

Internationalization Policy of Hogeschool Leiden University of Applied Sciences

Summary of Internationalization policy issues determined by the Executive Board on December 7th, 2009
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Vision of Hogeschool Leiden

The 2008-2012 institutional policy of Hogeschool Leiden puts internationalization on the educational agenda as a requirement for design of education.

Since fifteen years Hogeschool Leiden has been active in the field of development cooperation. During that time period its staff has been building expertise in acquiring and execution of projects financed by the Ministry of Development Cooperation. From September 2009 onwards Hogeschool Leiden participates in several international projects in the NICHE program: the Netherlands Initiative for Capacity development in Higher Education. Contribution to development cooperation coincides with one of Hogeschool Leiden's four core values: social engagement.

Spearheads Internationalization of Education at Hogeschool Leiden

Spearheads of Internationalization of Education at Hogeschool Leiden are:

1. *Mobility*: Mobility is understood as the promotion of incoming and outgoing mobility of staff as well as students, e.g. through international placements and placement supervision.
2. *Minors*: Offering (university wide) international minors in the main phase of bachelor and/or master programs is very appropriate for exchange of students and staff.
3. *International Projects*: International projects focus on capacity building, i.e. sustainable strengthening of educational capacity and enlarging middle management capacity in developing countries through the train-the-trainers concept.
4. *Circulation of knowledge*: nowadays Universities of Applied Sciences are challenged as practice-oriented knowledge centers with a specific research task. Scientific departments in universities of applied sciences (in Dutch called: lectorates) generate international projects for sharing, transfer and exchange of knowledge. Moreover, internationalization of education will gain profit from working evidence-based as well.
5. *Internationalized curriculum*: Adding an international dimension to the curriculum is fundamental for all internationalization activities. Think about: literature, language, tests (all in English or another 'foreign' language), international casuistry, curricula based on international examination standards and short intensive visits or internships outside the Netherlands.

Already realized in 2008-2009

Internationalization of education depends on several conditions. The following conditions have been fulfilled in 2008-2009:

- Promotion of staff and student exchange through information and intervention in: housing, visa, insurance, fellowships, grants, safety and crisis management;
- Improvement of internal communication through: biweekly digital newsletters and quarterly information sessions of the institutional internationalization coordinators;
- Enhancing staff competencies through: standard offer of English language proficiency courses and participation of staff in International Projects;
- Support to incoming international students by developing an online tool through participation in a Surf/E-merge project.

Priority Issues

The Executive board determined seven priority issues for internationalization of education in 2010–2012. These issues are determined in cooperation with (teaching) staff and internationalization officers. The support for internationalization of education by Hogeschool Leiden's lecturers becomes clear from a lecturers survey and the large number of participants in the English courses for lecturers.

The priority issues are:

1. Make an inventory of existing international cooperative relationships; keep them up-to-date in a database. Management of this database is a point of attention. Search possibilities to establish sustainable international cooperative relationships.
2. Develop a toolkit for internationalization which as yet includes the next subjects:
 - Description of the administrative procedure for subscription of international students;
 - Description of existing procedures such as safety policy, roadmap for international travelers, etc.;
 - Manual for international placement supervision;
 - Inventory of possible grants for foreign courses for students;
 - Criteria for execution of international projects;
3. Execute international projects according to specified criteria.
4. Use of checklist Quality of Internationalization of S. Reeb-Gruber (INHolland) to support and monitor policy development and policy execution (in relation to relevant targets).
5. Develop the Hogeschool Leiden minor Development Cooperation.
6. Explore possibilities for cooperation with the Lectorate International Cooperation of the Hague University of Applied Sciences and come to an agreement.
7. Explore possibilities of ICT education and internationalization (part of this exploration is also demand clarification).