: "the openness of the universities to the outside". To achieve this, a number of steps should be taken:

- *"Establish a supreme consultancy committee to give recommendation of how should universities open to the society and to the outside.*
- Develop a marketing and communicative plan for the university 'product' and enhance alumni relationships.
- Find a core relation between the teaching institutions and the service and production organizations through the latter's participation in the teaching and training process and deciding the teaching policies and programs.
- Internationalize the Syrian university campus through attracting foreign students in a specified percentage." (p. p. 46-47).

On one hand, these steps are very poor and do not reflect the core meaning of internationalization which is mobility and exchange of knowledge and experiences.

They are more of a cliché type of statements. The 'outside', as depicted in the report, is mainly the national players that are outside the university. The outside of the country; the international, however is not mentioned. It is difficult to decide whether this is due to lack of awareness of the meaning and dimensions of internationalization or there is an intention not to mention them. Both options are hard to understand because there is hardly a speech or an article by those who lead the higher education sector without a clear focus on the importance of international relations. There is hardly a week without an activity of an international nature and done in cooperation with an international partner where one of the higher education officials stresses the importance of international cooperation.

These steps are another example of the existing mismatch between what the Ministry regards as 'should be done' and the following two facts, (1) what is actually happening and (2) what has happened after the issuance of this paper till the present. It is also interesting to say that six years after this paper and five years after the issuance of the 10th five-year plan, the objective of having 10% foreign students of the total students' body hasn't been achieved. The objective that has been explicitly mentioned in both strategic papers hasn't been recognised while many other objectives that haven't been explicitly said have witnessed remarkable developments. One can wonder here whether these activities that have not been explicitly said are part of an implicit strategy. The answer, from observing the higher education scene in Syria, is most likely *no*, but the query is still valid.

"The increasing openness in the field of higher education and the increasing international competition among universities and higher education providers to attract student" (p. 21) is seen as an external factor that necessitate a reaction rather than an invitation to the universities to develop their profiles or to change laws to attract foreign students. The concept of competition is not clearly explained and it doesn't say whether it is a catalyzing fact to the Syrian HEIs. The reactions seen in strategy number 6 don't seem very promising in reacting to such a factor in the field of higher education. The report stresses also that the tendency towards the openness must be highly organized and systemized with extra care on two issues: keeping the national cultural identity and the differentiation between 'internationalization' and 'globalization'. While the first issue is quite

understandable and is important, the second seems vague in that there is no clarification of how to differentiate or what each term means to the Ministry.

Under the section of special initiatives, the report mentions the double-degree post-graduate programs with foreign universities. The report sees that the foreign, mostly European, universities are recently interested in cooperating with universities in the developing world because they adapted the internationalization policy. Therefore, the higher education system had to respond to the new tendency of these universities and hence came the change of the laws of the universities especially law no.1 for the year 2009 (p. 51). This law, the report says, "has given the universities a lot of support and helped them execute their plans and has overcome many of the obstacles. Universities have benefited a lot from their openness to international cooperation and building international partnerships. This will, furthermore, help them achieve one of their most important strategic aims which is to build their capacities and respond to the needs of the society and the development plans" (p. 53). Though the activity of having double-degree programs has been promoted through this law, the Ministry hasn't drawn these programs in a strategic framework, or in other words, hasn't strategically planned them.

Syria, by the beginning of this century has started a comprehensive reform process that included all the sectors in the country. With the frequent and remarkable changes and development whether on the political, social, economic, and technological fields, the higher education sector started to react to what is happening worldwide.

Therefore, a series of structural, legal, and administrative reforms have been initiated and are still in progress. These initiatives include establishing a system for accreditation and quality assurance, developing curricula and opening new departments and faculties that cover the new fields of knowledge, approving a national plan to raise the foreign language competence of staff and students, encouraging academic research by introducing new structural and financial procedures, increasing the higher education budget, and the introduction of the new Universities' Regulation Law in the year 2006.

These steps help enhance the needed infrastructure for the internationalization of the higher education. However, a follow up and updating of these objectives in accordance with what happens in the world are needed to insure that they don't stay

on paper and decrease the gap between the taken measures and the international developments.

4.3.4 The Ministry's Mission and Vision

It is expected from the governing body of higher education to have a mission and a vision that draw the general guidelines to enable the HEIs in the country to formulate their own missions and visions. The mission and vision of the Ministry are not published documents. They can be accessed through the ministry's website. However, only the mission and vision can be found on the English version of the site while the Arabic version contains the mission, vision, strategy, and policies of international cooperation[24]. The Ministry mission on the English site[25] reads:

> "Our mission is to create a high-quality education system that helps develop a national workforce capable of innovation and transfer of knowledge, of creating work opportunities and of contributing to comprehensive and sustainable development in the country".

The Ministry vision on the same site[26] reads:

> "Our vision is to deepen the relationship between universities and society and to support the development of enabling skills of the individual, the most important element in the national development process".

While the mission of international cooperation on the Arabic site reads:

> "Build cooperation relations with the different countries of the world on a basis of sharing that achieves the national development aims and contributes to developing the higher education."

The vision of international cooperation on the Arabic site reads:

> "Enhance the role of international cooperation in developing the higher education through having academic contacts with the world".

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[24] Source: http://www.mhe.gov.sy/new/index.php?page=dst&ex=1&dir=html&p=672. Accessed on December 17th 2009.

[25] Source:
http://www.mhe.gov.sy/new/index.php?page=show&ex=2&dir=docs&ex=2&ser=1&lang=2&cat=116
5. Accessed on December 17th 2009.

[26] Source:
http://www.mhe.gov.sy/new/index.php?page=show&ex=2&dir=docs&ex=2&ser=1&lang=2&cat=116
6. Accessed on December 17th 2009.

The strategy of international cooperation:
- *"Further benefit from the existing cooperation relations.*
- Establish new cooperation relations.
- Stress the importance of evaluating and monitoring the execution of the cooperation agreements and memoranda, and their executive programs.*"*

The policies of higher education in international cooperation:
- *"Benefit from the agreements and their executive programs and activate them.*
- Enhance the Syrian existence in the international events that discuss the higher education issues.
- Regularly inform the HEIs that are under the auspices of the Ministry with the developments of the higher education horizons.*"*

It is rather strange why the English site presents the mission and vision of the Ministry and the Arabic one presents the mission, vision, strategies, and policies of international cooperation. It is not clear whether the ministry wants to give different messages to the different readers of the website or whether it is simply a technical issue with updating the site. However, neither that on the English site nor those on the Arabic one seem promising as missions and visions for a national higher education system. They don't form a good resource for the Syrian HEIs to benefit from. These missions and visions reflect the shortage of professionals in the field of higher education and especially internationalization.

4.3.5 The Syrian-European Partnership Agreement[27] and the Country Strategic Papers and National Indicative Programs[28]

These documents are important to explore since they regulate the relations between the Syrian Arab Republic and the European Union. These documents tackle issues in the different sectors in both Syria and the European Union. However, for the purposes of this study, only their approach to higher education cooperation and international cooperation are studied.

The Syrian-European Partnership agreement is mainly an agreement of economic cooperation. Higher education is not clearly mentioned in the articles of the

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[27] The agreement is due to be signed and ratified in 2010. It is not a published document yet. A copy of it was taken from the office of the Minister of Higher Education in Syria.

[28] Source: http://ec.europa.eu/world/enp/partners/enp_syria_en.htm. Accessed on December 17th 2009.

agreement. However in the sixth chapter which is about economic cooperation, there is article 93 *'regional cooperation'* that talks about the processes of this cooperation. One of them is about academic and technological research (p.52). Article 95 talks about cooperation in the fields of education and training. It says that the cooperation in these fields aims to:

- *"Encourage establishing permanent relationships between academic and technological organizations of Syria and the European Union (EU).*
- Enhancing the capabilities of academic and applied research and development is Syria. This is done through building capacities in the human and scientific resources and providing academic, technical, and financial support to the research institutions.
- Activating the technological modernization process and transfer technology and new forms of knowledge*"*. (p. 53)

These two articles give a broad framework for cooperation between the Syrian and European research institutions. However the agreement doesn't address the different forms of international cooperation and doesn't mention universities. It also doesn't reflect the already existing strong academic relations between the Syria Universities and many Universities in the member states of the EU.

The country strategic papers (CSP) and the national indicative programs (NIP) are more specific in their description of the forms of cooperation in the field of higher education. Yet, none of these documents has approached the concept of internationalization of higher education. The history of relations between the EU and Syria dates back to the seventies of the last century. The studied documents here are two Country Strategy Papers and 4 National Indicative Programs. They cover the period between 2002 and 2013.

In the 2002-2006 CSP& NIP, p. 18 reads:

> "In recognition of the important role of higher education in the field of human resource development and of educational exchange in promoting understanding between cultures in the Euro-Mediterranean region, the reform of the higher education system is a priority area. In 2002 the Commission intends to propose the extension of the Tempus programme to the non-candidate countries of the Mediterranean region. The programme aims at the development of the higher education system with a view to better responding to the socio-economic needs of the partner country and to promoting understanding between cultures".

One of the key lessons learnt from the 2002-2006 Syria Country Strategy is the lack of experience of the Syrian administration in managing international co-operation projects (CSP& NIP 2007-2013, p. 21).

In the following CSP& NIP, there has been a shift from project-oriented approach to a more sector-oriented one. This has led to the introduction of the 'Upgrading the Higher Education Sector in Syria (UHES)'.

> "With its assistance to education, the EU puts emphasis on higher education and vocational education and training (VET). It is shifting from the project approach, with the 'Higher Institute for Business Administration' (HIBA) aimed at establishing a national and regional centre for management education, to a sectoral approach through a programme supporting the reform of higher education. Preparation of the 'Upgrading the Higher Education Sector' project led to capacity-building exercises in the Ministry of Higher Education, with a high level of participation from the different directorates" (CSP& NIP 2007-2013, p. 20).

Though neither internationalization of higher education nor its different themes and aspects are explicitly mentioned in the European documents, the strategy papers and the indicative programs provide wide frameworks and opportunities for cooperation in the field of higher education. This is not only with the above-mentioned programs but also with the horizons that these projects tend to open. It is also worth mentioning here the Erasmus Mundus External Window Program that opened the door for the Syrian students to get scholarships to pursue their Masters and Ph. D programs in the European countries and for European students to spend a period of one or two semesters at the Syrian Universities as a form of student mobility and cultural exchange. Looking at the cooperation scene between the Syrian HEIs and their European counterparts, one might argue that the practice has way surpassed the written strategies.

4.4 Remarks on the Official Documents

All the above-mentioned documents, whether national or foreign, promote, in a way or another, the international cooperation on all levels. As far as higher education is concerned, these documents encourage the HEIs to be involved in international cooperation in general without further specifications.

On the national level, the 10th five-year plan and the Ministry's overview and report reflect severe shortage in expertise in the field of internationalization. This doesn't mean that internationalization would be the solution for all the problems or the main key for development. But since higher education in the national documents is looked at as the main provider of human resources and capacities that are needed in all

sectors, ways of its development should receive more attention. It is said that international cooperation is one of the main tools for developing this sector especially with the latest developments in this field on the international level. There is an increasing need for having international standards, quality assurance system and study programs need to be accredited. Consequently, transfer of knowledge, experience, and the know-how have become, like never before, an inevitable direction. Therefore specific programs, themes and activities should be planned to serve certain objectives. What is lacking in these documents is the strategic planning. The statements that mention international cooperation are extremely general and broad and could carry many meanings. They are mere words with no concrete meanings. Most of them sound like clichés that don't enjoy the sense of vitality. Another shortcoming in these plans is that they don't reflect what is taking place in the HEIs (e. g. Damascus University as discussed below). Reflecting on the daily international activities that are taking place would lead to a better wording of these strategies that will give them a sense of life and applicability and make them able to explore new horizons. A further step would be to strategically organize the international activities to serve an agreed-upon strategic aims and objectives.

All the above-studied official documents have mentioned only *internationalizing the campus, establishing departments for foreign studies, twinning programs, and staff exchange*. What is controversial in mentioning these activities is why only these activities? What about the other ones? Internationalization is extremely central for the innovation policy, the economic success policy and the quality enhancement policy. Internationalization is indirectly addresses in the documents. One can argue here; how comes that so little is said about it? And why only few international activities are mentioned. On top of that, those activities that are mentioned are not presented in any framework that deals with the why and how and neglecting an evaluation and monitoring systems for them. It is not known whether some activities are not looked at as strategies or as taken-for-granted activities. However, one answer is that there is shortage in (1) experienced people in writing strategies, (2) defining what are the needed strategies, (3) realistic reading of the existing situation, (4) evaluation of already existing activities on all levels, (5) associating strategic activities with reasons, objective, monitoring and evaluation, and (6) reflection of the real life of the institutions.

It is worth mentioning that the missing activities are not mentioned under any other titles of the strategic plans. They are completely out of the picture. They are activities that are not referred to in any major policy statement. They are out of any strategic scope and not covered by any strategic reasoning.

In the Ministry's National Report, internationalization is looked at as a policy of the foreign universities which the Syrian HEIs should benefit from. Trans-border education as a challenge of bringing degrees from unsecured organizations. Internationalization should be a policy for the Syrian HEIs as well to stop being merely responsive to the foreign and start initiate programs or activities that serve the nationally-defined objectives. The national plans should provide the institutions, naturally after having dialogues with these institutions, with strategic lines or action schemes, like those initiated by the DAAD and mentioned in the literature review of this study, for their tendencies and directions. This doesn't mean in a way to limit the universities to certain activities or strategies or reduce their autonomy in their strategic planning but to help harmonize all the efforts to serve the national objectives that were originally set by these institutions. It is hoped therefore that the 11th five-year plan which is expected to be issued in 2011 takes these issues into consideration. Higher education and its internationalization can no longer be neglected as it was the case before. The expertise of the corresponding institutions should be used o not only reflect the reality but to plan for the future.

4.5 Internationalization as perceived by the Ministry Officials:
 (a) Meaning, (b) Rationales, (c) Strategies, and (d) Challenges

Three interviews were conducted at the Ministry. One is with the Deputy Minister for Academic Research (DM) and who is responsible for the international file. The second is with the Director of the International Cooperation at the Ministry (DIC). He is also the head of the English teaching Department at the Higher Language Institute (HLI), a member of academic staff at the English Department at the faculty of Human Sciences, and a former director of DICR. Therefore, his answers include his perspectives from the Ministry and from the University. The third interview is with the Director of the National TEMPUS Office at the Ministry (DNTO). He is also a member of academic staff at the faculty of Economics. Their answers are used to give

further explanation and description from the point of view of individual officials who work in the field of international cooperation.

(a) Meaning of Internationalization

For the DM, *"Internationalization of higher education is a new tendency that started lately in Europe. The idea was to urge the European countries to look outside. Of course there is a geopolitical reason behind it. International cooperation has always existed but the word internationalization of higher education appeared as a designed policy of the EU. As a side effect for this policy, we became a beneficiary side. Therefore we started to be aware about it"*. Internationalization for the DM means a policy that has been adapted by the different European countries. To the Syrian HEIs, he believes that it is a reaction and response to the initiatives of the foreign countries. This is a new approach to internationalization that reflects the diversified meanings of internationalization to the different people in the different parts of the world.

For the DIC, internationalization is an opportunity for the Syrian HEIs to benefit from. *"It is a process that involves many organized activities and giving an international dimension to the university activities"*. However, it is also a challenge since Syrian universities, according to him, *"don't have an international status. I don't think they appear in any way on any screen of international recognition. They are recognised by some organizations like UNESCO but they are not internationally recognized as universities. They don't appear on the map of international institutions. The only exception is DU in some of its programs"*. Therefore, a lot needs to be done to enable the Syrian universities to have their place on the international map of HEIs. For the DNTO, *"internationalization is a process of different procedures that aim to benefit from the international relations with the foreign universities"*. The Western Universities, according to him, *"are well developed and they are interested to transfer the know-how to us and we should invest this tendency and benefit from our relations with them. In practice from our side, it means 'think globally and act globally'. It is to sell your product abroad"*. It is obvious that the MHE doesn't have an agreed-upon meaning for internationalization.

(b) Rationales of Internationalization

There are certain things that are not discussed as part of internationalization although they are. There are some explicit and some implicit fields where internationalization doesn't seem to be appreciated. One element would be related to the globalization discourse as one indicator that not everything is perfectly praised. It is very clear from

the three interviews and from the official speeches of the Minister that internationalization is generally looked at in a positive way and as a phenomenon that brings a lot of benefits for the Syrian higher education. It is also looked at as the main tool for developing the higher education and for learning about the latest developments in the different fields of higher education. From their positions in the Ministry, the three interviewed officials agreed to the fact that the rationales to internationalize the Syrian higher education are of political, financial, academic and cultural nature. Though they differ in ordering them, they all agree that the economic rationales come at the bottom of the list.

(c) Strategies of Internationalization

The three officials have agreed on two essential issues. The first is the need to have internationalization strategies for the Syrian universities and a national internationalization strategy as a guideline for all the universities. The second issue is that internationalization should be neither centralized nor imposed and controlled by the MHE. They all believe that the universities must be autonomous in their choices in internationalization within a national framework that is drawn after negotiations with all the stakeholders.

The DM said that "*The Syrian Universities don't have internationalization strategies. International cooperation is part of the 10th five year plan and what happens is that universities respond to the external initiatives. The plan has set a target number for foreign students in the campus (10%). On the official governmental level, there is a strategy concerning the international cooperation*". Though, the five year plan's objective neither specifies any mechanism to reach the 10%, nor it explains why it is important to have such percentage, it is still seen as a strategy.

In regards to the Ministry's role he said: "*The role of the ministry is the facilitator. The guidelines should be provided by the Ministry, a kind of national controlling guidelines that guarantee certain limits in these strategies that take into consideration the state's policies. Internationalization is the thing that touches mostly the linearization of services and the national identity. Therefore, the government has to have its say in these strategies*".

The DIC, in answering the question of whether the Syrian universities follow certain strategies in their internationalization activities, said: "*If you mean by strategy defining an overall goal and of drawing the road map to achieve that goal and the specific steps in the road map that would lead to the goal, I would say 'no'. To the best of my knowledge, and from my experience, such strategies in their far-reaching and long term implications do not exist at least not as institutional. They don't exist in form of set of rules or an action plan to achieve certain things. There is usually an expression of what is wanted but not how to get there*". In the relation between the

International Cooperation Directorate in the Ministry and its counterparts in the different HEIs, he said: "*There are no clear goals and steps for any schemata for cooperation or coordination between the office of the Ministry and those of the universities. Since 2003* (the year of his tenure in office)*, there hasn't been a single meeting or brain storming session for international officers or people who are in charge of international affairs within the higher education sector. The idea is to share knowledge of what is happening in the universities to start to develop some sort of a strategy keeping in mind that each university is an independent institution that needs to work on its own vision*". The question here is since he has been the Director of the Ministry's IO, why hasn't he initiated such meetings? This is another manifestation of the difference between what the officials say and do. In regards to the Ministry's role in the strategic planning of internationalization, the DIC continues: "*The Ministry can be the coordinator at the technocratic level and at the decision-making level. It can function as an umbrella of such an environment*".

The DNTO looks at the strategy from a different perspective. He said that "*strategies in this country come from persons. The strategy should be formulated from the mission and the vision. If you look at the vision of the President or the Minister, this is personal and it is fine. But the mission is for public. So strategy is something you make from individualism and collectivism. So if these two are combined we can get a fair strategy. Strategies are not sustainable in this country*". In regards to the Ministry role, he said*: "Universities should be competitive. The ministry should give the outline of internationalization. The ministry should play the role of policy director not policy maker*".

(d) Challenges of Internationalization
Challenges are an area where the three officials respond very differently from one another. This explicitly and implicitly reflects the different perspectives of internationalization and how to achieve its aims and objectives. The DM sees that the challenges are: "*Human resources, the political situation, lack of skills in foreign languages and weaknesses of the learning outcomes, and funding*". For the DIC, the challenges are: "*Getting people on board, having a technocratic team at the decision-making level, and having a joint approach to internationalization at the national level*". The DNTO thinks that they are: "*Centralization, financial laws, and autonomy*".

The opinions of these officials stress their description of a need to have a strategy that joins the different opinions, and ideas in one common understanding and approach. This needs an initiative of dialogue among the different stakeholders. The DIC thinks that "*the MHE is most likely the best player and place to have these meetings and discussions. The results will be the national framework and guidelines for internationalization*". Though they agree on such an opinion but it is still not clear what do they see as necessary or unavoidable in having this level of national coordination and what is the strategic range. It might be a good idea to share and exchange knowledge in this field, yet objectives and limits need to be set beforehand.

5. Damascus University and the Directorate of International and Cultural Relations

5.1 Historical background of Damascus University

DU is the leading higher education institution in Syria. It is the oldest and known as the mother university in the Country. The establishment of the University dates back to the year 1901 when the medical school and law school were established. In the year 1923, it was officially established as a university and was called the Syrian University. In the year 1958, it received its current name; DU. This came after the establishment of Aleppo University in the north of Syria. DU was one of the first higher education institutions in the Arab world. Therefore, many of the prominent politicians and thinkers of the mid-twentieth century are its graduates.

DU is a multi-disciplinary and mainly teaching university. It has 16 faculties and 5 higher institutes in Damascus city, 4 faculties in Daraa city and 4 faculties in Sweidaa city in the south of Syria. DU awards Bachelor degrees in all disciplines, Master degrees in most disciplines and PhD degrees in few of them. It has two learning systems, the regular and the open. In the regular system, 80% of the students are admitted for free and 20% pay the full tuition fee in what is called as 'parallel' admission. In the open learning system, which is not internet-based, but carried out during the weekends, students pay also tuition fees. The total number of the students of DU is 195,000 students (as of 2009). A total of 125,000 of them are in the regular system and the rest are in the open one. The number of academic staff adds up to 1900.

5.2 Internationalization at Damascus University using the 2WH approach

It is noteworthy that the establishment decree of the University was issued in two languages, Arabic and French and that it was issued under the French occupation. DU, like any other university, is international by nature since its basic function is to generate and convey knowledge. DU has a long tradition in international cooperation reflected in all the aspects of its main functions, teaching and research. With the new developments in the field of higher education and especially after the turn of the millennium that carried a lot of changes and challenges in this field, DU, being in a developing country in the Middle East, had to respond to these developments to avoid

being in isolation. On the national level, the tendency towards openness to international cooperation becomes clearer with the issuance of the 10th five-year strategic plan. The new leadership of the University that took over in 2005, is characterized by its strong belief in international cooperation as a tool for development. Consequently international relations received more attention and witnessed remarkable developments.

DU enjoys a relatively good position in its international status and relations in comparison with its national and regional counterparts. Being in the oldest continuously inhabited capital in the world has given it attractiveness and prestige. This status along with its efforts to improve its international image has made it a natural partner to almost all of the international organizations that are working in or around Syria such as DAAD and the British Council. Moreover, DU has become a target partner for many European, American, and far Eastern HEIs that are interested in the region. This position has been enhanced by its improving record in terms of teaching, research, and the establishment of a quality assurance center. On top of that, it is known by the excellent reputation of its Arabic Language Teaching Department that has gained a world-wide fame in being one of the best centers, if not the best, of teaching Arabic as a second language. It is needless to say that the improvement of the political atmosphere in the whole region, especially during the last part of the previous decade (2000-2010), has strengthened the status of all Syrian universities and especially their mother university.

5.2.1 Internationalization Activities at Damascus University

DU is highly involved in a big and diversified number of international activities. The record of success in these activities will work as a founding basis for the future written strategy. The following paragraphs list the international activities of the university. These activities are: (Activity 1) double-degree programs, (Activity 2) staff and students mobility and exchange programs, (Activity 3) international projects and joint research, (Activity 4) sabbatical leaves and academic research missions, (Activity 5) establishing academic departments of foreign languages, (Activity 6) knowledge-transfer activities, (Activity 7) international conferences, symposia, forums, and workshops, and (Activity 8) cooperation agreements.

Activity 1: The Double Degree Master programs:

The idea of having cooperation agreements with international universities goes back to the late 1990s when some of DU professors started having contacts with their European universities where they graduated from. The idea of having agreements of double or joint programs has developed afterwards and was crystallized by the introduction of the new Universities' Regulation Law for the year 2006. This law has given the legal basis for establishing such post-graduate programs and allowed for the first time to teach in a foreign language but only at the post-graduate level and based on an agreement with a foreign university. Therefore, this law was considered a breakthrough. It has paved the way for the institutionalization of the existing programs and a strong push forward to have more.

Another remarkable breakthrough in paving the way to internationalization came when DU and Marburg University in Germany successfully applied for a DAAD grant to establish a double-degree master program on the topic of '*Economic Change in the Arab Region'*. This program included new concepts like teaching Syrian, German and Arab students; two semesters in Damascus, one semester in Marburg while students are given a choice where to spend the last semester. These conditions were beyond the limits of the Universities' Regulation Law. Then DU started a national campaign to amend the law and hence achieved the big breakthrough after the Parliament approved the modifications and law no 1 for the year 2009 was issued by the President of Syria. This law gives universities a great deal of autonomy to have specific features and regulations of any post-graduate program that is a result of a cooperation agreement with a foreign university.

Internationalization at home is manifested in these programs since the curriculum is jointly developed between the partner universities, the language of construction is foreign, and the teaching staff come from both universities. The double-degree programs are professional masters and labor market oriented[29]. This, in a way,

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[29] For example, by the beginning of the millennium, private banks were introduced in Syria and there was a severe shortage of professionals. Since the field is new and there are traditionally no programs at the universities, there was a need to look for partners to help establish these study programs at the universities.

justifies looking for a foreign partner to deliver the study programs since DU doesn't have academic programs for the newly emerging fields. This was the case for all the double-degree masters at DU. By the year 2009, DU has succeeded in having 10 master programs in cooperation with French, German, and British Universities.

The following paragraphs explore these programs in terms of how they were developed and what are their impacts. Interviews with the coordinators of five of these programs have been conducted to have further information on each one of them. The interviews aim also to explore why these staff are involved in these international activities and what do they think about this kind of cooperation. Their rationales and the impact of their participation are also explored.

These programs, according to the university leadership, are considered the most important internationalization activity and come on the top of the internationalization priorities list. Therefore, they are studied extensively here especially that they form a successful implementation of international academic cooperation among the universities. Moreover, they form activities of internationalization indicators like *internationalization at home* and *student and staff exchange*. Another reason is that the DICR has been involved in the preparation and implementation of these programs. These Master programs are:

1. (MA1) professional master in management of security and environment in industrial systems with the University of Poitiers, France.
2. (MA2) Professional master in banking and finance with University of Bordeaux IV, France.
3. (MA3) Professional master in urban planning with the University of Marne la Vallee, France.
4. (MA4) Professional master in advanced telecommunication with the Higher School of Telecommunications of Brest, France.
5. (MA5) Professional master in architecture restoration with the Chaillot Center of Postgraduate Studies, France.
6. (MA6) Professional master in business law with Paris II University and the Lebanese University.
7. (MA7) Master in applied linguistics in cooperation with Manchester University, UK.
8. (MA8) Master in IT management in construction with the University of Salford, UK and the University of Claude Bernard in Lyon, France.
9. (MA9) Master in social and political sciences with Erlangen University, Germany.
10. (MA10) Master in Economic Change in the Arab Region (ECAR) with Marburg University, Germany.

The first program dates back to 1997. After the success of the first one, professors were encouraged to accept initiatives in this domain. However, before the year 2006, the year when the new URL was issued, these programs suffered a lot as there was no

legal structure to have them. Some graduates faced the problem of not acknowledging their degrees because the programs were, to the MHE, illegal. The new Law of 2006 provided some solutions but still weren't enough. All the problems were solved in 2009 with the issuance of Law no.1.

The interviewed coordinators were asked why did they accept to work in these difficult programs. The coordinator of MA1 said: "*My motives to work for this Master were related to first of all the common benefit for the University. I was also interested in research in this area and I was going twice to France to work on my research in this field. Our labs were always in need for materials for our research. Our relation with this university has facilitated getting such materials*". The coordinator of MA2, who became the Governor of the Central Bank of Syria, said that "*I want to help my students get good opportunities, help the growing banking sector in the country, to personally be aware of the latest academic developments in this field. I want also to have my name associated with this Master program*". The coordinator of MA4, who became the dean of the IT Faculty said: "*Since I am the dean; I have to do this job administratively. On top of that, this program is a need for the faculty especially that it mixes two specializations which are increasingly needed in the labor market. Therefore, it is my duty to follow up such kind of initiatives. On the personal level, the only benefit is having the contact with a very prestigious institution of telecommunication in France*". The coordinator of MA5 answered: "*I work in this program because it serves the general benefit of the university and the country. Personally, I am seeking fame and prestige. Through this program, I became known everywhere and to many people in the political leadership*". The coordinator of MA10 said: "*I decided to work for this program because it serves the university and the country. It involves travelling and knowing about the others and learning from their experiences. It is also a prestigious job especially the very positive way in which people look at this very specific Master after all the conflicts to establish it*".

These programs, according to their coordinators, have benefited DU and introduced many new concepts. For MA1, "*this program accepts graduates from many faculties. The students have to master the French language. This program has introduced the idea of linking the university with the labor market. One extra benefit was that the students realized that the teaching of the Syrians is of no less quality of the French. The most important benefit was that the students started to say that they no longer dream of travelling for a degree. They can have it in Syria*". For MA4, "*This Master is the first one that links the communication networks and the computing networks which is the new direction for the big telecommunication companies. The second thing is the language. Third, we have the latest materials and books in this field. Finally, the curriculum of the program is accredited in France and has international recognition. Therefore, our students will graduate with degrees that are recognized worldwide and consequently, they can do their practical studies at French*

companies". For MA5, "*the students are strongly linked with real situations of archeological and historic sites. All the graduates (63 by 2009) have immediately found jobs in both the public and private sectors*".

The coordinators were asked why do they think universities in developed countries would be interested to cooperate, and in some cases pay, with DU. The coordinators of the programs that are with French Universities said that France tries to regain its influence in its former colony. France also is doing its best to spread its language and culture. The coordinator of the program with Marburg University had an interesting answer; "*the German have realized through their experiences with the developing countries that the joint international projects, though provided with millions of Euros, don't succeed due to the fact that the individuals who are working together have difficulties understanding each other because of the cultural, social and other differences. Therefore, the German government decided to fund joint Master programs where the German and students of the developing countries study together creating by that an environment that promotes mutual understanding. These individuals are then expected to work in the organizations that execute the international projects and thus the idea will contribute to the success of these projects and overcoming the traditional difficulties*".

The challenges of these programs, as the coordinators see them, are about shortages in the needed infrastructures, finding the needed funding, the sustainability of the programs, finding the suitable teaching staff from both countries, and the usual administrative and procedural difficulties.

The double-degree programs are seen as the most important internationalization activities. Their history in the university and the conflicts they caused that led to changing the existing laws together with their success have made them a source of pride for the University as well. Their importance stems from the following facts:

- The contact between the Syrian and foreign academic and administrative staff.
- The contact between Syrian and foreign students.
- Teaching in a foreign language.
- Introduce new ideas like the linkage to the labor market.
- Direct employment of graduates.
- The internship or the practical semester.
- Travelling for students either for short-period classes or for internships.
- Having, for the first time, a multinational class (the case of ECAR).
- Accredited curriculum by European Universities.
- Exposure to new ways of teaching and thinking.
- Enrich cultural knowledge and building intercultural and dialogue skills.
- Promotion of international understanding.

- Exposure to the latest knowledge in the fields of these Master programs.
- Examples of well-functioning academic cooperation agreements.

Therefore these post-graduate programs include many of the identified internationalization indicators like students and staff exchange, international curricula, internationalization at home, the use of foreign language. They also serve many objectives for both DU and the partner university. Moreover, they create a new environment at the university where exposure to the 'other' takes place. The DNTO said: "*I feel very happy when I walk in my faculty and I see the German, the French and the European Union flags. This gives a feeling of the 'internationality' of the university*". The President of DU comments on the importance of the double-degree programs: "*They serve the country and the development plans of Syria. They are very good examples of linking the university with the society. They come as translation to the directions of the 10th five-year plan. We strongly believe in their benefit. The laws and regulations of higher education did not allow such programs. Therefore, DU practiced a lot of pressure to amend these laws. Our success was crowned with the issuance of law no. 1 for the year 2009*". However, some staff still think that these programs have limited impact, according to the DIC, "*when compared to the huge number of the university original programs, they don't really count. Their impact is limited not even to the faculty or the department, but only to the individuals who work in them. As far as the students are concerned, the impact is only on the few tens of students that form less than 0 .5% of the total number of the students of the University*".

It is worth mentioning here that most of the coordinators, after finishing the interviews, started complaining about some other internal difficulties that they are suffering from. All those who complained mentioned the shortage in the appropriate infrastructures for such international activities. They also complained about the fact that the university leadership always imposes activities on them before making sure whether the faculty wants to be involved in such activities or whether they can perform what is required by this activity. On the faculty level, they said that sometimes they don't get the needed support from the faculty deanship. Their colleagues 'fight them' especially those who think that being in these activities generates wealth. These feelings create an unfriendly and discouraging environment in their faculties.

In an interview with the Vice-President for Academic Research and Post-graduate Studies, who is responsible for the double-degree programs, he said that "*these joint*

programs contribute to the internationalization of DU in many ways. First of all, they introduce it to the European academic community through the direct contact. Second, the degrees that are awarded by DU get recognized in Europe and this gives them the international nature. Third, the exposure of our staff to their European counterparts that open new horizons for our staff through learning from the others' experiences, learning other languages, travelling, and keeping track of the latest developments in their fields". In his interpretation to why the European universities get involved in partnerships with DU and sometimes funds are allocated for these partnerships, the Vice-President said: "*Usually the subjects of these programs are of interest to both partner universities. They always choose subjects where they need international perspectives of it and where the regional cases are also important for them especially for comparative reasons*". He was asked why DU is usually the receiver of the foreign initiatives and why it doesn't identify its needs first and then look for partners. He said: "*Even when the initiative comes from a foreign university, it must fit our needs as well and the needs of the Syrian labor market. We have refused few initiatives that don't comply with our needs. The 10th five-year plan has highlighted the need to move from the traditional specializations where the labor market has reached the saturation point to the technical specializations. DU will start to identify some of the fields where we need external help and DICR has to have a helping role in this process*". The Coordinators of the double-degree programs said that though DU is responsive, but it accepts only what suits its situation. They agreed that the time has come for DU to start identify its needs and look for suitable partners. This identification would be an important part of the institutional internationalization strategy.

The Vice-President sees that the double-degree programs have had good impacts on the teaching and learning processes and a remarkable contribution to the introduction and enhancement of the quality concept. "*They have also created an environment that encourages the involvement in the international cooperation activities. Having these programs at some faculties is giving positive examples of what internationalization means. Therefore, we feel here at the University leadership that other staff at other faculties are seeking to have similar activities. It has caused a kind of motion in the faculties*". The Vice-President was informed about the complaints of the coordinators of the double-degree programs especially the shortage in the appropriate infrastructure and the quick leadership decisions. He said: "*The faculties share us in the decision-making process from the early stage of each activity. Concerning the infrastructure, they are right. The processes of preparing the needed infrastructure takes long time especially that financial issues are involved. We are working on finding quicker and more efficient methods to proceed with such issues*". When the President was encountered with these complaints, he said: "*The University has a strategy like the state. In the 10th five-year plan, there is*

a whole chapter on international cooperation and openness. It forms a working framework for the whole country. DU is committed to it. However, this doesn't mean that every individual at the University is committed to it. Some people might think that the involvement in the international activities takes much of their time which they can invest in a better way doing better things that increase their income. We have had this experience with the quality assurance process where some staff didn't work with the international experts due to the long time it takes. DU adapts the interactive and participatory method. Everyone is invited to have her/his say. Those who marginalize themselves have to execute the university strategy. Management is not a democratic process. Management decides certain directions and imposes them according to specific councils, standards and criteria. So it is a strategy that is discussed, decided, and then executed".*

Concerning the difficulties and challenges of the double-degree programs, the Vice-President said: "*The main problem is the 'change'. These programs carry a lot of changes to the traditional university practices that prevailed for decades. The laws and regulations, especially the financial ones, need to be modified to allow the expansion in such initiatives and other international activities. Our ambition is to increase the number of double and joint post-graduate degrees. The challenge is to make these programs institutionalized in the faculty rather than being related to individual academics*".*

Activity 2: Staff and Students Mobility and Exchange Programs, and Summer Schools:

This activity is divided into the following sub-activities:

(a) The Foreign Students who come to Learn Arabic as a Second Language,
(b) The Foreign Students who come for Islamic and Oriental Studies,
(c) The Arab Students who come for Full Degrees in the different specializations,
(d) The National Capacity Building Program,
(e) Erasmus Mundus External Cooperation Window (EMECW),
(f) Governmental Student Exchange Programs,
(g) Summer Schools, and
(h) Staff Mobility and Exchange Programs.

(a) The Foreign Students who come to Learn Arabic as a Second Language

Since 2000, the Arabic Teaching Center at the HLI started to prove itself as a key player in attracting foreign students to DU with its high quality teaching programs and its specially tailored ones. The center receives hundreds of foreign students annually. They basically come from the USA, the UK, France, Germany, Australia and South East Asia. Some western universities have signed agreements with the Institute in the framework of which their students come for their third academic year of their mother

programs to spend it at DU and get accredited for this year and move directly to their fourth academic year after finishing the program in Damascus. There are currently agreements with the School of Oriental and African Studies (SOAS) in London, UK, with the University of Newcastle, UK, and the Flagship program with the University of Ohio, USA. In such cases, the HLI designs special curricula that fit the needs of the students. It is worth mentioning that in the year 2006 an agreement has been signed with the Center for Arabic Studies Abroad in the United States (CASA), which is an American institution representing 28 American universities. This agreement forms the basis for a study program that opened in June 2007 receiving students from the member universities.

The HLI receives hundreds of students every year from around 100 nationalities. The numbers of international students is gradually increasing. In 2004 the institute received *972* students, in 2005, *1268*, in 2006, *996*, in 2007, *1632*, in 2008, *2242*, and in 2009, *2241* students[30] (For details, see appendix 5).

There is a domination of European and American students in the HLI. This reflects the increasing importance of Arabic in their countries and the increasing interest to learn Arabic and the Arab culture. This was a tendency after the events of 2001 in New York when the West felt the need to know more about the East and the Moslems.

The HLI is considered one of the most international places at the University due to these numbers of foreign students. The number of students has more than doubled in 4 years period. The political situation might play a role in the number of students. This might explain the decrease of numbers in 2006 after the impacts of the regional events of 2005.

(b) The Foreign Students who come for Islamic and Oriental Studies
DU receives every year big numbers of foreign students who wish to do their BA, MA, or PhD degrees. Foreign students are usually interested in doing Islamic and

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[30] The numbers are taken from the records of the Higher Language Institute.

eastern studies. They learn Arabic at the beginning then start their studies. They usually come from countries like Pakistan, Afghanistan, Iran, Indonesia, Malaysia, Philippines, and India.

(c) The Arab Students who come for Full Degrees in the different specializations
These students are full-degree ones. They either come within the context of governmental exchange programs or on an individual basis. They choose the field that they are interested in according to their score in high school. DU runs a special competition for the Arab student-applicants. The Arab students who come individually or in the framework of cooperation agreements complete the picture of the international student-body of DU.

DU receives these students from around sixty countries. It received *8421* students in the academic year 2005-2006, *9091* in 2006-2007, and *9152* in2007-2008[31] (For details, see appendix 6). It is very clear that the Arab students are the prevailing ones among the international students of DU. As mentioned earlier, this is due to the language barrier. It is worth mentioning also that some of the other students are originally Syrians but who live in another country that they have its nationality. However, there are no statistics that differentiate between those who are originally Syrians with other nationalities and those who are foreign. It is also identified that the numbers of students who come from higher education systems that are regarded as lower quality than the Syrian one are quite high (ex: Yemen, Jordan, and Lebanon). Also, countries with which Syria has good relations are represented by relatively good numbers at DU (ex: Iran, Turkey, and Russia). It is natural to have huge numbers of Palestinian students as Palestinians have lived in Syria since long time and they have all the rights of their fellow Syrians. Therefore, one might argue that they should not be counted as foreign students.

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[31] The data are taken from the Directorate of Planning and Statistics at Damascus University.

(d) The National Capacity Building Program:

Syria has a national capacity building program (NCBP) in which it sends its best graduates, who are called 'teacher assistants', abroad to get their MAs and PhDs. DU delegates, with full scholarships, every year around 150 of its distinguished graduates to do their masters and Ph. D degrees abroad through several agreements with different countries. Students also are sent to countries with which there are no agreements like the United States, Australia, Canada, and other countries according to the specificities of their studies but the numbers to these countries are very small compared to those with which Syria has agreements (for example there are only two students in the United States in 2009). After coming back to their mother university, these Ph. D holders get automatically appointed as full members of academic staff. Therefore, the academic staff backgrounds are highly diversified (28% from Russian Universities, 21% from French Universities, 18% from German Universities, 15% from Eastern European Countries, 10% from the US and the UK). Internationalization wise, these students represent most of the south-north student-mobility aspect of internationalization at DU.

The Office of Studies that is affiliated with the President Office of DU produced the first study[32], ever done on this topic, in July 2009 on '*Teacher Assistants and the Self-Developing Capacities*'. The study analyzes four ministerial announcements for teacher assistants for the years 1995, 1996, 1997, 2000 and traces these assistants till they came back and started their academic profession. The study comes with shocking facts about this program. The study takes each of the above-mentioned years and studies how many assistants start their jobs as assistants, how long do they wait before travelling, how many of those who started actually travelled, how long do they stay abroad, and finally how many came back. For the purpose of this study, only the average of these four studied years is calculated to give an indication of the problem.

According to the study, 19% of those who applied for the teacher assistants posts don't start their jobs. 15% of those who start their jobs at the University don't travel for different reasons. 53.8% of those who are delegated come back. On the over all

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[32] The study was produced and published in July 2009 and it is available only in Arabic.

36.3% of the teacher assistants who apply for their posts at the University actually come back after getting their degrees. One shocking fact for the announcement of 2000 is that after 8 years of that announcement, only 11% of registered assistants came back to the University. It is worth mentioning that the average period between the appointment as teacher assistants and travelling, for the studied 4 years, is 2.4 years while the average period of study abroad is 5.5 years with huge difference between students who did their PhDs in Islamic Studies (2 years) and those of civil engineering (6 years).

As far as the destination countries are concerned, 27.3% of the teacher assistants of DU went to France, 16.5% to the UK, 5.3% to Germany, 26.3% to Egypt, 8.5% to other countries, and 22.8 % pursued their studies in Syria (internal delegation). The 'other countries' include India, Lebanon, Iran, Greece, Turkey, China, Spain, Netherlands, USA, Italy, Sudan, Switzerland, and Tunisia.

The results of this study, on one hand, show the high need for such studies on the different levels and especially in the international activities that involve big budgets. On the other hand, they show that there is a need for reconsidering the old strategies of capacity building. The study concludes with very important results and recommendations (see appendix 7).

The NCBP is the main internationalization activity that gives the Syrian students opportunities to be international students. Therefore, it is important to develop it and find ways to enhance and sustain it as much as possible. It is the fact behind the highly diversified background of the academic staff of the University. The President's study has been a very important eye-opening tool to what happens in this program. The results and recommendations should be adapted by the highest authorities in the country to find quick solutions for the current practice. However, this channel should be always open.

(e) Erasmus Mundus External Cooperation Window (EMECW)

The external cooperation window is an extension to the original Erasmus project that was initiated in Europe. It targets the non-European countries. These countries were

divided into lots that gather European and non-European universities. Syria, represented by Damascus University and Aleppo University came in lot 3 with Jordan and Lebanon from the Middle East and 11 European universities. This lot is coordinated by Lund University in Sweden. The external window covers almost all fields and it is for undergraduate, MA, Ph. D, post doctorate, and academic staff levels.

The initial idea was to develop the IT sector, then the proposal was modified to cover all fields. Therefore, the coordinator of this project at DU is the Deputy-Dean of the Faculty of IT. His motives to work in this project seem to be personal interest and the chance of travelling. In an interview with him, he said: "*I found the project very interesting and it helps our students and staff find opportunities to pursue their higher studies abroad. I feel happy to help them. It also gives me many chances to travel*". Coordinating such projects is usually one of the tasks of the IO. He justifies his position saying: "*The DICR must be involved in this project but it should be prepared for this task. There must be at least one highly qualified staff to do the job. I am also a member of the steering and selection committees. Not any one can do this job*".

As far as the benefits of this project are concerned, he said: "*On one hand, the Syrian students who have done the two-semester type and came back were very happy with this experience. They have sacrificed an academic year at their mother university in Syria to have these learning opportunities. An evidence of this is that students from the same faculties came to me, in hundreds, to ask how they can get the same chance. On the other hand, the students learn another language, they get exposed to other teaching methods, they get exposed to different cultures and traditions, and simply they have the international experience. The staff get well-paid scholarships to do research at the partner universities. On the university level, this project has opened the door wide for further cooperation among the partner universities. The most important benefit is that through requiring DU to accredit the achievements of the students at the European universities, it is pushed towards Bologna Process and adapting the international standards*". The difficulties and challenges of this project are: "*changing the laws in Syria because till now when our students travel for two semesters, their academic achievements at the European universities don't get recognized. Another problem is that some of the Syrian students decided not to come back after finishing their studies. So we suggested the money guarantee idea but it was refused by the Europeans. Moreover, some students might be taking the money but not doing their studies so there is a need to a follow-up and monitoring system. The European students also can not register at DU for one or two semesters only. They now go to the HLI but we have to find a way out of this problem. On the staff, level, the MHE prevents academic staff to travel during the academic year. They are allowed to travel only in the summer when their European counterparts are most likely unavailable*".

The budget of the second phase of EMECW is one billion Euros. One quarter of them is to fund joint post-graduate joint programs between European and non-European universities to serve as research centers on issues of common interest. One might argue why Europe allocates such amount of funds for academic cooperation with other countries. The coordinator explained: "F*irst of all, I think that due to the big success of the first phase of the project, they introduced new ideas and increased the budget for the second. Europe suffers from shortage of brains. The Europeans think that their civilization is losing its position. They are worried about their identity. Therefore, they bring the best students from around the world to Europe so these students can serve as European ambassadors at their countries. The students also will produce knowledge and research that will be owned by the Europeans. They take just the intellectual production of these students. I have to say that on the short-term, our students are also beneficiaries. They study in Europe on the expenses of the Europeans and come back to serve their countries. On the long-term, the Europeans are maybe planning for something that we can't see now*".

Details of the students' mobility within this program for the years 2007 and 2008 are shown in table 5.1.

Table 5.1 The mobility flow within EMECW for the years 2007 and 2008

Mobility in 2007		Mobility in 2008	
23 Scholars from Syria to host universities in Europe	**9 Undergraduate Students:** 3 Berlin, 1 Brighton, 1 Bologna, 1 Masaryk, 2 in Lille university. *Period of 10 months.*	**18 Scholars from Syria to host universities in Europe**	**6 Undergraduate Students:** 1 Berlin, 2 Granada, 1 Bologna, 1 Croatia, 1 in Lille University. *Period of 9 months*
			5 Master Degrees: 3 Berlin, 1 Bologna, 1 Masaryk, 1 Lund, 2 Granada. *Period of 22 months.*
	7 Master Degrees: 4 Berlin, 1 Brighton, 1 Masaryk, 1 Lund. *Period of 22 months.*		**3 Doctorate Degrees:** 1 Granada, 1 Berlin, 1Lille. *Period of 36 months.*
	4 Doctorate Degrees: 2 Lund, 1 Brighton, 1 Berlin. *Period of 36 months.*		**1 Post Doctorate:** 1 Lund. *Period of 6 months.*
	3 Academic Staff: 3 Lund University. *Period of 3 months.*		**3 Academic Staff:** 1 Lille, 1 Granada, 1 Masaryk. *Period of 3 months.*
Scholars visiting Syria	**7 at Damascus University:** 5 of them at Arabic Language Centre. *Period of 10 months*	**Scholars visiting Syria**	**4 at Damascus University:** all of them at Arabic Language Centre
	2 at Aleppo University. *Period of 10 months.*		**9 at Aleppo University.** *Period of 10 months.*

Source: The coordinator of the EMECW

(f) Governmental Student Exchange Programs

As part of the governmental agreements between Syria and other countries, DU is involved in student exchange programs that are limited to exchange in the summer. These programs are divided into two categories, exchange programs with the Arab countries; mostly Egypt, and programs with foreign countries; mostly European. Table 5.2 shows the numbers of the exchanged students.

Table 5.2 The mobility flow within the governmental agreements

Category of the exchange program	2007		2008		2009	
	Outgoing	Incoming	Outgoing	Incoming	Outgoing	incoming
Exchange with Arab Countries	63	54	86 (to Egypt)	82 (Egypt, Yemen, Jordan, Lebanon, Iraq, Palestine, Oman, UAE).	61 (Egypt, Yemen, Oman, Lebanon, Libya, Tunisia)	56 (Egypt, Yemen, Iraq, Lebanon, Oman, Palestine, Libya)
Exchange with Foreign Countries	17	17	16 (Romania, Turkey, Poland, Serbia, Germany, India, Hungary)	12 (Czech republic, Romania, Serbia, Poland, Iran, Turkey, Greece)	12 (Poland, Romania, Germany, Serbia, Turkey, Greece)	11 (Romania, Pakistan, Serbia, Germany, Czech Republic, Turkey)

Source: Directorate of 'Students' Activities' at Damascus University.

(g) Summer Schools

The idea of having a joint summer school is quite new for DU. It started in the summer of 2008 with one faculty and due to the success of that idea, two faculties worked for two summer schools in the summer of 2009. This activity is expected to develop and diversify in the years to come.

(h) Staff Mobility and Exchange Programs

DU has currently one official staff exchange program with DAAD. According to this program five staff from DU go to German university and five German counterparts come to DU every year for a period of one week to one month. The other exchange activities are within the framework of the cooperation agreements but not on a regular basis. This kind of activity needs to be activated, increased, and enhanced.

Activity 3: International Projects and Joint Research

DU is very active in international projects. It has a good record in participating and executing successful projects. These projects include, among others, TEMPUS[33], DIES[34], FP7[35], and EU funded programs. It is worth mentioning that with the fourth call for TEMPUS for the year 2009, DU won two projects and for the first time as the grant holder and head of consortia. Moreover, the wave of reducing public funds of state universities has hit DU and its fellow universities in Syria. As Knight describes it: "Public non-profit institutions are caught in the squeeze of decreased public funding and increased accountability and, probably, increased competition" (2004, p. 27). Responding to the increasingly globalizing world, and adapting with the developments in the different study fields coupled with the governmental cuts in budget has led DU, among other universities, to one of the inevitable solutions, namely networking and participating in international projects. It can also be said, as de Wit argues, that never before has it been so necessary for academics to work together in networks (2002. p. 194).

Many agreements have been signed that encourage joint supervision of MA and Ph. D theses. However, this activity still needs some work especially because the language barrier is a prohibitive factor. This Ph. D thesis, for instance, is a live example of joint supervision of research.

Activity 4: Sabbatical Leaves and Academic Research Missions:

The teachers, associate professors, and professors can go on sabbatical leave to do their regular academic and scientific research. Usually they choose to go to the universities where they graduated from or to an English speaking country to have an added value of improving their skills in the world's lingua franca. These visits have

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[33] TEMPUS: Trans-European Cooperation Scheme for higher education, funded by the European Union.

[34] DIES: Dialogue on Innovative Higher Education Strategies funded by the DAAD.

[35] FP7: Seventh Framework Program funded by the European Commission.

proved to be very useful links between individual professors that led, in many cases, to establish academic relations between the two universities.

Activity 5: Establishing Academic Departments of Foreign Languages:

Though it doesn't sound like an international activity, in the specific situation of DU, it is. During the last five years, there was an increasing need, whether social, political, or academic, to establish departments for foreign languages. Due to the shortage of all the requirements of establishing such departments, DU had to look for partners to help in establishing them. This activity, together with the success in establishing the Japanese, Persian, German, and Spanish departments are examples of very productive international relations. Efforts are being exerted currently to establish the Italian and Chinese language departments.

Activity 6: Knowledge-Transfer Activities

In 2006, an urgent need was felt to have a center for quality assurance that starts a quality assurance process at the university. In 2007, a need was felt to have a career center for the university, and in 2008, there was the need for a center for higher education research. For the three new needs of the university, the university leadership asked the DICR to start looking for partners and ways for the transfer of knowledge (the details are discussed below). These new initiatives came through the international contacts and seeing the latest developments in the world of higher education. International relation was also needed to transfer the know-how and to establish these centers at DU.

Activity 7: International Conferences, symposia, forums, and Workshops: International 'interested' organizations have had a say in heating the topic of internationalization. Syria, and particularly DU, is on their agenda. Meetings, seminars, workshops, and conferences are activities that are occupying the agendas of everyone in the higher education sector. Bologna Process, internationalization, quality assurance, accreditation, excellence, and higher education research are the most likely titles of these activities.

Activity 8: Cooperation Agreements

DU has more than 220 cooperation agreements (as of 2009) with national, regional and international institutions of higher education in addition to international organizations; governmental and non-governmental (see appendix 8). These agreements represent an important form of internationalization of DU since they have been paving the way for cooperation and collaboration with the staff of the partner universities.

During the last couple of years, the part of student-exchange in these agreements started to be activated especially for DU students going abroad. This has witnessed some success and it is improving. The DICR has recently produced the number of exchanged students within these agreements for the year 2009, table (5.3). The students, within these exchange programs, follow language courses in the respecting countries. No data is available for the previous years.

Table 5.3 The mobility flow within the academic cooperation agreements

University/Country	Outgoing	Incoming
Free University of Berlin, Germany	0	3
Marburg, Germany	0	2
Leipzig, Germany.	6	5
Erlangen, Germany	0	1
Bayreuth, Germany	0	2
Freiburg, Germany	3	2
Martin Luther, Germany	0	1
Lion, France	0	4
Kormance Institute, France	0	4

Source: DICR

The above-mentioned aspects influence the internationalization activities of DU. However, these activities have not been initiated within a clearly planned policy or strategy. The staff awareness of internationalization is lacking but the openness and will do exist. DU, as its President says, has started to implement an ambitious modernization plan. Openness to international cooperation is its 21st century's motto. The need to internationalize has frequently been expressed by the main stakeholders of the Syrian higher education.

5.2.2 Internationalization in the Official Documents of Damascus University

DU produced its mission statement (see appendix 9) and strategic plan in 2007. These two documents are studied to explore whether they promote the concept of internationalization or whether they reflect the actual situation of internationalization at the university and the future ambitions of its management and staff. Surprisingly, with all the enthusiasm to be involved in internationalization, the belief that international cooperation is a tool for development, and the impressive number of international activities on the ground, neither international cooperation nor internationalization are mentioned neither in the University mission statement nor in the University's strategic objectives. The mission statement is built around four components: vision, values, mission and strategic objectives. The only statement that refers to international cooperation comes in the mission:

> "It aims to produce graduates that are competitive in national and regional job markets, and capable of continuing their education and professional development. It does this through investment in people, organizational development, and also by **strategic partnerships** that support scientific research and campus-based teaching enhanced by community-based learning opportunities."

It is not justifiable for a university whose officials stress, in all occasions, the importance of international cooperation and the need to internationalize to limit them to *'Strategic partnerships'* as one of the ways to produce the competitive graduates neglecting all what already exists and their ambitions. In the interview with the President, he was asked about the international dimension of the mission statement. He said that "*yes we have included it. We aim to build partnerships with foreign institutions*". In the vision of the mission statement, there is a sentence that reads:

> "It seeks to capture and apply the latest scientific knowledge and technological advancements that promote access to quality learning in all domains."

Though the main reason for this statement is the quality learning, seeking and capturing the latest knowledge implies international contacts and relations, yet it doesn't say how. In the strategic objectives of the mission statement and in the strategic plan that explains how to achieve these objectives, internationalization and international cooperation are not mentioned at all. Both the mission statement and the strategic plan are quality-oriented. This is explained by the fact that both were developed by the Quality Assurance Office. However, to reflect the internationalization status at the university, the mission statement should include clearer statements on the importance of internationalization for DU and how to improve its indicators and activities like Taylor's case studies. It is worth mentioning

143

that the mission statement was developed collaboratively through intensive meetings and consultancies with internal and external stakeholders. Therefore, one can assume that the internationalization awareness is lacking on the wider academic and societal communities.

The website of DU[36], which is usually the first gateway to the University by the foreigners does not mention anything about international cooperation and internationalization. It doesn't actually address the foreigners in any way. Some of its Arabic content is translated into English. Therefore, any foreigner checking the University's website, would not find any information accept the strategic plan of the University. The Arabic version of the site doesn't also say anything about the internationalization at the university. Even the President message doesn't mention anything about internationalization. It is also unjustifiable that a university like DU doesn't have a website that addresses foreigners and provide up-to-date information about the university and its faculties and services. However the HLI which is the main target for foreign students who come to DU to learn Arabic, has developed its own website[37] that provides the needed information for registration and the types of available courses at the Institute.

5.2.3 Rationales of Internationalization for Damascus University

Having looked at the rationales of internationalization of higher education in general that answer the question "*Why does Damascus University internationalize*?" a closer look is taken at the situation in the Syrian context and the University of Damascus as it is the main case study of this study. Though the academic rationales are the main engines for academics to be involved in internationalization activities as discussed earlier, the economic and cultural ones seem to have a considerable role for the Syrian academics. This becomes clear from the interviews that were conducted with different people from the higher education sector. In some cases, TEMPUS for instance, the economic and travel rationale come first since the project can pay well and provide inevitable opportunities to travel. Therefore, staff do compete to participate. The

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[36] http://www.damasuniv.shern.net/en/index.php. Accessed on December 20th 2009.

[37] http://www.arabicindamascus.edu.sy/. Accessed on December 20th 2009.

following paragraphs look at the four-category rationales in general and from a national point of view. The academics' rationales are discussed in the analysis of the interviews.

On the national (Syrian) level, taking the commonly discussed rationales of internationalization, namely, political, cultural, academic, and financial, they all exist with varying levels and importance. Politically, Syria is ill-pictured around the world due to many factors that don't fall under the focus of this study. Internationalizing its higher education system in terms of student and staff mobility will help gradually correct that picture. It is important for Syria to have more people visiting it to see with their own eyes the real situation and spread it in their own countries. Aldous Huxley says:"*To travel is to discover that everyone is wrong about other countries[38]*". Syria enjoys a very rich cultural heritage due to its geographical location and its history that goes back to thousands of years. It is worth saying that Syria's capital, Damascus, is the oldest inhabited capital in the history.

Since the core element of internationalization is to cross the national borders and get exposed to other nations and cultures, it will be a crucial strategy for a country like Syria. As it comes to the academic and financial rationales, any university will benefit academically and financially through internationalization as there will be dialogue, an essential constituent of academia, and, in some cases, a generation of income. It is also good for the others to see what the values and concepts of the Syrian society are. In the following paragraphs, all the rationales discussed above (a) political, (b) financial/economic, (c) cultural, and (d) academic rationales will be examined to figure out those which form motives for DU to internationalize. Table (5.4) illustrates all the rationales and the sub-rationales for internationalization at DU.

(a) Political rationales:
As mentioned above, Syria suffers from people's misperception of it as a Middle Eastern, Arab, and Moslem country. Internationalization and mainly mobility are useful tools to make change in this regard. On the one hand, inward mobility allows foreigners to have a clearer idea of the country and a better understanding of its

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[38] Source: http://www.quotegarden.com/travel.html. Accessed on March, 31st, 2011

people and their culture that would consequently improve their perception. Gradually, very slowly though, the political relations will consequently witness some sort of development due to the widened horizons and reduced misunderstandings that result from dialogue and direct contacts. On the other hand, outward mobility will give Syrian students the opportunity to experience different civilizations and cultures. According to St. Augustine, "*the World is a book, and those who do not travel read only a page[39]*". They also can function as ambassadors of the Syrian values. These students will take over centers of authority in the not-so-far future.

In addition, cultural and academic agreements between countries can be vehicles for the development or preservation of economic and political relations. In extreme cases, for example, they can be a way of keeping communication going between governments when formal diplomatic relations have been broken, and form a "stepping stone" for their reestablishment (de Wit 2002, p. 85). This entirely applies to the situation between Syria and the United States of America where till November 2007 the academic agreements and student mobility were the only aspects of communication between the two countries. Afterwards, high-ranking academics paid visits to Syria paving the way for wider and higher level of contacts. Most of the American academic delegations say that the two countries have at least a base to build on future cooperation. President George W. H. Bush said, but behaved otherwise, in 1989: "*International exchanges are not a great tide to sweep away all difference. But they will slowly wear away obstacles to peace as surely as water wears away a hard stone*". (In de Wit, 1998).

The *"foreign policy"* rationale in the Syrian situation carries a different dimension which is correcting the 'image' of Syria. Syria is now in a phase where any helping hand is welcome to build its international relations on sound ground and where understanding and mutual respect prevail. Higher education can serve as a tool in this context. Technical assistance, as de Wit (2002, 87) describes it as another aspect of the political rationale, gets facilitated through internationalization. Syria, like any other developing country, needs this assistance. It is worth saying that in all the

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[39] [39] Source: http://www.quotegarden.com/travel.html. Accessed on March, 31st, 2011

international projects, the budget specified to buy technical machines is quite high and does not apply to the European partner universities

For over half a century, the word 'Peace' has been evolving in the region of the Middle East, unfortunately not yet realized. Receiving foreigners in Syria and sending Syrians abroad will have its humble impact in reaching better mutual understanding in the international community. The international mobility of students and academics as well as collaborative research and education initiatives are being seen as productive ways to develop closer geopolitical ties and economic relationships (Knight, 2004, p. 23). The Erasmus and Erasmus Mundus programs have been basically built on this concept and they, therefore, form a very successful example of such initiatives. It is important to say that with all this openness to international cooperation, Syrians keep a very careful eye on their national identity.

(b) Financial /Economic Rationales:
Despite the small numbers of foreign students who study at DU, they, through their tuitions fees, contribute to the university's budget. The President said that "*due to the language barrier, we don't consider recruiting foreign students in our regular under-graduate programs as a priority. Nevertheless, we would like to attract more students in extra services that we provide for foreign students like teaching Arabic for non-Arabic speakers*". The incoming funds of internationalization are very small if compared with the budget of the university. Therefore, the economic rational does not form a real motive for the institution as a whole but it is an important motive for the individuals in most cases and this is due to the low salaries of both administrative and academic staff. International projects, sometimes, form a good way to buy technical equipment or to fund international experts. In terms of the outgoing funds, it is a challenge for the university especially with the existing financial regulations. However, one can say that the University has made some steps in this field in supporting many initiatives and contributing to the international projects' budgets, though with a small contribution, yet, it is significant.

The demand of the labor market in a global economy is used very frequently by politicians and international educators as a reason for the internationalization of higher education (de Wit, 2002, p. 90). All the double- degrees at DU are labor-market oriented. Usually, it is the private companies that start new businesses based

on new technologies and sciences which are not available in the traditional programs of the national universities. As the labor market gets regional and may be international, Syrian HEIs have to produce skilled and professional graduates into the world of work. Internationalization is one of the main ways to do so. This would be a step, among many others, to develop the national economy and stop depending on foreign labor.

DU and the other Syrian universities are public institutions in that they are state-funded. The funds are hardly enough to perform the regular work of the university. This, in turn, has led professors who have good initiatives to look for external financial resources. It is then when they visit the office of international relations to get a list of the universities with which their university has an academic relation to try activating these agreements. International projects, like TEMPUS and DIES, international organizations, like DAAD, British Council, and many others are where the staff of the Syrian universities are resorting for financial aid. This is a good practice of internationalization on the individual level. A more developed form of it is very much needed especially after the remarkable success of the Syrian staff's attempts in reviving the academic relations with partner universities and in the participation in international projects. Lack of funds is therefore an added economic rationale for internationalization at DU. Being from the 'rich' countries might be behind not mentioning 'lack of funds' as one of the economic rationales in the literature.

DU sends every year tens of its best students abroad, mainly to Europe, to pursue their higher studies. This might be considered as fulfilling the national educational demand, yet, not due to the shortage of educational infrastructure, but to bring new forms of knowledge and to diversify the staff's academic, social, and cultural backgrounds. This capacity building program is a form of internationalization and a form of long-term investment. The same concept applies to the financial incentives for institutions. Being a developing country, Syria needs the advice and services of other developed countries. This costs money but will create a good base for the future. DU is experiencing this now in the fields of accreditation and quality assurance. Here we see how the same rationale means two different things when looked at from the perspectives of developing and developed countries.

(c) Cultural Rationales:

> The university is an institution in which the production, transmission and reproduction of knowledge meet harmoniously and in which the latter are completed by reflection on the role and the function of culture in the life of nations and individuals. It is for this reason that the cultural function of the European university goes hand in hand not only with its humanistic search, but also with its international dimension. To develop an awareness of the interdependence of peoples and of societies in today's world must be one of the basic functions of the universities. (Mayor, 1989, p. p. 5, 13 in de Wit. 2002, p. 93).

This is not only true for European universities; it is rather a universal attribute of each university. However, it should be called an important task rather than a 'function' as the main functions of universities are teaching and research. Universities, in the traditional meaning of the word, are educational and cultural entities in their countries. In a statement by the European University Association, European universities are described as cultivators of European values and culture (2003). Universities are institutions that can play a role in promoting intercultural understanding. Internationalization leads to exchange of people and consequently to exchange of what these people carry as values, principles, cultures, and other backgrounds. It is this exchange that enriches the university community.

> The cultural and linguistic background of international students has brought valuable diversity into the education system. Domestic students with an international experience add to this diversity as they bring back new knowledge, skills and understanding. (Koops, 2009, p. 2).

Cultural rationales of internationalization, for a Middle Eastern University, are very important. They help spread the national cultural values that are unknown to others. Internationalization contributes to the increase of the student and faculty's intercultural understanding and social skills and provide them with an international dimension.

The promotion of the national language as a rationale for internationalization happens at a very narrow scale. Arabic is not provided for foreign student as an academic program. It is rather available in form of short and long training courses. However, the interest in Arabic in the United States (being defense language number 1) and in Europe has had its impact on DU. The number of foreign students seeking Arabic courses is dramatically increasing especially with the good profile that DU has in this respect.

(d) Academic Rationales:

It is becoming complicated at this stage to differentiate between what is academic and what is cultural. Many of them serve both objectives depending on the way we look at it and the way it is applied and implemented. Therefore, under the title of academic rationales, some of the rationales that were put under cultural rationales will be repeated but from a different perspective.

Knowledge is the production of our human race. It is borderless; therefore, academics have to share it going beyond the states' political borders. Horizons will be widened, understanding will be promoted, dialogue will occur; academic thinking and work will develop. De Wit argues that often introducing or emphasizing the international and intercultural aspects leads to more interdisciplinary cooperation in research endeavors (2002, p. 96). Internationalization helps researchers meet and exchange their knowledge. The exchange is an important element of expanding the knowledge of each individual researcher or scientist and in producing new forms of knowledge.

Knight mentions, in her discussion of rationales driving internationalization, that "internationalization gives an international dimension to research and teaching and help reaching international academic standards in addition to enhancing quality" (2004, p. 23). This is true in the following two prevailing models. When universities belong to the same class, each one tries to improve its academic work to compete with its rivals. When universities belong to different classes, for example, developed world and third world, this will push those which are in the lower class to develop their work and maybe do reforms to their systems in order to be able to work with their developed counterparts.

Recently, quality assurance has taken its place among the top priorities of DU. The relation between internationalization and quality assurance has two dimensions. First, DU has to have good quality programs and services to attract other universities for cooperation and foreign students to study. Second, the international relations of the University will give it models of quality that have been developed elsewhere. The President said that *"we were exposed to the whole idea of quality assurance through international collaboration"*. Second, the University's graduates must enjoy a high level of quality to find places in the highly competitive labor market or to be able to pursue their higher studies. DU needs the international experience in this field, as well as the field of

accreditation, to apply quality standards to its programs and services. "It is often assumed that by enhancing the international dimension of teaching, research and service, there is value added to the quality of a higher education system. This premise is clearly based on the assumption that internationalization is considered to be central to the mission of the institution and is not a marginalized endeavor" (Qiang, 2003, p. 253).

Poor and narrow are the best words to describe DU staff's and students' international experiences in general. When a student is asked about her/his dreams as a student, s/he will most likely answer "to study abroad". Looking at them as the leaders of tomorrow makes it important to train them how to act in international contexts. Related to this point is the need for improved intercultural understanding and communication skills. The preparation of graduates who have a strong knowledge and skill base in intercultural relations and communications is considered by many academics as one of the strongest rationales for internationalizing the teaching-learning experience of students in undergraduate and graduate programs (Knight, 1997, p. 11 in Qiang, 2003, p. 253). The administrative staff's qualifications go under the spotlight whenever a reform process is in place. Some of the training can't be performed in Syria due to its unavailability, e.g. Intercultural understanding skills and proposal writing. The teaching staff deserve to have international experience for the sake of the betterment of the generations to come, since they are in direct contact with students. Internationalization is a way to broaden and diversify the background of staff and students. In a survey carried out by Jane Knight (2003a, p. 8), 73% of respondents believe that internationalization is 'very much' a priority at their institution. This finding, Knight points out, is consistent in all regions.

Since most universities are in a non-stop competition state especially in the Arab World, participation in international research, teaching, service, and institutional networks is an important aspect of this competition (de Wit 2002, p. 97). Any university that belongs to the third world has to engage as much as possible in international cooperation, collaboration, and networking to get its credibility as an institution of higher education and then to improve its reputation in the international community of universities. De Wit stresses this idea again by saying that the more international a university is, the better it is (2002, p. 98). This, in turn, will lift its international profile, status, and reputation. Moreover, it carries opportunities to

promote curriculum development and innovation. The double-degree programs at DU stand as a very good example of that.

DU is mainly a teaching university with a population of 195,000 students, and 2000 members of academic staff. This number of students obstructs the professors in their professional development since they have to give most of their time to teaching. Internationalization will open new opportunities for professors like exchange programs, conferences and seminars, sabbaticals, and international projects, where their thirst for research could be fulfilled and for others this thirst could be created.

DU, like every other institution in Syria, is undergoing major reforms. This reform includes introducing new initiatives like quality assurance and accreditation, career services and higher education research. Having relationships with universities in other countries will consequently enable it to reach and apply international standards in order to have a place in the universities' community. International activities may serve as catalyst for major institutional planning/ review exercises. Furthermore, internationalization helps speed up the process especially that the developments worldwide are very fast. Therefore, a new rationale can be added: catalyst for reforms and introducing new ideas.

It can be said, and has been said by many, that internationalization of education is inevitable, as the advancement of knowledge and understanding is a global enterprise that has no borders (de Wit, 2002, p. 95). Therefore, the answer for the question "what is the value of internationalizing for DU?" is a multi-dimensional one.

Table 5.4 Rationales for Internationalization at Damascus University

Rationales for Internationalization at Damascus University			
Political	*Economic*	*Cultural/social*	*Academic*
1- Technical Assistance 2- foreign policy: correcting the image 3- peace and mutual understanding 4- National identity	1- Economic growth 2- Labor market 3- Lack of funds 4- National educational Demand 5- Long term investment: pay now to get paid later	1- Nation building 2- Spread of cultural values 3- Promotion of the national language to very limited extent 4- Personal development and Expanding awareness 5- Increase student and faculty international knowledge and intercultural understanding 6- Strategic alliance 7- International profile and status 8- Catalyst for reforms	1- Human resources development 2- Strategic alliances 3- Institution building 4- International profile and status 5- Quality enhancement 6- Research and knowledge production 7- providing international dimension to research and Teaching 8- Extension of academic horizons 9- International academic standards 10- Broaden and diversify source of faculty and students 11- Promote curriculum development & innovation 12- Increase student and faculty international knowledge and intercultural understanding 13- catalyst for reform

5.2.4 Rationales of internationalization for the academic staff

The staff who have been interviewed seem to have a set of motives to be involved in international activities. These are:

- The general benefit of their department/faculty/university.
- The prestigious status that it gives them.
- Academic benefit through the contacts with foreign staff and universities.
- Travelling.

Travelling seems to be a very good motive for staff to involve in international activities because travelling includes more than one motive. It is usually associated with being exposed to another culture, being in a developed university with the chance to learn, a chance to improve the foreign language, and getting well paid. Therefore, travelling is usually used as an incentive to make staff work and it works very well. It is interesting to note that all the interviewed staff claim that the financial motive wasn't among their motives to involve in the international activities. However, they say that they can't get the other staff onboard unless they pay them. One has to bear in mind that the financial matters in the Arab culture are of an extremely sensitive nature.

5.2.5 Remarks on the internationalization at Damascus University

DU enjoys a relatively good international status. When the officials of the MHE, and some of the its interviewed staff were asked about the international status of the Syrian Universities in general, they denied any international status accept for DU that is still 'crawling' in this regards. The President said: "*During the last few years, DU has proved itself internationally. However, compared to other universities, taking into consideration that its language of instruction is Arabic, DU's attractiveness is limited to students from the Arab region. Its participation in international programs, net works, joint degrees, and receiving staff and students for short periods has remarkably improved. The HLI has given it a very good international dimension as well*". From the above-mentioned activities, one can realize the increasing interest of foreign HEIs to cooperate with DU. This reflects the improving status and image of the University.

However, the fact that it is located in the capital and near all ministries and embassies should not be neglected in making it the central and the main target university in Syria. This has also given the University a remarkable competitive advantage in the country and in the region. However, the competitiveness for students is not on the university's agenda due to the fact that the teaching is in Arabic and the admission process is centrally administered by the MHE. On top of that, the education is provided for free. Commenting on this, the President said that "*DU suffers from its huge number of students and that this is a difficult burden for the University and its management. Now we depend a lot on the state. However, I don't think that this situation will stay for a long time. At a certain time in the future, we will have to depend on ourselves. At that time, the University will change its policies to get more income. One of the very important resources would be international students*". This reflects a realistic reading of the future.

When DU started having the double-degree programs, it was a pioneer university in that the existing laws at the time didn't allow such partnerships. It has always been in the lead for new initiatives. It is the university with most relations and ties with the labour market and the society. The president said: "*more than half of the Ministers of the Syrian Government are graduates of DU. It is the university that many institutions of the public sector depend on*". It was the first university in Syria to establish a Center for Quality Assurance, a Career Center and in the process of establishing a Center for Higher Education Research. All these establishments were fruitful outcomes of international co-operations and contacts. He also said that "*the field of international cooperation and*

international partnerships is very developed at DU because it is seen as the way to face the challenges of the 21st century. DU believes that isolation leads to nothing but a loss".

Both, the President and the Vice-President, agree that the double-degree programs come as a top priority of the internationalization activities at DU. The second top priority is activating and enhancing the joint supervision of Master and Ph. D degrees and joint academic research. They also think that the services provided by the HLI should develop to adapt with the various needs of the international students since it is the university's main window for foreign students.

The awareness of internationalization and its benefits for the university is in its first stages. There is a number of staff who believe that the international initiatives are part of a Western conspiracy against the East and that the national capacities must be relied on for the development process. However, the situation is progressing and the awareness is being built. The university administration is doing a lot of efforts to widen the staff awareness. During the last few years there have been a considerable number of successful international stories whose impacts and outcomes were clearly apparent to everyone. Consequently, increasing numbers of staff are seeking to be involved in international cooperation. This could also be felt at the DICR that started to receive more requests and suggestion in the international domain. The President, commenting on the internationalization awareness, said: "*Awareness of internationalization is still below the required level. When the university has to provide 70% of its budget, the awareness will increase because internationalization will be one of the main ways of generating income. As far as the students are concerned, I believe they come to DU because of their school grades and because of their geographical location. Foreign students come here for the prestigious name*". It is note worthy that the students of DU apply intensively to any opportunity to study abroad. They, like in the above-mentioned EMECW example, sacrifice a year for having two semesters abroad. This implies the good awareness of these students of the importance of being exposed to other educational system and it reflects their love to travel.

The German Expert, who is working at DICR, answering the question of how DU can enhance its internationalization, said: "*The most important activity is student exchange. As many as possible students should have the chance to go abroad whether regionally or internationally.*

The second activity is internationalization at home. Third activity is networking. If DU is not part of networks, it will not have the right information in the right time".

Being close to the university administration and looking at the program of the main conference center, one can recognize the huge amount of international activities in which the university is involved. The number of foreign visitors is in a constant state of dramatic increase. Tens of applications for international projects are submitted every year. Since the mission statement and the strategic plan don't provide any framework for the international cooperation and internationalization, one might ask, do all these activities follow a certain strategy for internationalization?

The President said that the University follows a strategy. Since this strategy is not a written document that is known to everyone, it, therefore, lies in the heads of the management. Of course, the past years' practices could provide few outlines of these policies and one can infer some of the objectives. However, some of these academic international activities, how to deal with them, and who to deal with them in addition to the how many activities to have are still issues that haven't been well thought of. This means that there are typical frameworks, certain prejudices, certain hopes which are relatively stable and they influence everyday decisions in internationalization. The weakness of not having a well defined written document is that, one might argue, there are different degrees of elaborate intentions, different degrees of consistency or analysis of the intentions of the management. There are also different degrees of transparency of how management is thinking about how to go about the academic international activities. Therefore, a strategic paper might help define these degrees and increase the rate of expectancy and make the academic community aware of the targets and consequently know the space in which they relatively can, without obstructive restrictions, move.

Many staff think that DU has to exert more efforts to appear in one of the famous international ranking lists. They claim that in order to have an international status and to be known in the academic international community, it must have a number in one of these lists. This shows their ignorance of the criteria that are used to choose universities. The basic criterion is academic research while DU is mainly a teaching university. The President was asked whether he would work to make the University

appear in these lists, he said: "*Unfortunately, the ranking is mainly based on academic research. Our university is mainly a teaching and learning university. I believe that this criterion is not fair. It is unforeseen now that DU would appear in the lists*". The last question to the President was: How do you see DU after 10-15 years? He said: "*I think it will stay as the pioneer university in the region because the government and the political leadership want from this university to be always the pioneer university and a great source of knowledge*".

5.3 The Directorate of International and Cultural Relations (DICR)

The directorate was established in July of the year 1994. Its establishment came as a translation to the increasing role of international cooperation in the overall work of the university. In the establishment decree, the public relations and the media departments were parts of DICR. Though officially things haven't changed till today, these two departments have turned practically into independent departments due to the huge widening of the university's activities.

5.3.1 The Directorate of International and Cultural Relations using the 'SOCIAL' approach

The Situation

The DICR lies in the heart of the internationalization process at the University. This is due to the fact that anything that is non-international gets forwarded to it, and to the quality work that it has being providing. The office is involved in all the central international activities and most of the faculty ones. It is the place where the university management and staff resort to when they want to do something international and when they need help and advice in how to deal with an incoming international activity or initiative. This role has been increasing during the last few years especially with the dramatic increase of the international activities.

As far as the indicators of internationalization that are identified in table 2.12 above, DICR is involved in the different activities of the following indicators: *Cooperation agreement, strategic alliances, public relations, internationalization at home, international projects, very limited involvement in the student mobility and services,*

157

and staff mobility and service. The details of the office's involvements are given under the 'involvement' paradigm

The DICR is both management and service oriented in its tasks and functions. The President of DU, in the interview with him, said that "*there is no much difference between the two roles. Whether it is serving the academic community or the management, it is doing this in the international context*". In the practical side, this is true due to the fact that the tasks of the office are not divided according to this criterion. The staff of the office, in their written answers to the written interview questions, said that they don't differentiate between these two dimensions. For them it is 'work'.

The office is very close to the President's office and to the whole central management in general. The director and concerned staff attend all the meetings of the President and the Vice-Presidents with foreigners. DICR is responsible for the preparation of these meetings and their agendas. It is the main follow-up body for the outcomes of these meetings. Concerning the outward visits of the members of the management and the participation in international projects, the DICR's role is to provide advice, recommendations, and support. Therefore, DICR is the main supporting body for the University management in the international issues. The staff of DICR are coordinators of most of the international projects and initiatives. Hence, the DICR is the Management 'right hand' in all the issues that are related to the international activities.

The success that the DICR has achieved in coordinating the international affairs of DU has made it the main destination for all the staff who are seeking the involvement in internationalization activities. Recently, the staff who are interested to do a research or any other kind of activity, of international nature, started to come for help. When their department or faculty receives an invitation to participate in an activity, they also come for help. They also come to DICR whenever they want to deliver an idea or an initiative to the University Management. Therefore, the DICR has become a bridge between the University Leadership and the academic community. On one hand, it receives directions from the leadership and conveys them to academic community in the context of international activities. On the other hand, it conveys the academic community's ideas and requirements to the leadership (see figure 2.1).

Though DU doesn't have a written strategy neither for its main functions nor for internationalization, it follows certain frameworks that are drawn by the national strategic plans and the CHE and the University Council decisions. Studying the international activities of the university leads to an understanding, though not complete, of its tendency and directions. As discussed earlier, an internationalization strategy exists but not in a written form but in forms of practices that are subject to the leadership preferences and prioritization. The role of DICR is not and has never been clearly defined in terms of its involvement and the nature of this involvement in the international activities. Looking at the situation now, it is involved in everything. This is the situation that created a problem for the office. However, since DICR is performing and acting according to the university management directions, with its heavily involvement in the international activities, it is an important tool to help the strategic management of the international activities. The President said: "*DICR is an indispensable office in our strategic management and thinking of internationalization activities; the existing ones and those which we plan for*".

The Organization

DICR is a relatively big office with eighteen full-time employees. However, most of them are poorly qualified. Half of them are without university degrees. The other half hold language-based bachelor degrees but not all of them are able to deal with the office files. With the expansion of the work of DICR, the increasing countries that the University deals with and the consequent language needs, the staff are following intensive language courses to cover the upcoming needs. Even those who have Bachelor in English are following speaking and writing courses. This was difficult before due to financial and legal complications but the management has felt that there must be an upgrading process for the qualifications of the staff of DICR to be able to cope with the increasing work. The directors of DICR have always been of language-based academic backgrounds, traditionally Ph. D holders accept for the last two with MAs.

Though the DICR is a relatively big office, it is still not able to deal with the amount of work that keeps increasing. The President was asked why DICR is charged with extra work that should not be its work. He reacted that "*I don't think that DICR is charged with things that are not within the range of its work. I think it is charged with the work that it can not*

deal with from a quantity point of view and this is due to the current capacities". The staff, especially the director, don't agree with the President statement. They, on one hand, believe that it is true that the quantity is more than what they can deal with. However, they do a lot of things that should be done by other offices. On the other hand, other things, like international students' affairs, are done inefficiently by other offices. This unclear situation makes some imperfections in the performance of DICR. The increasing amount of the work with the same existing staff has also affected the quality of the DICR's work. Its work has turned into more like a 'crisis-management' style with no time for any strategic planning.

The individual differences, one has to say, play a key role in directing the events and shaping the relations and consequently forming the working frameworks. In the interviews with the Ministry officials, all of them talked about the booming of international relations at DU during the Presidency of a former President and the current one. In the interview with the President he said: "*The period I have spent so far as President has made me give bigger estimation to the role of those who head an institution on the advancement of this institution*". During the tenure of the current President, the international relations have witnessed great developments. His vision of the role of the DICR was bigger than its abilities. The Director of DICR gets charged with too many roles due to the closeness to the President and his activities. The tasks that are required by the Director, in order to be performed in good quality, need at least two persons. The duties of the Director can be divided to three domains; running the daily work of the office which is huge, running the work with the leadership and specially the president, and strategic planning and management. By no means this is possible to be done in good quality by one individual.

The work in the office is divided by countries according to the qualifications of the employees. The countries are divided according to the intensity of their related files. The division process has never been perfect and has never been final. The German Expert criticizes this division of labor saying that "*I don't like the regional approach for distributing the work. I prefer the pragmatic structure i.e. student exchange/fundraising and projects, regardless of the region*". The process of organizing an IO is a never-finished job. According to the staff of the office, this is the best way of dividing the work. However, those who speak languages feel with injustice because they do the biggest

share of the work while those who don't speak languages are in charge of countries with which we don't have a lot of relations. Unfortunately, there is no solution for such problem except by changing the staff to have all as highly qualified. This looks impossible in the foreseen future not only because changing staff is a very complicated process but also for the scarcity of the highly qualified staff who accept to have a low-paid job.

The Challenges

The challenges of DICR are an interesting paradigm because of the different answers this question receives from the different actors in the university. The President and the management talk about certain challenges, the academic staff talk about huge range of challenges according to their interest, and the staff of the office talk about totally different challenges. Therefore it was important to set a pre-defined framework for these challenges. The challenges that are discussed here are those in terms of dealing with the internationalization activities of the internationalization indicators that are identified in table (2.12). These challenges are identified in terms of qualifications challenges, financial, and administrative.

In terms of qualifications, DICR suffers an apparent shortage of proper qualifications in comparison to the required and aspired work. One of the ambitious ideas at the DICR was to create a projects-generating unit. Some attempts were done in cooperation with the IO of Humboldt University. A training workshop was carried out in Berlin on how to find and apply for third-party funding and international projects. The challenge was that the trained employees had to deal with the loads of their normal work and never had time to follow up and practice what they have learned. This has led DICR to seek help from foreign experts who are working at the University. Two of them have been of great help in applying and winning many projects during the last three years. However, there is an urgent need to provide DICR with highly qualified staff to cope with what is expected and wanted from this office. Since having them with the existing laws seems to be very difficult, a formula should be developed to contract them. One other option is to seek the help of professors. However this needs 'good' financial incentives because when they were approached before without incentives, positive replies were not received.

The work of the DICR, especially the inspired one within the scope of the developments of international relations in the field of higher education, needs new qualifications. The work of the staff of the modern IOs requires knowledge and skills in the fields of international and intercultural understanding. With the expansion of the international relations, the staff need to know more about the other cultures and how to deal with people. They should enjoy a high dose of hospitality and understanding. These skills don't come only by training and learning. Experience is very important in this regard. Consequently, considerable budget is needed to make a 'seen and felt' reform in the performance of the IO.

Talking about the budget leads to talking about the financial challenges. The financial challenges have three levels. On the first level, international activities need funds to start and continue. On the second level, staff who work in DICR are low-paid and consequently their efficiency is low and DICR, like all the other public sector offices, doesn't attract the high potentials that it needs. The existing laws don't allow financial rewarding for the employees who work so hard or do extra work. The third is that DICR doesn't have any independent budget. This is due to the financial rules of the University and it is the case for all the other offices. However, since DICR is different in its tasks and functions and deals with foreigners, it is recommended that it has a certain amount of money, like most of the IOs in Europe, to deal with its daily business and urgencies rather than having to wait for so long time for any requirement due to the complicated administrative procedures. The University Management has to understand the unique nature of the tasks and functions of the IO and find ways to provide it with a sufficient budget.

The DICR receives a lot of good initiatives for international projects. There are a lot of staff who can be internationally active if they can get funds for their ideas. Travelling abroad seems to be one of the main motives for the staff of DU. It is realized that the required skills for finding third-party funding and writing proposals are very poor. One of the reasons behind this is the poor language skills and the poor experience in this field. Two professors from two different faculties were sent, through a DICR initiative, to Egypt in 2008 for a DAAD course on proposal writing. The idea was that the information they get in Egypt gets disseminated to other

professors in workshop in Damascus. This hasn't materialized due to the busy schedules of the professors.

One of the ideas to deal with the shortage in experience and to help all faculties, is to have a focal point for international relations at every faculty. This will be an approach to outreach the faculties. The staff who serve as focal points will be trained on how to write proposals and deal with the international issues and will be in direct contact to DICR. This is one of the future ambitions and challenges. Having such focal points will help to facilitate the coordination and execution of the international activities of the faculties.

Administratively, the office also has challenges. The most important challenge is how to speed up the administrative procedures of the office and the correspondence with other offices. The office receives all the mails and correspondence that come from outside the university and from foreigners. This overloads the office with piles of papers that don't belong to its international work. It is, moreover, looked at as the translation unit of the university.

In the interview with the Director of International Cooperation at the MHE (DIC), who is a former director of DICR, he said that the office has many challenges in the expanding international relation of DU. He said that "*the office needs to outreach the university staff, deans, and heads of departments that would serve as a catalyst for change in the area of internationalization. There is some sort of potential energy within the institution that needs to be coordinated and directed by the DICR. Another challenge is that with such a big institution, there is a need to create an advisory board for international affairs. One last thing is that the DICR should be the interface for the international students who suffer a lot when they come to Damascus*".

From an external point view, the Director of the DAAD Office in Damascus, who has a lot of common work with DICR, the German expert who has been working at DICR since 2003, were interviewed and asked what they think are the challenges of DICR. The Director of the DAAD Office said that "*the office needs to be restructured having more working units with people responsible for these units so not everything has to go to the director. The office has to work together with the faculties. On one hand, active contact persons should be targeted. This is important to push DICR forward. On the other hand, DICR does a lot of work and has contributed a lot to the development of the University. The faculties and the staff need to know what*

163

DICR does. DICR needs budget because it is very important for any IO to have a budget to do and manage small projects at least. Finally, another important challenge for DICR is the training of its staff especially in the area of proposal writing". The German expert said: "*Personnel are the biggest challenge for DICR. They were not selected based on what will they do and they haven't received further training. The challenge is to restructure the office and change its distribution of work to working unit format to deal with the different tasks like student exchange. What is very important in this regard is to find a way to increase the salaries of the staff because now they are not sufficient. One way, which is a challenge, is to have projects where the staff get involved and benefit from them. DICR needs to impact on the faculties. It needs to work closer with the different faculties. DICR can provide a lot of help and facilitations via its international contacts. The faculties don't know that DICR can do this job and actually they don't know anything about it. The office has to be involved more in the students and staff exchange programs. My final point is the professionalization of the staff*".

The Involvement

As mentioned earlier, the DICR is involved in almost all the international activities of the university and even in some of the other activities that serve the international ones. The only existing international activity in which DICR is not involved in is the international students' affairs. The following paragraphs explore how DICR is involved in the international activities of DU that were mentioned above and classify them under the indicators that are identified in table (2.12).

Double-degree Programs

DICR is heavily involved in these programs especially that they include many activities that fall under more than one internationalization indicator (in the specific case of DU). The beginning of such programs comes either by direct contacts between staff of the two universities that usually go through DICR or by an international project that naturally goes through DICR also. There is no uniform way of proceeding with any program and even in how the administrative things go. This is due to the different people and faculties that are involved. However, with all the different ways and methods followed in these programs, the DICR very closely follows-up. This includes preparing the agreement legally, administratively, and academically, translation of the agreement, correspondence with the partner university, preparing the signature ceremony, helping the academic committees in their development of the study plans, and opening the program. The tasks of DICR don't end by the official opening of the program. However, it gets into different natures of tasks; like preparing

the visits of the foreign and Syrian professors, dealing with the different kinds of correspondence of the program and prepare for the graduation ceremonies.

The double-degree programs serve more than one indicator. They include, but not limited to, cooperation agreements, strategic alliances, internationalization at home, international projects, students and staff mobility, and internationalized research. The DICR, in these programs, functions as both management support and service for the staff. It, on one hand, provides the university leadership with all the needed data on the partner and presents recommendations about how to proceed in the communication and what are the possible funding opportunities. It also conveys the leadership's visions and directions to the concerned faculties, departments, and individual staff. On the other hand, it helps the staff establish their relations with their foreign counterparts and also helps with the whole procedure.

It is this diversity of activities and aspects of internationalization that these program include probably made it jump to be the first priority of internationalization for DU leadership. They are multi-dimensional and beneficial activities. This is also what has led the Ministry officials to describe DU as the only Syrian University with an international status. Therefore, they have asked the other public university to get involved in such programs. It is worth mentioning that Aleppo University has 2 double-degree programs, Tishreen University has two, and Al Baath University has one.

Staff and Students Mobility and Exchange programs and Summer Schools
DICR involvement in these activities ranges between heavy and no involvement according to the activity. For the staff mobility, DICR plays the 'advisor' and sometimes the 'helper' roles. Increasingly, the academic staff come to DICR to ask about our partners and to get an advice where to go for their sabbaticals or missions. Those who lack language and experience get further help to communicate with possible partners. As for the staff-exchange programs, there aren't many at the moment. There is only the one with the DAAD. DICR is the responsible office for recommending the professors from the applicants based on pre-defined criteria and for organizing the visits of the foreign professors. There are also other forms of exchange that take place within the agreements and especially those of the double-

degree programs. DICR is usually the office that does the administrative work for these exchanges.

As far as the student mobility and exchange programs are concerned, DICR is not involved in this issue except for the very low exchange that takes place within the framework of the cooperation agreements (see table 5.3) and the capacity building program. In the agreements' case, DICR is the contact office for both incoming and outgoing students providing them with all what they need to finish their study programs. For the capacity building program, the DICR has a special unit that has the files of the teacher assistants. This unit deals with them the minute they get their scholarships till the minute they come back to the country. However, this unit is not the only unit in the university that deals with their affairs. There is a unit in the Human Resources Department and one in the office of the Vice-President for Academic Affairs. The non-well thought distribution of the tasks of these three units serve in confusing both the students and those who work in these units. There have been many attempts to unify these units but the idea has never been materialized. The President said: "*DICR must improve its function regarding the students (teacher-assistants) of the capacity building program. These students don't have any experience in how to find a university and a supervisor and how to apply and do the appropriate correspondence. Therefore, DICR should play this role in the future to save a lot of time and efforts of these students*". The President ambition could also be regarded as one of DICR's challenges in its dealing with international students. However, such ambition needs considerable financial and human investments that the university currently doesn't look ready for.

The lack of involvement of DICR in the other, bigger, forms of students' mobility, especially the incoming, is due to two facts that lie beyond the control of DICR. The first fact is related to the foreign students who come to study Arabic. These students come to the HLI in frameworks of agreements on the Institute level. They are run in a private way especially that there are tuition fees. Therefore, the whole process is done at the Institute and none of the central offices is responsible for them except for the Public Relations that help them get the official residence cards in the country. The second fact is related to the foreign and Arab students who come for full degrees. Their admission at the university is part of the centrally administered admission process on the national level.

Finally, DICR has been heavily involved in the summer schools that took place so far. Its involvement includes the communication, preparation, follow-up, and monitoring the implementation. There have been two summer schools where DICR, with its limited personnel, could give a helping hand. However, with the most likely increasing number of such activities, there is a need to either charge the faculties with the whole event or to provide DICR with extra 'qualified' staff to do the job.

International Projects and Joint Research

All the faculties send their initiatives or the invitation they receive to participate in international projects to DICR. The President doesn't approve any international project without the recommendation of DICR. However, the DICR's approval doesn't have clear criteria and guidelines. Therefore, the decision is more of a routine nature than it is strategic, academic or scientific. This is due to the shortage of experience in this field. On top of that, usually there are deadlines for these projects and applications come in tens just few days before these deadlines leaving no room for any critical or strategic evaluation. This leads to approve all the projects considering them as positive indicators of the university activeness in the field of internationalization. However, it has been realized that these projects might compete with each other and might lead to the loss of the competing projects. Hence, awareness started to crystallize that these projects should follow strategic objectives and guidelines and most importantly be part of the strategy of the university. Again, such an ambition needs big investments. This activity is both management support and staff service.

On another level, with the humble project generating unit that DICR has established in cooperation with two German experts, DICR could win two TEMPUS projects with a budget of about 1.2 Million Euros where DU is the grant holder in both projects for the first time ever. One project, '*Career and Skills Center- Pathway to the Labor Market*', is about establishing career and skills centers at the Syrian public Universities and selected private ones. The second, '*Accreditation - Pathway to Quality Assurance*' is to support the quality assurance and accreditation processes at the University.

The experience of joint research is still very poor in the university in general. There have been few successful attempts for Syrian students seeking their Ph. D degrees to have joint supervision of their research. The idea of joint research is still primitive. The double-degree programs are promising steps in this regard. As mentioned above, the President and the Vice-President see joint research as one of the most important aspects of internationalization and promised to push forward to have more. This is a staff service activity.

Establishing Academic Departments of Foreign Languages

During the last five years, there have been great efforts to establish new language department at the Faculty of Human Sciences to cope with the social and labor market needs. During these years three departments were officially opened; the Persian Language, the German language, and the Spanish Language. Two are still in the phase of communications and negotiations; the Italian, and the Chinese. Since the establishments of these departments imply contacts with embassies and foreign interested partners that are ready to support them, the DICR gets heavily involved in the process. It actually plays the main role in administering the process and coordinating the related work. It becomes the center of communication among the different players. This activity is both management support and staff service. It is hard to demarcate between the two functions here. They strongly overlap. This activity falls under the following internationalization indicators: cooperation agreements internationalization at home since the curriculum is foreign as well as most of the teachers, for at least six years, which is the needed period to build nati0onal capacities.

Knowledge-Transfer Activities

As mentioned earlier, the new initiatives are those ideas that are introduced to the university through its international contacts or they come as a response to a new need that came as a result to the recent developments in the field of higher education. The three initiatives that were introduced at DU during the last four years are the Center for Quality Assurance, the Career Center, and the Center for Higher Education Research. When the President was asked why the leadership charges the DICR with hosting these centers, he said: "*All of these initiatives are of international content. The quality assurance and the other ideas were not born from the inside, they came from outside. They are*

practices at the international HEIs. I was introduced to the quality concept through an international seminar in the UK and to the career services through a visit to few universities in USA. These ideas come through international relations and they are done and improved through international relations". The DIC in his answer to the same questions said: "*This is due to the specific case of DU with the current personnel. For the President, the Director of DICR is the only one who can provide the quality work he wants. Honestly, DICR is now doing what it should do. This fact is affected by the people who work in this office. Moreover, the IO is the best office to invest the international contacts of the university for the benefit of the university initiatives*". The German expert said that "*DICR oversees the themes and scenarios in the light of its international contacts and accumulated experience. Most of the staff don't know what is institutional research for instance but DICR knows. It is right that these things overload DICR but this is a different issue that should be solved by having extra staff. Being involved in these initiatives impacts a lot on the university development which is a very good thing for the reputation of the IO that it deserves*". The vision of the President and the other top leaders who share him this vision makes DICR the main actor in dealing with these initiatives.

For the quality assurance, the DICR got involved in a TEMPUS project in the field of quality and accreditation in cooperation with Humboldt University and Weihenstephan University in Germany, Graz University in Austria, and the public universities in Syria. The DICR played the mediator role between the Quality Assurance Center and the project. The project provided a lot of financial, academic and technical support to the Center. This cooperation led to the official opening of the center in 2007 in the premises of DICR. The Center is getting more and more independent but still depends on DICR in the administrative and logistical issues. It is now in the process of building its capacities to be able to manage its huge tasks alone. It is worth mentioning that this Center is responsible for implementing the University Mission Statement and monitoring the implementation of its strategic objectives.

In an interview with the director of the Quality Assurance Center, he said: "*We needed know-how transfer. We needed the knowledge transfer, we needed experience. We needed to acquire the experience that other academic institutions have in the west so we approached the British Council and we participated in the Tempus program and got help from other experts of DU. We tried to approach them and to see how we can fit them in within the struggle we are trying to solve.   What did internationalization do is to introduce a new concept, which is quality assurance. This is one example of how internationalization can play a positive role in university development*". He was asked about the role of DICR in the quality assurance process. He said that "*Without it we*

wouldn't have been here. We are not capable of moving ahead in the right direction without the help of others".

The British council has been the main partner for the QAC providing it with a lot of help and assistance in different fields. The Director of QAC was asked why would the British Council help this center and allocate funds to help it, he said: "*All development organizations are assessed by their headquarters on their ability to make an impact in the areas of their mission. On one hand, The British Council's main mission is in education and cultural transfer and cultural aspects of education so education is one of their main elements of work. When their head quarters get informed that their Damascus Branch was able to influence the orientation of DU and to assist them in implementing good practices in management and quality assurance, the branch will get extra points and bonus funds. The British Council is an arm of the British Government to spread its own propaganda and values. There is a political nature in their help. On the other hand, they help us because we have ownership into what we are doing. We have the ownership, we set the agenda, we tell them what we need to do and they are very happy about this because they say that in DU we know every penny is being used to the optimum*".

When DICR was asked by the University Leadership to start its communications to establish a career center, it was a difficult task because the idea is still very new to the University and there were no expertise in the field of career guidance and services. Therefore the first step was to locate a foreign university that has experience in this field and ready to share it with people from DU. Freiburg University was identified as it was the best in Germany for the year 2007. DICR could get a UNESCO-funded project to exchange visits between the two universities. In 2008, four staff from DU went to Freiburg for an intensive workshop on Freiburg's experience in establishing and running their career center. In the same year Freiburg experts came to Damascus to evaluate the situation and provide recommendations. The United Nations Development Program (UNDP) in Syria was interested in the idea so DU and UNDP signed a project to establish the center. The DICR was coordinating the project and the Director of DICR was acting as the Director of the Career Management Center (CMC). These efforts resulted in the official opening of the center in 2009. DICR is still giving the CMC a lot of administrative, staff, technical, and logistical support till it can be fully independent.

The idea of the research center came when DICR suggested establishing a joint Master degree in Higher Education with the University of Kassel that runs it in its International Center for Higher Education Research (INCHER). When the President of DU paid a visit to Kassel University, he admired the idea of having a center for higher education research. The same scenario was repeated. The University Leadership asked DICR to start the official contacts with Kassel University as the expert university and to find a funding party to support the process. Through the cooperation with INCHER, a DAAD fact-finding Mission was approved where three experts paid a visit to DU late in 2009 and presented a comprehensive report with recommendations for the establishment of the Center for Higher Education Research at DU (CHERDU). DU is currently following up with the experts and the DAAD to proceed with the project.

The three initiatives came as responses to the needs of the Institution. There are also academic, labor, social, and administrative needs to have the above-mentioned centers. These canters are also a step towards linking the university with the society which is one of the main strategic objectives mentioned in the five-year plan. The QAC came at a time when quality became an essential part of the teaching and learning process. It is worth mentioning here that none of the university programs, except the double degree ones, is accredited by any agency. They are accredited nationally by the virtue of being offered by a public university. The QAC is in the process of accrediting some of the medical programs as a starting and pilot step.

The CMC is also a need for the University that graduates thousands of students every year. From the employers' feedbacks, it was realized that there is still a gap between the higher education outcomes and the requirements of the labor market. The CMC will play a role, in cooperation with the university, to bridge this gap gradually. There are many initiatives in this regard like establishing a skills center and introducing new business-based subjects to the curricula of the faculties. DICR is also the main player in these initiatives.

A higher education research center is also a big need for universities and especially for a huge university like DU whose decisions, and those imposed by the CHE, are not evidence and research based. They are rather based on trial-error basis that lead to

a lot of mistakes and imperfections. In a newspaper article[40], the President of DU said:

"*The good management of a university needs a comprehensive system to support its decision-making process especially for the scientific and institutional development of the university and to put the action plans for that. There are many challenges for the university on the strategic planning level. To succeed, these strategies need to be based on empirical research and supported with accurate data that cover the different aspects of the policies and plans and the targeted groups*". It is hoped that CHERDU will carry out this mission.

These new initiatives fall under more than one internationalization indicator. They can be under cooperation agreements, strategic alliances, and international projects. They are both management support and staff service but with clearly more of the management-support aspect.

International Conferences, Symposia, Workshops, and Forums

Whether the faculties or departments, or the university management, or the idea comes from a foreign party, DICR is the main planning and implementing body of these activities. The themes and objectives, the partners and participant vary according to faculty and the interest of the partners. There have been also conferences that were done as activities of DICR but with foreign initiatives. The themes of these conferences usually revolve around international ideas. For example there have been two conferences in cooperation with DAAD; '*Syria Towards Bologna?*' and '*Syria Towards Excellence*' and one in cooperation with the EMECW consortium on '*Bologna Awareness*'. These activities fall under the international projects indicator. They are mainly staff-support activities but with an aspect of management-support as well.

Cooperation Agreements

This is another example where the DICR is the central body in preparing, coordinating, and monitoring the activity. Cooperation agreements are one of the core functions of DICR, most likely of any IO. It is an activity in which DICR is

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[40] The article is entitled: "*Why a Center for Higher Education Research at Damascus University*?" published in Al-Thawra Newspaper on 14-December-2008. The article is available, in Arabic only, on http://thawra.alwehda.gov.sy/_archive.asp?FileName=344082023200812132242

responsible of it from A to Z. However, there are missing regular evaluations of these agreements that should be done by the concerned faculty in cooperation with DICR. Therefore, a coordinator from each partner university of the agreement is suggested to be appointed to do this role as most of these agreements lie inactivated.

Involvement in the Non-International Activities

As mentioned above, DICR is involved in few non-international activities that adds to its problem of being unable to cope with the huge, and continuously increasing international work.

Most of this involvement is of public relations nature. The Public Relations Directorate at DU (PRD) suffers a severe shortage of qualified staff. Since the PRD is responsible for public relations with foreigners and lacks language-speaking staff, except for the Director, DICR fills the gap on its expenses. There are many time-consuming activities that could be done by ordinary staff that the PRD can't handle and are thrown to DICR. With the huge amount of visitors and activities, these public relations matters have become a real burden on DICR.

Another extra burden on DICR is the relations with the governmental and non-governmental organizations. The work with these organizations is very useful for the University because it sometimes helps introduce nice and needed ideas to the University like the above-mentioned initiative by the Syrian Trust for Development Organization to introduce business and entrepreneurial-oriented subjects to the curriculum. Though these relations are time and human resources consuming, it is not only difficult to find an alternative body to deal with them, but also, in the specific case of DU, to think of a different body than the DICR. It seems the most appropriate office for this job. However, it needs to be provided by qualified staff.

Internationalization Strategy

DU doesn't have a written internationalization strategy yet. However, unwritten one does exist. The University Management is convinced with the necessity of developing a written strategy that takes into consideration the existing reality, the abilities, the ambitions, and the special specificities of DU. The President has charged the DICR to start the process of developing a strategy. Since DU is the first university in Syria, and

probably in the region, to develop such a strategy, DICR, and the whole university in general lacks the experience in this field. This study is the first step towards the process. It studies what is the internationalization strategy and how it is developed theoretically, and empirically studies the involvement of other offices in their universities in these strategies to learn from their experiences. Studying and comparing existing internationalization strategies of other universities lies beyond the limits of this study. It studies only how IOs are involved in the development of these strategies.

The main relation of DICR is with the President's Office. It is built on daily basis. Though administratively, DICR like all the central directorates of the University follow the Provost's Office, practically the direct boss of DICR is the President himself. DICR also has relations with the Offices of the Vice-Presidents for Academic Affairs, and the academic Research and Post-Graduate studies, very rarely with the Vice-President for Administrative Affairs, and no relations with the Vice-President for Open Learning. Administratively, it is strongly related to the Provost since he is the administrative reference for the central directorates and departments.

DICR has strong working relations with the PRD, the Media Department, and the Directorate of Legal Affairs. The relation with the PRD is to coordinate the visits, transportation, hotels, airport reception, tours, and schedules of all the foreign visitors. The relation with the Media Department involves coordinating the media reports of the President's and the Vice-Presidents' meetings. The relation with the Directorate of Legal Affairs involves checking all kinds of the University agreements from a legal point of view.

The Ambitions

The DICR's staff, though have different ambitions, they share a set of ambitions for their work in the office. They all wish to have an income that corresponds to what they do. They all complain about the lack of financial and immaterial incentives. They wish that they get rewarded for their hard work especially during the 'high seasons' when they work long extra hours. They wish to have more autonomy and independence in their work and to overcome the centralization of the administrative processes to facilitate their work. The University-degree holders wish that the

University invests to develop their skills. They believe that with this burst of international activities, with the increasing number of foreign visitors and with the consequent increasing work of DICR, they need advanced courses in intercultural and international skills. They don't feel comfortable with the frequent message of the administration that DICR lacks qualifications. They say that with some training, they can perform what is expected from them and they are ready to improve.

On the DICR management level, the ambitions revolve around improving the work of the office through being more autonomous. It usually takes very long time to get a computer to the office or an approval for an employee to do a language course. Therefore, if DICR had its own budget for self-improvement, things will go smoother. It is inspired that the University Management sees that though DICR is one of the central offices, it is a special case due to the different nature of its tasks and functions. Therefore, the laws and regulations that are applied to the other offices can't be applied to this office. They limit its sense of initiation and innovation.

The Limitations
The limitation could differ according to the different actors. This study focuses on the limitations from the IO point of view. The President's view is also taken into consideration.

Human Resources and Centralization and lack of independent budget are basically the main limitations for the work of DICR. Centralization includes all the processes and daily work of the office. It leads to a lot of complications in the paper work and a consequent delay in performing its tasks. Sometimes, many opportunities for academic staff and students get lost because of the centralization-oriented administrative processes. The centralization of the financial affairs, which is set by the laws, is one of the biggest limitations as for every request that has a financial aspect has to get the approval of the President. Having no independent budget, even a small one, is another limiting factor for the functionality and efficiency of the DICR's work. All the European IOs with which DICR has cooperation relationships have their own budgets that can come to considerably high numbers. This is why DICR is trying to activate the function of its project-generating unit so the staff can get involved in paid tasks and where a budget can help perform the tasks faster.

Other limitations include the qualified staff and the difficulties to get them. On one hand, DICR is stuck between being unable to train and develop the skills of its own staff and the complicated, almost impossible, procedures to hire highly qualified staff. Working at DICR is financially not attractive. Therefore the existing laws and regulations form a limiting factor. On the other hand, DICR has experienced the loss of trained employees which can be added to the limitations. When the staff get training and their skills improve, they start to receive external 'much better' offers. These offers usually pay very well and the staff move out to new jobs. So there is also a risk in training the staff. As much they get trained is as they are most likely to leave. The reason is again 'financial'.

5.3.2 Remarks on the Directorate of International and Cultural Relations and its Role in the internationalization at Damascus University

From what has been presented above, it is clear that DICR plays the main role in all of the internationalization activities of DU except the '*student exchange and the international students' activities*'. The tasks, functions and performance of the office have remarkably developed during the last few years. The new developments in the world in the field of international relations and the great attention paid by the leadership to the internationalization and its development has loaded DICR with work of new nature that differs from the traditional work it used to do. This shift in the nature of tasks was not accompanied by an equivalent shift in staff and their qualification which consequently led to the above-identified problem. The personality of the President and those of the directors of DICR have played an important role in shaping how DICR involves in and reacts to the different international activities.

Through the relations with the top management personnel, the Director of DICR is heavily involved in all these activities that are described as new and of different nature. This has created an internal gap in the office and related everything to the director. However, one person will not be able to cope with the increasing work. The suggestion of both the Director of DAAD and the German expert to establish working units that are self responsible and that can develop their tasks and perform their tasks independently, seems to be logical and practical. However, it needs an understanding and strong commitment from the leadership to happen.

Few, small but unfinished, steps have been taken to make a shift in the performance of DICR that harmonize its tasks and missions. The establishment of the project-generation unit is one of these steps. With the ability to win couple of DAAD funded projects and two TEMPUS ones, the staff started to see the outcomes of such initiatives. They start to show interest in working and being involved. Though mainly for financial reasons, they also show interest to learn more, to be exposed to foreign experiences and to develop their own experiences and skills. This positive reaction of the staff is encouraging for the future. The only negative point in this is that only those who speak languages very well can join.

Professionalizing the staff of the office is another step in this direction. There are currently two staff, one doing a PH. D (this study), and the other a Master degree. Both are in the field of internationalization of higher education. The idea behind having professional practitioners is to lead an 'Internationalization Unit' at DICR whose mission is to establish international contacts at the faculties and coordinate the work with the faculties. The German expert said: "*Now, with the networking efforts, finding new projects and building consortia, and professionalizing some of the staff, DICR is going in the right direction*".

DICR is characterized by its closeness to the President Office. This closeness is of a double-edged nature. On one hand, it facilitates and speeds up the work of DICR, the faculties and staff since there is a direct access to the President. Therefore, DICR has become a center for the staff requests in the international field. On the other hand, this closeness has overloaded the office with the many demanding presidential requests and it has also become the President's main pathway to the faculties and staff. This close relation to the President office, with what it implies, is taking up a lot of the time leaving no space for working on the internal development of the office. The Director of DAAD, commenting on this point, said: "*The president who receives the foreign ideas, projects, and initiatives forwards them immediately to DICR. This leaves no time to breathe. DICR is fulfilling the dreams of the President but no time to think of its own projects*". The German expert said: "*The close relation, on one hand, is a strength of DICR in terms of proposing internationalization strategies and ideas and in giving tools to the faculties. On the other hand, it is a weakness because normally, such an office should develop its own objectives and targets and implementation plans. With the heavy involvement with the President, especially the director, there is*

no time left for any internal work and development. I have the feeling that DICR is an extended office of the President's. It shouldn't be like this. It should have its own tasks and objectives to fulfill. The President's Office has different objectives and tasks to do. This hinders DICR's to develop its own opportunities. Many initiatives, plans and ideas come to the President but he doesn't look at the details because he doesn't have the time. This is the task of DICR. ".

DICR image from an external point of view seems to be very good and even impressive. Two Cultural Attachés of the German Embassy in Damascus, the previous and the current, and the Cultural Counselor at the French Embassy, whose contacts with the University come through DICR said in an informal interview that they feel very comfortable when they deal with DICR. They always believe that the work will go fast and smoothly. They said that DICR shows a lot of understanding to the foreign partners and enjoys a great experience in international and intercultural understanding and communications. The Director of DAAD said: "*I have to say that I like to deal with DICR. I know it depends on persons. The current director is really quick and reacts immediately. This is not what I experience with the other public offices and organizations. The director is an expert in solving problems. DICR has a competence in understanding the German side. There are a lot of structural and bureaucratic obstacles that I don't feel when I work with DICR. It shows a great understanding of the internal processes at DU and knows how to proceed in the best ways and shortest time. What I like also is that I always talk directly to the director which facilitates my work*".

The current division of labor within the office seems also problematic and needs to be reconsidered. Neither the office staff nor those who deal with the office seem to like the distribution of work. Establishing working units and dividing the work according to themes and activities is a good idea and worth trying. However, the number and qualification, i. e the quality and the quantity of the staff need to be increased. The University Leadership is expected to show high level of understanding and flexibility with this issue. The study of four IOs, local, regional and international would give an idea of how the labor in these offices is distributed and it would be good to learn from their good practices.

DICR has been also charged to develop the internationalization strategy of the University. It is also expected, as the President states, to play the role of helping the teacher assistants find a foreign university and do all the corresponding work until this assistant comes back home. These tasks are huge and need not only extra staff but

expertise. The involvement of the IO in developing, implementing, and monitoring the internationalization strategy is yet not a clear one. What is this role and how to proceed are still unanswered questions. The study of the other IOs in the four case study universities explores how their IOs carried out this task. The next chapter studies these offices and explores their involvement in the overall internationalization of their universities.

6. Presentation of The Case Studies

6.1 Kassel University

6.1.1 Kassel University: An Overview

The University of Kassel (KU) was founded in 1971. It is considered the newest university in the state of Hessen[41]. According to the statistics of the academic year 2009-2010, it has about 18,113 students. The number of staff is more than 2,120, including 327 professors, approximately 900 other academic staff, and about 1,100 technical and administrative staff. Its study programs cover a wide variety of fields and specializations. All study programmes are open to German as well as international students[42] especially after the establishment of some English-speaking programs. At present, students from over 115 countries are enrolled at the KU. According to the statistics of 2009, they form 15 % of the total students of the University. The University brochure says:

> KU took on a pioneering role in terms of modern study courses, designing flexible, internationally compatible and complementary study courses at a time when this model was still unique in Germany. In the wake of the European "Bologna Process", it is in a position to continue to take advantage of this head-start and build on its experience so as to develop more future-orientated study programs.

KU enjoys a good international ranking position. It is number 956 on the International Colleges and Universities' list[43]. A year later (March 2011), KU developed to number 719. The University's Motto is '*Today for Tomorrow*'. It is an internationally oriented university. It cooperates closely with its partners. It seeks excellence and innovation in science, business, society, and culture. It aims to contribute to development both in its region and in the world.

> It is not just international networks to which KU contributes, and from which it in turn draws its strength. It has also developed strategic partnerships on thematic issues and regional co-operations, which merge their potentials and achieve outstanding performances. For example, the KU works closely on environmental issues together with the environment research centers Leipzig- Halle and the Wuppertal Institute. It has also built up a long-term cooperative association with the neighbouring universities of Gottingen and Paderborn and with the University of Applied Sciences in Fulda. By this

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[41] It is a state in the west-central part of Germany. Its capital is Wiesbaden.

[42] The information is from the University website: http://cms.uni-kassel.de/unicms/index.php?id=4872. Accessed on January 2nd 2010.

[43] Source: http://www.4icu.org/reviews/1822.htm. Accessed on January 2nd 2010.

huge scientific potential of this central German region is combined, thus strengthening its position in the face of competition among the country's scientific centers.

In 2002, when the current name was given to the University after its old one; *Gesamthochschule'* (*comprehensive university*), the Senate of the University states that: *The University will remain innovative and reform oriented*. The KU has modern university structures. Models and concepts developed in Kassel are increasingly adopted by other universities[44].

6.1.2 Internationalization at Kassel University

Being in the University and looking at its website give an immediate impression of the international orientation of the University. Foreign students can be seen all over the campmus. Some of the instructions are in German and English languages. More than 220 agreements have been signed within the framework of European mobility programmes. Additionally there are more than 180 departmental cooperation agreements and 16 active university partnerships with higher education and research institutions from all over the world. KU runs also an International Summer University and an International Winter University that are directed towards international students[45].

The University has developed two policy papers for internationalization covering two periods; 2001-2005 and 2006-2010[46]. In the University's Mission Statement, there is a focus on cooperationa and networking stating that the *"University is regionally based and internationally oriented"*. The Mission stresses also the awareness of challenges in society and nature[47].

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[44] Source: The history of the University on its website: http://cms.uni-kassel.de/unicms/index.php?id=4917&L=1%25252520. Accessed on January 4th 2010.

[45] From the University brochure.

[46] The y can be accessed at: http://cms.uni-kassel.de/unicms/index.php?id=4871&L=1%25252520. They are available in German language only. Accessed on January 4th 2010.

[47] From a PowerPoint presentation about the University. Available at: http://www.uni-kassel.de/presse/PPP/download/UniKassel_en.ppt#283,16,The University's Mission. Accessed on January 4th 2010.

Regionally based, but internationally orientated, the University has also made a commitment to contribute to the further development of the European scientific tradition and to internationalization. It implements this duty at all levels by an ambitious internationalization strategy. Students and visiting scientists from all over the world not only influence the international atmosphere on the campus, they are also valuable mediators when it comes to a vivid cross-linking the region and the state with a rapidly changing world. The University is already directly networking with international higher education institutions by stipulated relations. Moreover, there is a wealth of trans-border research and teaching, and not least, a lively European and international exchange of teachers, students and trainees. (From the brochure).

It is worth noting that the information and terminology used in the University documents and brochure reflect an extremely high level of awareness of internationalization and its latest developments.

Administratively and strategically, KU has a unique structure to manage and monitor its internationalization process. It is managed by the President of the University, an international committee (IC), and a Department for International and Public Affairs (DIPA) that is sub-divided to three units dealing with the international, public, and media issues.

The International Committee (IC) is a committee that is elected by the University Senate and it represents the senate in the international issues. It is headed by the President and forms the highest decesion-making body in internationalization issues. The head of the DIPA, the Director of the International Office (DIOK), and some professors from the differnt departments are its members. The committee usually makes decesions and the DIPA implements, monitor, and evaluate them. In the interview with the President of KU, he was asked about the division of labour and coordination between the DIPA and the IC. He said: *The IC is established by the Sente and it deals with the academic and strategic aspects of internationalization. It is the responsible body to discuss and make decesions regarding our internationalization process. The DIPA implements the decesion on all the University levels. We need both bodies at the University. The DIPA is the my every-day support that prepares and follows up all the international activities*". The Head of DIPA, answering the same question, totally agrees with the answer of the President.

Internationalization is one of the most important themes and strategies for KU. It is seen as one of the most important tools for developing the University and preparing

its graduates for the internationally oriented labor market. The Presidents said: *"On one hand, internationalization is very important for us. It provides the University with external funds for research. In 2008, we got 33 M euros through international projects. On the other hand, we want to increase the number of international students and academic staff to have a more international campus. It is the exposure to the others and the exchange of knowledge among students from different countries that make our graduates competent and ready for their working life after graduation. Because we believe in this, we have established seven English-taught Master courses (as of October 2009) to increase the number of international students and to target a wider range of students. This needs to be accompanied by a very well planned marketing. Moreover, internationalization positively affect the curricula of our faculties due to the interactions with other educational systems".* The Director of DIPAsays: *"Internationalization helps preparing our students for the international world which is our aim. No university that wants to develop in both research and teaching, that are the main functions, can be only local. It is a must".*

> As a state University, and with its tradition as a reform University, it is particularly interested in guaranteeing access to education, irrespective of social, gender, ethnic or national differences. The KU is deeply involved in on-going initiatives in the field of university education in Europe. It is also actively engaged in global development collaboration with partners from developing and threshold countries in Asia, Latin America and Africa". (from the Brochure).

From the point of view of an academic staff, who is a member of the IC and who is known to be one of the most international professors not only nationally but internationaaly and whose fields of specialization include 'internationalization' (who will be refered to as Prof. 1), he thinks that :*"this University has had always some areas in which it has good and strong emphasis on international aspects such as training teachers in German as a foreign languuage. On one hand, it is clear that there are some areas that are specifically devoted to the international aspects and there are other areas where the University wants to have more international links. On the other hand, there are areas that only serve the region and no attention was paid to the international matter. So it is quite a mix".*

6.1.3 Rationales of Internationalization for Kassel University

The KU has a mix of the identified rationales to internationalize. Its Presidents said: *"I would say at the beginning that unfortunately, the economic rationales drive the political ones. From an academic point of view, national borders do not exist. Getting new knowledge, new inventions, and new insights do not recognize borders. It is also not interesting to get knowledge only from Germany and neighbouring countries. Academically, it is eminent to be international. The social rationales are also very important because it is very dangerous to have prejudices when an international discussion*

takes place. Social rationales aim at having a common ground. For me it is difficult to prioritize the four labels. They are all at the same level of importance". The Director of DIPA said: "*I would say that we have all the rationales for our internationalization. There is a political background not only from the point of view of KU, but the whole country. It is useful for Germany and German Universities that Germany is involved in the political management process of the whole world. I like that Germany, nowadays, tries to strengthen its influence not by military means but by civil ones; by business cooperation mostly in education and higher education, and to create international networks for cooperation. Of course, there are economic motives because of the very close involvement of Germany's economy in the world economy. It is very important to educate international people at German universities and to support them in their own careers. We believe in the concept of brain circulation. We adapt the DAAD's policy in supporting academic studies of international students. These students go back to their countries and then we have counterparts who are willing and interested in cooperation. They work to develop their countries. The more developed these countries are, the more cooperation we can have with them at all levels*".

Obviously, both officials agree that a mix of the four types of rationales motivates the institution to develop its internationalization. They, however, differ on which rationales they focus on. It is interesting how the Director of DIPA sees the internationalization at KU as part of the German national policy. This shows the high level of awareness for the staff of the university and the clarity and transparency of the national policies. On top of that, it shows a high level of agreement of why to internationalize among the different actors, and shows also the unified efforts at all levels. This opinion gives a humanistic background for the political decisions of supporting educational projects with Third-World countries. It is also interesting to see a match in perspectives between the Syrians and Germans in interpreting these tendencies. This is a practical proof of the role that can higher education play in the realm of politics.

6.1.4. Rationales of Internationalization for Academics at Kassel University

Three professors were interviewed at KU. Prof.1 is a member of the IC and a very active academician on the international level. Prof.2 is the head of a department at the Faculty of Civil Engineering and the coordinator of cooperation between KU and the Syrian Universities. Prof. 3 is the head of a department at the Faculty of Electrical Engineering. The three professors have agreed that the financial rationales are not behind their involvement in international activities. Prof. 3 said that "*any way, the money*

that is given for being involved in international activities is not really encouraging". The three of them agreed that what motivates them most are the academic rationales. They said that learning more, knowing how others work in their fields, widening their horizons, and being exposed to developed experiences are their real motivations. On the cultural and social, levels the three agree that it is always nice to know and learn about other cultures. It is interesting to note that for both Prof. 2 and Prof. 3, having more international students is very important and they always work hard to have more international students in their departments. The reason behind this tendency is that German students no longer enrol in the engineering fields and they have to keep a certain number of students in order to keep their programs running. Consequently, having international students pushes them more and more towards having English classes. Another important factor is that the money they get from the state depends on the number of students that they have. According to Prof. 3 "*from this point of view, it is a financial incentive to have more students to get more money*". He was asked whether having students from different nationalities makes any difference in the class. He said: "*The difference is that it becomes difficult to deal with the class especially with the dramatic differences in their linguistic abilities whether in German or in English. Most of foreign students prefer English which creates a problem in dealing with the companies that always prefer using their native language. The advantage , however, is that we have variety of scientific backgrounds which is very fruitful for our discussion and further development*".

The three professors were asked that since learning and knowing more developed experiences are behind working internationally, why are they involved in many international activities with developing countries where they do not learn much and their role is limited to teaching and training? Though the answers of the three professors follow the same logic, it is interesting to list their literal answers. Prof.1 said: "*I conceive it as a kind of service obligation. I would say the university is not functioning if everybody is just taking care of her/his immediate needs for improvement. One has also obligations in exchange for the privilege of others where immediate personal benefits are not seen. I personally guide PhD dissertations. Sometimes it is an intellectual enhancement and sometimes it is service to the others which is not moving me upwards in my ability to research or come up with new concepts. It is like teaching first year students which is usually not inspiring for the professor. So, I can say that the organization in the university is a mix of 'give' and 'take'. One cannot always do those activities which are the most enhancing but has to do also others. Nevertheless, this is the choice of the professor because professors are relatively free and cannot be forced to do certain things that they would see more as a 'give' type of activity. Since I work in a research center with an international focus, it should*

be normal that I spend certain time on different tasks which I do not see as learning and enhancing exercises". Prof. 2 said: "*I only work with Syria as a developing country. I work with the Syrians because I like them, I like the Syrian culture, and I always appreciate being in Syria. Moreover, it gives me great pleasure to help the Syrians and I always try to find ways to expand the channels of our cooperation*". Prof. 3 said: "*If the activity with developing countries comes as initiatives by others and where I don't have to invest a lot of my time to apply and do paper work and where all the expenses are covered, it is nice to visit other countries and learn about their cultures. I am originally a teacher and in these kinds of activities, I enjoy being a teacher and helper*".

The political rationales, nevertheless, don't seem to have any influence in their decisions of getting involved in international activities. The political rationales, according to them, drive those at the national level to support international activities. Prof. 3, in his explanation to why the EU and other European organizations fund international projects, said: "*It is a long-term policy for the sustainability; i.e. if we can develop the level of higher education in other countries, and to improve the living level, then on the long term, brain drain which is dangerous for developing countries will decrease because people start to see future perspective in their own countries. This is what I think is the main reason for supporting developing countries. This is because Europe has problems with the thousands of people who come here to work having no skills at all. We want to improve their living situations in their countries. This fact drives the politicians to make decisions in this direction. However, from the industrial and commercial side, good brains will keep to be targeted*". Prof. 2 simply said: "*For political reasons*"

These answers show that the academic enhancement and improvement form the basic motive for professors to be involved in international activities. The income level in Germany is probably behind their attitude towards the financial rationales. These rationales seem to have no place in their thinking. What is interesting is their attitude of working with developing countries. This attitude shows a noble and humanistic dimension of their personalities. It is a chance for their counterparts in the developing countries to invest this feeling that exists now to enhance the academic cooperation with European partners. This attitude should encourage those who are in the developing countries to reconsider the notion that the Europeans are in a conspiracy against them.

6.1.5 Internationalization strategy at Kassel University

As mentioned above, KU has developed two policy papers for its internationalization. The first one covered the period between 2001 and 2005, and the second for the period 2006-2010.   It was the first German University to have a written internationalization strategy. According to the President, it is very important to have a strategy for internationalization and to make it also harmonious with the other strategies and development plans of the University. He says that the internationalization strategy is reflected in the mission and vision of the University. "*The strategy was a result of internal discussion. Everyone is able to get the right information on our targets. Everyone has the possibility to know the instruments we use (ex: financial). The internationalization process is very transparent at our university*". The President was asked about the importance of the strategy and why the University management was keen on having it. He said: "*The first thing is to control the system by finances and resources. When potential finances are allocated, indicators can be involved like international students, guest professors, and so on. Second, we can negotiate with the departments and faculties where we can have contracts about the goals and aims of international importance. So, departments are obliged to reach certain international-relevant goals. Otherwise, we reduce the financial resources or use other kinds of restrictions. The importance of the strategy is to show the University's activities. This allows getting new views, insights, and international interesting and interested students. That's why I say that we have to talk to the deans. They have to see that it is a win-win situation. I believe also that the strategy describes the perspectives for the labor market*". The Director of DIPA said: "*We have achieved a lot of progress in the international field due to our strategy. Looking at the last 10 to 15 years, I think it was worthwhile thinking about a strategy and to continuously work on its improvement and to have it as one of the important topics in the tableau of the goals of the University. The important thing is that we tried to combine internationalization with the whole concept of developing the University. Therefore, we could progress and get good results in this field. One of the indicators is that we are ranked, nationally, university number 3 in supporting scientists by DAAD funds. We are also in the first third of the best German Universities in third-party funding. This is a big success and I see it as an impact and result of our strategy*". The DIOK believes that the strategy is very important because it sets targets and aims. She said "*we include what we think is important in our strategies and mission. For example, we focus now on increasing the level of international students in the under-graduate level as well as the MA and Ph. D*".

When a university management develops an internationalization strategy, it is important to communicate it to the different faculties, departments and staff. It should be as an action plan for them in the international field. The President was asked how

the strategy of the university is communicated to the different actors, he said: "*Internally, there is a written concept. Every dean, every professor can have it. Everyone has an orientation of our way. Everything is transparent. Everyone can see what we do and how it is done. There are a lot of bilateral discussions between the DIOK and the professors who want to go abroad. There is a permanent communication process. During the deans' assembly, we discuss the internationalization problems that are very different in nature in the different faculties. We talk about our goals and how to achieve them. The DIOK lists the international projects and the new initiatives to discuss them. We have also the IC. Therefore, I would say that internationalization is institutionalized and it is integrated into a communication process with the departments and faculties. Externally, it is a bit comparable to what happens internally. Our international networks of partner institution know about this paper. We always show that we are interested in strategic cooperation. We also do it by our international marketing. We present ourselves as a university that is internationally oriented*".

The Director of DIPA, responding to the same question said: "*The first thing is that we publish it on our website. We also communicate it through our internal networks. We have established an IC that meets twice a semester to discuss the internationalization issues. Another tool is the financial incentives. We have a certain internal system of disseminating the money to the departments. The financing system has a certain indicator that supports internationalization. The more a department works on developing its international profile, the more money it gets. The third tool we use is managing by contracting. The President contracts every professor of the University. There is a part in the contract about the international activities of the professor which s/he has to report every five years. All professors are required to prove that they are working by the conditions of the contract. The situation of a professor is evaluated, among other things, by her/his commitment to the international field. We have just started (October 2009) a campaign to support the faculties and departments to develop their own internationalization strategy in the framework of the University policy and to decide their own special goals. We have so far two departments that have written their goals (Mechanical Engineering and Social Sciences). We, at the central management level, monitor the implementation of their policies. We regularly evaluate their progress and tell them about their weaknesses and strengths*".

Both officials talked about the same concepts in the strategy and the ways of communicating it to the different actors of the University. The Director of DIPA focuses more on the technical and procedural issues. The picture as it looks from the top-down perspective seems very positive and functional and gives the impression that every single person in the University is aware of the strategy and its goals and objectives.

Since the University Management regards internationalization as an important topic for the university and it is included in the contracting and the financial system, the University staff should enjoy a relatively good level of awareness of the meaning and

importance of internationalization in their everyday academic life. The President was asked about his evaluation of the level of awareness among his staff and students. He said: "*It is difficult to answer this question because there is no sufficient empirical base, but I would say that we are in the way. There is also a difference among faculties. The Faculty of Social Science is internationally-oriented and its cooperation is internationally oriented. It is clear that its international spirit is very strong. However, there are faculties that are national market-oriented. The spirit there is less clear. It is also difficult to measure how successful the communication processes are. Rationally, everyone says that 'I have to be international'. Everyone knows that knowledge is borderless. I would say that 50% of our activities are internationally-oriented. Moreover, we have an internationalization strategy that is passed by the Senate and no one can deny it. As far as the students are concerned, we focus a lot on the international experience of our students through the student exchange programs. We are interested in disseminating these experiences to the students who did not get the chance to travel. Spreading the experiences will enhance the position of internationalization in the University*". The Director of DIPA totally agrees with the President's opinion and thinks that the situation is improving day after the other.

The University Management seems to be very optimistic with the efficiency of its communication processes and methods. There is a strong belief that, though they still have to work hard, they have achieved good level of awareness. Therefore it was interesting to ask the professors to explore their awareness and knowledge of the policy, the goals, the objectives, and the plans of the management. Prof.1, due to the fact that he is a member of the IC, he knows about the strategy. However, he thinks that "*internationalization is an issue for the institution coordinator and for the IO. Academics proceed in their academic work regardless of the strategy. Academics who work in universal sciences like physics cooperate with counterparts without thinking that this is an international activity*". Professors 2 and 3 say that they have heard of the internationalization strategy of the University. They remembered that it came to their offices. Both have taken a squint look at it but never thoroughly read it. It is hard to measure whether having not read the internationalization strategy of their University means that the level of their awareness of internationalization, its meaning and its importance is quite low. Both professors are engaged in different international activities. However, according to them, this engagement is led by their personal interests and opportunities and not because they follow a certain strategy.

The three interviewed professors are involved in academic international relations. Prof.1 works with people from the different parts of the world. Prof. 2 works mainly with Syria in addition to some contacts to Russia. Prof. 3 works with Italy, Spain, UK and most the EU countries especially, as he explained, "*after the introduction of Bologna Process that promoted cooperation among the European Universities. These co-operations are very important for me because they are forms of international networking. I have also spent a year in Kiev, Ukraine, in the eighties. It was a very interesting phase of my life where I learned a lot about other people, another culture, and another language. I am now trying to develop cooperation with the polytechnic University of Tomsk in West Siberia because they have a very strong faculty in electrical engineering and a lot of experienced people in this field. For me, it is very interesting to see how other people work in my field of specialization. Being a developing country is a limiting factor for me to get involved in international cooperation. Common projects that are fully funded by an external body is usually a good idea even if it is with developing countries. I am already involved in such kinds of projects, in Morocco where I enjoy being a teacher*".

The Professors' choices of the countries and the partners depend on the needs of their academic development. It is clear that all of them have expressed their strong belief of internationalization and the importance of international relations. However, with all the efforts that were exerted by the University Management to clarify the meaning, aims, and objectives of internationalization and its plan, the situation at the individual level follows different logics. When asked about the international activities of their colleagues in their departments, Prof. 1 said that his colleagues are very international due to the nature of their work. Prof. 2 said that he has two colleague and neither one has any international connection. The reason simply is that they don't have time. They are very much occupied with their university teaching, research, and projects. One can argue here whether the individuals should redirect their international interests to adapt with the institutional strategy or should the University management study the existing international activities, practices, and experiences and formulate its strategies and policies from them and aim to promote them rather than aiming at new ideas?

It has been declared that the strategy has been developed after extensive consultations with the different faculties and departments. However, when individual professors say that they haven't read it, this shows a different fact. The same question that was asked in the last chapter is asked here; what is the value of having a written strategy if people are international and they are, at different levels, involved in international

activities? From the answers of The President, the Director of DIPA, and the DIOK, it can be inferred that having a strategy will unify the international efforts of all the actors of the University. The strategy gives the sense of direction for the whole institution. It regulates its initiatives as well as its reactions to external initiatives. They do not expect things to happen overnight. They know that the process of entrenching the strategy in the everyday life of individuals takes long time. The activities that are carried out by professors are looked at as added-values.

Commenting on their experience of having the strategy, The Director of DIPA said that "*after achieving all these results, it was worthwhile to go through the process of developing the strategy*". The President said: "*I can't imagine now KU without an internationalization strategy especially that it has become part of the development strategies of the University and deeply integrated in our daily practices*".

The strategy gives the guidelines for the tendencies and directions in the internationalization field. It is obvious that, though not followed by everyone, having an internationalization strategy is better for KU. The professors who didn't read it show, however, a great deal of respect to it and readiness to adapt with its guidelines. After 10 years of having a paper for internationalization, KU seems to have succeeded in strategically directing the international activities on the central and faculty levels. The departmental and individual levels don't seem to have been totally bound by the strategy. This could be explained by the fact that it is usually very difficult to regulate the activities of single individual professors and monitor their surrounding international environments. On top of that, any control, direction, and monitoring would be considered against the sacred concept of *academic freedom*.

6.1.6 Kassel University's International Activities
KU enjoys a highly international atmosphere. Explaining the specific activities and their prioritization, the President said: "*We have student exchange, research, and staff mobility. It is very difficult, nevertheless, to order them. All of them are very important. In the future, maybe, we will have knowledge-transfer and other new fields of international cooperation. There is a globalization of firms, private sector, and economic sector. This must have an effect on what we call knowledge-transfer. This is not a regional issue, it is an international one*". The president was

asked why KU would exert efforts to have more international students while they don't pay any fee and there is already a 'capacity' problem at the University. He said: "*First of all, there is a globalized labor market. We need a micro cosmos at our University to be a model for the later labor market. The second reason is that new knowledge is not bound by national borders. We need an international and world-wide exchange of knowledge which means that people meet and scientists come together, talk together, and discuss problems. From another point of view, it is a long-term investment. There is some dependence among factors; we can't isolate the different aspects of internationalization. Student and staff mobility are important as part of our strategy whether we get money or not*". The President is not satisfied with the low numbers of outgoing students. He said: "*Sometimes I don't understand why students don't want to go abroad. They talk about different reasons. We have to study these reasons and try to convince them and, in some cases, their parents are not aware that their travel is very important for their personal development and an improvement to their skills*".

> In all its study programs, the KU gives priority to professional practice. The students gain professional experience in companies and in situations at home and abroad, make promising contacts with their future world of work. The programs are designed with a view to professional and international key qualifications that give the students the opportunity to prepare for professional challenges in times of globalization and internationalization. (from the brochure).

This is a unique manifestation of doing what is said. It also shows that what is written in the brochure and the other marketing materials is practised and believed in. This is also a very good policy for marketing the University.

The Director of DIPA, ranking the international activities, said: "*Our priority is to improve sending students abroad. The second is internationalizing our staff, not only the teaching staff but the supporting and administrative ones. The third is to attract international students for our post-graduate and doctoral programs. We would like to improve our research through international cooperation especially that nowadays, one of the conditions to succeed in research is to work in 'clusters of cooperation'. Another priority that we are working on currently is trying to win the DAAD initiative in excellence in cooperating with new-coming and developing countries. Therefore, we are establishing few centers in this regard (ex: Excellence and Competence Center and International Development and Peace). Things like that have to become more important*". The Co-Director of IO totally agrees with the previous answer with the addition of enhancing quality institutional partnerships.

6.1.7 Challenges of Internationalization for Kassel University

The President said: "*Our biggest challenge is the old generation of professors who didn't have international experience. They are, therefore, not interested in international activities. During my tenure, I appointed around 300 professors. These are the new generation who are mostly young and who have quite good international experience. Most of them studied abroad. With them, internationalization can proceed smoothly. Another challenge that we will have in the next few years is a demographic one. There is a decline in the numbers of German students. The German Universities are obliged to have 50% of their students from Germany. So the competition will be in the near future to recruit German students as well as international ones. What makes this challenge special is that nothing is clear yet. We have also to build the awareness in the university so the different actors can know and deal with this coming challenge. With the current challenge of finding extra times for evening lectures due to the over crowdedness fact, it is very difficult to direct the professors to think of other challenges*". From the top management perspective, KU doesn't seem to face serious challenges. One can infer from the answers of the interviewees and from the activities of the University that internationalization is entrenched in the system and in the brains of all professors, though with different level. They all believe in internationalization and work with international partners without being a part of a strategy. It is more of a natural behaviour than it is a tendency or a direction. The President was asked how he sees KU in 15-20 years from now. He said: "*We already had our bad times. Now we are more and more advancing. I see a good perspective for KU. We don't belong to the best third of the German universities. May be in 15 years, we will jump there. We have to benchmark with certain portion of reality. It would be possible to be in the best third*".

6.1.8 The International Office at Kassel University using the 'SOCIAL' approach

Before exploring the office, it is worth mentioning that over the period of doing this Ph. D thesis, the whole organization of the DIPA has been subjected to big changes of its structures, tasks, and functions. Both organizations are discussed under the 'Organization' paradigm. However, since the new structure is still very new (started by the beginning of 2010) and the practices and functions are still not clear, the paradigms of the 'SOCIAL' approach are applied on the old structure and functions. Remarks on the new functions are made whenever information on the new structure are available[48].

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[48] The information about the old and new organizations of the International Office are gathered through the interviews with the different people who work in the Office (The Director of DIPA, the old

The Situation

The IO of KU is the main player of the international activities and the internationalization of the University. The Office deals with all the international issues of the University. It works as the Management 'right hand'. The IO is also a source of help for all the professors in their international activities. However, the dependency on the services of the office by the individual professors dramatically varies from a professor to another and from a faculty to another depending on their experiences and knowledge in the international field. Generally, professors proceed with their international activities with a little help from the IO due to the international nature of their fields. Prof. 1, for example, said that "*sometimes, I try to be aware whether the university wants to do some activities collectively*". He contacts the IO when he receives more than one invitation from one country. He accepts one and gives the others to the IO so other professors can have the opportunity. He doesn't expect from the IO to organize his activities. According to him, "*sometimes, partners prefer to have institutional cooperation rather than scholar-to-scholar communications. In these cases professors also contact the IO to work on a university agreement or partnership*".

As far as the indicators of internationalization that are identified in table 2.12 above are concerned, the IO of KU is involved in the different activities of the following indicators: *Cooperation agreements, strategic alliances, international marketing, internationalization at home, internationalization strategy, international projects, student mobility and services, staff mobility and services, internationalizing research, and alumni networks*. The details of the office's involvements in these internationalization indicators are given under the 'involvement' paradigm.

The IO is both management and service oriented in its tasks and functions. The President, in his reply to the question about these two orientations, said: "*The two roles are there. The first one is to be the expert in the international issues in order to give me advice in international strategies. The office is very important for me. It is part of our planning for the development of the University. The second role is that it is a service institution which has to do a lot of services in different activities and to different people like students and professors*". The director of

Director of IO, and 2 interviews with the old Co-director of IO who became the new Director; one when she was the Co-director and one after she became the new Director).

DIPA said that both roles exist in the office and they are intertwined together in a way that it is difficult to separate them especially that the division of work in the office is not based on these two roles.

However, in the new restructuring of the office "*these two roles are separated in two offices. There will be a head for the service unit and another for the strategic unit. These two units will have to work very closely with each other*". Prof1 commented on the separation: "*I don't think so. They always have the service and the strategic support together. The discussion was always only whether we should have IO standing alone or put it in connection with other tasks but not in terms of the division of these two roles. We always had the feeling that standing alone, the IO will be too small unit. There have been some experiments overtime to combine it with different other functions like Students Affairs. The new change is only a new form of combination between the two roles and I don't see any new difference*". This mismatch in the views can be due to the novelty of the implementation of the idea when things and roles are still not clear. The DIOK also stressed the fact that the Office (the old organization) plays both roles and that her staff and her didn't differentiate between what is management-support and what is service.

The IO is very close to the President's office and therefore enjoys a lot of power. This is due to two facts. The first fact is that the staff of the office attend all the meetings of the President with external people. They prepare the agendas for these meetings, discuss it with him, and follow up the results. The second fact is that the Office is responsible for the strategic planning of the University which is seen by the top management as an integrated part of the overall development plans and strategies. The international planning is regarded, according to the President, as one of the most important aspects of the University's development. The President considers the IO as an indispensable unit in the everyday life of the institution.

The role of the IO is very well defined and clear to everyone. The different staff know exactly what are their rights and duties. The job descriptions of all the position are provided which makes the process transparent and clear. According to the Co-director of the IO, the positions and the job description of the different staff are subject to development or change in nature or place according to the needs of the work of the office. The change of personnel in the management level, the dynamic nature of the Office, and the response to the developments in the field of international necessitated a change in its structure and organization. This change comes also as response to the

increasing role of the international relations, especially the international strategic planning, in the institutional life and to the developments plans of the University. KU is planning to build a new central campus that will be operational in 2012. This central campus will provide the students and the professors with all the services that they might need. Hence came the separation of the 'services' unit of the office to be located in the new central campus.

The Organization

As mentioned above, KU has an IO that is part of a Department for Public and International Affairs. It is managed by a Director and two Co-directors. In the following paragraphs, the light is shed on the old as well as the new organization of the office with an exploration of the reasons that led to these changes. This helps us learn from the experience of the professionals at KU especially that the Director of DIPA said that this change are as a reaction to the continuous developments in the field of internationalization which applies to all universities.

The Old Organization of the Department of Public and International Affairs

KU used to have its IO integrated into the Department for Public and International Affairs. This Department was responsible for the international affairs, internationalization, internationalization strategy, marketing, and public affairs of the University. The public affairs which is managed by the Director of DIPA is responsible for part of the marketing, press releases, publications and dealing with German guests. In the international part of the Department, there are the Director of the IO, and two Co-directors. Among the Director and the two Co-directors within the IO, there is no heirarchy difference. Therefore, the Director doesn't have directive function and doesn't command the other two. The Director is responsible for coordinating the work of the three people. All the issues concerning basic strategies in international affairs are not the Director's responsibility. They are the responsibility of the Director of DIPA.

The Director and the two Co-directors (who are usually called 'advisors') share the responsibilities of the IO where the tasks are divided according to the nature of these tasks. The Director is responsible for coordinating the overall work of the different staff. She takes care of the European exchange programs like Erasmus, Leonardo da

Vinci, and lifelong learning programs, the exchange with English-speaking partner universities, staff mobility, DAAD support programs, and internationalization of study programs (MA, ECTS, joint studies, summer universities). The first Co-director is responsible for the international partnerships, internationalization projects, the budget of the office, the marketing, and organizing the visits of the foreign visitors as well as the visits of the members of the University Board abroad. The second Co-director does the daily paper work for them. She also coordinates the incoming and outgoing guest scientists and advises them for the programs they can apply for funding and how to book rooms in the International Guest House. The International Guest House has also a director who coordinates its events that are made specially for the international visitors of the University. This Director belongs to the IO and reports to its Director. She is responsible also for the student exchange programs. The work in the Office is divided by activities. Each one of these advisors with her team are responsible for a certain set of activities regardless of the country with which this activiy is taking place (ex: student exhchange programs).

As far as the staffing of the IO is concerened, the IO of KU doesn't have any full-time staff. All of them are part-time including those at the management level. As stated above, there are three part-time personell in the management. Other personnel include two part-time and three with quarter-position. Three quarters for the study-abroad section, for visiting scholars and a secretary and two others working part time (one eighth of a full job). So in all there are seven people but none of them is a full timer. All of the employees are females but, according to the DIOK, it happened coincidently. In other words, there are 3.5 full time positions at the management level and 2 full time at the supporting staff level. There are also about 20 students who work as support to the office either as internships or as part-time jobs. Some of these students collect data and do some research on the internationalization activities, sit at the information disk, and the rest do the calculations for the Erasmus money with its paper work.

As far the qualifications of the staff of the Department are concerned, the Director of DIPA explained "*I am not only responsible for the international strategies and activities, but also for the public affairs, it is preferred that s/he has a PhD degree in journalism. Therefore it is kind of double qualification in both international and public affairs. The director must speak two languages*

plus the native and must have experience in the field of higher education. This person must know about the system of higher education in Germany and abroad. S/he should have gone through higher education exams and, in general, must have at least a Master. These are the core qualifications in addition to the usual soft skills like being able to work with a team and the communication skills".

As to the staff working in the IO, the director and co-director must have at least a Master or a diploma with the grasp of two languages, knowledge in personnel affairs. Knowledge of languages and experience in intercultural communications are fundamental qualifications. Since it is very important to coordinate the work of the different staff of the office, fundamental knowledge about the higher education system in Germany and abroad, basic knowledge about the mediation institutions and the funding institutions like the DAAD are preferred.

The New Organization of the Department of Public and International Affairs

The new organization started to be in effect by the beginning of 2010. However, till the time of writing this dissertation, things were not very clear regarding the practices; the specific functions of the new units and the division of labor in the office. According to the staff of the office, they need one year at least to have things clear especially that they , as of March 2010, still have difficulties appointing the needed staff for the required tasks.

According to the Director of DIPA, who had a considerable contribution in planning the new organization, "*the DIPA is replaced by two units; one for strategic planning and one for services. We want to establish a very good service and support structure for the individual scientists, students, and clients in terms of internationalization. One of the ideas was to invest the building of the new campus center to geographically centralize the campus in one area and to have there all services and support. So, no one will be obliged to move from a place to another to seek help. Therefore, we looked at all the services where individuals have to come to the IO and put all services in one unit that will be located in the new campus center. This unit will be called the International Service Center. The other unit is responsible for the internationalization strategy and the international strategic planning. Since this unit's functions are about strategies and policies, we see it as a part of the university governance that should be very close to the decision-making body and especially the President. In the future, they will be part of the staff of the Presidency. As for the Public Affairs part of the old Department, there will be a new unit of students' marketing and recruiting, fund-raising and alumni, internet communication, press information and management. The new person, whom we are in the process of recruiting (October 2009), will have to decide how to organize this unit. I can say that this restructuring process came as a result of three things: (1) the change of personnel (myself, and the*

Director of the IO) as in all organizations, there is a strong connection between strategic development and people, (2) the building of a new campus center with the concept of having all the services there, (3) to respond to the latest developments of internationalization and adapt with the upcoming needs of KU". Though there are officially three reasons to make the changes in the structure and organization of the DIPA, the change of personnel seems to be the main catalyst for the whole process.

The Challenges

Though it is clear that there is a high level of consistency in the answers of the different actors at KU, the challenges of the IO are looked at from different perspectives. The reorganization process might be a reason behind the different answers and perspectives. The reorganization process has probably had an impact on the challenges since there are some upcoming challenges that are added to the normal old ones. Basically there is a big challenge to bring the plan, which was put by the different professionals, to life. The challenge is to spread the information about the new changes in the office and make people aware of how they deal with the new structure and the reorganized tasks and functions. For the Director of DIPA, one challenge before conveying the new procedures is that the people themselves who will be working in the new units know what are they supposed to do and what are required from them.

Starting from October 2009, all those who are concerned with the international affairs at KU started to be concerned about the upcoming new challenges especially with the difficulties they started to have in recruiting new people. According to the new Director of the strategic unit (who was the first Co-director of the IO), "*things, until April 2010, were still unclear and we could not till now change our theories of practices due to different kinds of difficulties. Office space, distribution of work, the management's knowledge of the new tasks, the professors' knowledge of the new tasks, and finding the right people for these jobs are our current challenges*". The Director of DIPA said that "*the main challenge is to always remain a dynamic part of the University, to be always ready for reorganization and improvement, and to be able to always absorb what is going on. The office should remain at the top of the development and to be always ambitious because being ambitious means that it is always going on and in the heart of the development. There will be a big competition in the field and it is a challenge to keep with the pace*". These challenges give the feeling that the DIPA and its IO were able to achieve them within their old organization. The challenge now is to keep them. From the

impressions of the management and the professors, this is true and appreciated. The DIPA is looked at as a very dynamic and up-to-date office that is indispensable in the strategic development of the University.

In the old organization of the Office, according to the Co-director, "*the challenges differed according to the planning and development strategies. In other words, these strategies set a group of goals and objectives that load the IO with new tasks and consequently challenges. These strategies always require things of new nature that the staff of the office are not used to deal with. Other traditional challenges concerning our work are to put into realization the marketing goal, the internationalization objectives, and the resources allocated to the objectives. Therefore, I can say that the challenge has always been to do what we plan and what we say*".

As far as the qualifications challenges are concerned, the old organization of the office didn't seem to have any problem with the qualifications of its staff. This is due to the recruitment method of staff. The IO's Co-director explains this process saying that "*whenever there is a vacant position or we need an extra staff for a specific job, we tell the Presidency about that which, in turn, asks the head of the personnel Department, to take the job description from the IO with its modification and then the post is announced. People apply for the job and we choose the best with the best qualifications for that post*". The transparency and clarity of the recruiting process along with the clear job description, where the boss and the new employee know exactly what must be done, leads to a great deal of stability in the office and smooth running of its work.

Financial issues are obviously a challenge for any institution and IO. Though the IO of KU has its own budget, its Directors say that it is always a challenge to get more money to support the continuously increasing international activities. The IO always tries to expand the participation of the University in the different international activities, partnerships and networks, in increasing the number of out-going students and staff, to have more international students and staff in the campus, and to increase the participation in joint research. All these activities need a lot of funds to be accomplished. The budget of the office is for certain pre-set activities and it, by no means, is sufficient to support all these ambitious activities. The IO's Co-director said that "*the financial challenge is not for the everyday tasks and functions but the challenge is for our ambitions and aspirations*". The Directors say that they have been very successful in meeting this challenge but it seems that as they succeed as the challenge increases. It

is the success that leads to more ambitions which is quite understandable and appreciated.

The Involvement

The IO of KU is involved in all the international activities that take place at the central and institutional level. It is only not involved in the international activities of the individual professors. This is understandable since the professors are not obliged to inform anyone at the central management with their mobility and activities whether they are national or international. The following paragraphs explore how the IO is involved in the international activities and strategies of KU according to the indicators that are identified in table (2.12).

Cooperation Agreements

The Co-director of the IO was asked about the procedures that are taken when signing a cooperation agreement with another university. She said: "*When we receive an agreement, we study it and modify it if necessary and then give it to the legal department to adapt it to our laws and then give it to the President for signature. We only sign contracts if there is a faculty member who is responsible for the agreement and who is willing to work as the coordinator for the agreement. This person has also to sign the contract in order to have responsibility in it. The Head of the Department has to sign the contract as well and then the Dean has to sign. So we have what we call continuity and stability in exchange. With the new university law, the Dean got more power and he can sign the agreement and then the department follows the agreement. There is another kind of agreements when the President visits another university and brings an agreement then he communicates it to the university and look for the right department to bring it to life. After a department activates the agreement, it gets evaluated and other departments might get involved in it and then it might be changed into a university agreement (so there are two kinds of agreements: departmental and institutional)*". The idea of having a professor signing the agreement as a kind of commitment is a very good idea especially with the traditional notion of agreements as extra papers on the shelves. It is also very good that the dean has the authority to sign agreements. This autonomy facilitates the process and makes it more efficient. On top of that it is a good step towards the decentralization of the administrative processes and institutionalization of the agreements. It could also be an area for further studies to compare the efficiency with the traditional institutional agreements.

Strategic Alliances

The process of recommending or deciding on a strategic alliance with a higher education institution is not solely the task of the IO. However, the IO is the responsible body to give a study report on a candidate partner-institution to recommend the cooperation or not. The initiative might come by an institution, an individual professor, a member of the Central Management, or from the IO. The final decision is made at the Senate level depending on the recommendations provided by the IO. There is another kind of strategic national alliances that are proposed by the Ministry. The Co-director said: "*The cooperation ideas that are presented to us by the ministry like a regional relation between the state of Hessen and a federal state in the United States. These agreements are signed by the Ministry and apply to all universities in the state of Hessen*". The IO also provides its recommendation report to the University Management regarding these agreements. The Co-director role, according to her, is "*to list the partners that might be interesting for the University and those whose profiles are very comparable to ours and who can add up to our development. This is what we call our initiatives*".

Public Relations

The IO is not involved in any public relation activity. This was the responsibility of the Director of DIPA in the old organization, and is the responsibility of a separate department, Department for Public Affairs and Marketing, in the new organization of the Office.

International Marketing

The IO is heavily involved in the University's marketing procedures. The Co-director said: "*We stepped into the marketing tools and strategies like student recruiting. We started our English website particularly targeting foreign students and visiting scholars and we go to fairs and produce English brochures. We have produced a video clip for the internet targeting international students. We do benchmarking projects, marketing controlling projects. Our marketing strategy is laid out in our policy paper. Our policy paper says that we have three main points. First is that we want to stabilise the number of under graduate students from abroad. We want to offer them the best counselling services like tutoring programs. The second point is that we want to increase the number of postgraduate students (MA, Ph. D, post doc, and junior scientists.) The third point concerns international research and researchers. We plan to have more international researchers at our campus as well as more participation in research of international nature*". As a result of the efforts of the IO to produce on-line clips, 14 introductory videos have been produced that address international students with answers to some of their most frequently asked

questions. They form a nice introduction to the University and its services, and to the City of Kassel[49]. These video clips are considered a marvellous job done by an IO. They give the international students who are planning to come to KU very nice and special feelings[50]. What is also nice about these videos is that they address the students in both German and English.

The IO seems to be the only body responsible for the international marketing for the University. Part of the internationalization budget, which was 80000 Euros in 2008, is specified for the international marketing activities. The activities that the IO has initiated to promote the international marketing are excellent activities. Having an English version of the University website and producing English brochures are promising steps in this regard. The points that were mentioned in the University's policy are ambitious and need a lot of work especially for a relatively young University that is located in a city that is not ranked as very attractive to foreigners. This task in the new organization of the office has moved to be the task of the Department of Public Affairs and Marketing.

Internationalization at Home

The IO doesn't have a direct role in the activities that promote internationalization at home. Its role varies according to the activity. It helps in these activities and supports all those who are involved in these activities. According to the Directors of the IO, these activities are: establishing English-taught programs, establishing centers that tackle issues of international nature, increasing the number of international students and staff at the University, and expanding in the European and international mobility and exchange programs and projects. Its role in the last activity is much bigger than it is for the previous ones. The Erasmus program for example, is the responsibility of the IO with the help of departments and individual professors.

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[49] They can be accessed at: http://cms.uni-kassel.de/unicms/index.php?id=20945. Accessed on January 5th 2010.

[50] These video clips address the following issues: 'arrival at Kassel, support services, visiting scholars, solar campus, international MA in renewable energy, international MA in Global Political Economy, international Ma in German as a foreign language, studying art, students' jobs, students' parents, sports, cafeteria, a walk through Kassel, and the international Winter university'.

Internationalization Strategy

The IO is heavily involved in the internationalization strategy of the university. It is involved in its development, its implementation, and its monitoring. The Co-director of the IO said: "*The IO together with the Director of DIPA worked on drafting the strategy. Writing the draft strategy was the result of personal experiences of the Director of DIPA and the Directors of the IO in addition to a lot of discussions with individual professors and members of the University Management. We have also looked at some internationalization strategies of different universities in the world. We learned a lot from the experiences of similar international institutions. After that it was forwarded to the University Presidency to be studied there. After they have modified it, it was forwarded to the Senate where a lot of discussion took place. The final version was a reconciliation for all the opinions. However, I would say that the final version wasn't very different from the one we initially presented*". According to the President, "*the University Management had full trust in the Directors of the IO. The right people work in the IO, so it is the best place to prepare our strategy. They have done a great job in preparing and now in implementing the strategy. All the people I meet and myself are satisfied with the strategy. However, we will study any inefficiency or short coming to avoid in our future strategy*".

After the strategy has passed the Senate and became effective, a new role for the IO started; making sure that it is implemented at all levels. This is not an easy job for few individuals. What makes the job easy, according to the Co-director, is that "*the strategy once passed the Senate became our 'Bible'. The strategy makes everything clear. It gives us the directions. After eight years of having it, I can say that the situation with the strategy is much better than it was before it. I advise all higher education institutions to develop their own strategies. Their functions and efficiency will witness a lot of difference*".

The implementation process is a challenge for the DIPA especially when talking about the institution as a whole. On the central level, all those who are responsible for the international affairs of the University seem to enjoy high level of awareness and knowledge of the strategy and therefore the implementation process is smooth. However, the dilemma is with the professors. As mentioned in the examples of the three interviewed professors, two of them haven't read the strategy and the three of them follow their personal interests and benefit in their international activities and not the University strategy.

International Projects

The main role for the IO in international projects, on one hand, is to help faculties, departments, and professors in their international projects. The IO provides the expertise, the administrative help, the information about potential partners, and logistical help. On the other hand, the IO, according to the priorities and objectives of the internationalization strategy, looks for projects in certain fields, and invests any participation in an international event to find partners for projects. According to the Directors of the IO, the professors are well aware of all the funding opportunities in their fields. Professors visit the IO only when they need to sign a paper or when they have a specific question about a certain project. The IO gets involved in some projects in an administrative and financial way. This is because some funding organizations, DAAD for example, prefers to grant the money to the institution and to have all the correspondence with the central management rather than individual professors. In these cases, the IO gets involved in the paper work of the project which is a time consuming job. The IO supports professors also in the case of developing new programs and especially the internationally-oriented ones.

Student Mobility and Services

The IO is heavily involved in the student mobility and exchange programs. However, it is confusing to talk about its role in the relation to the international student due to changes that took place in the Office in this regard. The first change was in 2005 and the second in 2010. Before the end of 2005, the IO was responsible for everything concerning international and exchange students and guests. By the end of 2005, this was no longer the case. According to the DIOK, the issues and services for the international students, who come for full programs, were transferred to the Students Services Department. The students who come to KU for one semester to one year were still the responsibility of the IO. All the students exchange programs within the framework of the cooperation agreements or the European mobility programs like Erasmus were kept at the IO.

For the exchange programs, the IO does all the related administrative procedures. These include: preparing the individual agreements for each student in cooperation with the professor who will be the student's supervisor, helping the student find suitable accommodation, and making orientations for the incoming students. The IO

is also responsible for the financial issues of the exchange students. It runs all the related budgets for the exchange programs which are separate from the IO's original budget. This budget is usually transferred from the EU, DAAD, and other funding organizations. The IO also has an Information Desk that receives the students who have questions regarding their situations.

In terms of the outgoing students, the IO is also responsible for the related agreements and their financial affairs. On top of that, the IO provides the outgoing students with advice as where to go and what to do. The DIOK said: "*We have accumulated experience in this field. Our staff can now know what are the best choices and especially universities with which we already had smooth and successful exchange programs*". Around 150 students go abroad every year[51].

People at the University Management have a strong belief that the IO is doing a good job in dealing with the incoming and outgoing students within the exchange programs. They also believe that the office is qualified to deal with much greater numbers of students. This is one of the objectives of the University's internationalization strategy.

Staff Mobility and Services

The IO is involved in the same nature of activities for those of the 'students' mobility and services'. In 2007, the average number of staff exchange within the Erasmus program was 40 staff per year. There is an extra service that the IO does, according to the Director, for the University staff. "*If an international professor wants to come to KU or a professor from our University wants to visit another country, we do all the work and prepare an agreement when needed. When a professor from our University would like to travel and doesn't have a funding party, we either find one for him or we pay it out of our own budget that is specified for internationalization activities. This is only when we are convinced that this activity is inline with our strategy. Only in this case, the expenditure is justified*". Prof. 2 and Prof. 3 say that the IO and the University Management encourage them to get involved in international activities. Prof. 3 says: "*They are highly interested in international cooperation and they always try to encourage us to do more in the international field*".

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[51] Average number in 2007

Internationalizing Research

The IO is not involved directly in the process of internationalizing the research. However, its role is similar to the role it plays with the international projects. The IO supports any activity that leads to the promotion of internationalizing the research. According to the Director of DIPA, "*to have good research, it should be international and in cooperation with international partners. Research of local and national nature limits the success and horizons of the research and its results. Therefore, to aid the research and its internationalization, we try always to find partners, to encourage our professors, and to look for funds for these activities. This is also part of our strategy that we work on very hard*". The president said: "*This is one of the most important activities for our internationalization process and strategy. I always ask my colleagues at the DIPA to do their best to promote such activities. My colleagues at the central administration, the senate and I are strongly committed to support them*".

Alumni Networks

The IO is not involved in any of the alumni activities

The Ambitions

The ambitions of the staff of the IO of KU, according to its Directors, are mainly the improvement of their efficiency and services. They would like all those who deal with the IO to be highly satisfied with the services they provide. They are very satisfied with the work environment and with their working time and income.

Both the Directors and the staff of the IO are concerned with the new changes that happened to the structure, organization, and redistribution of functions and tasks. They all believe that the DIPA and its IO were occupying a very important place at the University and was looked at by the University Management as an indispensable unit that can be relied on. Even the academic staff had a very positive opinion of the office, its staff, and its services. The concerns of the IO staff now are to keep this reputation and position. They say that "*a certain period of time should pass then things will clear out*".

Limitations

The Director of DIPA and the Directors of the IO had a consensus on three kinds of limitations namely, human resources, financial resources, and the time-budget of the people who have good competences in the field.

The plans and functions of the IO require highly qualified people. On one hand, it is not easy to find these people and when found, it is not easy to finance them or create their positions within the University system. On the other hand, the activities and projects that they aspire need a lot of funding that lie beyond the funding capabilities of the University. There is a need for third-party funding that is not usually easy to acquire especially with the great competition in this field. To look for funding organizations, to apply, and to follow up needs human resources. The Director of DIPA said: "*This is what may limit us and delay the implementation of our plans and future aspirations. However, we are optimistic due to the Management strong commitment to help us and support our ideas*". The third limitation regards the administrative and academic staff who have good competencies in the internationalization field; the staff have a lot of experiences and ideas. "*These staff are often very limited with the time they can allocate to help us. We need them and we need their experiences. They can make our job a lot easier but unfortunately, they are not always there for us*".

6.1.9 Remarks on the International Office of Kassel University

Studying the IO of KU gives the impression that it is a unit that is harmoniously acting, reacting and working with the other units of the University. Listening to the different people of the University and reading the University's publications also gives an impression that they are all 'playing the same symphony'. The management, the staff, and the professors, though might differ in doing things, are working for the same objectives and 'sailing' in the same directions. Talking about 'internationalization', which is the main topic of this dissertation, it is obvious that everyone strongly believes in internationalization as a strategy as a practice, and as a tool for development. One can realize that at KU, doing international activities is not regarded as doing something extra or something that should be boasted. It is part of the everyday life from the management, faculties, departments, and individuals' perspectives. They all believe that knowledge is borderless. All of them seek

knowledge so they don't see borders. Internationalization is deeply entrenched in the system. As a relatively young University and as the first German University to have a written internationalization strategy, its achievements in the international field are considered great and good model for other universities. The internationalization thoughts, initiatives, ideas, and ambitions are very promising and could be considered as a record compared to other similar universities.

Having an internationalization strategy that works as a compass for the international tendencies of the University and being the office that developed the strategy makes the job of the IO very clear and transparent. From an external point of view, the IO looks very organized and everyone knows what to do and how to do it. Therefore, the challenges of this office are not traditional. They revolve around how to achieve the ambitious and aspired ideas and initiatives rather than how to do the daily traditional work. Even the traditional and normal influence and power conflicts, if they exist, do not come to the surface.

The big transition from the old organization to the new one with what it meant of restructuring the tasks and responsibilities seem to have happened smoothly. This reflects the good planning for the transition and the high commitment by all those who were involved in the process. From the interviews with the different people, the reason behind this success lies, among other facts, in one important fact; everyone wants and believes in the development of the office. Everyone is ready to do what it takes to make the work successful. This spirit deserves all the respect.

The efficiency of the IO is a result of a combination of few factors: (1) the relative independence that the staff of the office have in their work, (2) the independent budget that the Office enjoys, (3) the ability to choose the right staff for the right tasks, (4) having clear job descriptions for the positions of the office (5) the ability of the Directors to independently spend money on the professional training of the Office's staff, (6) the Management's high trust in the office's staff, (7) clear and transparent division of labor and methods of working with the other units and offices of the University, (8) having the internationalization strategy that tells everyone's direction, (9) the IO has very good relations to the faculties and enjoys a high status in

the minds of professors, and (10) the staff are not involved or asked to do other tasks or the tasks of other people.

There is a high degree of awareness at the IO of the meaning of internationalization and how it is strategically planned and managed. The office shows a great deal of dynamicity in dealing with both the changes in the field and the needs of the different faculties and departments. A good example of this is the Office's initiative for the departments to have their own departmental internationalization strategies. The IO, together with the whole management, and the above-mentioned prevailing 'spirit' in the university, work to formulate solutions for any upcoming issue. The solidarity in this regard is very clear. One important aspect of this solidarity is the answers of the different interviewees that share the same spirit and give the impression that all the people are aboard the same boat.

The old organization of the DIPA and the IO was a unique one especially that it doesn't give the impression, for an external viewer, who is the director among the different advisors. When the President was asked about his satisfaction with the performance of the IO, he strongly assured a high level of it. The new organization of the Office, though still very new and cannot be judged, looks very promising through the words of its people.

What is considered a good achievement of the IO at KU is its strong relations to the faculties and departments. It reaches out quite well. The international work needs a wide base of shop-floor 'implementers' who are the professors. These professors don't usually have time to deal with the administrative affairs of international activities. The IO is doing a remarkable job in facilitating these issues for the professors. Prof. 2 and Prof. 3 immediate answer to the question of what they do when they need help in an international issue was: "*we call the IO*". According to Prof. 1, "*there is a proposal now to have a special person at each faculty to be responsible for the international affairs of this faculty and to give this person a high status. There are some arguments that this person can be the vice dean for teaching*". This is another step by the University Management to facilitate, encourage, and promote international activities and at the same time shows the administration's flexibility and dynamicity in dealing with issues per se.

On the overall, KU is a good example of a university that has developed and implemented a strategy for its internationalization. Since it started the implementation of the strategy in 2001, a lot of developments and achievements have been made. The officials nowadays cannot imagine their university without a strategy. KU presents a very good answer to one of the questions that were raised in this study which is why would a university have an internationalization strategy? The IO's role in the overall internationalization process and the internationalization strategy is very well defined and organized and, according to the different stakeholders, indispensable to development of the University in the international field. The IO has played and continues to play a very important role in the life of the institution. This role is highly appreciated and respected by the different actors of the University. It represents a very good example of how should an IO be.

6.2 Humboldt University

6.2.1 Humboldt University: An Overview[52]

The Humboldt University (HU) of Berlin is Berlin's oldest university, founded in 1810 as the University of Berlin by the liberal Prussian educational reformer and linguist Wilhelm von Humboldt, whose university model has strongly influenced other European and Western universities. From 1828, it was known as the Frederick William University, later –unofficially- also as the University 'Unter den Linden[53]'. In 1949, it changed its name to *Humboldt-University* in honor of both its founders Wilhelm and his brother; naturalist Alexander von Humboldt. The foundation concept which Wilhelm von Humboldt had put forward made it the "mother of all modern universities". This concept envisaged a "Universitaslitterarum" which would achieve a unity of teaching and research and provide students with an all-round humanist education. This concept spread throughout the world and gave rise to the foundation of many universities of the same type over the following 150 years.

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[52] The information about Humboldt University are mainly taken from the history page on the University official website: http://www.hu-berlin.de/ueberblick-en/history/huben_html, and the Wikipedia website: http://en.wikipedia.org/wiki/Humboldt_University_of_Berlin. Accessed on January 12th 2010.

[53] The name of the street where the University is located.

The early decades of the 20th century were characterized by great academic achievements and international attractiveness. In 1901, Jacobus Henricusvan't Hoff from the Netherlands was the first scholar of the University to be given a Nobel Prize for Chemistry. Twenty seven other Nobel Prizes were won by scholars and scientists of Berlin University which reflects outstanding achievements.

The University had been through a dark chapter of German history: The expulsion of Jewish academics and students as well as political opponents of National Socialism, and the murdering of some of them, did great damage to the University in the period from 1933 to 1945. It was a particularly shameful moment for the University when on the 10th of May 1933 students and lecturers took part in the burning of books. After that, and in the subsequent war years, many academics left Berlin University, which had once been renowned as the home of humanitarian thought.

The university reforms of 1950/51 and 1967/68 caused the university to develop in a way that ran counter to its former academic traditions and changed the contents taught, the study procedures and research conditions in obedience to the ruling ideology. Nevertheless, it was still possible in some areas to restore international contacts and create world-wide cooperation. The long-standing and intensive research and exchange links with the universities in Eastern Europe and particularly in the former Soviet Union are worth special mentioning; many of these links are without parallel in Germany. In addition, formal academic cooperation with nearly all universities in the capital cities of Western Europe has existed since the 1970s. And for several years there have been close relations to universities in Japan and the United States, as well as in Asia, Africa and Latin American countries.

Following the German unification in 1990, HU seized the opportunity to enhance international components in both teaching and research, and to increase the mobility of its students. This was done by explicitly continuing the previously existing international cooperation and exchange agreements. HU, having this rich history, enjoys a distinguished international profile and continues to enhance its international status.

HU is continuing its course towards becoming a fully-fledged international university. This process is not understood as work towards a fixed target or goal, it is rather the permanent striving for enhancing, at all levels, its standing as an institution of teaching and research, as a home and host university which attracts an ever-growing number of students, scholars, scientists and partner institutions so that the international nature is becoming intrinsic to all its decisions and all its structures, thus contributing to further improving the atmosphere in which learning, teaching and research is going on. HU is pursuing this course into the world of the 21st century in the Humboldtian spirit in which teaching and research are considered a unity[54].

HU is an interdisciplinary university with a wide range of specializations.

> "Humboldt-University and the Charité Medical School are currently home to some 35,000 students, over 15 per cent of whom coming from abroad. New courses of study are added nearly every semester, introducing new degree qualifications and structures. These continuing improvements make Humboldt an increasingly attractive place for international students. In the ranking by the Center of University Development (CHE), HU is in the eighth place in the field of research. Its remarkably successful work is demonstrated in its own 15 collaborative research centers and its contribution to other such research centers (also in medicine), in its activities in 13 national research training groups (in the steering position in 12 of them, which means second place in the German university ranking), in 12 national research teams funded by the German Research Foundation (DFG), and in numerous other externally funded research projects. Since the political changes in Germany, Humboldt continued to extend external funding for research activities to approx. € 188,9 million in 2008[55]".

6.2.2 Internationalization at Humboldt University

When the Vice-President for Students and International Affairs (VPIA) was asked about the international status of HU, he said that: "*HU is internationally very well-known. It is also quite well known and regarded as an important international research university world-wide, not just in the former East Germany*". Being in the cosmopolitan capital city of unified Germany has privileged HU in its international profile and internationalization process. With a proportion of 15% international students, and a good record in obtaining third-party funding as the top university in getting it from, (DAAD,

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[54] Source: http://www.international.hu-berlin.de/profil-en/internationalsierungsstrategie. Accessed on January 15th 2010.

[55] Source: http://www.international.hu-berlin.de/an_die_hu-en/wegweiser/01. Accessed on January 15th 2010.

6.231.974 euro[56] in 2006), HU has gone forward in its internationalization. HU was running twenty one international master degrees in different academic fields in the academic year 2009-2010. These programs are run completely or partly in a foreign language, leading to degrees which are jointly awarded by Humboldt and an international partner institution. Students on these courses spend part of their studies at a partner institution abroad[57]. HU is interlinked in a large number of the renowned international networks through its staff.

Since HU represents the concept of unity between research and teaching, the VPIA answer to the meaning of internationalization to his University was: "*Excellent research is by definition international. With regards to research, internationalization would mean to institutionalize certain things, to support not only the institution, but the researchers. Good researchers are not those who are local specific. Today internationalization means that we do excellent research. For teaching, internationalization has a number of components. For the German students, we feel that with the first degree, they need to have international and intercultural competencies. This is an important point having our students going abroad and then coming back bringing certain experiences that they wouldn't gain if they stayed here. In addition, maybe the study program that they have abroad is competitive to the one they have here. Both things are important, the intercultural experience and the subject matter*".

More than 5,000 international students study at HU. Out of this total about 1,400 come annually to Humboldt via exchange programs. Approximately 1,100 Humboldt students per year go abroad either to continue their studies or to take a practical stint[58]. Humboldt's international appeal and its commitment to excellence become obvious also in the growing number of exchange students. Around 750 Humboldt students annually participate in various university exchange programs. The ERASMUS program is of particular significance in this context because each year over 550 students go to study for one or two semesters at 300 universities in 28 countries which are partners in the scheme. Currently, about 1500 international

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[56] Source: http://www.daad.de/de/download/zahlen/2006_1a_gesamt.pdf. Accessed on January 17th 2010.

[57] Source: http://www.international.hu-berlin.de/profil-en/internationale_studiengaenge. Accessed on January 17th 2010.

[58]Source: http://www.international.hu-berlin.de/an_der_hu-en/abteilung-internationales. Accessed on January 17th 2010.

exchange students per year come to attend courses at HU, 850 of whom are ERASMUS students. In addition, exchange programs with universities in the United States and Canada, in Central and Eastern European countries, especially in the Russian Federation, are of major importance. Students from Japan, Korea, Brazil and Australia are also part of the international student contingent.

Renowned universities from all over the world take a strong interest in working closely together with HU. Co-operation agreements on institutional or faculty level with more than 187 partner institutions from all over the world bear witness of its significant role in the international scientific dialogue.

Two professors from HU, who are heads of departments in the faculties of Education and Agriculture, were interviewed. They will be referred to as prof.1 and prof.2 respectively. Both interviewees were satisfied with the level of internationalization at their university. They both think that the international position of HU is going higher and that more students from around the world are seeking to come and study at HU . Both of them have realized the escalating level of international activities at the University and the increasing willingness to organize international activities.

Since internationalization bears a great deal of importance for HU, it is important to know how it is reflected in the mission and vision. The VPIA said: "*We have a number of statements that are fairly general like the mission statement. They have no practical consequences. What is more precise is what we have called the program for president administration for internationalization that has 12 points which is short and precise version of what I have mentioned. This is something that we communicate out to the university and we discuss in the academic senate and we use this also when we apply for external funding where internationalization plays a role and we use this as our policy statement*".

For international students, the VPIA said: "*Choosing a German university will depend a lot on where they come from. For a reason that I don't know, we have always a very big number of Bulgarian students for the last 150 years. For Latin American students, HU is very attractive because of the university name. For socialist countries, we are very attractive but we are not very attractive for Chinese students. We are quite attractive for American students. Its attractiveness differs according to regions. In general, we are attractive for international students. We have 15% of them as regular students. To increase the attractiveness that is affected by our language, we focus on MA programs. We decided that BA will be in German but at the MA level, we will have a number of foreign-language programs. This also aims at identifying excellent national and international PhD candidates*".

There are also international projects conducted at the faculty level which are designed to support their growing international character and the international strategy of the University in general. In the focus of these activities are, as a rule, issues of developing existing contacts with HEIs abroad into efficient international networks and supporting the efforts to broaden the chances of life-long learning in an international context like: *Humboldt goes to School, Humboldt's voices, and Erasmus Mundus Partnerships* (*EMECW Consortia*)[59].

The International Parliamentary Internship Scheme (IPS), set up by the Federal Parliament (Bundestag) in conjunction with the three universities in Berlin, provides the opportunity for some 100 award holders from 28 countries to undertake an internship at the Federal Parliament while pursuing part-time studies at the university. The number of scholarship holders as well as that of countries they come from has risen continuously over the years[60]".

All the above-mentioned activities and initiatives give an idea about the international orientation of the University. Studying the university website shows clearly the care given to international students. It is an international-student-friendly website. There is a guide to any student who wants to come and study at HU within all the possible programs. The different links of the website deal with any possible requirement that may be asked by a student willing to come starting by how to apply for a visa till leaving Germany[61].What is very interesting to know is that there are Liaison staff for international students at the faculties.

> "In the faculties, there are Vertrauensdozenten who you can contact whenever there are problems concerning your studies or very personal problems which they feel must be discussed with somebody but you do not know who to approach[62]".

Administratively, internationalization is managed by the Vice-President for International Affairs (VPIA) and the IO. The IO coordinates the international projects

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[59]Source: http://www.international.hu-berlin.de/projekte-en. Accessed on January 20th 2010.

[60] Source: http://www.international.hu-berlin.de/an_die_hu-en/wegweiser/01. Accessed on January 20th 2010.

[61] Source: http://www.international.hu-berlin.de/an_die_hu-en/wegweiser. Accessed on January 20th 2010.

[62] Source: http://www.international.hu-berlin.de/an_die_hu-en/wegweiser/06/06_04_04. Accessed on January 20th 2010.

that are run at the University like *International Club and the International Parliamentary Internship Scheme*.

It is worth mentioning that HU doesn't have an internationalization strategy. However, the Director of the International Office (DIO) and the VPIA have been working for more than a year to formulate a strategy. They have organized few meetings with the professors to get their input in the strategy. The draft strategy that was put to discussion was done by the DIO.

The IO, which is the main player in internationalizing HU, is in a reform process. The DIO said that since the needs, interests, and orientations of HU are changing due to the changes in the field of higher education and due to the new roles and functions HU is willing to play in the field of internationalization, this reform process comes to cope with these changes and serves the University's needs. Details of the reform process is discussed below.

In the University's mission statement that was issued in February 2002, three paragraphs approach the concept of internationalization (see appendix 10). The first paragraph states that the exchange activities are the second nature of a first-class university. This is a very strong statement. However, there is a clear focus on the European dimension for the internationality concept of the University which might be argued as a pitfall for a University claiming a front position. The second paragraph is more of a literary composition than a realistic action plan or orientation. However, it gives great deal of importance to the availability of the international atmosphere and its positive and productive impact on the University members.

Though, the mission statement of HU mentions the internationalization concept, it doesn't present neither a vision, nor an objective or an action plan. However it is necessary to say that in 2002, the internationalization concept was not a traditional one in universities' mission statements.

On one of the IO's web pages on the University website mentioned the principles of the University strategy are mentioned (see appendix 11) [63]. It is, however, not clear whether these principles form part of the internationalization strategy or the University main strategy. However, they give the website-visitor an idea of the international dimension of the University.

6.2.3 Rationales of Internationalization for Humboldt University

Like most of HEIs, HU's rationales to internationalize are a mixture of all the rationales with a specific ranking of them. The VPIA said: "*The reputation of a university in terms of excellence doesn't depend only on the research and teaching of the university but also on its memberships in international networks. There is a certain prestige to be in the same league of famous universities. Any good university has always been an international one and attractive for others. In terms of sending our students abroad, gaining the intercultural competencies, learning languages would be the most important motive. In the long term, we want to have these individuals in the society who are open, democratically-minded, tolerant, and interculturally-competent. Therefore, we want to have more students going abroad to increase the percentage of these people in the society. We don't have a choice of not being international because it is the way to be an excellent university".* His ranking of the prevailing classification of rationales comes as follows: *"Status issues and image that are social factors would come first. Academic is the second one. Economic ones play no role because we have no tuition so it is the last and the political would be the third. The prestige factor is the most important one".*

The DIO thinks that the classification of *academic, political, social/cultural, and economic* neither can cover the University's rationales nor it is easy to order them due to the different opinions of the different stakeholders. However, from an institutional point of view, she very much agrees with the VPIA that the prestige and status issue comes at the top of the list. She also thinks that the economic rationales play an indirect role as more incoming international students mean more income to the city of Berlin that make the university's negotiations power stronger for getting more funds. More income means more incoming and outgoing students and more involvement in international projects and consequently more appearance in the international scene and a better image of the university. This is a situation where everything counts

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[63] Source: http://www.international.hu-berlin.de/profil-en/internationalsierungsstrategie. Accessed on January 20th 2010.

Enhancing the international atmosphere of the University seems to be very important to the DIO as well. She thinks that, on one hand, having more international students and study programs at the University contribute to the image that the management wants. On the other hand, providing Humboldt's students with international and intercultural competences through international cooperation and activities is a very important rationale to internationalize.

6.2.4 Rationales of Internationalization for academics at Humboldt University

The two interviewed professors have both agreed that their involvement in international activities is not driven by financial reasons. Money for them is not a logical drive to get involved in such activities. However, they both said that any international activity, especially those with the developing countries, must be financed in a way or another. They are not ready to invest money from their own departments in activities that don't represent the core academic tasks or activities of their departments. Prof.1 said: "*Usually I get money according to our plans that serve the academic process at my department. It is often that I plan activities with foreign partners where the aim is to benefit from their experience in our common academic field. I don't mind having extra international activities but they must be fully financed by an external party and where my department doesn't pay anything*". Prof.2 said:"*From my experience, the money that comes from international activities hardly pays for the travel and stay costs. Therefore, it doesn't form a motive any way*".

What seems to motivate them can be looked at from two different angles. The first one is when they have an international activity with a partner who has the same or better academic status, like European partners, the drive there is purely academic improvement with a slight cultural drive as well i. e. being in another country and getting to know another culture. The second one is when they have an international activity with a partner who enjoys a lower academic status, like the situation in developing countries, the drive there is more cultural. Both professors said that they enjoy being introduced to totally different cultures and being in countries that are typically different from the Europeans. Both of them have had activities with the Syrian Universities. They both said that it has always been a pleasure for them to come to Syria and interact with Syrians. Prof. 1 said: "*Syria for me is a place of many unknown things. Though I don't get much academic benefit, I do learn a lot of things*". Prof.2 who works in the agricultural field said: "*I learn a lot from the situation in Syria as it is very*

different from many of the European contexts. Working in the Syrian fields and learning about their crops and problems is always a plus to our experiences and to our labs. I am always encountered with situations that we don't have in Germany".

The political rationales, both professors agree, do not form any particular drive for them. Prof1. Said: "*The historical and political relations with certain countries play a facilitating role in academic relations. It is always easier to start a cooperation and visit partners with whom you don't have any political problems. I personally don't have any problem with any one from any country but it might be easier to work with certain countries due to the political relations*". Prof. 2 said: "*I don't have problems with academic partners wherever they come from. However, I would follow my top management's policies, if they exist, in strengthening academic ties with certain countries according to our institutional strategy*".

Regarding international students, both professors have a consensus on the importance of multi-cultural student body and that their classrooms should reflect the multi-cultural nature of the city of Berlin. In addition, they strongly believe that having more international students in their classes would add to their programs' value and prestige.

6.2.5 Internationalization Strategy at Humboldt University

The importance given to having an internationalization strategy by the University Management is clearly manifested by the clear urge to develop one during the period 2008-2011. A lot of discussions, meetings, and workshops have been held in order to formulate the institutional strategy. The draft internationalization strategy of HU has been developed mainly by two persons, the VPIA and the DIO. The DIO has drafted a text that was discussed with the VPIA, and then it was decided to hold a big workshop inviting five professors from each faculty, people from the administration and an external expert in the international field from the Free University of Berlin. The workshop aimed at showing them the draft, discuss it, learn about their comments, and getting a wide range of opinions and input. Talking about the internationalization workshop the DIO said: "*The attendees, very controversially, discussed whether this was enough as an internationalization strategy. After the meeting, we agreed that we need to start again and this is what we did. After we discussed more, I wrote a second draft that we kept amending. For the first draft we both sat down and brainstormed thinking of whatever can be thought. The second part of our concern was then to look at what needs to be done and where the priorities are. After that and when it*

was shown to professors we decided to think again. This wasn't because they thought it wasn't good. They thought it needed a different look and important re-arranging[64]. Nevertheless, how to put this strategically is not clear because the strategy is something used as a communication document when we go out or when people visit our website. The strategy should be in a way that opens a lot of doors and opens faculties to do these kinds of cooperation. This was something we haven't thought about but brought by faculty members saying that if we didn't do these in the strategic paper then we are saying that this is not important enough to be included in the strategic document. There were many issues that we haven't thought about beforehand. The workshop was important that we understood clearly the consequences of mentioning some statements or not mentioning them and whether we want to take these consequences or not".

Having such a wide range of opinions is very important when developing an important strategic paper. This action by the administrators reflects the respect given to the different views of the various stakeholders. Having an expert from the 'historical rival' is also something exceptional and counted for HU. A strategy that combines the reflections of people working at a university would contribute to having a more comprehensive and realistic paper.

In his comment on these discussions, the VPIA said: "*There were a lot of informal discussions focused on writing the paper on the administrative level with students and professors. The paper that was finally written by the DIO tried to include these discussions in a sensible way then I discussed it with her where minor things were either removed or added. Then we submitted it to my colleagues in the administration. This paper is always the base for our internal discussions and our application for third-party funding. After all the consultations, the DIO and I decided on the paper but formally it will be decided by the President and the other vice presidents. However there is no formal answer so far. The IO will, eventually, be the responsible body for implementing the strategy*".

After the internationalization workshop, and after a lot of discussions at the management level, the DIO has produced the final draft of the strategy. Describing this draft, she said: "*The internationalization strategy is almost done now. It is a two-page document and it is going to be accompanied by a longer document detailing the existing projects. Once we had that through the senate, it is going to be there. They don't want to talk about it again for*

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[64] Ex: one thing we haven't considered was including a statement on our work with developing nations like' why and in what way we work with developing nations?'. After the discussion it was decided that it is beneficial that we work there. Same is with language. Huge discussion about the language; what is the teaching language of this university. After long discussions it was agreed that for the undergraduate sector it needs to be German.

another 5 or 6 years so it will be within that framework that they can put certain emphasis but they can't go outside it or they shouldn't and they won't because it will be too much work".

According to the DIO, the new draft has been written (by the beginning of the academic year 2010-2011) and it was decided to put it into four broad areas/goals[65] (see Appendix 12). According to the VPIA and the DIO, the new internationalization strategy will be the working agenda for the IO and the whole University. They think that the process is really lengthened a lot more than they had anticipated but they hope to get it done soon.

The four goals of the university's internationalization strategy cover most areas of interest in the international field. It is clear that it was well thought of and that it satisfies different orientations. This is due to the long time it took to develop and to the different backgrounds of the people who have contributed to it. It is obvious that the strategy aims at making HU an agent of development for the increasingly internationalized city of Berlin. It aims also to make the University as an important '*attraction*' of the city. This idea is innovative and suits an international capital like Berlin and contributes to erasing the unpleasant times of the University's history.

The goals of the strategy aim, within a short period of time, to provide the University with all the needed requirements to improve its international profile and to put it among the famous international universities and to make it an important target for international students. This will be done through the series of procedures mentioned in the paper. These procedures were developed partly through the past and current experiences of the University and by identifying problematic areas and areas with inefficiencies. These areas, it seems, will turn into key areas for development on the international level.

However, on one hand, the internationalization strategy suffers the lack of mechanisms of implementation. Though it talks about many interesting things but there is nothing about how things will be done and objectives will be achieved. There

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[65] The information about the four areas/goals of the internationalization strategy are taken from the interview with the Director of the International Office.

is a fear, like most of official papers, that things stay on paper waiting for an implementation plan. On the other hand, the strategy mentions in its first goal the tendency to work with pre-selected universities whether in the developed or developing worlds. The question would be: What if universities from outside these pre-selected universities approached HU for cooperation? Would the university risk its sense of cooperation and affects its cooperative reputation? Part of the answer would depend on the criterion that will be used to identify the universities to cooperate with.

6.2.6 Humboldt University's International Activities

HU has developed a lot of programs and projects that promote international exchange of students, professors, programs, curricula, information, and knowledge. These activities cover a very wide range of areas and try to focus on the promotion of the German cultural and civilizational values[66].

Having fifteen percent international students, various international master programs and being in the second position among all German Universities in Erasmus student mobility program for the year 2006-2007[67] give a clear indication of a highly internationalized atmosphere at the University and the importance given to this issue. This is reflected in the third goal of the newly developed strategy that focuses on the idea of making internationalization a focal point for the University Development.

For a university in Western Europe, depending on internationalization as a way to develop is quite interesting and creative. This is the way universities in the developing world look at internationalization. It would need some time of implementation to see how HU progresses in this field. Another interesting argument was mentioned by the VPIA is that good research is always international research. Though many might not completely agree with this statement, it shows the depth of the international dimension in the university that is presented as a 'research university'.

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[66] like the International Parliamentary Internship Program where students explore how democracy works in Germany. For more information: http://www.aia.hu-berlin.de/int/parlprakt/ipp_html-en?set_language=en&cl=en

[67] According to Dr. Dietmar Buchman, Coordinator of Erasmus program at the International Office.

There is a consensus among the interviewed administrators and academics that sending students abroad is the most important internationalization activity for the University. The VPIA said: "*The main activity is encouraging students to go out while we still need to think how to promote attracting foreign students in the future*". The VPIA also mentioned an interesting personal hypothesis: "*From my observation in the University, I have come up with a hypothesis that there is a correlation between the percentage of students going out and other internationalization activities. I cannot prove this. There is another political dimension when looking at German schools and universities; it is noticeable that most of the students who are members of the students' parliament and unions were actually exchange students. This is an impact to measure. What do these people do when they come back? Most of the students that were in the students' movement, back in the sixties, were US-exchange students*".

The DIO, though agrees with the VPIA that sending students abroad comes at the top, thinks that it is very hard to rank the internationalization activities according to their importance. She thinks that all of them contribute to the promotion of the University international profile. The two professors think that mobility in both directions for students and academic staff are the most important forms of internationalization.

6.2.7 Challenges for Internationalization for Humboldt University

The VPIA said that "*it is usually difficult to replace personnel who are incompetent. So there is a clear human resources challenge. The other challenge is of course financial. For example, to implement the decentralization of internationalization at the faculties would not be possible without financial help. Our third challenge is that We have had until 2004 a fourth vice president for international affairs and fund-raising. Due to economic reasons (we lost 20% of our budget), it was cancelled. I love to do my job but it is a question of availability. There should be more time for travelling. So having a vice-president for international affairs without an additional task would be something helpful just in terms of time and availability and also showing that internationalization has a certain place in the university administration, not something added to another position*.

Human and financial resources are always among the main challenges in any development or reform processes. The third challenge is a real issue in higher education institutions because internationalization is always given great deal of importance but in most of them, it is an overload for someone in the top management or it is mainly left for the IO which doesn't reflect its leading role at the university. For HU, it is important, also according to the DIO, to restore this position especially

after the official issuance of the internationalization strategy and its focus on amending some administrative processes and improving the university as a whole. An institution has to live with these challenges and overcome them in a way or another and go along the development way.

In his vision for the future of HU, the VPIA would like that:

1- *The number of foreign students becomes 25%. This would be manageable and something we would like to have.*

2- *The number of English-speaking programs would increase. Unfortunately, we don't have French language programs or Spanish which would be nice.*

3- *HU will have more structured PhD programs. Now 3-4% of them are and we want them to be 50% (this is not directly linked to internationalization but would attract more international students).*

4- *Whether it is feasible or not, I would like to have an obligatory part of study program abroad so that it would be the exception not the rule that somebody doesn't go abroad.*

5- *HU has international units at the faculties as implementation of the decentralized internationalization.*

6- *HU starts networking between universities at the management level, which is very special aspect of internationalization; the exchange of experience and ideas. The Vice Presidents of Zurich, Vienna and Humboldt Universities meet three times a year. Every four months we meet where we have one day on discussions on university development problems that are very high level but very useful. I wish that this experience is broadened and multiplied.*

7- *HU has a Vice-President for international affairs to be able to represent the University in the international meetings, consortia….etc.*

8- *HU establishes universities', consortia or networks in order to bring information and knowledge into our own university.*

Two points, among the other important ones, worth to stop at; points 4 and 6. Having an obligatory semester abroad is a genius idea. On one hand, the implementation of such an idea will mark a turning point in the history of higher education. Mechanisms and financial resources, nevertheless, will be the critical matter in such a process. On the other hand, it shows the strong belief of a prominent Vice-President in the importance of the impact of study-abroad periods.

The second important point is having regular meetings for highly ranking people of different universities. It is usually difficult to set up such things or even to convince a

university management with such meetings. However, the current experience expressed by the VPIA shows the positive reaction of holding such meetings.

6.2.8 The International Office at Humboldt University using the 'SOCIAL' Approach

Like its Kassel counterpart, the IO of HU has gone through similar reform processes that focused mainly on the organization and division of tasks. Up to the time of writing this dissertation, the reform process hasn't reached its end. However, information on how things will be were available through the intensive interviews with the DIO.

It is attention drawing that the two German case Universities have introduced reform for their IOs around the same period of time. This reflects the increasing importance of internationalization as a practice and also proves its continuously changing nature and the continuous need to adapt with its needs and requirements. This also shows the increasingly dynamic role played by IOs in the internationalization process of HEIs. This could be a topic for further research taking more German and other universities in a variety of European countries. It is also interesting to see whether in the future the universities in the developing countries would go through similar restructuring processes.

The Situation

The IO of HU is the key place for dealing with the international affairs of the University. It is directly supervised by the Vice-President for Students' Affairs and Internationalization. The office is relatively big. It runs and supervises all the institutional international activities in small units that belong to it (e.g. the Career Center and the International Club; *Orbis*).

The office is both service and management support. When the DIO was asked whether it is service or management support, she said: "*Why do we have to choose? We do both, we have to do both because the work in the international field doesn't differentiate between them. In our daily practice, we don't see the borderline. The management support is a very important part because it gives us both the communication line and the overview of what is happening at the University. It gives us information we need to be able to communicate with faculties. It is also a service*

place because this is what we do. We do services for the faculties. Both go together and hard to separate".

Its help to professors depends on the needs of these professors. Prof.1 and Prof.2, for example, said that they rarely go to the IO. They usually do their international business alone. Prof.2 said that he had been to the IO only once when he received a suggestion for a cooperation agreement from a university he was visiting.

To the management, the IO forms an essential unit that plays the planning, implementing and monitoring role for all international activities. The Management also relies on the office in an extremely important issue; namely student-exchange that is completely run at the Office. The VPIA said that "*the IO and its staff are the real engine behind all our internationalization activities*".

According to the internationalization indicators mentioned in table 2.12, the IO of HU is involved in the internationalization activities of the following indicators: *Cooperation agreements, strategic alliances, internationalization at home, internationalization strategy, international projects, student mobility and services, 'partly' staff mobility and services, and contributes to the internationalizing of research*. The details of the office's involvements in these internationalization indicators are given under the 'involvement' paradigm.

According to the different people at the University, the IO is a unit that provides the 'international' services for students and academic staff as well as the management and strategic support to the university leadership. The VPIA said: "*The Office doesn't have a choice. It is the only place that can provide both the management support and the service functions. It is actually hard to demarcate the two of them. Even when it comes to us in the management, the IO does both for us*". The new 'planned' set up of the office doesn't, in any way, separate these two functions.

Concerning the internal-exchange of information, the DIO said: "*We meet every Tuesday morning and it is like a discussion, we inform each other about what we are doing because there is no time during the week so it is important to meet. If we don't have anything to discuss then we don't meet. We make an agenda before that where we add on issues*". This is a very good idea of communication among the staff if it can be sustained.

The Office has a relatively high multi-resourced budget. According to the DIO, "*each year, the university gives me certain amount of money. It is around 380.000euro. By the middle of the year, usually what I haven't spent in the last year I am given to the new year in addition to what I already have. I can't usually plan ahead because I don't know how much I will get. Most of this money goes to set scholarships that we agreed on with universities in the past, for financing travel, for things like organizing international weeks. In addition to that, we have a lot of money from the DAAD for scholarships and buying food for certain occasions, dealing with the extra delegations that we have in Berlin. There is also money that comes from Erasmus. The more students and staff we send abroad, the more money we get from the EU for the following year. This is extra to the 380 thousand that I am very free to do whatever I want with*".

Due to the fact that there is a Vice-President who is responsible for international affairs at the University, the IO and the VPIA Offices work closely together in the international issues of the University. Therefore, the relation to the President Office is limited. The DIO said that she goes to the President Office once or twice a month. Consequently, the distribution of power and authority is quite different from the first case. The decisive power here is in the hands of the VPIA, while the work takes place at the IO. However, the DIO and her staff enjoy a great deal of autonomy especially with their independent budget.

Like most of the universities, the change of the personnel of the top management and those responsible for the work of the IO have a negative impact. The DIO said: "*the change could be of huge impact. However, they can't change who I hire. What they can do is that they can keep us busy with useless preparation for things instead of leaving us do strategic work or helping us do strategic work*".

It is worth mentioning that the DIO makes a lot of international visits to international universities. she believes that this helps the University strengthen and broaden its networks. She said: "*There are months when I travel continuously. The last two weeks, for instance, I was in 5 different countries. My trips are financed in different various ways depending on the visit*".

The Organization

As indicated above, the IO is experiencing a 'long' reform process. The process, as the DIO explains is lengthened because "*it is only possible to replace people when they retire or*

when they leave the university and it happened that I have this opportunity in 2009 when my assistant retires". The office will lose few people due to their retirement and the DIO will have the chance to replace them with people who she thinks are appropriate for the new positions and associated tasks.

The new organization of the Office, the DIO explained: "*I am going to have four regions. First is North and South America, and the Caribbean. The second is Europe as whole with a person who specifically takes East Europe. I will have someone to deal with the exchange programs. There will be another person for Asia. These people will do other areas with which we don't have developed relations. This should work by moving out all the outgoing-student advising and the incoming-student advising to two people who do all of it. One of them will be taken from the summer school. She will continue to be financed by the summer school and the summer school will be run by one guy. This is the first step. The second one will take place in 2011 when a second person retires and this is the person for Eastern Europe. At the end, I will have four persons doing regions, two for students, one person for summer schools and one per special programs like the parliamentary scholarship, the internship person, a person who does counseling for students in general. Apart from that, I have another entire section that deals with enrolling students, both partnership students; students who come for limited period of time and students who come for full degrees. These are other 3 people plus one who takes care of the orientation session. On top of that I have my secretary doing more and more content work as well and a financial woman who runs the finances of the programs*". So these people are Director, assistant, secretary, financial woman, four staff for the 4 regions who work with student-assistants and the special programs; summer school, and two people to deal with international students and outgoing German students, 2 for the parliamentary scholarship, one for internships, one for New York University program (NYU)[68], one for Erasmus counseling and managing contracts, three people for enrolling students, one extra person who deals with the orientation program and visa problems so the total is 20.

This organization seems to be well organized and makes the division of work clearer. Moreover, the whole thought behind doing all of this, the DIO elaborated, "*is to make the region people much more effective in planning and doing strategy for the regions because they don't have to be always there and do students, work. They will have more freedom to travel, to build up networks, and to apply for programs. So I am giving them more responsibility and more autonomy to*

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[68]NYU is running a huge program with us. They send 70 students every year to study with us in various areas and we send a bit less number. They need a resident director. She is one of my staff though I don't give her orders. She is a member of the office and she communicates with us and she gets paid by NYU. She attends our weekly meetings and is kept informed about the office activities.

push things forward instead of just administering them". According to her, the staff have the autonomy to do this " *because it's been left to me and I make the decision. At the president and vice president level, they don't see how important this is going to be and to the way the international quality of this university develops in the future. They give me the freedom to make decisions*".

This new organization comes as a reaction to the new developments in the field of internationalization of higher education in addition to the increasing role of the IO in the strategic planning of the University. The DIO said: "*Since our interests have changed, the new structure of the office will have to deal with that innovatively. They have to be up-to-date with the needs of the university*". The VPIA agrees with this and thinks that the DIO should have the freedom to plan and choose her staff who will be implementing the plan. The Management will evaluate according to the outcomes.

The situation in this office is ideal. People will retire, the Director has complete freedom to choose new people and the VPIA gives full support. With the continuously changing nature of internationalization and the changing role of IOs, it seems that the IO of any university should be under a permanent process of developmental reform because internationalization never settles.

As far as the qualifications of the Director and the way of selecting her, the DIO said: "*The announcement was for a person who has worked in the international affairs for a number of years who had dealt with the whole range of issues from students to strategies, somebody who has spent time abroad (at least a year), and with at least 2 languages. What attracted me is that this person is directly under the Vice-President which is not always the case in the German universities. Applicants were asked to give a presentation of what their vision of the job is. For any job in the office, it should be announced internally first and if there wasn't any suitable candidate, I can make an external announcement. The choice is totally my decision. We do the same for students assistants. The office has 50 student assistants with part-time jobs, i.e. 40 hrs a month per student. The students are paid out of many different sources. The last one I hired is paid by the Vice-President Office because he wanted someone to keep the contacts with the embassies to make sure that everybody is invited and that they respond*". The staff of the office are highly qualified. It is the only administrative office with a big number of PhD holders; three of them including the Director. She said: "The *IO is the most office with PhDs in the administration. Most of my staff were teachers befor*e".

The Challenges

The DIO said: "*My biggest challenge is to establish within my office and between my office and the faculties a communication structure that will be sustainable in transporting knowledge from me to them and from them to me and to succeed in telling my staff the things that they need to know*". In the DIO's perspective, the challenges of the Office in terms of performing the set tasks are limited to a communication structure. This means that the office doesn't face serious challenges. This confirms the ideal situation of the office and its staff at this stage.

For the academic staff, the biggest challenge is the time matter. The new envisaged organization of the office along with the past experiences of the staff have lowered the number of challenges. The new practices are obviously the reaction to overcome the past challenges. May be after some time, a new generation of challenges will appear. Financial resources come as the second challenge especially that both interviewed professors have associated their involvement in international activities with the availability of financial resources.

The Involvement

Generally speaking, the IO of HU is involved in all the central internationalization activities, and to some extent in the activities of the different faculties and professors. The faculties widely vary in their international behavior. There are some faculties that have good experience and know how to get funds. Others ask the IO for help which, in turn, helps them when their activities are convincing and within the University strategy.

It is, however, heavily involved in the development of the internationalization strategy of the University. Having a President who left the international affairs to the Vice-President who, in turn, is busy with his other duties gave the office a lot of freedom as well as responsibility and a consequent heavy involvement in the planning, implementation, and monitoring of these activities.

Cooperation agreements

According to the DIO, HU signs agreements on the university level only when two faculties at least are involved. There are exceptions of course; for diplomatic reasons. When agreements are received from individuals whether in the administration or in

231

the faculties, the DIO said: "They *will get a very polite letter by me saying that we never sign agreements this way*". When the agreement involves two faculties, the DIO continues, "*I call them and ask them whether they need to do this, and do they know what they want to do. Then the components of the agreement should be discussed. The text should be carefully checked and read by me where I make additions where necessary and pick out things that we don't want and then send that to the deans of the two faculties and to the partner who needs to see that again. When everyone says yes, it gets signed. There is no interference of the legal affairs even though we have one because they declared that they don't see themselves as experts in this field*".

Another regulation concerning signing an agreement is that if there is a financial commitment by HU, it must be within a project. Otherwise the agreement doesn't get signed. The DIO explained: "*The financial affairs don't have a say as well because we no longer sign agreements where the university has to invest money. I have signed an agreement where the IO has to pay money for some exchange within the summer-school program but usually the University doesn't sign when huge money is expected. What is easier is when this commitment is done within a project*".

It is not known whether this strategy in signing agreements only when two faculties at least are involved is to ensure the activation of these agreements or to have less number of agreements. Flexibility in this regard is preferable because the other partner universities, taking into consideration that the new strategy encourages cooperation with developing countries, don't deal in this way. The financial aspect is quite understandable especially within the difficult economic situations in which universities have to live.

Strategic alliances

The new strategy has made this process more transparent, easier, and clearer because it has already identified target countries and universities to cooperate with. However, the strategy gives very broad frameworks for cooperation. It is the task of the IO to present recommendations with a research-based study on the advantages and disadvantages in addition to the future perspectives of co-operations.

Public Relations

The IO is not involved in the PR tasks. There is an independent office for PR with which the IO cooperates because the PR Office runs the management of the events that are planned by the IO.

International Marketing

'International marketing' was the answer of DIO when she was asked about the things that the IO doesn't do but it should do. She said: "*Marketing is not done at all. This has reasons in the German system and also because we have few people. It is very hard to convince the universities with the fact that it is important to market for students when we have more applicants than what we can take. The argument behind student marketing is to market for international best students. I don't think that marketing is the job of the IO but we should do it. We should market for German students and we should market internationally*".

Internationalization at home

The IO is indirectly involved in all the activities that promote internationalization at home. The DIO said that she always tries to target universities with which HU can establish joint programs. They are promoting the idea of increasing the English-taught MAs. HU is rated one of the best in student exchange among its fellow German universities. The Office intends to increase the number of incoming students. This intention is fully supported by the University Management.

Internationalization strategy

As discussed above, the IO is the real engine behind developing the strategy and raising the awareness of its importance. It is worth mentioning here that the IO's involvement in the strategy is represented mainly by its Director who drafted the strategy and organized the preparatory meetings. The Office will be responsible for guaranteeing the implementation of the strategy.

It will be a challenging work for the IO to implement the strategy and promote its contents. The two interviewed professors don't know anything about its content. Prof.1 knows that there have been a couple of meetings to discuss it. Prof.2 has never heard anything about it. They both said that they would respect the institutional strategy but if they were exposed to an extra international activity, they will not stop it

just because it is not within the framework of that strategy; they will go for it. This reality and attitude will be difficult to deal with. On top of that, the IO will face some difficulties in defining working mechanisms for the rules and directions of the institutional strategy. This again raises the question of the importance of having a strategy on the institutional level.

International projects

The role of the IO in international projects is seen on two levels:

On the faculties' level: The IO provides the faculties with all needed help and expertise to locate funding organizations, writing applications, and running the projects. Faculties in this regard are divided to two kinds. The first kind is the rich faculties whose people enjoy good experience in the international activities. These faculties usually don't ask the help of the IO and consequently, they do whatever they want regardless of the institutional priorities. The second kind is the poor faculties who either ask the IO to provide them with funds for their projects or for their assistance in getting the funds from outside. In the second case, the DIO decides to give money or not depending on the project and its compatibility with the University strategy and interest.

On the central level: The IO coordinates with the VPIA and agrees on projects that they think are important for the University. As mentioned above, the IO can spend out of its own budget or can apply for external funds. In this case, a certain level of coordination is needed with the concerned faculties.

Student mobility and services

All the students' mobility procedures take place at the IO in addition to the enrolment procedures for all international students. The DIO said: "*I would prefer to give up this task and take marketing and alumni and that would make a lot more sense. I think that student enrollment should not be separated from students affairs. There shouldn't be a difference made between international and German students*". The IO also gives the advising services to outgoing and incoming students. It also prepares the agreements for student-exchange within the ERASMUS program. The IO runs all the students-exchange programs with foreign universities. The summer and winter schools in addition to the special programs are all run at the IO.

Being ranked second university in student-exchange in 2006-2007 means that there is a lot of work happening at the IO to run and keep this reputation. However, as the DIO said, this is taking up a lot of time and effort and it is simply administrative work that doesn't have any innovative or developmental aspects. The VPIA said that there is a fear that the success achieved so far might be affected if this work is moved to another place. He totally agrees that the University should focus on the marketing idea for the best international students but he thinks that this will need extra personnel that are not available now.

Staff mobility and services

The IO's involvement in staff mobility is limited to providing assistance to the professors who want to travel abroad or invite a counterpart to HU. This is also limited to the poor faculties and those who lack the experience of doing things alone. In the new internationalization strategy, it is mentioned that more care will be given to international visiting scholars. The IO will have to find the suitable ways to do this.

Internationalizing research

The IO is not directly involved in this activity. However, like its fellow office in Kassel, it gives all the support possible for activities, ideas, and initiatives that contribute to the internationalization of research especially that good research is regarded at HU as international research.

Alumni Network

There is no alumnus so far. One of the DIO's wishes is to establish and run one at the IO.

Ambitions

The VPIA wishes to: "*develop what we call decentralizing internationalization. Not giving away the functions that we have but building services at the faculty level that would strengthen the whole process. This is not to say that they have to do the work that the IO does but creating something at the faculty level which does something that can't be done yet. The other thing that I wish is to have Quantitative objectives. I wish to send 25% of our student generation outside. We also would like to have an even better service for students*". The DIO said: "*What the IO does is different from what the faculties do. Another big task I have is to have the faculties decentralize their international function*

and start doing their own strategic work. I also wish to have 'half a position' for the arrangements of foreign delegations and the administration around it. The faculties cannot do such a thing because they lack the experience of arranging and knowing who should they talk to".

It seems that the decentralization of internationalization has become very important since it comes in the ambitions of both the VPIA and the DIO. This also shows the high consistency in opinions in the international dimension which creates a healthy environment for the development of the University.

The staff of the office, who have been informally asked, said that their ambitions are to excel in the tasks given to them and to provide services that make the international students and visitors highly satisfied. The ERASMUS coordinator said that his annual wish is to increase the funds for students-exchange so the University can send more students abroad. They all hope that the new Office structure will improve the quality of their work. They also wish that the transition period finishes as soon as possible

Within the service and management support functions of the IO, the VPIA has another ambition: "*I want the IO to develop concepts. I want them to be active conceptualizers. For me, the conceptualization function of the IO is as important as the service function. The conceptualization function is the one that I need. They have to support Management by creating new ideas. They have to expose me with their ideas, to be stimulus for Management. They have to challenge me with new ideas.*

Limitations

Human and financial resources are the most important limitations of the development in the international field as well as the other fields at the University. The VPIA highlights these two issues as the most apparent limitations for the work in the internationalization of the University. He said that the problem is not with having new innovative ideas but with people who will carry them out.

The long reform process that is taking place at the Office is also hindering the work as the DIO explained: "*The biggest problem for me at the moment is that we are at this transition phase for such a long time with someone leaving and someone coming so the office has to reestablish a working floor. Doing that over a 3-year period is a very long period. This is because I need to wait for people to retire so I can replace them. I find that very frustrating and put a lot of pressure on everybody*".

The above-mentioned limitations are the 'default' limitations for HEIs. This means that HU owns the needed infrastructure to proceed with its international development plans. The practices of the university clearly show that it is very successful in getting funds for its plans. Its records in students'-exchange and international projects is amongst the best in Germany. Therefore, these limitations can't be labeled as serious ones or ones that limit the work in the international field. They are rather 'light' difficulties that can be overcome.

6.2.9 Remarks on the International Office of Humboldt University
The IO of HU is characterized by a high level of harmony in its performance with the other offices and functions of the University. Its position at the University seems to be central with a lot of importance attached to it. Internationalization is looked at as an inevitable direction and a tool for development. The University, though enjoys a high level of internationalization at the different levels, aims at improving its international profile. Since the IO is the main unit to deal with these issues, it has gained this importance and consequently a lot of support and autonomy.

The autonomy and independence given to the Director and consequently the staff of the IO has tremendously contributed to the innovation and excellence produced by the Office staff. Most importantly, it has created an 'attention drawing' sense of ownership for their work. Commenting on this, the DIO said: "*Since the VPIA has someone who knows what to do in the international direction, he has given me all this freedom. For me this is an ideal situation*".

Internationalization seems to enjoy a high status among other strategies, practices, and fields of the University. This is manifested at all the university stakeholders' levels. What is also interesting at HU is that internationalization is looked at as the way to achieve many developments for the University. Therefore, it is dealt with extra care. One can say that for HU, most of the other strategies and activities of the University are highly entrenched with its internationalization where it is the core and the others go around it and are attached to it.

The efforts exerted at the top level and at the IO level to develop an internationalization strategy for HU, though have taken long time, must be appreciated. There is nothing better than including the opinions of all players in the strategy of an institution. The two interviewed professors, though were not involved in the meetings of the strategy, said that they highly appreciate the involvement of professors and that they trust that their colleagues will represent them and will convey their opinion. They strongly believe that the strategy, in its final version, will reflect the needs, ambitions, wishes, and hopes of everyone at the University. It must be said that those responsible for developing the strategy should be envied for this trust put into them.

The restructuring process that is taking place at the IO can be looked at from two dimensions. The first is its execution over a very long period of time. This will have a negative impact on the plans developed by the DIO and approved by the VPIA. It also shows the human resources dilemma that the University suffers from. With all the autonomy given to HEIs in general and the freedom given to the international staff to work, they have no freedom to choose the staff and no power to fire those who are incompetent as the VPIA put it: "*We have some excellent people, very friendly and open but we also have people that if I could, I would fire*".The second dimension is that the reform process idea has come from inside the office. This, on one hand shows the high level of responsibility and the sense of ownership the staff enjoy. On the other hand reflects their awareness of internationalization and its changing nature and the consequent need to reform in order to enable the IO from performing its changing tasks.

The decentralization of internationalization that the IO is working on is another excellent initiative. This shows the diversity of the meanings of internationalization, its needs, and activities for the different faculties that can't be determined and led by a central unit. Though it seems difficult and far to reach, the current efforts in this direction will inevitably lead to its implantation on a wider range. The process is possible because all the concerned people believe in it and want it to happen. Therefore, it is a matter of finding the mechanisms and the time to do them.

There is another task for the IO that is upcoming in the near future; the quality of internationalization. According to the DIO, the QA office is working on quality

indicators. "*We haven't been asked to set up indicators and do the indicator numbers every year yet as a way to measure quality output. However, I see it is coming. This process is trying to measure the degree of internationalization the university has reached and the work of my office*". This task will be a model for other IOs because most of them do not perform such a check and where the quality of their work and activities is not measured. Such a procedure will be a step ahead or a jump in the future of the functions of IOs and their functions. Therefore, it would be very interesting to study the case as it happens.

6.3 The University of Jordan

6.3.1 University of Jordan: An Overview[69]

The University of Jordan (UJ) is the leading and the oldest institution of higher education in Jordan that was established in 1962. In its capacity as a comprehensive teaching, research and community-service institution, the UJ enables its students to choose from a wide range of programs where more than 3500 different courses are offered by 19 faculties.

Most faculty members are active participants in conferences, workshops, and symposia abroad; and most take advantage of the various research and exchange awards. Given the global outlook, the progressive thinking and diverse background, these faculty members shoulder the responsibility of delivering a quality education to the 38,000 students who are pursuing a wide variety of undergraduate and graduate programs.

At the undergraduate level, students have the choice to select from varieties of programs in the different faculties.[70] For those interested in graduate education, the University offers 30 doctoral programs, 81 Master's programs, 16 programs in higher

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[69] Source: http://www.ju.edu.jo/Pages/ UJInBrief AboutUJ/.aspx. Accessed on February 4th 2010.

[70] The faculties are: Arts, Business Administration, Science, Shari'a (Islamic Studies), Medicine, Nursing, Agriculture, Educational Sciences, Engineering and Technology, Law, Physical Education, Pharmacy, Dentistry, Humanities and Social Sciences, Rehabilitation Sciences, Information Technology and, most recently, Arts and Design.

specialization in medicine, one program in higher specialization in dentistry, 3 professional diploma programs, and 6 interdisciplinary Master's programs across the wide spectrum of academic disciplines. From an international perspective, the University offers 63 international programs at the undergraduate level, and 130 international programs at the graduate level in all fields of specializations.

The UJ enjoys an acclaimed reputation world-wide. It has, ever since its inception, given particular attention to strengthening its channels of communication with universities and research centers in other parts of the world, with the objective of ensuring the exchange of information, and the sharing of the know-how, and expertise at the national and international level. Furthermore, UJ has many active agreements, links, and grants with many reputable international institutions of higher education. UJ has also obtained several important international grants[71].

A new President of UJ was appointed in October 2010. In his address[72], he introduced his vision, "*UJ 2015: The First Research University in Jordan*". He said that his administration will do every necessary step to achieve this goal. He said that: "*another high priority for my administration over the next few years will be turning brain drain into brain gain*". Concerning the internationalization topic, he said: "*the UJ will accelerate its internationalization and outreach efforts to play its rightful role as a premier institution of research and higher education in the global age we live in. With the dedication and hard work of its academic and administrative staff, and the excellence and creativity of its students, the UJ will pursue initiatives that will propel it towards joining the league of world-renowned universities in the not-so-distant future*".

It is worth mentioning that in the Arabic version of the address[73], the word used for '*internationalization*' is the same translation of '*globalization*'. Bearing in mind that the President wrote his speech originally in Arabic, it is not clear which term he meant

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[71] Source: the University Profile for the academic year 2004-2005, P. 19. Published by the UJ Press

[72] The President's welcome speech can be found at:
http://www.ju.edu.jo/Pages/AboutUJ/PresidentWelcome.aspx. Accessed on February 4th 2010.

[73] The Arabic version of the President welcome speech can be found at:
http://www.ju.edu.jo/Pages/AboutUJ/araPresidentWelcome.aspx. Accessed on February 5th 2010.

as they are associated with different meanings especially in the Arab world. It also indicates the vague meaning of both terms used by the University top official.

6.3.2 Internationalization at the University of Jordan

To get more information about the university and its international profile, five people were interviewed; the Dean of the Faculty of International Studies (who will be referred to as DIS), the Dean of the Institute of Teaching Arabic for Foreigners (who will be referred to as DITA), the Dean of the Faculty of Foreign Languages, who was the former head of the Office of International Relations (who will be referred to as DFL) , the Director of the OIR (who will be referred to as DOIR), and a member staff of the OIR who is responsible for foreign agreements and delegations (who will be referred to as SOIR). Few remarks were also taken from an official meeting of the President with a delegation from the main Arab Universities on the topic of internationalization because an interview with him was very difficult to arrange.

In the University's mission statement[74], there is only one very short paragraph about the international vision:

> "At the international level, the University has reached agreements and working programs with academic institutions and research centers in the world at large with a view to exchanging know-how and expertise, and to keeping itself abreast with breakthroughs in the various fields of science and education."

In the mission statement and the President vision of UJ 2015, there is a clear focus on the research component of the University. The superficial reference to internationalization and international cooperation are not coined with implementation plans.

When the DOIR was asked why the mission statement didn't talk about internationalization, he said: "*If these things are not written, it doesn't mean anything. They are always in our minds. Internationalization is something that characterizes all our actions. There are many universities that have written strategies and not fulfilling them. We are fulfilling them without having them written*". The DFL said that having no clear indication of our internationalization mission and vision was a big mistake. He mentioned that there

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[74] Source: http://www.ju.edu.jo/Pages/AboutUJ/MissionObjectives.aspx. Accessed on February 7th 2010.

241

were many efforts to issue a statement with the international dimension but nothing has happened.

The UJ enjoys excellent working relations with universities and academic institutions worldwide. Given the reputation that the University has managed to attain in terms of the quality of its education and research, it is frequented by guests and visitors who come to canvass cooperative endeavors in a wide-spectrum of domains, to serve as external examiners and to exchange expertise and know how. In this context, the University is hosting guests, visiting professors, and invited lecturers, on an almost daily basis, and its campus is serving as a venue for joint academic conferences with foreign universities, on a continuation basis. Besides, the University is continuously signing bilateral and multilateral memorandum of understandings and accords, which serve as umbrellas for formal initiatives with academic institutions and universities in the future[75]. In terms of teaching staff, in the academic year 2009-2010, there were 16 Arab and 11 foreign teaching staff at the different faculties[76].

The President said that his administration has put a lot of efforts to develop the international profile of the University. Internationalization for the UJ is one of the top priorities and forms a policy for the University. He said that the University depends a lot on its international cooperation to enhance its developments. He talked about the tens of international programs and the increasing numbers of foreign students. He said that the university management is always ready to do any modification to the regulations that will result in more internationalization.

The international status of UJ, according to all the interviewees, is very high. They all think that during the last few years, UJ has made giant leaps in its international profile and status. They believe that UJ is more internationally recognized and that the latest procedures and measures that were taken and that will be taken have and will add a lot to its international positioning in the field of higher education regionally and

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[75] Source: the University Profile for the academic year 2004-2005, P. 27. Published by the UJ Press.

[76] Source: Facts and Figures booklet for the academic year 2009-2010:
http://www.ju.edu.jo/Pages/AboutUJ/UJinFigures/Figures%20for%20the%20Year%202009-2010.pdf.
Accessed on February 7th 2010.

internationally. Some of these measures as the DOIR put them: "*On one hand, we have modified our regulations so that we credit all what our students do abroad for one or two semesters encouraging by that their mobility. Our students now are given money to participate in international workshops and conferences so they are dealt with like professors. On the other hand, Professors used to serve the university for 6 years at least with three publications and a good record of performance to be given funds to do research abroad. Now they have to serve the University for only two years and with two publications to make them eligible for that. Any professor who gets invited to any activity, the University pays the ticket and all the other needs. There is no longer a restriction to when the professor can do it again. We do everything to welcome foreign professors and make them feel comfortable. On top of that, we are actively seeking joint programs. We have a lot of them with universities from all over the world. We see this as the future for us. It means fewer demands on our resources. We started to have 'sandwich' programs as well. UJ is very active in international projects like TEMPUS, FP7, Erasmus Mundus, and a lot of projects with American HEIs*".

The DFL, who is the former and the first director of OIR, thinks that "*the concrete tendency towards internationalization began forcefully in the mid 1990s when many dimensions of internationalization started to appear after long time of UJ being seen as a purely Jordanian University and to some extent a regional university serving the Gulf. Out of a sudden people started to think about the international dimension, then quality then accreditation. We started enforcing the internationalization within the University. There were many seminars held for this issue. People started to believe in international cooperation and take international delegations more seriously. People started to think how to develop beneficial partnerships. The idea of joint research was highly promoted. The establishment of OIR came in 2001 to reflect the increasing role of internationalization*".

According to the DIS, "*coping with the developments in the world, the UJ established the Faculty of International Studies to teach non-classical specializations like human rights, international development, conflict resolving and dealing with international conflicts, regional studies, American studies, Islamic studies. The language of all programs is English with a mixture of academic staff and different nationalities of students where most of the programs are in cooperation with international universities. This faculty enhances the international dimension of UJ especially with its curricula that studies other cultures and civilizations and their interaction. This Faculty has connections to international and Arab organizations that enhance the University's presence on the international scene*".

The DITA said that his Institute accommodates an increasing numbers of foreign students by providing all the needed infrastructure and logistics because everyone believes in the importance of having more international students to diversify the

University students' body and to help the national students experience a micro international environment. Moreover, he said that "*the brains of the international students are filled with ill pictures about the Arab and Islamic cultures. When they come here, they radically change their ideas. By having them and teaching them we are serving the national and Arab issues*".

All the interviewees seem to be satisfied with the level of internationalization at UJ and they all agree that the UJ is still at the beginning and that there is a long way to go. It is with no doubt that the UJ has stepped forward in its internationalization process. The steps and procedures taken are considered unprecedented and a remarkable breakthrough especially when taking into consideration that it is a relatively young public university operating in a developing country. One must admit that the UJ has exerted a lot of efforts in the international domain within a relatively short period of time. It is also noted from the different interviewed people that there is a high level of awareness about the internationalization concept. They all believe that internationalization is a way of development, they all want to increase it, and they all work to protect it. There is also a manifestation of unity between the administration's openness and willingness to improve the international dimension of the University and the academic staff. The three interviewed deans along with the DOIR seem to be a unified team working on the same principle with strong consensus on the importance of continuously developing the international dimensions. However, what is clearly missing in all these efforts and positive indicators is having a strategy and direction for this openness and internationalization trend whether written or not because being active and open in everything is a questionable orientation.

During the interviews, it has been mentioned that there are some aspects of resistance from academics, administrators and national policy makers. This resistance is based either on the inability of some to cope with the big developments and the needed quality and proficiency and their love to old traditions or on the claim that internationalization is a form of colonization and penetration of the national identity and culture.

In its attempts to promote UJ internationally, the OIR has developed a brochure entitled '*why should you choose UJ?*'[77] that lists the reasons why students should come to UJ. According to the Director of the OIR, it is being mailed to targeted universities all over the world as well as to the University visitors and used as a marketing tool for the University.

Administratively, internationalization is managed by the University President and the OIR. The OIR coordinates all the forms of central international activities and directly reports to the President. Therefore, the OIR is the main player of internationalization at the University. Everyone seems to know and appreciate the central role played by the Office.

6.3.3 Rationales of Internationalization for the University of Jordan

According to the interviewed people, the rationales of UJ to internationalize form an unbalanced mixture of the prevailing rationales. The most important rationale for internationalization at the UJ is that it is the main way for communication with the outside. It is the bridge over which all the information and latest developments come to the University. It is also seen as a bridge for the university to appear on the regional and international levels.

The President said that it is hard to find a negative effect of internationalization on the UJ. The UJ benefits economically, politically, culturally, and academically from internationalization. However his main focus was on the cultural and academic rationales as the main drives behind the University's orientation. Another important rationale to the UJ, according to him, is the prestige factor and the University's presence on the regional and the international scenes.

The DOIR believes that each internationalization activity has its own rationales. "*Some activities are purely done for political reasons and others for academic reasons. On the overall, all rationales drive our internationalization. However, I would say that academic and status rationales are the main ones for the UJ. Though being exposed to other cultures and experiences is seen as cultural*

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[77] See Appendix 13

and academic rationales, some of our professors look at it as a way to travel abroad. Therefore, travelling might be looked at as a rationale in certain cases".

6.3.4 Rationales of Internationalization for academics at the University of Jordan

The three interviewed professors agree that the most important drive for them to get involved in international activities is an academic one. Since they are working in a developing country, they look at internationalization as the only way to get informed with the latest developments in their fields of specialization. Since the three of them are deans, they also agree that the academic benefit of the whole faculty lead them to participate and urge their colleagues to participate in the available international activities.

Economically, the three deans said that usually international activities are associated with little extra income. The DITA said that "*the money that come from international activities do not form an efficient reason for us to work internationally. It can be considered as an added value instead*". The DFL said that "*what I like about international activities is that I feel free to spend money without the usual centralized procedures and routine. I enjoy the sense of financial autonomy*". The DIS said that "*the money that come with international activities enable us to attract administrative staff to work with us because they can get a bonus. This makes our job a lot easier. I like to get more international projects because I can help my employees*".

As far as the political rationales are concerned, the interviewees said that they unquestionably follow the orientations of their University Management. Jordan is located in a very sensitive area of the world where political relations are subject to certain criteria that are set by the country leadership. They said that their autonomy in this field is restricted. Nevertheless, due to the situation of Jordan, the University orientation is mainly towards the West especially the UK and the US.

It has been felt that the professors of UJ have a clear tendency to travel to their peers all around the world. Travelling is regarded as a way to be 'up-dated'. It is also seen as a way to improve their academic and social image in the university and the society. A professor who has been to many countries is regarded as more prestigious than the others. The University has also developed its regulations, as mentioned above, to promote the mobility aspect and to encourage professors to travel more. The financial

246

motive seems to be a hidden one. People tend not to mention it clearly due to its social and cultural sensitivity. It is also a tool in the hands of the administration to attract academic and administrative staff to work in international activities.

6.3.5 Internationalization Strategy at the University of Jordan

Despite the clear tendency towards internationalization and the great value and importance given to it, the UJ doesn't have an internationalization strategy and there is no foreseen plan to develop one. The clear consensus on the above mentioned aspects doesn't apply on the need and importance of having a strategy for the University's internationalization.

The President said that he doesn't see an urgent need for a strategy for internationalization because the University is already involved in all forms of international activities. He added that it is very difficult for the UJ to set its priorities for the next five years because this might limit the choices of the University. He wants it to be always open to any initiative.

The DOIR, echoing the President, said: "*We are doing everything that could be classified under internationalization with a high degree of proficiency and efficiency. We are doing fine. The current University Administration realized this and has done a lot of steps in this direction. We don't have a strategy but we practice it. Actually, we are practicing all what we dream of*". The DFL, disagreeing with the two administrators, said that "*The concept of strategy and strategic management is lacking especially in the field of higher education. Since 2002, people started to think about a strategy for the University but nothing happened. What we also need now is strategies within the strategy. I think that having an internationalization strategy is essential. Some argue that without a strategy things are happening. I think that with a strategy things will be more organized and everyone will know what is required*".

The other two deans agree with their colleague separating, by that, the opinions between administrators and academics. They expressed their feeling that a strategy will provide a roadmap for the faculties and consequently save a lot of efforts and time. It will also help faculties and individual professors plan their international activities ahead where the things are almost guaranteed since they comply with the institutional strategy.

247

6.3.6 The University of Jordan's International Activities

Taking the size, location and age of the UJ, it is considered very active in the international field and is involved in a lot of internationalization activities. Its management has shown a great deal of flexibility in amending regulations in order to promote and encourage the internationalization process at the university. Due to its status in the Kingdom, it is the first university in the country in its internationalization activities and attracting international students.

The President in his speech didn't mention that there are one or two most important internationalization activities that the University focuses on. Instead, he said that the UJ tries to expand all its activities and always welcomes any international activity. He assured the importance of mobility in both direction and for both students and professors. He mentioned the University's tendency to increase the number of international study programs because this is the only way to increase the number of foreign students and it strongly contributes to the ranking and prestige of the University.

The amount of international study programs that are taught in a foreign language in addition to the 3500 international students that form 10% of the total student body indicate clearly the volume of work and efforts exerted to improve the University's international portfolio. The DOIR focused mainly on these two aspects and said that the most important activity for the UJ in the next few years is to have more and more joint and double degree programs.

6.3.7 Challenges for Internationalization for the University of Jordan

The President said that the main challenge is the financial needs for the international activities. He also mentioned the political stability in the Middle East region because it is an area described usually as an 'area of tension'. The DOIR said that the UJ generally is facing three main challenges; "*internationalization and having international standards, accreditation, and quality assurance. Other challenges are increasing the teaching staff's experiences and widening their horizons and updating them with the newest technologies and techniques. Within the field of internationalization, the main challenges are the financial and human resources*".

The DFL said that "*an important step to make UJ international is to increase the programs that are taught in an international language. Orientation programs are severely missing for international students who don't know anything about the Jordanian culture. Our teachers are missing the skills of how to deal with international students and their needs. What we need also is to have a vice-president for international affairs as an indicator of our interest in this aspect*". The other two deans shared the opinion that the funding for their ideas is the main challenge. A consequence of this challenge is that they are losing their professors who are leaving the University because other organizations pay them a lot more. The other thing that they face is that some of the staff show a certain level of resistance to international activities claiming that these are against their national identity. Therefore, the Deans think that the staff awareness must be raised.

Comparing the answers of the President and the DOIR, who are administrators, with these of the deans, one can notice that the deans' answers are more realistic and reflect a real situation. According to the information taken from the President and the DOIR, one can feel that it is one of the most internationalized universities in the region and even on the international level. It is clear that there is an exaggeration in the level and intensity of internationalization. This might be due to the fact that the President was talking in front of a delegation representing the most important Arab Universities and wanted to impress them. The DOIR was interviewed by his rival and might have wanted to show that his University has gone forward in its internationalization.

It is actually hard to summarize all these divergent messages at the UJ. One gets puzzled when trying to understand the situation of internationalization and how the different actors and stakeholders think about it. However, one can say that the UJ is an archetype of an Arab and Middle Eastern University where institutional strategic thinking and planning are missing and where personal attitudes and beliefs play remarkable and decisive roles in the directions of an institution. There is a very clear focus on internationalization and a strong belief in it as a tool for development. Nevertheless, there are some misinterpretations on how to approach it and how to use it. The followed way is to approach it by all means and ways. There is an eye-closing method that makes the benefit of internationalization get lost and the efforts exerted to vanish. There is a need of a mainstreamed look at internationalization to save the time and efforts.

6.3.8 The International Office at The University of Jordan using the 'SOCIAL' Approach

The Office of International Relations (OIR) is the key player in the international activities and the internationalization process of the University. It is the unit where all the administrative and logistic requirements of any international issue are poured. The administration heavily depends on the OIR to implement its international agenda.

The Situation

The office is directly supervised by the President. It doesn't report to any other administrator. According to the DOIR, "*the Office is both management-support and service unit. The strategic management of the University heavily depends on this office. This is apparent from the amount of work and documents that get directly forwarded from top management. All professors, faculties' administrations and students come to us to ask about international things*". The three deans said that they always contact and rely on the OIR concerning their international activities.

The University Management sees the OIR as the main unit to deal with the preparation, implementation, monitoring, and evaluation of all the central international activities. The OIR's role in the strategic planning of the international activities, however, is very vague. It seems that the OIR is more of an executive unit rather than a planning one. Nevertheless, according to its Director, it provides opinion and recommendations for any activity or cooperation with non-local institutions. Therefore, one could say that it is a supportive unit for the strategic choices of the University.

According to the internationalization indicators mentioned in table 2.12, the OIR of UJ is involved in the internationalization activities of the following indicators: *Cooperation agreements, strategic alliances, internationalization at home, international marketing, international projects, student mobility and services, and staff mobility and services (when needed)*. The details of the office's involvements in these internationalization indicators are given under the 'involvement' paradigm.

The OIR has its own budget which is part of the annual University budget. It includes salaries for the employees, furniture, and equipment where the DOIR is free to spend the money depending on specific categories. He said: "*I have to submit budget forms three months before the beginning of the new year as a wish list then I meet the Vice-President for*

administrative and financial affairs with the head of financial affairs to discuss my list. Once I get it; I am free to spend it. I have another account for the Office which is separate from the University budget. It comes from the fees we charge for the international students for the services we do for them. I am free to do anything I want from this account with no restriction". The money for the Jordanian outgoing students and the international projects are run also by the OIR.

The OIR manages the Council for International Education Exchange Program (CIEE[78]), which is a council for more than 300 universities in the US. They are running study-abroad programs on behalf of these universities since 1946. The OIR hires teachers from campus and off-campus and does all the administrative procedures. There is one staff member doing the CIEE business. There is one also doing the ERASMUS Mundus program. The CIEE pays administrative fees to the OIR that goes into the independent budget.

The relation between the OIR and the President Office is very strong due to the fact that the President is the direct boss of OIR and the OIR is the President's 'right hand' in international issues. The DOIR and his concerned staff attend all President's meetings with foreigners and pre-provide him with information about the guests and partners.

Concerning the procedures of appointing new staff at the OIR, the DOIR explained that posts are publically announced and candidates apply to these posts. The candidates then sit few exams to test their skills then they get interviewed. The best candidates get appointed at the OIR.

The Organization

The DOIR explained: "*When I came to office, I divided it to 3 sections; correspondence and publications, agreements and international cooperation, and sponsored studies. The 1st section takes care of all the English correspondence of the University Administration. We do Arabic correspondence when it is related to international work. We, sometimes do it for deans and departments when they can't do it themselves. It weekly publishes the campus news then get gathered in a quarterly magazine.*

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[78] For more information visit the CIEE/Amman website:
http://www.ciee.org/study/programOverview.aspx?pID=1788#1rightForYou. Accessed on February 7th 2010.

This section is also responsible for publishing all the marketing materials. The section prepares it and the Director edits it. We are working on a new one for our new branch in Aqaba. It also does advertisements if they are in English in international journals. Four people work in this section. All these people must have BA or MA degrees in languages which is a requirement to be employed at the OIR".

The second section is responsible for all the agreements and the other forms of international cooperation in addition to catering the international delegations where two staff members coordinate the work. The third section is responsible for following up the University's students who are studying abroad based on a scholarship by the UJ. This section is responsible for them from the minute they get the scholarship till they come back and get appointed at the University. The budget of these sponsored studies is around 10 million dollars and is totally managed by the OIR. Three staff work there and an assistant of the DOIR heads this section. They are responsible for everything concerning the needs of these students as well. The working time of the OIR is from 8 to 5 but according to the DOIR, "*many work more than that. I don't enjoy vacations; I work every day and rarely have weekends*". The total number of staff is eleven plus a correspondent.

According to the DOIR, "*A change in the president might carry a radical change and he has full power to change me. All directors get renewal of contract every year*". Therefore, the danger of losing the job is always there. The president, on recommendations by deans and vice-presidents, chooses the director. The director has to be a Ph. D holder and a faculty member with some international exposure and experience.

The Challenges

When the DOIR was asked about the challenges of his Office, he said: "*I can't identify them. I can say that this office is overworked and with the increasing level of internationalization, we will need much more staff so a challenge that I will have is getting more staff because the trend now is reducing administrative staff everywhere*". Commenting on this point, the SOIR had a different view. She said: "*The less the number of staff is, the better the situation is. When it is less, staff can perform better. What is important is the quality, not the quantity*". On her views regarding the challenges of OIR which are shared by her colleagues, she said: "*People still don't know what is meant by international relations so they deal with us in the wrong way and ask us to do things that are not related to international affairs. Therefore, awareness about*

internationalization should be raised. Another challenge is that we don't have one location. I wish we have our own space where we can work all together. We need training on international skills. It is very difficult to get training abroad that we urgently need. The focus for training abroad is mainly for academic staff".

This is another evidence that there is a big gap between what the administrators claim to have and the reality in addition to the opinion and ambition gap with their employees. The DOIR's answer that increasing the staff is the only challenge seems to be a point which is totally different from his staff point of view.

The Involvement

As mentioned above, the OIR is the key player in all international activities of the University in addition to some of the faculties' activities when asked.

Cooperation Agreements

The UJ signs both kinds of agreements; university-university and faculty/department-faculty/department ones. When the UJ receives an initiative to sign an agreement, it gets checked by the Scrutinizing and Monitoring Office, the legal advisor, and the IO. The DOIR explained: "*In 90% of the cases, we make modifications to the agreement and we exchange information with the partner till we agree on a final text. The OIR evaluates and follows up the agreements. No agreement gets renewed unless OIR says that it has accomplished its objectives*".

Strategic Alliances

According to the DOIR, the University management doesn't proceed in any cooperation initiative with foreign partners unless the OIR recommends this cooperation and gives a positive feedback on it.

Public Relations

There is an independent office called Media and PR Department that is responsible for the public relations of the University. However, the OIR coordinates very closely with this department concerning the visits of foreign delegations.

International Marketing

The OIR is responsible for all the marketing materials of the university whether locally or internationally and whether in Arabic or in English. Some of its publications are: *Why UJ?*, *UJ Profile*, *UJ in brief*, and *UJ News*.

Internationalization at Home

There is no clear role for the Office in this field other than its feedback given to the University Management regarding possible international activities and cooperation projects and agreements.

Internationalization Strategy

There is no strategy at the UJ and there is no foreseen plan to develop one.

International Projects

On the central level, the OIR is involved in the management, implementation, and evaluation of all the international projects. On the faculties' level, the OIR provides help when the faculties require that. The DOIR said: " *we are an instrumental unit in making sure that the concerned faculty does its job right so we play the intermediary role between the faculties and the Europeans*".

Student Mobility and Services

According to the DOIR, "*the international students who come for full degrees might contact us at the stage when they are deciding what to study and we give them some guidance and then they become the responsibility of the deanship of students' affairs. The exchange students and the non-degree seeking are our responsibility. We process their papers. We do orientations for them when they first come*".

Staff Mobility and Services

The only involvement of OIR in this field is the advice and help it provides concerning foreign partners and travelling abroad. Most of staff mobility happen administratively within the faculties.

Internationalizing Research

There is no involvement of the OIR in activities that promote the internationalization of research.

Alumni Network

UJ doesn't have an Alumnus for its graduates.

Ambitions

The DOIR has two main ambitions, the first one is to get rid of the translation service that the Office does for the members of the top administration and some of the deans. The second one is to reduce the amount of work that the Office does. The interviewed Office staff member said that her and her colleagues ambitions are to receive more appreciation and financial recognition by their management for the efforts they exert and the extra hours they work. They also wish that the faculties and academic staff ask them to do only work that is related to international affairs not everything they need. One very important ambition for them is a period of training abroad on the nature of work at offices of international relations.

Limitations

The financial and human resources that form some limitation to the expansion and enhancement of the international portfolio of UJ are reflected at the OIR level. In addition to these normal limitations, the DOIR also said that "*the laws and regulations of the higher education in Jordan sometimes hinder the development of some internationalization activities. It is not deniable that the University has been very active in modifying the regulations within its abilities to cope with the increasing international activities. However, it is needed that there should be more efforts to amend the laws to better cater the new changes and developments in the international field*".

6.3.9 Remarks on the International Office of the University of Jordan

Since internationalization, though not clearly and strategically planned, is a tendency and orientation of the UJ, the OIR consequently, being the only institutional unit for international affairs, has got an increasingly important role in the university administration. Internationalization is looked at as a bridge to the outside and a tool

for development. Therefore the OIR, being the entrance of this bridge, has remarkably escalated in importance and power at the UJ.

However, it is not clear, on one hand, how does the OIR fit in the international strategic planning of the University since decisions are usually taken at the presidential level. On the second hand, the amount of autonomy and independence given to OIR is also not clear. Another important point in this regard is its Director's disbelief in the importance of having an internationalization strategy and consequently the strategic thinking and planning for the University. He said that "*we are already doing everything without having a strategy*". Two questions arose here; the first one: Is it good that a university is doing everything? The second one: Is it good to do everything without serving preset objectives?

The Director's disbelief is not shared with the interviewed deans at the University. They all insisted on the importance of having a strategy. This means that the situation of internationalization and how to deal with it is still at the beginning. There should be more discussions on how to proceed in this regard especially with the strong consensus on the importance of internationalization and its adaptation as one of the top university policies.

There is a clear contradiction between how the Director has depicted the situation at the Office and how it was presented by his staff. As mentioned above, this could be due to the fact that he wanted to give an impressive image of his Office to the rivalry interviewer. On top of this, it is hard to deny the severe difference between his description, ambitions, and limitations and those of his staff. However, one should admit that dealing successfully with all this amount of work, dealing with such huge budgets, and having such an elite procedure for choosing its staff are considered superb.

6.4 Al Baath University

6.4.1 Al Baath University: An Overview[79]

Established in 1979 in the city of Homs, Al-Baath University (BU) ranks as one of the leading Syrian universities. The city is ideally located as a gateway - a lively link between north and south, the lovely western coast and the midland desert. Such a strategic location offers a valuable access to the welfare of natural resources and encourages chemical, petroleum and textile industries. The city's historic significance makes it a must for the University to excel in different knowledge branches ranging from humanities and technology sciences to medicine.

BU consists of 24 faculties (as of the year 2010) that cover all fields of specializations. 17 of them are located in the city of Homs and the rest are in the neighboring city of Hama. It also has five technical institutes and three specialized research centers. The total number of students for the academic year 2009-2010 was 78700; 23000 of which are in the open learning system.

BU exerts genuine efforts to meet the needs of the local community both culturally and economically by providing highly qualified graduates. It is also committed to promoting scientific research in every field of national importance such as economic, social, humanistic and technical sustainability. In fact, it contributes to defining the human experience and adding up to world culture.

The University is keen to mirror the real Arab identity that is often mystified by false stereotypes. Besides, it reflects its pioneering role in past knowledge and up-to-date research through an effective network of academic staff and students. Achieving such eminence involves equal educational opportunities regardless of gender, age, or physical abilities. On the other hand, it encourages freedom of speech and creativity. Much of its success is due to the outreaching policy that targets local schools and

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[79] Source: http://www.albaath-univ.edu.sy/en/modules.php?name=baath_letter. Accessed on February 15th 2010.

universities and establishes strong connections with Arab and foreign research centers.

On the vision and mission webpage[80], there is a list of activities done to achieve the University's educational and scientific goals. Among the twenty mentioned activities, there are five that promote some aspects of internationalization. These are:

> "Encourages miscellaneous specializations at the university in order to address the local and global markets, expands research horizons of the academic staff by taking part in cutting edge training programs, conferences and forums, attracts an amalgam of Arab and foreign students, signs cooperation agreements with leading Arab, regional and international universities, organizations and research centers, and consolidates the Arabic language being the mother tongue of the people and promotes other international languages".

According to the President[81], the draft of the University's plan was being prepared in mid 2009 and the goals of the plan were determined, most notably developing BU to be one of the centers of excellence in the field of higher education and scientific research, and enhancing the university's role in sustainable development and community service.

6.4.2 Internationalization at Al Baath University

Four people were interviewed at the BU to get information about the university and its international profile. The interviewed people are the President, the Director of International and Public Relations (who will referred to as DIPR), the Director of Cultural Relations and who is also a professor at the faculty chemical engineering (who will be referred to as DCR), and a Professor at the faculty of human sciences (who will be referred to as PHS).

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[80] Source: http://www.albaath-univ.edu.sy/en/modules.php?name=baath_letter. Accessed on February 15th 2010.

[81] Source: http://www.albaath-univ.edu.sy/en/modules.php?name=baath_chancellor. Accessed on February 15th 2010.

The University website doesn't provide any information on the international cooperation of the university. There is also no special webpage for the International and Public Relations Office (IPR). In the University's mission statement which is available in Arabic only[82], there is only one sentence that is related to international cooperation; "*BU seeks to communicate with the national, Arab, and foreign universities, schools, and research centers*". The President was asked why there is only this sentence in the mission. He said that "*the statement is usually very short and represents the axis of work. It shouldn't be long to indicate that more work is done in a specific domain*". The President's answer is not very convincing especially that the mentioned sentence is a very normal thing at any HEI. When the DIPR was asked the same question, he said: "*I don't know*".

It is felt during the interviews that there is a clear vagueness about what does 'internationalization' mean to the people and to the University. To the President, it means that "*the university is known among the international universities, has a high academic position, its degrees get recognized everywhere, its graduates can get jobs easily and continue their education, has relations with other universities, and has academic cooperation in terms of research and conferences*". To the DIPR, it means staff mobility, students' exchange and joint programs. The DCR said that what she does in her office supports the internationalization of the University.

The BU enjoys relatively good relations with many universities worldwide. The Presidents said: "*Despite the young age of the University, we have done a lot and now we have a lot of relations with Syrian, Arab, and foreign universities that have had a lot of positive effects on researchers, staff and administration*". He thinks that the University's international status needs a lot of work. The DIPR thinks that to get a high international status, BU must excel on the national level first. They both said that the BU is experiencing a unique kind of competition with the capital University of Damascus since the same partners who come to Damascus visit BU to explore possibilities of cooperation. So BU tries always to impress them to be their preferred partner. However, according to the President and the DIPR, the form of impressiveness is more of a logistical one. The President said: "*I know about our national status from the guests' reactions and their willingness to*

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[82] Source: http://www.albaath-univ.edu.sy/modules.php?name=baath_letter#2. Accessed on February 21st 2010.

have relations with us. We are very good in organizing events and catering guests. The sense of competition that exists encourages the staff of BU to exert more efforts". It is questionable whether this is enough to make the partners change their orientations. He added, "*our international strength doesn't come only by the cooperation agreements that we have but also through our graduates who go to the labor market outside the country. In this point we have a great reputation. The quality of our graduates has made our university very well known especially in the Arab region. Our graduates who are pursuing their higher degrees abroad have also added to the reputation of BU in Europe. The participation of our academic staff in the different academic conferences have shown others the strengths of BU*".

The BU doesn't have a center for teaching Arabic and all its study programs are in Arabic. Consequently, its international students are limited to the Arab ones in what the President describes as strong fields. He said: "*we encourage the admission of Arab students. We have more than 1200[83] of them. We are trying to market our excellent post-graduate specializations like veterinary and petro-chemistry sciences. When the Arab students go back with their degrees, they contribute to the internationalization of BU*".

According to the President, the academic staff have a widely diversified background. "*We have now more than 700 academic staff[84] at 24 faculties. They come from a variety of developed countries. I say that at BU one can hear all the world languages. This, very well, contributes to our internationalization*".

The President and the DIPR confirmed that internationalization is one of the top priority policies of the University. It is looked at with a lot of care and importance. They both said that the BU tries always to expand its internationalization activities by getting involved in any activity of an international nature. The DIPR said that being at the BU gives the feeling that it is in a non-stop international workshop. The DCR and the PHS have confirmed that there is an increasing institutional interest in internationalization. They said that they heard about it more and more but with no clear meanings or duties or orientations.

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[83] As of the academic year 2009-2010.

[84] As of the academic year 2009-2010.

When the four interviewees were asked about their satisfaction of the level of internationalization at their University, two kinds of answers were given. The President and the DIPR expressed their high satisfaction of what is going on and that the University is extremely active in the international field. The DCR said that she doesn't know much about the internationalization at the University. She also complained that the signed agreements neglect the need to include special articles for the University's teacher-assistants[85]. The PHS said that he hears about international activities but he doesn't know anything about the level of internationalization.

Concerning resistance to internationalization, the President commented: "*I don't say that professors resist but some participate less. Internationalization is progressing whether some participated or not because the majority are*". The DIPR said: "*Unfortunately, international activities are done by individuals not groups. They are not institutionalized. We don't have support systems for those who would like to work in this field. Therefore, we always see the same people in international activities. So the resistance has a unique form at BU*". The two administrators denied any kind of resistance while the PHS says that many of his colleagues don't feel comfortable dealing with foreigners especially that they don't know why do European professors want to have activities with the BU and are willing to fund them. He assured that there is a wide-range belief that some activities target their national identity.

6.4.3 Rationales of Internationalization for Al Baath University

The President said that internationalization has no negative effects. It helps everything at the University. When he was asked about the identified rationales of internationalization, he said "*all of them*". He said that the economic rationale does not help on the institutional level but rather on the individual level especially that the BU doesn't receive foreign students. The DIPR shared his President this view and added that financially, things are done easier than dealing with the university administration and routine. Once a project or an activity gets approved, we get the funds and we can spend money easily.

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[85] Teacher-assistants are the best students at the University who get full scholarships to pursue their MAs and PhDs abroad and get appointed as members of academic staff after they get their degrees.

It is clear that both administrators know and believe that internationalization is good but it is not clear how. It is clear that there is a lack of terminology, information and theories associated with the term '*internationalization*'. This was also clear when they were asked about the meaning of internationalization to BU. It can be said that internationalization is practiced at BU without clear answers to '*why, and what for*' or a streamlining strategy. It is simply practiced because it is good. This is what was felt during the interviews.

6.4.4 Rationales of Internationalization for Academics at Al Baath University
Like all their fellows at the other universities, the most important drive for the two interviewed professors to be involved in international activities is to learn more and to know what is happening in the world. They both said that international cooperation and dealing with European professors is the main window for them to be in contact with the other. The PHS asked whether sabbatical leaves and publishing in international journals are considered as aspects of internationalization because without them (that are the maximum facilitated by the university) they academically deteriorate. He said that any other form of activities is an add on to our development.

They both said that usually professors at BU don't have any role in choosing their international partners except in few cases that depend on personal communication which any way needs the approval of the University management. At the BU, the University top management decides the political orientation of the international activities of the University and the staff have to follow. Therefore, both professors said that the political rationale is not a rationale for them.

Economically, the DCR said that some agreements within which the students are sent abroad for their higher degrees save the University a lot of money. On the individual level, she said that the financial reason has never been the reason for her and her colleagues to participate because it is so little and doesn't form any kind of motivation for professors. The PHS said that the only good economic aspect of international activities is that the activity's coordinator usually has much more autonomy to deal with the financial matters. International activities for both professors help them travel because usually it is difficult to afford trips abroad. They both agreed that 'travelling'

is a main drive for people to work in international activities. The cultural rationale, according to them, is associated with every kind of international activities.

6.4.5 Internationalization Strategy at Al Baath University

The international orientation that the President and the DIPR have highlighted is not accompanied with a strategy for these activities. The President insisted that to be internationalized, a university doesn't have to have a strategy. He said that the strategy doesn't create internationalization but certain practices in internationalization lead to a strategy. He said: "*We are open to everything. I don't want to have a strategy that may limit our activities in a certain direction. We must be ready to deal with anything. Our country is undergoing continuous reform plans and a lot of regulations' changes. It is difficult to form a strategy within these circumstances. Anyway, I believe that having a strategy will not add anything and it is not one of our priorities*". The DIPR had a different answer, "*I think that this strategy is at the MHE. The government sets a general line for the universities to follow but universities don't have such strategies. The CHE has its own ideas concerning the internationalization of universities. The new law (no.1 for the year 2009) is a manifestation of this. I hope in the future to have strategies that take into consideration the specificities of each university under a national line. This will encourage the competition among universities. The Ministry knows better what the universities should do*". Though he talked about a strategy at the Ministry that gives the guidelines, it was clear, through his answer, that he doesn't know this strategy. This creates a contradiction that he follows a strategy that he doesn't know.

The two professors expressed their total ignorance whether there is a strategy or not. They said that usually having a strategy for anything regulates it and makes it disciplined. They both believe that the BU doesn't follow any kind of written or unwritten strategy because they feel that the activities are characterized by nothing but chaos.

These totally different answers reflect the following facts; 1- there is no clear understanding of what '*internationalization strategy*' means, 2- there is no consensus on whether to have a strategy or not, 3- misunderstanding of what is happening on the CHE level especially that Law no.1 was a request by DU, and 4-there is no clear knowledge of what the BU wants from internationalization.

6.4.6 Al Baath university's International Activities

Surprisingly, when the President was asked about the most important international activity for BU, he said it is '*international conferences*'. The DIPR ordered them according to their importance; "*1- international conferences, 2- staff mobility, 3- students exchange, and 4- establishing joint degrees*". As mentioned above, the President thinks that through organizing international conferences, the BU can compete with the other universities, attract more partners, and take the lead in the national scene.

The BU doesn't have any joint or double-degree study program. All its under and post-graduate programs are taught in Arabic. Therefore, there are neither international students nor aspects of internationalization at home. The BU, however, is active in its students'-exchange programs. According to the interviewed people, the University includes a special article for students'-exchange in almost every agreement it signs.

There is a separate directorate at the BU to take care of the University's teacher-assistants who travel abroad to pursue their higher studies. It is called Directorate of Cultural Relations though its name doesn't reveal its function. This Directorate develops and follows up the agreements within which the teacher-assistants go abroad. When the President, the DIPR, and the DCR were asked why it is separated from the IO especially that its work is a main aspect of internationalization, they all said that the work of this office is mainly administrative and follows certain routine and it was separated to relieve the IO from its burden. This office is responsible for the teacher-assistants from the minute they apply to the competition till they come back and start their work as academic staff.

6.4.7 Challenges for Internationalization at Al Baath University

According to the President, the main challenge of internationalization is the 'language'. He said: " *English has become the basic language of communication. We are trying to help our staff learn English but haven't been so successful. Language has become a criterion for the efficiency of communication. In most cases, the academic ability is there but no means of communication that lead to less expansion in international cooperation. I don't see other main challenges. However, I would say that international projects like TEMPUS have helped a lot to increase our international communication. Therefore, I think that we need to find a way to promote self-financed activities in the future and not only depend on projects that are funded by international*

and foreign organizations. Another important thing is that there is a standard worldwide level of autonomy for universities, we want the same, not more and not less". The DIPR, answering the same question said that "*there is a real weakness in the language skills of our professors. A big percentage of them haven't been abroad for long time, so they are not up-to-date with what is happening in their specializations and in general. Now when we have meetings and we want to boast something, I say that we don't have something special. We need to learn how to do things that we can be proud of. We need to develop some indicators to make ourselves different from the others. We don't have rankings even for specializations on the national level. If we have them, we work more to excel in something*".

The two professors didn't have a clear identification of what are the challenges of internationalization activities at the BU. They said, nevertheless, that they need more support from the University Administration. They need to be more aware of what is happening and how to expand their involvement in the internationalization of the University.

One of the challenges that one can notice at BU is the information gap between the administration and the staff in addition to the lack of awareness of the meanings of internationalization. It is obvious that there is a severe shortage of information-exchange between these two bodies. The staff don't even know that doing English courses is a way that is intended by their administration to increase the internationalization ability of the University. The President and the DIPR answers, though are logical, do not cover the whole internationalization context of the University. However, it is not clear whether not mentioning them is a matter of ignorance or simply a policy. In the future the President wishes that "*All the challenges for academic research have been overcome. Professors are relieved from the teaching overloads and have more time for research. I also hope that BU will have partnerships not only with universities but with the other sectors like industry that can support our research and to make it directed towards local and national problems. I hope that the development plans that we started reach their aims*".

6.4.8 The International Office at Al Baath University using the 'SOCIAL' Approach

According to the interviews, the International and Public Relations Office (IPR) is the main, almost the only, player in the internationalization activities of the BU. It is the implementation unit of all international activities at the central and the faculty level. Faculties have to inform the Office of their international activities, which are mainly

conferences. The Office issues a guide at the beginning of every calendar year that lists all the international conferences and exhibitions of the University.

The Situation

The Office is supervised directly by the President to whom it reports. According to the DIPR, "*there is a big role for the Office in the strategic management of the University. All the international activities are prepared by us. It is also the 'face' of the university that gives the university's image to the outside. Therefore, our Office is both management support and service. These two functions are intertwined and hard to separate or even to draw a line between them*". The two interviewed professors said that they and their colleagues go to the IPR whenever they have a request about an international thing. They said that when their faculties want to plan something in the international field, their deans go to the President directly.

The IPR's role in the strategic planning or management of the international activities is not clear. The Office doesn't seem to have a decisive power or even a powerful recommending authority. It is rather an executive office for the wishes of the University Management. In the interview with the President, he didn't mention any role of the office in making the choices of the University. He expressed his great satisfaction with the perfect implementations of the University international activities. The decisions at the BU, like the other Syrian Universities, are centralized where the word is usually for the institution leader.

According to the internationalization indicators mentioned in table 2.12, the IPR of BU is involved in the internationalization activities of the following indicators: *Cooperation agreements, international projects, public relations, alumni networks, and staff mobility and services (when needed)*. The details of the office's involvements in these internationalization indicators are given under the 'involvement' paradigm.

The IPR of BU doesn't have its own budget, according to the Syrian financial regulations. Therefore, it belongs financially to the President who approves the office's requests. It doesn't deal with money at all. Although it is responsible for booking restaurants, hotels, and the other hospitality means as the Office responsible for the University's public relations, paying happens through the Director of Students'

Exchange Office who is in charge for all the accounting and financial issues of the public relation section of the IPR. The IPR only reserves and the Director of the Students' Exchange pays. According to the DIPR, this was his own choice because he doesn't like to deal with money.

The IPR doesn't manage any program or certain activity at the University. Previously, it was responsible for the administrative procedures of the University's teacher-assistants but then this task was separated and put, as mentioned above, into a Directorate called 'Cultural Relations'. So, the sole task for the office is taking care of the preparation and implementation of the international activities. The IPR doesn't have any role in the monitoring or evaluation of these activities. There was no evidence that there is a systemized way of evaluation for them at the University.

The Director and the concerned staff attend all the meetings of the President with foreign delegations and have very close relation with the President. Consequently the DIPR is a very powerful and influential person at the University. According to the DIPR, "*the staff and I are extremely busy with the international activities. I spend the whole day at work and this might mean till 1:00am and I hardly have a weekend. What makes things easy and acceptable to work under sever conditions is the University Management that is extremely supportive and that they trust us*".

Concerning choosing and appointing the staff of the IPR, the Director said: "*since I was the first director when the Office was established, I had some freedom in setting the criterioa and then choosing the staff. Usually, when the University is employing a new cohort, I use my relations with the vice president to choose the best. 90% of my staff are very well qualified. I have also a group of students called 'the friends of work at IPR'. These students volunteer to work with us when we have a lot of conferences or when we are receiving big numbers of guests. We have a list of their names and contact details and we contact them when we need them. We provide them with some training and reward them with group outings*". This reveals a unique situation for the current Director but doesn't give a clear idea of how things happen in ordinary situations. Having a group of volunteering students is considered an innovative and pioneer idea especially in a society where the volunteering culture hardly exists.

The Organization

The DIPR said that "*the IPR was established in 2002 to follow up and develop the university's relations with the outside. It was originally Directorate of International and Cultural Relations, then the cultural relations was separated and the international and public was set. This consists of three sections; the international relations, the public relations and the exhibitions and conferences*". There is a great deal of coordination among these three sections because their work excessively overlap. the Director distributes the work to the three sections according to the task of each one. The total number of staff working at the IPR is 12 staff.

The public relations section is responsible for all what concerns the visits of foreign delegations and the public activities of the University President. It has good networks with the different hotels and restaurants in the city of Homs. The exhibitions and conferences section is responsible for all kinds of conferences and symposia that take place at the BU in addition to organizing, implementing, and performing internal and external/international exhibitions on behalf of the BU. All the other things that come to the IPR goes to the international relations section.

The President has full power to change the Director of IPR which hasn't happened at the BU since the establishment of the IPR in 2002. According to the DIPR, "*because of the nature of the work, the Director of this Office should have a BA at least and preferably a Ph. D with two languages. The most important thing is that he should love the job because it is not restricted to a time and a place. He should be able to volunteer his time and his self to the work*". The President thinks that the most important qualification of the director of an IO is "*to have experience in international affairs, to be extremely diplomatic and willing to give*". However, there is no official or legal criterion for choosing the director of IPR.

The Challenges

The DIPR said that the Office is overwhelmed with work because it is the only place at the University that deals with the international issues that keep increasing day after the other. The challenges as he identified them "*the situation of our guest house should improve to host our guest professors allowing us to expand our relations. An important administrative challenge within the university in general and especially for the IPR is a rewarding system for staff who work hard. We need to excel in our relations with international universities especially the German ones. We need to develop our capacity-building programs and expand them. The Office should develop a brochure for BU to participate more in national and international exhibitions, have more links to the*

society and the private sector to support the internationalization process at the University". The President thinks that the IPR "*should meet the challenge of being a generator of ideas and initiatives and to be able to find opportunities and open new horizons for the University*".

Two staff of the IPR were informally asked about the challenges in their work. They said that the administration asks them to do a lot of work more than they can handle with very little income. They said that the financial reward should match the work output especially that this job is taking all their time and they can't do other jobs. Their answer can be taken as their ambitions rather than challenges.

The challenges that are expressed by the different stake holders don't have a binding axis. They do not follow a specific logic. They give the feeling that they want the office to do everything. The Director's challenges, on one hand, could be challenges to other units and to the institution as a whole. On the other hand, the President wants something that contradicts the centralized practices of the University. The employees ideas are solely limited to their own situation without any horizon to the place where they work which is very typical in a developing country context.

The Involvement

What characterizes the IPR of the BU is that it is not only involved in the preparation and implementation of the central institutional international activities but also in the activities on the faculties' and departmental levels.

Cooperation Agreements

The IPR has prepared two kinds of agreements as draft ones that the BU can suggest when there is a possibility to cooperate with another university. These two drafts have been sent to the Ministries of Foreign Affairs and Higher Education to get their approvals so the University doesn't have to check with higher authorities before signing an agreement. When the initiative is coming from another university, the IPR tries to make it very close to either of the two standard agreements. Otherwise, they get sent to the Office of Legal Affairs to be checked. Modifications then are inserted by the IPR and the President has the final say.

Strategic Alliances

As mentioned above, the IPR doesn't have a role in choosing or recommending certain relations or partnerships. It rather supports and cares for the chosen alliances.

Public Relations

The IPR is the office of public relation at the University. This includes receiving guests at the airport, providing their transportation, booking hotels, booking restaurants, and organizing touristic and cultural programs for them. Nevertheless, paying for all these services is done by another office as explained above.

Staff Mobility and Services

The IPR provides a good service for the staff who want either to get involved in an international activity or project or those who want to establish a partnership by travelling or hosting a guest professor. According to the two interviewed professors, the IPR provides excellent services to the professors. These services, however, are limited to advice services. All the administrative and financial procedures take place at other units of the University.

Alumni Networks

The BU doesn't have its own Alumni. However, there is an alumni for the professors of BU who have graduated from the German Universities. This Alumni's activities are coordinated through the IPR which takes care of all its needs and logistics.

International Marketing, Internationalization at Home, Internationalization Strategy, Student Mobility and Services, and Internationalizing Research

There are no activities at the BU under these indicators except student mobility and services that are done at different directories of the University.

Ambitions

The DIPR said that currently everyone expects the IPR to do everything concerning the international issues of the University. "*we are very pleased to play this role but with the extremely rapid increase and expansion of the international activities at the BU and with the extra focus put on the importance of internationalization, academic staff need to get more involved, at least*

270

in following up the activities that we start". This is very logical with the situation at the BU especially with the clear low awareness of internationalization among its staff.

Limitations

Unlike his other colleagues in the other cases of this study, the DIPR didn't mention the human and financial resources among the limitations of work at his office. Though he admitted the overload of work for him and for his staff, but he didn't say that he has a human resources problem. Financially he said that "*the President has never refused any request by the IPR that is within the logical Syrian contexts. He always gives us what we want. What I see as limitation is the skills of our staff. I think that the language, protocol, and diplomacy skills are severely lacking in a way that hinder the smooth progress of the work of the IPR*".

6.4.9 Remarks on the International and Public Relations Office at Al Baath University

Studying the involvement of this Office in the international activities of the University gives a clear indication that the Office works mainly as an agency for organizing conferences, providing its logistics, and doing its necessary public relations. For the University whose President says that the main international activity is to hold international conferences, the IPR is doing a perfect job and this is reflected by the President's high satisfaction.

There is a high level of harmony in the work of the Exhibitions and Conferences Section at the IPR with the other units and the University administration. The Public Relations Sections tasks have turned into a routine type of work or simply a performance of a 'checklist'. The International Relations Sections which does any other 'international' task doesn't share the same harmony. On one hand, its job is not clearly defined. On the other hand, it is always the 'merely' executive arm of the system. The IPR doesn't have any strategic or planning role in the international activities nor in the University management of these activities though one can feel that there is no manifested strategic management of international or other activities at the university.

There is no internal strategy or vision of how to run the Office. However, what is counted for it is the publishing of an annual guide for the international conferences

and symposia that will be held at the University. It is worth mentioning here that studying what comes in these guides and what really happens shows that the latter is much more than the former due to the ad-hoc method of deciding upon activities.

This Office is very skillful in its public relations in that it can give a very polished image of it and its functions. However, reviewing its actions shows that it doesn't do international relations. It rather execute orders. This is mainly due to the lack of awareness of internationalization, its theories, practices, and its latest developments on the international level and not because the staff don't want to. This is also reflected with the disapproval of having an internationalization strategy that might help organizing their international activities that can easily be described as chaotic and with vagueness of aims. An important question arises here: what have all these international conferences given to the University and its staff?

7. Comparative Analysis

7.1 Introduction

In chapter six, the four case studies under investigation have been explored and described. The collected information show clearly that all four cases are of different nature and approaches to the main issues of this study; internationalization, internationalization strategy, and the role of the IOs. In order to benefit from the cases, a set of dimensions has been set for the comparison. These dimensions are meant to cover the various explorations of the case universities in order to reach some 'learned' lessons for DU. These dimensions are: Internationalization meaning and awareness, rationales, challenges, and strategy.

Generally speaking, studying these cases gives another proof to what comes in the literature that internationalization means different things to different institutions, that it is practiced in many different ways, and that the IOs approach it also differently and get involved in different sets of activities. Though two cases are in Germany and two are in the Middle East, there was neither a unified definition for internationalization nor common practices and roles for the IOs.

As far as the IOs are concerned, it has been realized through this study that it is difficult, and even nonsense, to come up with recommended practices, activities, or a unified role for the IO in a university's internationalization process. It is difficult to talk about best practices of IOs because the nature, philosophy and practices dramatically differ from a university to another. What is described best for an IO in a given university might not even work at another university. Therefore, it is rather more useful to focus on the reasons behind the success and failure of these offices.

The good function of the studied IOs should not lead us to copy their practices. Nevertheless, it should draw our attention to its governance, the causes of their success and those of their failure, what are their power hierarchy, who supervise them and how do these factors affect the efficiency of these offices. Good IOs in terms of doing things in a 'good' way should make us ask the question why? The answers to

this question lead to identifying good working mechanisms and environments and this is how the IOs of the case studies are compared..

7.2 Dimensions of Comparison of Internationalization ate the Case-Studies

7.2.1 Dimension 1. Internationalization: Meaning and Awareness

In terms of the meaning of internationalization, there is a wide difference among the studied universities. This meaning follows the specificities, history, and situation of each university. What makes the differences more and of various natures is that the cases are in different regions. The development of the internationalization concepts in the regions to which the cases belong are at different levels as well.

However, it is clear that all these universities share the strong belief in the increasing importance of internationalization and that it is a tool for development. They all have internationalization as one of their top priorities and strategies. All stakeholders at the four universities want to develop the level of internationalization and international cooperation. They all see it as an inevitable tendency. It is also seen as a process not as an aim and serve their national agendas. "*Internationalization was seen as serving broadly national purposes rather than being regarded as a goal in its own right*" (Scott, 2008, p. 2). They believe that internationalization prepares their students for the internationally-oriented labor market and loads them with the needed international, intercultural, and other related skills and competencies. Though with a lot of variation, all Universities have established and try to increase foreign-language study programs to attract more foreign students.

In terms of the differences, there are a lot of them. To start with, it is important to point out the difference in the concept and the philosophy of the word 'internationalization'. For the Arab Universities, it basically means having relations and connections with institutions that enjoy higher academic status and prestige. Consequently, the activities that are described as internationalization tend mostly to be with European and American universities. While, for the German Universities, it means dealing with any university worldwide. Internationalization for the Arab institutions means transfer of knowledge and the know-how while it means exporting or exchanging knowledge for the German ones.

In the answers of the top officials of these universities, various meanings or focus areas of internationalization have been raised. To KU, it means increasing the number of incoming and outgoing students. HU focuses mainly on internationalizing research and promoting international students' exchange. For the UJ it is widening its international communication to have more opportunities. The BU believes that it is having a prestigious status and doing more international conferences.

With the common belief of the importance of internationalization, the four universities vary in their marketing and promotion of their internationalization. KU and HU extensively publish materials and resources. Their websites are very rich and internationalization-friendly. The UJ publishes few promotion and marketing materials that surpass the reality. Its website addresses foreigners but can't be described as internationalization-friendly. The BU doesn't publish anything except the schedule of its international conferences that gets outdated right after being published. Its website is very poor and doesn't give any help for a foreign visitor.

In terms of their official documents, internationalization is mentioned in the mission statements of KU and HU with a clear and transparent structure of internal communication. The UJ and BU hardly mention it in their statements. Internationalization at UJ and BU is not properly communicated with the academic staff and the roles of the different stakeholders are not clearly defined. KU has practiced having an internationalization strategy for a decade, HU is in the process of developing one. The UJ and BU administrators don't believe that they need a strategy while their academic staff think otherwise.

There is also a difference in the way internationalization is governed at these universities. At KU, it is managed by the President, the IC, and the IO (whether in its old or new form and function). There is a high level of coordination among these three bodies. At HU, it is managed by the VPIA and the IO. Since the VPIA is also responsible for students affairs and hardly has time, the IO has become almost the only player in internationalization. The IOs at these two universities are going under a radical reform process as a reaction to the increasing role of internationalization and the accordingly changing functions of the IO. At the UJ and BU it is managed by the President and the IO.

Internationalization at KU and HU is highly institutionalized with a great deal of agreement between administrators and staff on the basic orientations. All staff at these Universities support international activities and talk positively about it. At the UG and BU, internationalization is not institutionalized. The relation between administrators and staff in this field is not harmonious. These two universities suffer from kinds of resistance to internationalization. This is either by depicting internationalization as a conspiracy and a new kind of colonization or by not being able to adapt with the requirements and quality of international activities.

Comparing the internationalization awareness among those who are responsible for it was not planned for this study. However, the importance of this awareness made it essential to comment on its different levels at the case studies and its consequences on the everyday practice and strategic planning of internationalization.

7.2.2 Dimension 2. Internationalization Rationales
The rationales are compared from institutional as well as academic staff points of view.

(a) Institutional Rationales
The four studied institutions seem to have mixtures of the literature-identified rationales. The order, importance, and level of each one dramatically differ among them. To KU, all rationales are of the same importance though the academic one seems to take number one especially that the president said: "*Academically, it is eminent to be international*". Reflecting its staff awareness of internationalization concepts, KU sees internationalization as a national interest to increase the German influence worldwide without military means.

HU's most important rationale is the prestige and status issues. Having graduates of high standards through internationalization activities will develop HU's reputation. HU sees a strong link between the impacts of internationalization and the society. They want to have "*open, democratically-minded, tolerant, and interculturally competent people in the society*". There is an indirect economic rationale; that by having more international students, Berlin gets more income. Consequently, the University negotiation power increases.

To the UJ, they promote internationalization because it is the main way for communication with the outside. It is a two-way bridge; one to get information, and the other to make UJ appear on the international scene. There is also a belief at the UJ that each activity has its own rationale. BU's administrators believe that it is always good to have international activities. What is especially liked about these activities is the ease of the financial issues compared with the regular internal activities.

(b) Academics' Rationales

The widely prevailing rationales for academic staff of the studied cases to get involved in international activities are developing their academic knowledge and horizons. They believe that exposure to the others will inevitably add up to their academic knowledge. The differences in their rationales are not seen among the four Universities, but rather between the two cultures.

For the German/European, it is more of an exchange of knowledge, learning from similar experiences, or practicing the teaching/training roles with less developed institutions. For the Arabs, it is more of getting the knowledge, importing the know-how, and being trained or taught by the more developed institutions. The cultural rationales of internationalization seem to be integrated within the academic ones as they are an added value and happen automatically.

Internationalization activities do not, according to academic staff at the four studied cases, provide any financial motives. However, they all feel more comfortable dealing with international activities due to the easy financial procedures. The Arab professors differ slightly in looking at the economic/financial rationales. They say that international activities provide them with the needed money to travel, do experiments, and buy equipment that they wouldn't have been able to do without the external funds. Another aspect is by having international activities at their departments, they can attract, help, and reward their administrative staff. Travelling is, therefore, seen as a rationale because it is difficult to happen without the international activities and their funds.

Political rationales seem to have no role at all in the decisions and involvement of academic staff. One can see a difference between the staff of KU and HU in comparison to their counterparts at UJ and BU. At KU and HU, staff enjoy a high level of academic freedom that makes their choices limitless. Their decisions of cooperation depend primarily on the academic benefit though they like to follow the political orientations of their management. These orientation don't usually impose any limiting factors on their choices. In the Arab world, politics imposes very strict frames within which staff have their freedom of choice. These political issues are justified by governments by the geopolitical location of their countries and the challenges and problems they have with certain nations. Therefore, the approval of the management, and sometimes higher authorities, is a precondition to have any international activity; with varying levels of course.

7.2.3 Dimension 3. Challenges of Internationalization

The challenges of internationalization in the four universities widely differ. The old generation of professors who didn't travel and don't enjoy international experience form one of the KU's challenges. Another challenge is to have enough space for the proliferating students with the fact that they don't pay any fees. There will be a demographic challenge in the near future to compete for German students as well as the international ones. The fellow University in Germany, HU, has a different set of challenges. Human resources and the strict regulations of moving and appointing staff make the internationalization process face a real challenge. Financial resources is another challenge. A specific challenge for HU is to re-have the position of vice president for international affairs as they think it is very useful in pushing forward this process.

In the Arab world, the human and financial resources are among the most important challenges to internationalize HEIs. What is also specific for Middle Eastern universities is the political stability and uncertainty in the region that usually has its impact on international activities which were clearly manifested by the events that hit the Arab World in the beginning of 2011. Both the UJ and the BU think that the internationalization awareness of academic staff is a real challenge especially with the existence of some kinds of resistance to internationalization activities. Specifically, on

one hand, UJ faces the challenge of developing international standards of accreditation and quality assurance and finding the suitable ways to increase the number of international study programs. BU, on the other hand, has a language challenge. The lack of English language skills negatively influences the development of internationalization at the University. "*Internationalization means overcoming monolingualism*", as Fielden puts it (2008, p. 13).The President of BU wants to promote ways of self-financed activities and not only depending on external funds. The BU's staff think that it is a challenge that the administration finds a way to communicate its plans and activities to its staff.

7.2.4 Dimension 4. Internationalization Strategy

The four Universities present four approaches to deal with having or not having a strategy for their internationalization. In terms of having a strategy, KU is the most developed example since it had its first strategy paper in 2000. It is actually one of the first universities to have a policy for its internationalization. According to its administrators, it is hard to think of KU without a strategy and that the results they achieved deserve all the exerted efforts and the spent time along the past years. KU has also gone forward in developing its strategies and mainstreaming all of them to serve the objectives of the University. Two faculties have been asked to develop their own internationalization strategies. This action reflects the high awareness of the situation and the needs of internationalization. It also shows a high level of understanding to the problems of having an institutional strategy. This was discussed above when individual professors said that they haven't read the University strategy nor they believe that an institutional one can include their departments specific needs and orientations. It can be said that these results and actions taken by KU wouldn't have been taken without having a strategy for a period of time with a continuous process of evaluation and analysis of outcomes and deficiencies.

HU, within the period of writing this dissertation, was in the process of developing a strategy for its internationalization process. Its administrators say that having the strategy is a need to regulate the work of the University and it comes as a reflection of the developed level of internationalization at the University. The followed process of developing the strategy, though it is relatively slow, is going in the right direction by

involving a wide range of actors in giving their inputs. It is always good, as Fielden explored in his study of six UK universities, to develop strategies participatively (2008, p. 16). It will be interesting to wait few years and then study the impact the strategy has on the University and its internationalization.

The UJ and the BU share the same situation regarding the internationalization strategy. At both Universities, the administrators, on one hand, strongly believe that there is no need to have a strategy. They believe that the strategy would not add anything to their internationalization activities and might even limit these activities. They think that they are doing everything that a strategy might have and people may aspire. The academic staff, on the other hand, at both Universities strongly believe that there should be a strategy regulating, informing, and clarifying the Universities' tendencies, activities, plans, and orientations. They wish to have a strategy that identifies the different roles of people in the process and clearly and transparently divides the labor. The situation in these two Universities, and this might be generalized over the Middle Eastern Universities, lead to the question: How much does the existence vs. lack of a strategy and the kind of strategy depend on circumstances or the attitudes and actions of the internal actor with the individual HEI? From the visits, interviews, and observation, it can be said that it very much depends on these factors. The personal attitudes and basically personnel play a primary role. An evidence to this is the situation at DU that is operating under the same regulations and laws of BU. However, having different people and different attitudes have led to different orientations, different beliefs, different practices, and consequently different outcomes.

The opinions of those at the UJ and the BU do not show, though one might say that they follow unwritten strategies, an organized way of work and practicing internationalization. They rather reflect their ignorance of the importance of strategic working and strategic planning. This might also reflect the problem on a wider level; a problem in the Arab world. Not only they do not do things strategically, but also they believe that they don't need a strategy. Things are more of an haphazard nature. This should be an issue for the national agencies to think of; to develop the strategic thinking of the people.

The professors attitude is confusing. In the universities where there are strategies, they don't read them and they say that they do activities that are useful to them and their faculties regardless if it follows the strategy or not. At the universities where there are no strategies, professors complain that things are not clear. However, these examples are not enough to give a judgment on this issue. This issue needs more research in European Universities that don't have internationalization strategies and Arab Universities that have them. The cultural and academic differences might play a tremendous role in such judgments. Fielden, in his report on managing internationalization in UK Universities, points out that

> a well-honed strategy is one thing but to seek to make it known and understood by the academic community is a different matter. Several case-study institutions admitted that they relied on the cascade method of insuring that faculties passed on the messages of the internationalization strategy. This had not been effective and they felt that these messages had not reached the majority of academic staff. All ways give no guarantee that it will be read or understood. (2008, p. 16).

Another issue that deserves research but lies beyond the limits of this study is the content of the internationalization strategies and how they deal with the requirement of the universities. As discussed above, we have seen that each university has its own understanding to the meaning and importance of internationalization, has its own rationales, and challenges. This would require, in turn, that each university has its own internationalization strategy that is compatible with its requirements. Therefore, it would be useful to study how these strategies deal with universal issues and benefit from their success stories. This would form an extremely rich area for future research. These are also questions asked by Taylor as a conclusion to his study of four universities. He says:

> Although this outburst of activity is clearly visible in many universities throughout the world, it is much less clear to what extent conventional planning theory and methodologies have been applied to the process of internationalization. How have institutions approached the preparation of a strategy for internationalization? What work does a strategy for internationalization actually embrace in practice? What can be learned about the impact of internationalization on institutional management? (2004, p. 150).

7. 3 Comparison of International Offices

Comparison of the IOs in terms of what they do and how they do it seems to be useless as they vary tremendously and follow ways that are equal to their numbers. In his conclusion of studying UK Universities, Fielden says in his report that "*there is no standard model structure for IO*" (2008, p. 26). The 'SOCIAL' approach that was used

to study the IOs of the case studies allowed a wide exploration of the situations at these offices. Through this approach, it was possible to see the wide differences among these offices in every single paradigm of the approach. There are a lot of factors behind the big differences. Among them are the history of the university, the level of internationalization and its development, why and when the IO was established, meaning and importance of internationalization to the university, national and institutional regulations, plans and strategies of the university, the perspective of the role of the IO in the different internationalization activities, and the personal factors. These factors differ from a university to another, and consequently it is difficult to have a set of rules, methods, or recommendations because what is applicable at one university is most likely inapplicable in the others. Therefore, it is better to analyze the reasons behind their success and failure and see if they can be generalized. The reasons of success can be recommended and those of failure to be avoided.

In order to facilitate the analysis of the IOs in terms of the reasons behind their success and their mishaps, certain aspects and dimensions are looked at. These aspects and dimensions are derived primarily from the outcomes of the primary research, but also draw, from time to time, upon the author's own professional experience.

7.3.1 Service vs. Management Support
First of all, it is worth mentioning that after researching the four cases in addition to the situation at DU, it has been realized that the service function and the management-support function of IOs are interlinked in a way that none of the concerned actors could separate or demarcate them. The only exception is the situation at KU where they decided to divide the two functions by establishing a service office that is attached to the other University services and the main IO to strategically support the University Management. This situation at KU needs time till it is experienced and stakeholders can give their evaluations.

7.3.2 Governance and the Management of the Strategic and Administrative Components of Internationalization

After studying the four cases, one could realize a paradigm that wasn't in the 'SOCIAL' approach, namely 'governance of internationalization' which could have a role in the level of success of the IO in managing internationalization. In the two Middle Eastern Universities, where centralization is a dominant factor, internationalization is supervised by the President, who normally doesn't have the needed time for it, and the IO, whose Director is not a part of the top management and whose job nature is more administrative than it is strategic. Therefore, the strategic thinking and planning of internationalization lack the suitable body to take care of it.

The two German Universities have avoided this pitfall in two different ways. KU, on one hand, has established a committee for internationalization which is an academic body attached to the University Senate. This Committee discusses, plans, and internally communicates the issues of internationalization. The IC and the IO work in an extremely smooth and harmonious way to the benefit of the University. KU is a typical example to learn from in terms of its governance of internationalization. On the other hand, HU has given this strategic job to the Vice-President for Students Affairs. The University used to have a special vice-president for international affairs but due to cuts in the budget (in 2003), the post was abolished. There is a belief of the importance of this post because one of the University's challenges is to get it back. This is an example where both situations were tried and having a special vice president was chosen. From the answers of both Directors of IOs at KU and HU, it is clear that having a body between them and the President helps them and facilitate their work.

In the case studies of Torenbeek, the Director of the IO at Graz University in Austria, Sabine Pendl, said: "*In order to coordinate the activities of the different faculties, a Senate committee for International Relations was established as a kind of advisory board to the Academic Senate in questions concerning internationalization. In this context the IO took over responsibility for operational and administrative support. In 2003 the University created the position of a Vice-Rector for International Relations. The IO was still located on a central level, while political and strategic questions were discussed with the Vice-Rector*". In Masaryk University in Czech Republic, the Director of its IO, Don Sparling, said: "*The new rector created a Vice-Rector for External Relations, whose responsibilities include both a revamped Public Relations and Marketing Office and*

the Office of International Affairs. Moreover, because of the growing demands of internationalization strategy, a study was made for the University's requirements, and in 2000 it was split into two parts, an Office for External Relations and the Office for International Studies. The basic thinking behind the creation of the latter was that the University needed a strong central office to cover all aspects of international activities related to academic matters" (In Torenbeek 2005, p.p. 80-84). At Helsinki University, "*there is no physical IO. International activities have been incorporated into the Strategic Planning Office. This construction means that international research policy and international education policy are brought close together, in contrast to most 'classic' IOs, and there are no concerns about the office becoming isolated or overlapping with other units. The absence of an IO paradoxically makes internationalization even more visible*". (Torenbeek, 2005, p. 86).

In Fielden's report, Bath University has given this job to the Vice-Chancellor for Strategic Development. Birmingham University to the Vice Principal. Harper Adams University to the Dean of External Relations. Napier University to the Senior Vice-Principal for Academic Development, the University College London to the Vice-Provost for Academic and International Affairs. "*Thus in all cases a member of the senior management team is in charge of international matters*" (2008, p. 19). The University of Western Australia (UWA) appointed a specialist to drive and oversight the overall internationalization policies. This key Senior Academic will report directly to the Vice-Chancellor and be the interface between the Vice-Chancellor, the IO and the faculties. They also established a high level Internationalization Committee chaired by the Vice-Chancellor. (UWA, 1999, p. 8. In Taylor, 2004, p. 166).

In the twelve mentioned examples, which represent the developed model of universities, it has been realized that there is another body responsible for the strategic and academic components of internationalization. This body supports, and maybe attached to the IO, the IO perform the job.

This need has been felt at DU and will be felt at all universities as they develop their internationalization. Therefore, one can say that one of the reasons of success in managing internationalization at a university is by establishing a unit or creating a post to be responsible for the strategy. Since internationalization is escalating in its importance at these Universities, it should be consistently and continuously represented at the top management. The Director of IO at Masaryk University said: "*The introduction of the Vice-Rector post was to give international relations a continuous presence at*

the top management level and to anchor it more firmly in the university structure" (In Torenbeek 2005, p. 84). Therefore, there is an increasing need to create a vice-president post for international relations. The Graz University approach could be benefited from where this vice-president is also responsible for public relations and marketing especially that there is an increasing international dimension for public relations and marketing. Commenting on this point, Fielden says:

> *International public relations, where there needs to be close co-ordination between the work of promoting the university brand (perhaps as a global player) and the work of promoting it as a study destination or research partner. As more and more universities start to focus their research efforts on finding good strategic partners with whom to work, the public relations/image building aspect becomes more important.* (2008, p. 28)

7.3.3 Budget

The IOs of KU, HU, and UJ have their own budgets in different formulas. According to the Directors of these offices, this has contributed to their autonomy and gave them a sense of ownership. The Director of the IO at the BU expressed the opposite opinion since the President doesn't refuse any 'financial' request by him. In this case, one can say that the relation between the Director and the President is a special case and can't be generalized. This is also because this Director is the first and only Director of the office since its establishment.

Having a 'good' budget allows the director to plan ahead some activities especially training and travelling for her/him and the office staff in a way that complies with the university schedules. Not having a budget would make things vague and always depends on the opinions of other people and might be subject to other criteria. A very innovative idea is mentioned in Torenbeek' cases; Masaryk University. Though, the IO has its own budget, the IO, according to its Director, "*is free to carry out activities that will generate income, and is able to use this income as it wishes*". (In Torenbeek, 2005, p. 81).

7.3.4 Authority and Autonomy

There is a unique situation at HU where the international affairs and internationalization strategy are mainly thought of and managed by the Director of the IO. She expressed many times that this is an ideal situation for her to work and that things wouldn't have been successful and easy without this authority and autonomy

she enjoyed. Her staff also shared her this opinion. This leads us to ask the question: how much freedom, authority, power, and autonomy should be given to the IO in planning and deciding? It is very difficult to answer this question. It needs a lot of investigations and research to get a scientific answer. However, in common sense, it would be said that if the director and staff are chosen according to strict criteria, it would be good to provide them with a relatively high level of autonomy. This increases their sense of ownership and responsibility. It is worth mentioning here that through the visits and the interviews with the different directors and staff of the IOs in the four studied Universities, one could feel that the staff of the offices of KU and HU enjoy high level of ownership, to a lesser amount at the UJ and almost not existing at BU except for the Director. These results correspond respectively to the level of authority given at these universities. Yet the relation is neither scientifically nor academically proved. It is a hypothesis that needs to be proved right or wrong.

7.3.5 Staff Qualifications

Another aspect that was noticeable at the four IOs is the differences in the qualifications of the Offices' staff. There is also a correlation between the qualifications of staff and the efficiency in the offices. The linguistic, international, and intercultural skills and competences of the IOs' staff is an invaluable part of the success of these offices. It is needless to say that due to the big developments in these fields, staff should always follow 'updating' and training courses to adapt with these changes. It was clear from the answers of the Directors that those of the KU and HU enjoy high level of awareness of what is happening in the international field worldwide. The Director of IO at KU, for instance, said that the internationalization Handbook that tackles the most recent international issues at HEIs, is the Office's 'holy book'. While the answers of their counterparts at UJ and BU show a severe shortage in knowledge about these things. The universities' management should not be reluctant in investing in their human resources as this is a kind of long-term investment. People from outside the institution constitute their opinion mainly through dealing with these staff. Therefore, the strict criteria for choosing them must not be tolerated for other things under any circumstances.

7.3.6 Office Reforms and Update

"*The scope and size of IOs is changing in most institutions and is generally embracing more functions*" (Fielden, 2008, p. 30). The two German cases of this study and the cases of Torenbeek show that their IOs either have gone or are going or planned to go through reform processes. Since the European IOs are ahead in their developments, the IOs at the Middle Eastern Universities should be prepared for such reforms that would bring untraditional practices and procedures to cope with the worldly developments. It is also clear that there is no end to reforms of IOs because the developments of internationalization are not only endless and limitless, but also very quick.

7.3.7 Public Faces

The public faces of the case studies vary among KU, HU, and UJ and don't exist in the case of the BU. The website of a university or an IO has become the first gate to the university. Since all universities want to increase the number of international students and broaden the basis of their cooperation with international institutions, they need to work on their websites and marketing materials. The websites of KU and HU and the information found on their IOs sites provide full information and give an almost complete picture of the situation. Therefore they were described above as internationalization-friendly and international students-friendly. The website of UJ has done some steps but needs a lot of improvement. The site of the IO is still very poor. The 'electronic' situation at the BU is extremely poor. The public face of the BU should be compatible with what is said and planned.

7.3.8 Faculties Outreach

Another very good practice and an agent of success that was noticed through the study is the IO's outreach to faculties at both KU and HU. Both offices have gone forward in this regard. This relation to the faculties and having staff as international focal points have positively contributed to the five following facts: First, it gives any outsider the idea that the university, as a whole, working on the same concepts, following the same understandings, and serving the same objectives. Second, it helps the decentralization of internationalization. Third, it helps the flow of information and communication through the university. Fourth, it provides a very good unification

between the academic and administrative component of internationalization. Finally, it remarkably reduces the workload of the IOs which is known to be their biggest problem. UJ and BU severely lack these kinds of connection with the faculties. Hence one could feel the huge gap in answers between administrators and academic staff.

7.3.9 Internal Information Flow

Another observation at KU and HU was the structure for information flow within the office. The IO's staff of HU and the Director and the two Co-Directors of IO of KU meet weekly to exchange info, get updated, get informed, and most importantly appear as a team. Again, this is not the situation at both the UJ and the BU.

7.3.10 Transparency and Division of Labor

Transparency in the international work, especially in the division of labor is another reason for success according to the studied Universities. There is also a difference between KU and HU on one hand, and UJ and BU on the other. Work is very transparent and labor is very clearly divided in the former two and it is not at all in the latter two. The transparency and clarity in roles, division of labor and tasks is also reflected in the relations among the different offices of the central management. It is obvious that each office knows where and when do its functions start and where and when they finish. At KU and HU, the staff can focus on their strategic work rather than fighting with the others about who should do what in a given task. Compared to the situation at BU and UJ, one can see the impact of the lack of such transparency and clarity of processes and labor. The most important impact is the time investment. Staff at BU don't have job descriptions and might be asked to do different things inconsistently. This is also the case at DU. Having transparent methods of work, concrete job descriptions and clearly divided labor would have a remarkable impact on the success and harmony of work not only at IOs but everywhere.

7.3.11 Irrelative Work Overload

There has been an observation of a negative practice that should be avoided by IOs and universities' management. This observation is very clear in the cases of UJ and BU. The IOs of these two Universities are overloaded with a lot of 'non-international'

work. This doesn't mean that their German counterparts are not overloaded. They are but rather with work that have international nature. It is a phenomenon that IOs are extremely overloaded and overworked. This is a universal issue. However, in addition to all what is required by the IO, the two Middle Eastern examples, in addition to DU, overload their IOs with extra work like translation, correspondence, and public relations. These practices should be abandoned in order to get better outcomes of their international work.

7.3.12 Staff Financial Situation and Incentives

Another negative observation at the UJ and the BU is that the IO's staff complained about their income. They claimed that what is asked from them way differ in value to what they get financially and even psychologically. This feeling that they have certainly affect their work in a negative way. It is known that working in the public sector in developing courtiers doesn't bring good income and that there is no foreseen solution for this issue. However, in some cases, IOs, inter alia, can be considered special cases. Therefore, directors of these offices and universities management should find solution for the financial problems if they see internationalization as an important component of their universities and professionalism as a basic standard for the work of IOs. One suggestion is that they receive special financial treatment through a system of incentives that is task or extra work time related. The other easy suggestion, that might have other negative impacts, is to increase the number of staff so the work load for each individual is fair.

7.4 Best Practices in Managing Internationalization from a Study on UK Universities

John Fielden, having examined how international activities are managed in at least six institutions in the UK, tries to pull together the messages that have emerged about what is possible good practice and presents a summary of the Top Ten 'Good Practice' points to consider. These ten practices are mentioned here, though not all of them are applicable to this study' cases, to give an enriching insight to the comparison, to provide another point of view from a country where universities operate in different logics, and to be present in one publication for interested researchers or practitioners.

According to Fielden, "the good practice points acknowledge that the management of internationalization is far from easy, since its implementation is most likely to cover all facets of an institution". These practices are:

1. the internationalization strategy is a fundamental element of the corporate strategy and is fully integrated with all the other institutional strategies.
2. The Vice-Chancellor strongly supports internationalization, but one member of the Senior Management Team (SMT) is responsible for its implementation and has a senior manager to support that role.
3. Mechanisms are in place to ensure that faculties or schools develop their own plans for implementing the key points in the internationalization strategy.
4. The university has a central group or committee, chaired by the SMT member, to co-ordinate the implementation of the strategy and review progress regularly.
5. Senior managers chair Country Groups of specialists and active international staff that co-ordinate the university's efforts in target or key countries.
6. There is a clear policy on the development of strategic partnerships showing what is expected of institutional strategic partnerships and the criteria to assess new ones.
7. The university supports the development of strategic partnerships at institutional and faculty level, provides funding where appropriate and monitors their performance.
8. It is accepted that implementation of the internationalization strategy will require some un funding and an appropriate budget is available.
9. The strategy acknowledges the centrality of academic staff commitment to internationalization and the university and faculties devote effort to getting them involved.
10. Overseas offices work in conjunction with the relevant country group to provide an all-round support service for academic staff, current students and alumni, as well as undertaking marketing and promotional activity. (2008, p.p. 46-378).

8. Learned Lessons for Damascus University and Its International Office

8.1 Introduction

This chapter reviews the situation of internationalization at DU in the light of the internationalization at the case-study institutions in terms of what promotes internationalization at DU and what hinders it. It also discusses the internationalization strategy for DU and gives some recommendations. The second part of this chapter focuses on the DICR. It focuses on some important issues in the light of the studied offices and suggests some recommendations for its work and involvement in internationalization activities, especially the strategy.

8.2 Learned Lessons for the internationalization of Damascus University

8.2.1 National Laws and Regulations

Though the national regulations, whether the five year plans or the MHE's documents, don't promote internationalization properly or as it should be promoted in the Syrian context, one can argue that none of the high authorities' regulations limit or hinder internationalization. On the contrary, they encourage broadening international activities. Having a separate chapter in the national plan on international cooperation reflects this topic's importance to the State. The weak form of this chapter and the lack of mechanisms of performing, ways of evaluation, strategic objectives, and short and long-term visions are not due to the lack of willingness but rather lack of experienced people in dealing with this issue. The national plans need a lot of improvements to cope with the tremendous developments in the international field in all sectors especially in terms of strategic planning and objectives. As far as the Universities are concerned, the national guidelines encourage internationalization and don't limit it.

The University Regulations Law that was issued in 2006 was a very good step in opening wide windows for international cooperation. However, it wasn't enough and didn't match the ambitions of DU, for example. In 2009, law number 1 came to validate and regulate double-degree programs and other kinds of agreements. The

introduction of this law proves two important things. First is that the legislative authorities don't have problems with facilitating and broadening international activities. Second, it shows that when a university in Syria wants to develop its internationalization beyond the limits of existing laws, it can amend the laws to the benefit of internationalization.

8.2.2 Institutional Reaction to National Laws

Since the 'higher authorities' have no problem with expanding internationalization, it is the University's task to frame its own regulations, plans, objectives, vision….etc. DU' s official documents; i. e. mission statement, vision, and strategic objectives don't approach the internationalization concept. Taking the history, location, and situation of DU, it can be described as internationally active institution. Yet its documents don't reflect this tendency at all. Its reaction can be described as 'negative'. There should be a quick amendment to its mission and strategic objectives to contain the internationalization component. It is suggested that this process follows a bottom-up approach to involve as many people as possible in its formulation and to raise the sense of ownership. It would be useful if the amendment of the mission and strategic objectives takes place simultaneously with the development of an internationalization strategy for the University.

8.2.3 Damascus University's Public Face

The website of the University and the DICR have witnessed a lot of developments over the academic year 2010-2011. They have made giant leaps on ranking lists. However, they are still lacking the international component and touch. They are not internationalization and international students friendly. One suggestion is to contract a private company to work on the design and revamp the site to keep it up-to-date and of high standards. It needs to have an attraction power. Some American students who were studying Arabic at the language center of UJ were asked why did they choose Amman rather than Damascus. They simply answered: "*Because the website of UJ was way more attractive*".

8.2.4 Internationalization Infrastructure at Damascus University

As mentioned above, the coordinators of the double-degree programs complained from severe shortage of the needed infrastructure for the international activities. Most of the international activities and orientations follow a top-down approach especially that DU is a highly centralized University. The top management has opened the door wide for all kinds of international activities with strong belief of internationalization as a tendency and as a policy. It believes in the positive impact of internationalization and that it is one of the main tools of the University development. Unfortunately, this hasn't been accompanied by the same level of willingness to invest in supporting the shop-floor players with their needs nor in the human resources who are expected to carry out the international activities. The international field has developed a lot and so did its requirements. Nevertheless, the University staff were not exposed to any update or training. This forms part of the internationalization dilemma at DU. This strong belief in internationalization that exists at the top level must be accompanied by a similar belief in developing its staff and a willingness to do so rather than overloading it with work and yet expect super performance!

The University mission and strategic objectives may identify certain areas to be developed in order to support the internationalization process. This also could be part of the awaited internationalization strategy. This plan of upgrading the University's infrastructure and its human resources skills should have a time as well as budgetary lines.

> Internationalization brings requirements—for staff research, studentships, libraries and other faculties; staff and student exchanges; new staff appointments; support for visitors; and many other activities. (Taylor, 2004, p.164-165).

8.2.5 The Strategic Component of Internationalization

So far, there is no clear division of the administrative and strategic components of internationalization in the University everyday practice. Part of the strategic 'emerging' component is unclearly dealt with inside the President's head and the rest is thrown at the DICR. The result is, therefore, doesn't look as the people of DU wants it to look. The same dilemma happens in this regard. All the developments and new requirements of internationalization are given to the same people without any kind of preparation, training, increasing staff, increasing income, or any other form of

support-system. Strategic planning doesn't only need trained people but also people who have the time to carry it out.

Therefore, it is suggested to establish a new position at DU for the Vice-President for International Affairs and Marketing. It wouldn't make any sense to attach this task to one of the existing Vice-Presidents because they are all overwhelmed with their own work. The nature of this post should be very special and untraditional if compared to the other Vice-Presidents. This person should travel a lot and deal with the least amount of administrative and routine work. According to Taylor, "*increasingly, an institutional strategy for internationalization requires a further shift in management, often marked by the appointment or designation of a senior officer at a high level in the university, one tier below the vice chancellor, rector, or president*". (2004, p. 166). The establishment of such a position in the Syrian context implies changing the law and then it will be applicable to all public Universities in Syria.

Till this process happens, and it should happen, the President can appoint an advisor for International Affairs and Marketing and give her/him vice-presidential authorities. This person should become a member of the University Council to ensure a permanent presence of internationalization at the Council level. There should be a small team of academics, administrative, and higher education professionals to work with this person. The President should no longer ask the DICR to tackle everything international. The idea of having higher education professionals would be also a good idea to handle the international issue. Maybe the new Vice-President team should consist of these professionals who have the academic awareness and the administrative skills. This team should be quality-oriented in that it studies the benefit and sustainability of the international activities rather than making sure that the right thing is done at the right time in the right procedures. So it has a proactive nature rather than the current reactive one of DICR.

8.2.6 Internationalization Strategy

Having an internationalization strategy is a consensual issue at DU. This strategy should be mainstreamed with the main University strategy and mission. A bottom-up approach in developing it is preferable. It would be also good to take the experiences

of other institutions into consideration. The process should be led by the Vice-President for International Affairs and Marketing, or the temporarily President's advisor with his team along with DICR and faculty staff. Since internationalization is expensive, DU has to prioritize its internationalization activities and then focus on them. There has been recently efforts at the DICR to appoint focal points of internationalization at the faculties. These efforts have succeeded but the appointed staff still feel uninvolved. Getting them involved in developing the strategy where each one can lead the process at her/his faculty will redirect their feeling. Ella Ritchie points out that "*to be successful, the process of internationalization has to happen on the ground. Academics have to feel that they are part of the strategy, and have to buy into the goals*" (2007: 39). Their work at the faculties would be the basis for generating faculties' strategies which is, as has been explored, a natural further step in the development of internationalization.

In the context of DU, the development of the strategy needs both, the involvement of a wide range of actors as well as a strong push by the Management. Davies points out that "*whilst it may well be possible to achieve a stable and operational mission in some universities, this may well necessitate either a remarkably consistent and coherent culture or a formidable corporate management capability or both*" (1992, p. 6). Among other factors for the success of an internationalization strategy Der Wende mentions: "*a strong link to the general mission of the universities and to its goals for education and research, and a systematic evaluation of internationalization and the development of a link between internationalization and quality assurance*" (In Taylor, 2004, p. 152).

It is also important to keep in mind that achieving an internationalization strategy for the University is only the first step. It is not an end by its own. It is the first part of a system that has a cyclical nature. A system of assessment and evaluation should be in place where the feedback are fed into the new strategy or modifications are added to the existing one. Taylor highlights this issue saying that "*the importance of internationalization as an ongoing process, part of a cyclical system where feedback and monitoring inform future planning, also needs to be recognized*" (2004, p. 169).

8.2.7 Internationalization Awareness and Friendly Environment

Throughout the interviews and the personal observation of the author as a practitioner, there was hardly anyone who considers internationalization as not good except the 'decreasing' some who sees it as a new form of colonization. One can say that the first level of internationalization awareness has been achieved at DU. The next step is to professionalize people with its meanings, practices, terminology till it becomes a natural part of their everyday work rather than feeling that they are doing something extra to their work.

This awareness will contribute to having an internationalization-friendly environment. This environment would encourage people more to work in international activities, search for international project, and develop their skills that lead to more successful internationalization. This will automatically increase the level of internationalization at the University and make it an entrenched part of the its life. Some of the tools to promote such environment are to provide the staff with professional courses on internationalization, proposal writing, fund-raising, third-party funding, introduction to funding organizations and how to locate them and get their help, how to apply to international projects…..etc. people should start 'liking' doing international work and activities instead of seeing it as extra unpaid work.

The afore mentioned suggestions and recommendations will lead to a very important and urgently needed thing; the institutionalization of internationalization. Many people at DU say that when the current Management Intl , internationalization will go with them. "Internationalization activities and programs may die when supporters leave the institution" (Knight and de Wit 1995, p. 20). It is not deniable that there is a huge impact of persons on the institutions' orientations. However, internationalization must not have a 'way back'. It can only go forward and hence the importance of its institutionalization.

8.3 Learned Lessons for Damascus University's International Office

8.3.1 The Dilemma of the International Office

The dynamic nature of the work of DICR, and IOs in general, especially in the developing countries, gives the members of the top management the feeling that they

work hard and in a good and professional way. Therefore, they want these offices to do the work for any new idea or initiative they have not foreseeing that this work overload will restrain the results they like and they are used to see from IOs. On top of that, there is no clear division of labor. This is one of the reasons why everyone throws work on DICR. The Director and the staff don't even have job descriptions. If anyone hears the tasks the DICR carries out, s/he will never expect that this is only an IO.

Another aspect of the dilemma is that the staff and administration of other units and directorates of the University, and even the people of the top management, think that international work is limited to the IO. There is a wide lacking awareness that internationalization is part of the work of all units. If a foreign student starts talking in a foreign language at the students' affairs office -where he should be served- s/he is directed immediately to the IO, which is the wrong place. When the external post of the University arrives, all letters, books, materials and publications that have non-Arabic language on their covers, are directly sent to the IO. This takes huge amount of time and efforts at the DICR to sort out all these incoming materials and distribute them and might cause big problem if an urgent letter to the President was lying at the bottom of the pile. This is a manifestation of the institutional problem. Solutions are simple but tend to be untraditional and not easily accepted. There should be a campaign to raise the awareness of the emerging needs and roles in order to institutionalize internationalization and make the 'untraditional' solutions acceptable and traditional.

There have been a lot of efforts and initiatives to upgrade the qualification level of the staff of the Office. These initiatives were supported by the President himself. Many steps have been taken and many staff have benefited from them. However, these efforts still need to be developed to provide training and assistance to more staff of the office. They are not enough. Training of the staff would mean that they don't come to work. The Management should be tolerant with their absence when it comes to their training as it is a kind of long-term investment.

The problem with these kinds of initiatives is that they haven't been institutionalized or put within training or strategic planning forms. Therefore, there is a risk of losing

them when the President changes. The institutionalization of the strategic building of capacities is another aspect of the office's dilemma.

The number of staff at DICR looks impressive. It gives the impression that it is a big office. However, the limited qualifications of its staff gives a contrary impression. The new tasks of the office would require much more qualified staff. Hence the importance of institutionalizing the idea of training and upgrading not only to the staff of this office but probably to all University staff. As seen in the two European cases of this study, the qualified staff of the IOs make big differences in their work.

When it comes to incentives and rewards for the staff of DICR, they hardly get anything. This policy sends wrong messages to the employees. The 'canned' justification of the '*existing regulations'* would only generate 'canned' performances. DU can't think and aspire international and legislate and behave national. IOs do different, and even unique, work and therefore need different, and even unique, regulations. The examples of the European Universities, which are always described as developed and looked at as models, can be used as references. Asking DICR to present the same quality work of a European IO under the Syrian current regulations will not work. There are only two options; either to take the challenge and start a campaign to change existing regulations, which proved possible, or accept the current situation and limit the aspirations and ambitions and accept an increasing decrease of quality work.

8.3.2 The Internationalization Strategy and the Office Reform
DICR should be subject to a change in its structure and mechanism of working to cope with the new requirements of internationalization. In order for this change to be systemized and correspond to the strategic vision of the University, it should be inline with the internationalization strategy. The devised strategy of DU, should include some attached documents detailing the new division of labor, clarification of tasks, new structure of the DICR and may be other related offices, establishment of internationalization units whether centrally or on the faculty level, establishment of project-generating unit, and most importantly presentation of a new financial system.

To be realistic, such changes, especially the financial one, would require an approval by higher authorities and the results will apply to all the IOs of the public Universities. Therefore, this study suggests holding a series of meetings of the Syrian IOs, on the technocratic level, including the IO of the MHE to discuss their future roles and structure in an increasingly internationalized country. It would be also good to meet with the Director of International Cooperation at the State Planning Commission (SPC) since the Commission is in charge of writing the five-year national plans. The national plan should address higher education directly because it is a very important sector. It lies in the heart of the development of all the other sectors. Their suggestions will frame the national guidelines within which each office can reflect the specificities of its university. These meetings can be invested also to come up with a common vision, a common understanding on internationalization. These people can say these are the possibilities, these are the aims, and these are the difficulties. Since Syria will be going through huge reforms, after the incidents of March 2011, the results and recommendations of these meetings could be handed to the higher authorities. The general atmosphere is very positive and any suggestion for reform seems to be warmly welcome. "*It has been acknowledged that government policies need to address the internationalization of higher education directly, and should aim to move beyond existing schemes for academic mobility towards policies which encourage higher education institutions to internationalize their core functions*" (Van Vught, van der Wende, and Westerheijden, 2002, p. 103).

The changes, as in the used examples, are universal phenomena for all HEIs. What is challenging in these reforms is the new untraditional forms and mechanisms that should be in place instead of the old ones that worked for decades. Taylor summarizes this point saying that

> it is apparent that the development of a strategy for internationalization is one of the strongest forces for change facing universities at the start of the 21st century thereby challenging many traditional approaches to higher education and questioning the structures in place (2004, p. p. 167-168).

8.3.3 Staffing, budget, Autonomy, and Marketing for the International Office

It is hard to decide these things within this study. The suggested technocratic meetings will give better answers to the real situation. However, there are universal issues that can be said about DICR. There are still no criteria for choosing the staff of the DICR.

All are civil servants and were distributed to the different position mostly in an arbitrary way. Though choosing the director is an exception to this. Yet there are no set criteria for the choice. These criteria dramatically differ from a President to the other. In commenting on this point, Torenbeek says that "*leading an IO strongly differs from leading other departments*". (2005, p. 5). Der Wende says: "*To be able to do strategic work, the director of IO must be different*" (1999, p. 13). If things are to develop, this *'no-policy'* of staff appointing should change to a policy that has strategic dimensions and reasoning.

DICR, and the other IOs at the Syrian Universities, according to laws and regulations, are not allowed to have any kind of independent budgets. From my professional experience and from the case studies, it is recommended that DICR is allocated a budget for its everyday work (like having a foreign visitor), and for its internal strategic planning and capacity building. When the director and staff know that there is money for their own development and that their ideas can be achieved, a lot of creative and innovative ideas and contributions will start to appear and their sense of ownership will start to formulate.

As far as autonomy is concerned, a certain level of autonomy will improve the quality and proficiency of work if it is coined with good criteria for appointing staff. The existence of a strategy will facilitate giving the autonomy since all players and stakeholders will be functioning under defined frames. The strategy will also means that the arcane tactics, mechanism, policies, and methods of treating issues will be transported from the head of the President into written formulas that clarify the way s/he likes things to be done.

It is clear that DU doesn't need any kind of marketing on the internal and national levels. It is already the most important and prestigious university in the country. However, it needs a lot of work on its international marketing. There is a need to build up its international image. The good thing is that this image doesn't need to be built up from scratch. If a Vice-President for International and Marketing Affairs is appointed, s/he, his team, the international focal points, together with DICR can work out a policy and devise activities for the international marketing of DU. This marketing will include the development of a highly interactive and always up-to-date website to cater

the different needs and wishes of those who visit the site whether local or international.

9. Reflections and Concluding Remarks

9.1 Introduction

> The claim that higher education is internationalizing or ought to internationalize is somewhat surprising, because universities have long been considered one of society's most international institutions. The knowledge stored, generated and transmitted is often universal (i.e. not systematically bound by borders). It has long been seen as desirable in higher education to gather information from all over the world and to generate innovation on a world scale. Most academics hold cosmopolitan values in high esteem. Cross-border communication and cross-border reputation seem to be viewed as almost identical with "quality", the most positive thing in academia (Teichler, 2008 , p. 7).

Therefore, internationalization doesn't need justifications. It is a natural component of higher education. HEIs used to practice internationalization before its name was coined. With the emerging concept of globalization, and the consequent complications of today's world with all its differences and conflicts, internationalization has received extra meaning and function. It can be described as intensification and organization of international activities and the international nature of HEIs which are according to der Wende, "*may still be nationally based, they can no longer be considered as nationally bound*" (1999, p. 226) or according to Marginson & der Wende, they can't "*seal themselves off from global effects*" (In der Wende, 2007, p. 275). It has also become part of policies of HEIs and beyond.

Internationalization has also its own political and cultural dimensions that play, with other dimensions, an increasing roles these days in policies and strategies and framing new forms of higher education provision. The political and cultural dimensions of internationalization can also be described as '*inter-political*', and '*inter-cultural*' as education with its international component tend not to see borders and jump over them when they exist. These dimensions might be the future topics for hot debates in how they can serve certain nations.

9.2 The Constant 'Re' of the Variable 'Internationalization'

Internationalization of higher education is a variable concept. At different periods of times, it gets different meanings, rationales, challenges, and strategies. At the same period of time it gets a lot of differences among the different institutions. The

302

requirements and needs of internationalization keep changing and the need to adapt is always there. To react to internationalization is never by a unified way. HU and KU lie as live examples of this. It has been realized that there is no end to the universities' and their IOs adaptation methods to the new developments of internationalization because they themselves never end. There is always a constant need to react to the ever-changing internationalization.

> "A historical analysis of the internationalization of higher education makes clear that at certain moments different answers have been given to the why (rationales), what (meanings and approaches), and how (strategies and organization models) of this phenomenon." (De Wit, 2002, p. xvii).

9.3 Internationalization and Politics

Many scholars in the field of higher education have touched upon the political dimension of internationalization. Many programs that have been initiated whether on a regional or international levels depend on this dimension. Initiatives of cooperation between institutions of very different academic status were justified, especially for those who enjoy the higher level, by the political impact. Being from Syria, where a lot of misunderstandings, misconceptions, and erroneous images take place and where tools for promotion of mutual understanding and channels of correct images are urgently needed, this dimension drew my attention and therefore, I want to present the following remarks on it.

After few years of the implementation of the unity of the European countries, the leaderships of these countries realized that there are few missing integration dimensions that are needed for these countries to reach the role and objectives they aspired when decided to unite. The ERASMUS program came as a tool to achieve the missing integrations. They believed that the mobility of students, who are the future leaders, among the European countries will add up the social unity of the EU.

Germany, according to the Director of DPIA, is expanding its political influence through different forms of higher education co-operations. Germans think that educating people from developing countries will facilitate the future cooperation between Germany and these countries. This will also decrease the un-welcome and

unskilled immigrants and increase Germany's brain-gain. According to Teichler, "*student mobility from developing countries and newly emerging countries going to industrial societies is a valuable asset for the European institutions of higher education in various ways*" (2008, p. 16). The establishment and the generous funding of DAAD is a clear reflection of this tendency with their meaningful motto: "*Change by Exchange*". The VPIA said that internationalization generates democratically-minded, open, and tolerant students. He also said the German students who did some study periods in the USA, were the vanguards behind the students' movements and the establishment of the students' unions.

Historically, higher education, in its international dimension, was used to promote these concepts and values, in a way that serve the benefits of the respective countries. The Fulbright program that was established in 1948, according to Teichler, was based on the hope that study abroad could enhance international understanding. When Western European countries began to cooperate in the 1950s, education was viewed as an important means to overcome mistrust. Also, mobility of students in Eastern Europe was considered a means of political integration of the countries politically dominated by the Soviet Union. (2008, p. 9). De Wit talks also about the use of international education for political reasons. He mentions that the US and the former Soviet Union had clear political reasons to promote international educational exchange and cooperation: to gain a better understanding of the rest of the world and to maintain and even expand their spheres of influence. (2002, p. 11). Knight sees that mobility and collaborative research as productive ways to develop closer geopolitical ties and economic relationships. (2004, p. 23). Scott argues that the educational international activities were regarded as an important weapon in the battle for diplomatic- ideological advantage for countries like the former Soviet Union, its central eastern European satellites, and china. He calls it the new 'softer' forms of cultural diplomacy. (2008, p. p. 13-14). There is no way of expanding the boundaries of human wisdom, empathy and perception except through education (Fulbright in Stohl, 2007, p. 363). Consequently, one can simply assume that internationalization is internationally perceived as a promoter of and a tool to achieve international and intercultural understanding.

To list the examples where initiatives, policies, objectives and future visions were set depending on the political impact of exchange in higher education is rather a difficult, though interesting and important, task and lies beyond this reflection. It is important to focus here on the role this dimension plays and how a country like Syria can benefit from it and do some strategic planning depending on it.

According to Teichler, the European debate on internationalization in higher education since the 1990s has a strong positive undercurrent: internationalization is expected to serve, among many other things, peace and mutual understanding, and a richer cultural life and personality development. "*peace and mutual understanding*", the most needed concepts in the Middle East. Students interested in international mobility and actually studying abroad are more internationally minded and more open to cultural diversity than those who remain in their home country all the time. There seem to be long-lasting socialization effects toward internationalization in which mobility during the course of study might play a supporting role (2008, p. p. 5-10). Each stay abroad enlightens the students' spirit. They get a feeling for intercultural dialogue and other educational systems. A student can much better follow his learning strategy back home. They can see their strengths and weaknesses. If it has been proved that higher education can serve these objectives, the Syrian government should invest a lot to develop its higher education and its internationalization. The national policies and the institutional translations should allow a great deal of promotion of international activities. Therefore, I would say that the *'European debate'* that Teichler mentioned should move to the Arab World and consequently an '*Arab debate*' starts.

It is obvious that academics (*higher educationers*), through their education reach a point where their prejudices dissolve and where their ability to be tolerant and to accept *the other* overcomes the inherited mistrust and misconceptions. When two persons from two different nations meet, the cultural, geographical, and political borders that separate their countries do appear in a form of mental borders in their communication and dialogue. However, when these two persons are academics, these mental borders get blurred, and might even disappear. In the realm of academia which can be described as a 'neutral zone' or an 'imaginative world' without borders, people tend to forget where they come from and therefore, they have wide channels to exchange information and self-expression. In an academic dialogue, participants tend

to give up their political nationalities and take their academic ones instead. Therefore, one might argue that political dialogues should be carried out by academician in the first steps paving the way for future discussion.

In my professional experience, I had many international visitors who were shocked after coming to Syria. They usually say that the pictures they had had in mind are totally different from reality, and therefore many of them said that they appoint themselves as ambassadors of Syria in their countries. Therefore, Syria should invest in this regard to achieve some improvements and breakthroughs in its relations. It would be described as the '*zation*' of the political dimension of higher education. This tendency should be communicated to the Ministry of Foreign Affairs to get its support and coordinate the efforts. It should become part of the country's policies. Moreover, international activities especially mobility and study abroad programs should be expanded because of their invaluable effects on the stakeholders of tomorrow. Teichler describes mobility as a countermeasure to hatred and mistrust. It contributes to furthering universal and cosmopolitan values and to enhancing mutual understanding across countries. (2008, p. 9). It is interesting to note that in general, political prejudices and obstacles rarely affect academic relations. While academic relations are able to dismantle these prejudices. Finally, I would say that the friends of today are hopefully the future friend-leaders of tomorrow.

9.4 Impact of Politics on Internationalization at Middle Eastern Universities

Towards the end of writing this dissertation, Syria started to witness an intensity of events on the political level that had major impacts on the internationalization activities of DU. Therefore, I found it important to talk about this impact as it, obviously, form a unique kind of challenge that applies to universities in this part of the world.

When the protests started in Syria in March 2011, a state of unrest and tension prevailed in the country. This situation made all European experts, trainers, technicians and professors leave the country immediately. All the academic international conferences and activities have been cancelled especially after 'travel-warnings- have been issued at all European Embassies. International, mostly Western,

organizations have ordered those who work for them in the country to leave as soon as possible. The American and European students who are following their Arabic programs have cut their stay and left Syria though only few weeks were remaining till the end of their semester/program. All the attempts of the University Leadership with the embassies to convince them to stay till the end of the semester failed in front of the 'security' issue.

The newly opened Language Departments, like the Japanese, German, Spanish Departments, heavily depend on teachers from their countries. Therefore, their sudden and short-notice departure has been a sever shock to DU. These people are teaching at DU based on cooperation agreements with international organizations and embassies who, according to the signed agreements, are responsible for the teaching at these Departments for a number of years (5 to 7 years) till the capacities of the University are built. The big problem was to provide the students of these Departments with teachers for the last month of their semester and prepare them for the final exams. The other problem that will arise soon and that will have an impact on the admission policy is whether to take a decision to suspend admission to these departments for the next academic year or not.

It is worth mentioning that after the political events of 2005 and the consequent isolations and sanctions on Syria, DU could sustain successfully all its internationalization activities and programs. It wasn't an easy task at the time especially that a senior higher education official was practicing every possible pressure to close all the Arabic-teaching programs for American students as a kind of retaliation. The University insisted on the importance of academic relations and the separation between the two concept arguing, as mentioned above, that these programs will have a positive impact on the political relations.

The current events and the consequent European decisions have made the arguments of those who look negatively at international relations and who are skeptic about it jump to the surface again. Those who oppose internationalization and think that it is a conspiracy and intervention in the national identity and issues find a fertile ground to promote their arguments. According to the President of DU, when he was discussing the urgent issue of the teachers for the Foreign-Language Departments at the Council

of Higher Education, he was encountered with the following statement "*This is the result of depending on others*" by a senior higher education official.

This situation reveals that the universities in the Middle East are encountered with special kind of challenges that are not shared by their fellow European ones. The political uncertainties in the Middle East Region might have huge impacts on their international relations and internationalization activities. It is always difficult to foresee and expect these problems like the sudden eruption in the case of Syria, and certainly in Egypt, Tunisia, Libya, and Yemen. These events will lead to a lot of debates and arguments of how to proceed in the international relations of the universities especially that the anti- internationalization people have become stronger. The fear is that skepticism and mistrust escalate.

This issue would require more research, after the universities in the aforementioned countries have gone through similar experiences, to see how can universities be prepared and deal with such kind of challenges. This would also provide the literature on internationalization with a missing dimension about this part of the world especially that, as mentioned in the literature review, the majority of researchers and scholars are from the West and countries that don't seem to be facing similar challenges.

The other issue that would rise during such situations is the huge personal influences on universities' international orientations. We have discussed above how the personality of the leaders of HEIs, especially in the developing countries, decide, to a great deal, how a university goes about its tendencies among which is internationalization. Any change in the University Leadership might carry the risk of re-orientation especially that internationalization has not been institutionalized nor has it been put into a written strategy. Before the incidents, it would have been difficult for any new Management to reorient the University's tendencies. After the incidents, if the new personnel of the Management are not supporters of internationalization, it will be easier to change the University's directions because the ground is fertile for them and the 'de-internationalizors' would pave their way. Here lies one of the biggest challenges.

9.5 Quality of Internationalization

There are two aspects of quality in this context. The first one is to differentiate between good-quality activities and low-quality ones. There should be criteria to ensure that only quality activities are acceptable. The second aspect starts when the activity has been approved. It is the quality of the implementation of the activity. According to Einstein, "Not everything that can be counted counts and not everything that counts can be counted." (In Knight 2001, p.234). This means that instead of adapting the '*yes*' policy for all international activities, the integration of the '*yes but*' and '*no*' options is needed.

As mentioned above, there is a need to develop an internationalization strategy for DU. This strategy, within its cyclical nature, should include a method for assessing the quality of the performed activities. De Wit argues that "as internationalization matures, both as a concept and a process, it is important that institutions of higher education address the issue of quality assessment and assurance of their international dimension" (2002, p. 155).

It is also important to start implementing a quality assurance system for the international activities to ensure the continuous attraction of the international organizations and funding bodies. It is true that DU is in a state of cooperation with the North, but it is in a state of competition with the peer South institutions. Therefore, it should be one of the first HEIs to implement this system. Der Wende talks about the increasing recognition of the quality of internationalization by the different stakeholders (1996, p. 22).

The President's Advisor for Quality Assurance expressed the willingness of his Center to carry out this process in cooperation with DICR after the criteria, methods, and division of labor are set by the strategy.

9.6 Institutional vs. Faculty Strategies

We have seen above that there is a discussion how to deal with the different needs of faculties within an institutional strategy and whether each faculty should have its own strategy under the umbrella of an institutional one.

There are two areas where a general policy can be made (1) infrastructure and services (language centers, visa help, etc.) and (2) general measure to support international activities in those areas where it is not automatically attractive for individual scholars because high percentage of activities are carried out by professors without pressure. Professors hate to be obliged to coordinate tasks and activities because it would be complicated. International research, for instance, doesn't need promotion because active scholars will do it whether there is a strategy or not. Increasing the percentage of international students, however, is something that needs a lot of promotion to happen. Another thing is that when money is allocated for certain activities or indicators, the departments should be responsible for the way they spend the money due to the big differences in needs and requirements and therefore, there couldn't be one general strategy that says how money should be spent.

Does that mean that there will be as many strategies as the number of the faculties, departments or even professors? These are interesting questions that deserve to be researched in order to improve the literature on strategies and to give better solutions for those universities that wish to have internationalization strategy.

9.7 Concluding Remarks

Though universities are international by nature, as argued by all scholars in the field of higher education, the universities in general, and especially those in the developing countries are strictly regulated by national laws. The universities in the Arab World are depicted as incubators for the nation builders. They are looked at as national entities that have great deal of input in building the Arab nations. The national laws, generally, restrict the internationalization of the institutions and the individuals as well. Any staff or student who wishes to be mobile and travel seeking knowledge, s/he has to go through a lot of procedures that have nothing to do with knowledge. The difficulties come from the sending and host countries. On top of that, after all exerted efforts, the mobility is never guaranteed.

There is a conflict between the national contexts in which universities operate and their international orientations. However, internationalization has remarkably affected the national laws and regulations because universities started to operate in different

environments. The shift that internationalization has witnessed from a marginal issue to a strategic option has forced universities to find ways to operate in the emerging environments and start amending their regulations and adapt new methods of behavior. Internationalization has contributed to the release of the strong national grip over universities. The impact of internationalization on the behavior of universities is a topic for further study. The difference in this impact on the universities in the developed world in comparison to those in the developing world would be interesting to research as well.

One should not always assume that internationalization doesn't have non-positive aspects. Teichler says:

> " *Negative elements are not also visible: additional burdens and costs for the individuals and higher risks as far as success is concerned, more efforts for academic and administrative support on the part of the institutions, misunderstandings and new mistrust, chauvinistic attitudes and – last but not least – "brain drain". But predominantly positive expectations were clearly the drivers of the debates, policies and actions addressing the internationalization of higher education since the 1990s*" (2008, p. 5).

It is these positive elements that gave internationalization its importance and made it in the heart of development policies and a mainstreaming cover for university's missions and strategies.

What is needed at the institutional level, since there is a wide-spread feeling of the importance of having an internationalization strategy and to integrate strategic planning for the University, is a spirit of mainstreaming of all strategies and sub-strategies. The strategies should be like the puzzle pieces that, when gathered, give the complete vision and mission of the University.

311

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Appendices

Appendix 1: Strategic priorities of Internationalization as they appeared in the 2009 IAU Global Survey

- Strengthening international/intercultural content of curriculum
- International research collaboration
- Internationalization "at home"
- Outgoing mobility opportunities for students (study, internships etc)
- International student exchanges and attracting international students
- Outgoing mobility opportunities for faculty/staff
- Foreign visits to your university
- Hosting international scholars
- Marketing and recruiting fee paying international undergraduate students
- Marketing and recruiting fee paying international post-graduate students
- Provision of programs/establishment of branch campuses abroad (face-to-face instruction)
- Delivery of distance education courses/ on-line programs abroad
- Developing joint and double/dual degree programs with foreign partner institutions
- International development and capacity building projects
- Foreign language teaching as part of the curriculum
- Offering foreign academic programs in our institution
- Short-term language programs for international students

Appendix 2: Rationales of Internationalization as they appeared in the 2009 IAU Global Survey

- Improve student preparedness for a globalized/internationalized world
- Increase the number, broaden and diversify source of students
- Broaden and diversify source of faculty/staff
- Enhance international profile and reputation
- Strengthen research and knowledge capacity production
- Internationalize curriculum and improve academic quality
- Increase faculty intercultural understanding
- Diversify sources of income
- Respond to public policies

Appendix 3: Advantages and Challenges of International cooperation in the Syrian Context as They Appear in the 10th Five-Year Plan

Advantages:

1. The strong commitment at the political level of the development process and in considering international cooperation as one of the tools that speed up this process.
2. The new methodology of planning which is the indicators-based planning.
3. The development in the structure and ability of the SPC that makes it able to have a key role in the development process and in international cooperation.
4. The different partnership agreements that include structural, legal, and administrative reforms which will be positively reflected on the performance that goes in accordance with the philosophy of the development plans.
5. The good performance of the Syrian economy.
6. Having human resources of high performance in the field of international cooperation. (p. p. 926-927).

Challenges:

1- Weakness in the linkage between what is available from the external resources and the priorities of the national development.
2- Having many players in organizing the management and coordination of international cooperation.

3- The absence of a clear strategy of managing and coordinating international cooperation.
4- The lack of information on the priorities and work mechanisms of the partners.
5- The weakness of the national institutional ability to absorb the programs of international cooperation and to make the best out of them.
6- Shortage of human resources who are qualified to work in planning and international cooperation in the different organizations and institutions.
7- Not appointing national counterparts to the international experts to depend on them in the future.
8- Appointing high-ranking officials as national coordinators to the projects which consequently obstructs these projects due to the limited time these officials can give.
9- The weakness of the proficiency of the organizational frameworks.
10- The weakness of the follow-up and monitoring procedures of the execution of the international projects.
11- The lack of the Syrian presence in the international forums and meetings that discuss the issues of international cooperation.
12- Not following-up on the Syrian position in the international rankings which is negatively reflected on the negotiation ability on the funding conditions. (p. 927).

Appendix 4: The Strengths and Opportunities of Higher Education System in Syria in the National Report

The strengths are:

- "High need for higher education due to the increasing need of the market for highly qualified personnel and due to the social need for higher education.

- Extra teachers.
- Ambitious program for capacity building in higher education.
- A high political will to activate academic research and build a knowledge-based economy.
- Encouraging legislation for investment in higher education".

The opportunities are:

- "The governmental decision to move to the social market economy and the strong political will to support higher education and academic research.
- A vision and five year plans that sees higher education as the main player in the development process.
- The increasing interests of the local and foreign investors to invest in the higher education sector (p. p. 10-11).
- Having a high percentage of highly qualified Syrians abroad.
- The internationalization policy of higher education policy that has been adapted by most of the European countries and the variety of international programs that were initiated." (p. p. 10-11).

Appendix 5: Nationalities and Numbers of Foreign Students at the Higher Language Institute

Nationality	2004	2005	2006	2007	2008	2009	Nationality	2004	2005	2006	2007	2008	2009
Argentina	0	0	0	1	6	5	Lithuania	0	0	0	2	2	2
Armenia	0	0	0	3	0	7	Malaysia	23	0	0	6	11	17
Austria	0	3	12	18	32	18	Magnolia	0	0	0	0	2	2
Australia	0	6	4	32	38	28	Mexico	2	0	0	2	0	0
Azerbaijan	0	0	0	0	4	2	Moldavia	0	0	0	0	1	0
Bangladesh	0	1	0	0	0	0	Netherlands	18	8	8	11	12	10
Belarus	0	0	0	10	3	1	New Zealand	0	0	0	0	0	1
Belgium	17	33	17	38	31	11	Nigeria	0	0	0	0	5	6
Brazil	2	0	0	8	1	1	Norway	0	20	11	32	51	63
Bulgaria	0	0	0	8	10	10	Pakistan	0	0	3	9	11	6
Canada	18	3	5	13	23	45	Poland	0	0	0	4	9	18
China	22	0	0	2	12	36	Portugal	0	0	0	4	0	0
Colombia	0	0	0	0	2	0	Romania	0	0	0	2	0	2
Comoros	0	0	0	0	2	1	Russia	13	0	6	24	22	28
Croatia	0	0	1	0	0	0	Serbia	0	3	0	5	10	3
Cyprus	0	0	0	4	2	0	Singapore	0	0	0	4	3	0
Czech Republic	18	20	0	11	20	15	Slovakia	22	11	0	5	7	10
Denmark	0	11	9	58	33	73	Slovenia	0	0	0	0	3	0
Estonia	0	0	0	1	0	0	South Africa	4	0	0	1	0	0
Finland	0	4	0	0	5	7	Spain	37	85	52	69	117	109
France	89	69	78	112	135	165	Sri Lanka	0	0	0	0	1	0
Germany	127	188	131	181	270	207	Sweden	25	38	41	38	39	42
Greece	0	4	4	25	38	34	Switzerland	0	11	6	52	61	42
Guinea	0	0	0	1	0	0	Syria	14	14	18	42	71	59
Hungary	0	0	0	1	3	1	Taiwan	0	0	0	0	5	0
India	0	0	0	4	9	7	Tanzania	0	0	0	4	1	0
Indonesia	0	0	0	0	1	0	Thailand	0	0	0	2	1	0
Iran	31	65	13	7	31	32	Turkey	39	27	17	43	97	104
Ireland	0	0	1	1	6	10	UK	110	137	108	153	151	222
Italy	58	210	177	242	313	235	Ukraine	0	0	0	4	40	6
Japan	52	25	26	13	20	49	United States	107	180	175	209	258	284
Kazakhstan	0	0	0	0	3	3	Uzbekistan	0	0	0	0	1	0
Kenya	0	0	0	0	1	0	Venezuela	0	0	0	1	3	1
Kirgizstan	0	0	0	1	1	0	Zimbabwe	0	0	0	3	0	0
Korea	37	72	71	82	174	125	Other Arabs	7	20	2	20	17	45
Latvia	0	0	0	1	0	2	Other Europeans	61	0	0	0	0	0
Lichtenstein	0	0	0	0	1	0	Total	972	1268	996	1632	2242	2241

Source: The Higher Language Institute

Appendix 6: Numbers of Foreign and Arab Students in the Regular University Programs

Nationality	2005-2006		2006-2007		2007-2008		Nationality	2005-2006		2006-2007		2007-2008	
	F	M	F	M	F	M		F	M	F	M	F	M
Afghanistan	7	4	18	3	10	10	Malaysia	2	5	2	7	5	7
Algeria	33	37	24	43	21	35	Mali	0	3	0	5	1	6
Argentina	0	1	0	0	2	1	Mauritania	8	58	9	40	2	34
Bahrain	16	9	5	1	4	4	Morocco	29	21	26	21	30	21
Belgium	1	0	1	0	2	1	Nigeria	0	8	1	5	0	3
Bulgaria	2	0	3	1	0	0	Oman	1	3	3	3	1	7
Burkina Faso	4	14	0	12	1	8	Pakistan	6	15	14	13	8	14
Canada	5	0	6	3	6	5	Palestine (Residents and non-residents)	2416	2267	2771	2395	3219	2471
China	2	3	1	2	2	3	Philippines	1	5	1	2	3	0
Comoros	1	3	1	4	0	2	Poland	1	0	1	6	0	1
Cuba	1	3	0	1	1	2	Qatar	4	4	4	5	9	11
Cyprus	0	0	1	2	1	2	Romania	0	0	1	1	1	0
Egypt	49	34	63	58	46	48	Russia	15	69	10	61	13	49
Eritrea	1	8	2	6	4	10	Saudi Arabia	45	75	36	66	51	82
France	2	5	4	1	4	5	Senegal	1	6	1	6	1	4
Gambia	0	0	0	0	1	2	Sierra Leone	3	8	1	6	0	0
Germany	3	0	1	2	2	4	Somalia	31	40	37	49	40	42
Greece	1	3	2	4	3	6	Spain	0	2	1	1	0	4
Guinea	4	4	2	9	0	4	Sudan	37	78	32	64	28	50
Hungary	1	0	0	3	0	4	Thailand	3	9	3	3	2	4
India	2	2	5	2	3	1	Tschad	4	5	0	7	0	4
Indonesia	4	31	5	31	4	28	Tunisia	24	33	25	30	21	30
Iran	64	94	57	93	63	97	Turkey	58	94	111	94	36	41
Iraq	139	115	207	174	170	191	UAE	15	36	24	35	2	7
Japan	0	0	1	3	0	0	UK	2	2	2	4	3	0
Jordan	372	479	486	438	332	416	USA	3	3	3	6	6	9
Korea	1	1	0	0	0	0	Venezuela	9	15	10	9	12	13
Kuwait	19	18	4	11	18	9	Yemen	70	356	63	284	63	240
Lebanon	279	312	393	440	285	333	Yugoslavia	0	1	2	1	3	1
Libya	51	168	13	16	65	156	Total	3852	4569	4499	4592	4610	4542

Source: The Directorate of Statistics at Damascus University

F: Female. M: Male.

328

Appendix 7: Recommendations of the President's Study on the Teacher Assistants' Capacity Building Program

- To fill an academic position through the teacher-assistant announcements needs an average period of seven to 10 years from the date of the announcement.

- The percentage of the teacher assistants who come back after getting their degrees substantially differ among the different faculties; 80% in Islamic Studies, 65% in Dentistry, 42% in Medicine and Pharmacology, 34% in Electrical and Mechanical Engineering, 25% in Human Sciences, and 18% in Civil Engineering.

- This method of building capacities is not useful in the cases of modern, technological, and specific specialization because it is taking long time.

- The direct appointment of academic staff should be adapted by the University to fill the current needed positions.

- The teacher-assistant announcements should be decreased due to the long time it takes them to finish and to the huge funds allocated to them.

- It is important that the University applies new methods to decrease the stay period of the teacher assistant abroad through joint supervision for example. (p. p. 141-142).

Appendix 8: The countries of the partner Universities of Damascus University
(As of July 2009)

Country	Number of Agreements	Country	Number of Agreements
Algeria	3	Japan	4
Australia	2	Jordan	10
Austria	3	Lebanon	3
Belgium	13	Malaysia	5
Belarus	2	Pakistan	2
Bulgaria	1	Poland	2
Canada	2	Qatar	2
Chile	1	Russia	6
China	6	Saudi Arabia	2
Czech Republic	2	Slovakia	3
Denmark	4	Spain	7
Egypt	6	Sweden	3
France	24	Switzerland	2
Germany	28	Tunisia	3
Greece	2	Ukraine	1
Hungary	1	United Arab Emirates	2
Iran	15	United Kingdom	6
Iraq	8	United States of America	12
Italy	12	Local and international (governmental and non-governmental institutions and organizations	35

Source: DICR

Appendix 9: Mission Statement of Damascus University

The mission statement is developed to reflect the University's long heritage, its strengths, and its future. It is the product of extensive surveys and consultations with its stakeholders. The University Council approved and adopted the mission statement in March 2007. It is built around four components: vision, values, mission and strategic objectives.

I- Vision

The University of Damascus wishes to pursue excellence in teaching, scientific research, and service to the wider community. It seeks to capture and apply the latest scientific knowledge and technological advancements that promote access to quality learning in all domains.

II- Values

The University's activities are governed by a set of shared values:
1. Academic freedom in the pursuit of knowledge and learning.
2. Contribution to the well-being and development of society.
3. Student-focused.
4. Scientific knowledge and skills reinforced by ethical values.
5. The highest standards in honesty, integrity, fairness, transparency, and citizenship.
6. A participatory approach in the continuing development for the University.

III- Mission

The mission of the University is to promote excellence in scientific research and academic programs relevant to the economic and social development of Syria. It aims to produce graduates that are competitive in national and regional job markets, and capable of continuing their education and professional development. It does this through investment in people, organizational development, and also by strategic partnerships that support scientific research and campus-based teaching enhanced by community-based learning opportunities.

IV- Strategic Objectives

In order to fulfill its mission, the University of Damascus adopted the following set of strategic objectives:

7. Development of educational programs.
8. Development of research capabilities.
9. Development of capabilities and skills of academic staff.
10. Development of administrative processes.
11. Development of capabilities and skills of administrative staff.
12. Development of the organizational and legislative frameworks for delegated authority and accountability.
13. Development of infrastructure and facilities for an enabling learning environment.
14. Development of non-traditional teaching methods including open learning.
15. Relating university to society.
16. Establishment of the University Alumni Association.

17. Accreditation of academic programs that support the economic and social development of Syria.
18. Development of a University quality assurance system.

Appendix 10: Internationalization in Humboldt University's Mission Statement

The first one is entitled 'Internationality'. It says:

> *"For a first-class university an international exchange in research, teaching and students is second nature. In accordance with its geographical location, the HU has developed closer relationships with northern, central, and eastern Europe. This network has now been extended to universities and research centers in other parts of the world, in particular to institutions at the edges of the western world".*

The second one is entitled 'A Cosmopolitan University'. It says:

> The HU is the meeting place for many different lifestyles and cultures. The diversity of people which come together in the center of Berlin creates a productive atmosphere, which the University wishes to use to promote the talent and vision of each of its members. It takes advantage itself of the stimulating surroundings which the local and the international environments provide and uses them responsibly the benefit of society and of the environment, by critically examining the world and actively working to change it.

The third one is entitled 'Berlin- A City of Knowledge'. It says:

> Those who come to Berlin in order to study, to teach, or to conduct research find a multifaceted and richly structured landscape of universities and research institutes. The HU is very interested in productive cooperation with other scientific, cultural, and economic establishments in the area, as a way of furthering its own goals. With its unique artistic and scientific collections, it contributes considerably to the cultural life of the city. As a venue for social dialogue, it fulfills its role of a university at the heart of Europe.

Appendix 11: The Principles of Humboldt University Strategy

- The necessity of continuously intensifying the international nature of the University calls for the permanent development of excellent teaching, research and training.

- Teaching and research always encompass international components since they are basically part of a complex network including various international partners. Therefore, Humboldt-University supports all international networking activities.

- International experience is of great value for both staff and students of Humboldt-University, which is why the University supports all mobility programs for students and staff, the provision of language courses, the Summer University as well as all endeavors to improve the infrastructure and service for international guests and other visitors, for its employees and for relevant projects. Those who do not have the chance of making use of international mobility programs will have to be given the opportunity to collect such experience on the international campus of Humboldt-University.

- Humboldt-University is a university of the Capital City and the Federal State of Berlin aiming to increase the interaction between the two international environments to make it mutually beneficial.

Appendix 12: The Areas/ Goals of Humboldt University's Internationalization Strategy

The first is positioning HU as a global university. This means that:

a) We work with certain selected partners at particular countries at the central level and this can be single university or groups of universities or regional groups of universities.

b) We state our intention to work with universities in developing countries and to do projects with them.

c) We commit ourselves to improving the organizational help for guest scholars and for newly appointed international professors.

d) We are committed to position the University in the international city of Berlin and draw the international qualities of the city to it and focus on international students in schools.

The second goal is transforming the global qualities of HU in the national environment. Basically it focuses on the idea of how to make internationalization a focal point for the development of the university.

The third goal is to optimize the education of students and scholars. This includes:

a) Bologna Process and the commitment of making things more studyable for students even if they are working.

b) How to permit students to pass directly from their BA to PhD programs without having first to do their MA.

c) The continuation of setting up international courses of studies.

d) The extension of summer and winter universities.

e) Reforming the advising-cycles that students go through to enter the university.

The fourth goal is that we want to put a focus on the global networking of HU in science and a focus on providing infrastructure for scholars to apply for funding.

Behind this document which is now 2 pages there is going to be a larger document detailing existing projects that feed into this. This paper will make it easier for us to:

a) Prioritize what we should do first because we can't do this all at once.

b) Identify where the blind spots are, where we haven't done anything yet, and where we may need to set up a project.

Appendix 13: Why should you choose The University of Jordan?

- The oldest university in the country and the most comprehensive with 19 faculties offering approximately 70 bachelor, 100 master's, and 30 doctorate programs.

- Affordable quality education by highly qualified faculty members, the vast majority of whom are Ph.D. holders and graduates of noted international universities.

- Rich and diverse student body; the best and brightest from all parts of the Kingdom, the region and the globe.

- A worldwide leader in teaching Arabic for speakers of other languages.

- Worldwide cooperation with reputable academic institutions with opportunities for cultural exchange, internships, training, and studies abroad.

- High-speed wireless internet connections and E-library with over 44000 electronic journal subscriptions.

- Strategic location in Amman, the capital of Jordan, in the heart of the Middle East- the cradle of civilization.

- A marvelous campus nestled on a spacious area of 1,200,000 square meters.

Declaration

I herewith confirm that I wrote the present thesis independently and without illegal help and that I didn't use other resources than those indicated in the thesis. I have marked all text passages, which are literally or in general manner taken out of published or unpublished writings, as such. No part of this thesis was used in another doctoral examination or habilitation procedures.

M. Fadi Al Shalabi

Damascus, May 30th 2011