

## INTERNATIONALIZATION OF HIGHER EDUCATION



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**Formation des professionnels de la Formation**



**Research on professional practice**

**Internationalization of university campuses and its formative impact  
on the development of intercultural competences among professionals.**

**Study case of Akershus University College, Oslo University College and University  
of Granada**

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## Abbreviations

### Abbreviations

ANECA- National Agency for Assessment and Accreditation. (La Agencia Nacional de Evaluación de la Calidad y Acreditación)

EC – European Commission

ECTS- European Credit Transfer

ECVET-European Credit system for Vocational Education and Training

EHEA- European Higher Education Area

EQF- European Qualification Framework

ESU- European Students Union

EU- European Union

HE- Higher Education

HiAK- Akershus University College

HiO- Oslo University College

IaH- Internationalization at home

IHE- Internationalization of Higher Education

IR- internationalization of research

IRP- International Research Projects

ISU- International Students Union

NMER- Norwegian Ministry of Education and Research

NQF- National Qualification Framework

OFPI- Oficina de Proyectos Internacionales de la Universidad de Granada

UGR- Universidad de Granada

UNESCO- The United Nations Educational, Scientific and Cultural Organization

VET- Vocational Education and Training

WCCES- World Congress of Comparative Education Societies

7FP- 7Framework Program

## Abstract

Recently, internationalization is high on the agendas of national governments, international bodies and institutions of higher education. **Huge economic and human resources are involved in internationalization efforts, without real knowledge of what exactly its impact is.** The purpose of this study is to describe, analyze and reflect on different actions of *campus-based internationalization and research* carried out at two Norwegian colleges (*Akershus and Oslo University Colleges*) and at a Spanish *International Projects Office OFPI (Granada University)*, as well as to see its impact on the development of intercultural competence among participants. Our study case uses the process and competences development approach to internationalization. It involves a multi-method design: **qualitative ethnographic** study with *retroductive* and *inductive* strategies based on institutional document analysis, informal interviews, participative observation, field notes, internship diary, photograph analysis and is complemented by **quantitative** study (questionnaire).

These research instruments were applied on different levels of the campuses population in order to reach exhaustive comprehension of the subjects being studied: the key people responsible for planning policy and implementation of IHE (Norwegian campuses) and internationalization of research (Spanish campus) on the three campuses, international offices, professors, campus services, domestic and international students. Participative observation (as an international student and member of management of internationalization efforts) was carried out during the academic and internship periods in both countries. A questionnaire was also applied among participants of international research projects (IRP) managed by OFPI.

Data collection and analysis were implemented from administrative practitioner (management) and pedagogic point of view. The *Strengths, Weaknesses, Opportunities and Threats* of each campus internationalization strategy were presented. Comparative perspective of IHE and research internationalization, considering national and organizational culture influence on strategy implementation in our study contexts was also discussed.

Our study reveals that **campus culture** is shaped by a planned internationalization strategy as well as unplanned factors such as the dimension of national and organizational culture. The reflection on strengths, weaknesses, opportunities and threats of the internationalization strategy helps in the innovation process. **Academic and administrative staff with a well-developed IC is an indispensable pillar of international campuses.** A well-planned IaH provides an opportunity for the development of *interculturally-aware* citizens and professionals and furthermore decreases cultural shock among overseas guests. The ownership of an internationalization initiative shared by the whole campus staff is the most relevant strength of the internationalization strategy. The mix of international and domestic students still is a big challenge for international educators and administrators. **The lack of IC** among campus staff, domestic and international students, and the repetition of stereotypes interfere in these groups' interaction. Participation in IRP helps in the development of IC but not in a scale expected. **Researcher** much more improved their IC through cooperation in IRP than **administrators** and **men** more than **women**. All these factors can influence the performance of IaH and IRP as well as intercultural and international cooperation in HE. In order to innovate university campus through internationalization strategy focus on intercultural training of the campus staff is desire.

**Key words:** higher education, internationalization of research, internationalization 'at home', intercultural competences, assessment of internationalization of education, campus culture, organizational culture.

## Resume

Dernièrement, L'Education Supérieur (ES) se trouve dans forte tendance d'internationalisation. Il y a une compétition entre les universités partout dans le monde. D'énormes ressources économiques et humaines se sont investies pour une internationalisation sans savoir réellement quel est son impact.

L'objectif de ce travail est de réfléchir sur les pratiques professionnelles liées à l'internationalisation de l'éducation supérieure et de la recherche. Décrire, analyser et réfléchir sur les différentes actions de l'internationalisation dans les collèges norvégiens d'Akershus, de « Oslo University College » et du bureau des projets internationales (OFPI) de l'Université de Grenade, en vérifiant son impact dans le domaine de la formation concernant le développement de la compétence interculturelle entre les participants du campus.

Notre étude de cas utilise *preces and intercultural competentes approach to internationalization*, elle est caractérisée par la multiplicité de méthodes : une étude qualitative et ethnographique basée sur la stratégie *retroductive* et inductive à travers l'analyse de documents institutionnels, entretiens informels, observation des participants, prises de notes, cahier journal des stages et analyse de photographies, et une étude quantitative (questionnaires).

Ces instruments de recherches ont été expérimentés sur différents niveaux de population du campus afin d'assurer une compréhension exhaustive de ces derniers. A savoir : Les responsables de la politique de planification et exécution de l'IES (Campus du Norvège) et de l'internationalisation de la recherche (Campus d'Espagne) de trois universités, les bureaux des relations internationales, les professeurs, les services du campus et les étudiants nationaux et internationaux.

En tant qu'étudiante internationale et membre de l'équipe de gestion des stratégies d'internationalisation, j'ai effectué l'observation participative durant les périodes académiques et de stages professionnels dans les deux pays. En effet, un questionnaire a été adressé aux participants des projets internationaux de recherche (IRP) géré par l'OFPI de l'UGR.

La collecte de données ainsi que l'analyse sont proposés dans le cadre d'une perspective d'administrateurs internationaux (de la gestion) et pédagogues. A l'issue de cette recherche, on a présenté les points forts, les points faibles, les opportunités et les risques des stratégies d'internationalisations pour chacun des deux campus. Aussi, a on utilisé une méthode comparative de l'IES et l'internationalisation de la recherche, en prenant en considération l'influence de la culture nationale et la mise en œuvre des stratégies organisationnels dans le contexte de notre étude.

Notre étude révèle que la culture du Campus est composé par des actions planifiées et d'autres non planifiées (dimension de la culture nationale et organisationnelle) et que ces éléments ont un impact sur la formation des participants du campus.

Les résultats montrent que la réflexion sur les points forts, points faibles, opportunités et risques de la stratégie d'internationalisation aident dans le processus d'amélioration et d'innovation. Une IES bien planifiée offre une opportunité de développement de l'interculturalité entre les étudiants ainsi que les professionnels. En plus, elle diminue la

différence culturelle entre les visiteurs étrangers. Cela ne peut être effectué qu'avec un personnel académique et administratif avec des IC bien développés.

En guise de conclusion, l'internationalisation du campus dépend du « partage de l'importance de l'internationalisation » entre administrateurs, professeurs, etc.

L'interaction entre étudiants nationaux et internationaux reste un défi pour les éducateurs et administrateurs internationaux. Le manque de CI entre le personnel du campus et les étudiants nationaux et internationaux, et de stratégies pédagogiques adéquates dans les groupes interculturelles conduit à la répétition de stéréotypes ce qui peut interférer l'interaction de ces groupes.

En ce qui concerne les résultats quantitatifs, ils montrent que la participation en IRP a un impact sur l'aspect formatif du développement de l'IC, que les chercheurs développent leur IC à travers la coopération en IRP plus que les administrateurs, et les hommes plus que les femmes.

Tous les facteurs cités auparavant influent sur le rendement de la IES et l'internationalisation de la recherche, de la coopération interculturelle et internationale. Pour innover et améliorer les pratiques à travers les stratégies de l'internationalisation, il serait préférable d'approfondir la formation interculturelle en réfléchissant sur ce que nous faisons ? et pourquoi on le fait de cette manière ? Cette solution peut être perçue comme une forme de surmonter la bureaucratie dans les universités.

**Mots-clés:** Education supérieur, internationalisation de la recherche, internationalisation «à domicile», compétences interculturelles, évaluation de l'internationalisation de l'éducation, culture du campus, culture organisationnelle

## Resumen

Recientemente la Internacionalización es uno de los temas más relevantes en la Educación Superior. La competencia entre las universidades tiene lugar a nivel mundial. Enormes recursos económicos y humanos se invierten en los esfuerzos de internacionalización sin un conocimiento real de cuál es exactamente su impacto.

El propósito de este estudio es reflexionar sobre las prácticas profesionales relacionadas con la internacionalización de la educación superior y la investigación. Describir, analizar y **reflexionar** sobre las diferentes acciones de internacionalización que se llevan a cabo en los collages noruegos de Akershus y del Oslo University College (IES) y en la Oficina de Proyectos Internacionales (OFPI) de la Universidad de Granada, así como comprobar su impacto formativo en el desarrollo de la competencia intercultural entre los participantes del campus.

Nuestro estudio de caso va a tener un enfoque en internacionalización vista como un proceso y desarrollo de las competencias interculturales

. Se trata de un diseño multi-método: un **estudio cualitativo** y etnográfico basado en la estrategia *retroductiva e inductiva* a través de análisis de documentos institucionales, entrevistas informales, observación de participante, notas de campo, diario de prácticas y análisis de fotografías, complementado todo ello con un **estudio cuantitativo** (cuestionario).

Estos instrumentos de investigación se aplicaron a diferentes niveles de la población de los campus con el fin de llegar a la comprensión exhaustiva de los objetos de estudio: las personas clave, responsables de la política de planificación y ejecución de la IES (campus de Noruega) y la internacionalización de investigación (campus de España) de las tres universidades, las oficinas internacionales, los profesores, los servicios del campus y los estudiantes nacionales e internacionales. La observación participativa (como estudiante internacional y miembro de equipo de gestión de las estrategias de internacionalización) se llevó a cabo durante los períodos académicos y de prácticas profesionales en ambos países. Se aplicó un cuestionario entre los participantes de proyectos internacionales de investigación (IRP) gestionados por OFPI de la UGR.

La recogida de datos, así como el análisis, se proponen desde la perspectiva de administradores internacionales (de la gestión) y pedagogos. Se presenta las Fortalezas, Debilidades, Oportunidades y Amenazas de las estrategias de internacionalización para cada uno de los campus. También se discute una perspectiva comparada de IES e internacionalización de la investigación, teniendo en cuenta la influencia de la cultura nacional y organizativa en la aplicación de estrategias en los contextos de nuestro estudio.

Nuestro estudio revela que la cultura del campus está formada tanto por acciones planeadas como por factores no planeados (dimensión de la cultura nacional y cultura organizativa y que estos elementos tienen un efecto formativo en los participantes de los campus.

Los resultados sugieren que la reflexión sobre las fortalezas, debilidades, oportunidades y amenazas de la estrategia de internacionalización (incluyendo consciencia sobre dimensiones culturales) ayuda en el proceso de mejora e innovación. Una IES bien planificada ofrece una oportunidad para el desarrollo de la interculturalidad tanto entre estudiantes como profesionales y, además, disminuye el choque cultural entre los

visitantes extranjeros. Esto sólo se puede llevar a cabo con un personal académico y administrativo con IC bien desarrolladas, lo que constituye un pilar indispensable de los campus internacionales. .

Los resultados muestran que la fortaleza de la internacionalización del campus consiste en “compartimiento de la importancia de internacionalización” entre administrativos y profesores .

La interrelación entre estudiantes nacionales e internacionales sigue siendo un gran reto para educadores y administradores internacionales. La falta de CI entre el personal del campus y los estudiantes nacionales e internacionales y unas adecuadas estrategias pedagógicas en los grupos interculturales llevan a la repetición de estereotipos, lo que perjudica a la interacción de esos grupos

Los resultados cualitativos muestran que la participación en IRP tiene impacto formativo en el desarrollo de IC, pero no en la escala esperada. Los investigadores desarrollan mucho más su IC a través de la cooperación en el IRP que los administradores; y los hombres más que las mujeres.

Todos estos factores influyen en el rendimiento de la IES y II, así como en la cooperación intercultural e internacional. Para poder innovar y mejorar a través de las estrategias de internacionalización, sería conveniente profundizar en la formación intercultural promoviendo una reflexión sobre el *¿qué hacemos?* y *¿porque lo hacemos en esta manera?* Esa solución también se percibe como forma de superar la burocratización y la cultura funcionarial de las universidades.

**Palabras claves:** educación superior, internacionalización, internacionalización “en casa”, competencias interculturales, evaluación de la internacionalización, cultura de campus, cultural organizacional

## CONTENTS

1. Abbreviations.....	II
2. Abstract .....	III
3. Resume.....	IV
4. Resumen.....	V
5. Contents.....	VIII

### **CHAPTER ONE. INTRODUCTION AND JUSTIFICATION.....1**

1. Introduction.....	1
2. Internationalization of higher education as European objective.....	3
2.1. Relationship between globalization and internationalization of education.....	4
2.2. How do we internationalize higher education at European and national context? .....	8
3. Goals of the study.....	14
3.1. Statement of the research problem.....	14
3.2. Purpose of the study.....	14
3.3. Objectives of the study.....	14
3.4. Research questions.....	16
4. Significance .....	17
5. Research design.....	17

### **CHAPTER TWO. INTERNATIONAL DIMENTION OF EUROPEAN HIGHER EDUCATION AND DEVELOPMENT OF INTERCULTURAL COMPETENCE.....20**

1. Internationalization of higher education and its impact on the university campus and its population .....	20
1.1. Historical overview.....	20
1.2. Internationalization of university campus. Some tendencies.....	21
1.3. Cultural diversity and its impact on campus culture and intercultural competence development.....	26
2. Internationalization of higher education and its contribution to the development of intercultural competences.....	29
2.1. European policy and its engagement in intercultural education and training.....	29
2.2. Objectives and models of intercultural education and training.....	30
2.3. Development of intercultural competences.....	32
3. University culture and the development of the intercultural competences through international, intercultural cooperation.....	37
3. 1. Why is it necessary to be aware of national culture and their dimensions? .....	37
3. 2. Why is it important to be aware of the organization culture?.....	38
3.3. Why is intercultural cooperation so difficult? .....	40
3.4. Transformation occurring in culturally diverse environment.....	41
3.5. How to improve international cooperation.....	43

### **CHAPTER THREE. METHODOLOGY.....45**

1. Methodology framework.....	45
1.1. Qualitative methodology.....	47

1.2. Quantitative methodology.....	48
2. Study contexts and participants.....	48
2.1. Oslo University College (Oslo, Norway)/ first professional internship.....	49
2.2. Akershus University College (Lillestrom, Norway).....	50
2.3. Universidad de Granada: Oficina de proyectos Internacionales/second professional internship.....	50
3. Data gathered and analysis of information.....	50
3.1. Informal interviews.....	52
3.2. Participative observation.....	52
3.3. Photography as instruments for data gathering.....	53
3.4. Analysis of the qualitative data.....	53
3.5. Questionnaire.....	54
3.5.1. Subjects and methods.....	55
3.5.2. Data Analysis of the Questionnaire.....	57
3.5.3. Results of the validation tool.....	58
<b>CHAPTER FOUR. RESULTS AND DISCUSSION.....</b>	<b>61</b>
1. Results: Oslo University College.....	61
2. Results: Akershus University College (HiAK).....	66
3. Results (qualitative findings): <i>Oficina de Proyectos Internacionales de la Universidad de Granada</i> (second internship).....	70
4. Comparison of Internationalization of Higher Education with Internationalization of Research taking into account professional experience in the field from three European campuses.....	72
5. Discussion of the qualitative results.....	74
6. Results and discussion (quantitative findings).....	81
<b>CHAPTER FIVE. CONCLUSIONS, IMPLICATIONS, LIMITATIONS AND ETHICAL CONSIDERATIONS.....</b>	<b>92</b>
1. Conclusions.....	92
2. Implications.....	101
2.1. For practice.....	101
2.2. For further research.....	102
3. Limitations.....	103
4. Ethical considerations.....	103
<b>BIBLIOGRAPHY.....</b>	<b>104</b>
<b>APPENDIX.....</b>	<b>118</b>
Appendix1. Process model development of intercultural competences.....	119
Appendix2. Key group taking part in internationalization efforts (HiO). Own elaboration.....	120
Appendix3. Key group taking part in internationalization efforts (HiAK).....	121
Appendix4. Key group taking part in internationalization efforts (OFPI).....	122
Appendix5. Participative observation and notes from the field. ....	123
Appendix6. Cuestionario .....	127
Appendix7. Model of intercultural competences (Deardorff, 2004:196).....	129
Appendix8. <i>Daily Planet</i> . Place in campus of HiO. Building nr.48.....	130
Appendix9. Space culture of HiO.....	131
Appendix10. Statistics about incoming and outgoing students at HiO.....	133
Appendix11.Space culture of HiAK .....	134

<b>Appendix12. Statistics about incoming and outgoing students at HiAK.....</b>	<b>135</b>
<b>Appendix13. Campus based internationalization- management strategy for internationalization of research area.....</b>	<b>136</b>
<b>Appendix14. Participation of the Universidad de Granada in the Framework Program in 1994-2010.....</b>	<b>139</b>
<b>Appendix15. Topics and tasks from through internships related worth research objectives.....</b>	<b>140</b>
<b>Appendix16. Sociodemographic findings about participants of quantitative research.....</b>	<b>141</b>

## INDICES OF FIGURES

Figure1. Relationship between global, European, national, regional and particular university contexts (Own elaboration).....	5
Figure2. Creation of European Spacie of Hiher Education. Adopted from Tejada (2009).....	8
Figure3. Perspective of process of internationalization of higher education from global to institutional level (Own elaboration).....	9
Figure4. Framework of the European Convergence in HE, Vocational Education (Own elaboration).....	12
Figure5. Stages towards to establishing a NQF compatible with the FQ- EHEA, 2009-2010.....	13
Figure6. Research design. ....	19
Figure7. Elements taking part of Development International Strategy in University. (Own elaboration).....	22
Figure8. Internationalization of approaches to internationalization in university (Keller).....	23
Figure9. Process of the internationalization of the campus and its impact on the development of intercultural competences between its population. Theoretical arguments for the process and competences development research approach. (Own elaboration).....	27
Figure10. Model for educating the next generation of global professionals (Herrera, 2008-2011).....	32
Figure11. The intercultural competences Learning Spiral (Bertlesmann & Deardorff).....	34
Figure12. Zeus Culture. (Sources: Handy).....	39
Figure13. Apollo's culture .....	39
Figure14. Athena's culture.....	40
Figure15. Dionysus ' culture.....	40
Figure16. Diagram of change in multicultural environment.....	41
Figure17. The transformations occurring in the culturally diverse environment .....	43
Figure18. Realists social explanation. (Pawson & Tilly quoted in Blaikie, 2000).....	46
Figure19. Strategy for data analysis.....	54
Figure20. Dimensions of the questionnaire construct.....	51
Figure21. Our strategy for IC development between professionals.....	100
Figure22. Model of creation of campus' culture for development of Interculturally competent professionals.....	101

## INDICES OF TABLES

Table1. Instruments of data gathered .....	51
Table2. Values for the items in the tool xxx for the average (ME), standard deviation (SD)..... item-total correlation (IT) and Cronbach if we remove the element (AE).....	52
Table3. Dimension correlations (Rho-Spearman correlations).....	60
Table4. SWOT analysis of strategy internationalization at HiO.....	64
Table5. SWOT analysis of strategy internationalization at HiAK.....	67
Table6. SWOT analysis of strategy internationalization managed by OFPI (UGR).....	71
Table7. Comparison strategies for IaH with internationalization of research taking in to account professional experience in the field, gathered in Norwegian and Spanish contexts. ....	72
Table8. Development of Attitudes.....	81
Table9. Development of Knowledge and Comprehension.....	82
Table10. Skills.....	83
Table11. Desire Internal Outcomes (intercultural reflection).....	84
Table12. Statistics data: Media, Mediana, Moda, Standard deviation (dimensions).....	85
Table13. Comparison IC development between researchers and administrators.....	86
Table14. Comparison intercultural competence development according to genders.....	89



## CHAPTER ONE. INTRODUCTION AND JUSTIFICATION

### 1. Introduction

This thesis represents my experience from the journey I have had opportunity to take through different European Universities. As a Polish citizen I studied four years at a Polish University, furthermore I continued my studies as a member of *Socrates Erasmus* and *Free Mover Program* (2004-2006) at Spanish one. I joined one year at the University and College in the United Kingdom. In the meanwhile I took two months of experience through courses in Ukrainian University.

All of them are academic institutions and all of them have different impact on my personal and professional development. It is not about regular courses they offer is something above, more about different environments that could be found on its campus. My personal curiosity about more professional perspective, what really impact an environment of the campus and how it is handling in the age of globalization of education encourage me to apply for *Erasmus Mundus Mundusfor Program*.<sup>1</sup>

The professional knowledge brought by the modules of the master and specially the professional internships in two countries, where the study have been held (Norway and Spain), convinced me to choose the matter of internationalization of the university for the subject of this thesis .

One is not aware of the importance of the culture in own self behavior, routine, way of work, till to meet with someone come from other place, with different “*software of the mind*” (Hofstede, 2001). My previous research in a field of *Philosophy of Culture*, about “*Bushido’s Ethos and its impact on Japanese nation*”<sup>2</sup> showed, how *the national culture in relation with education and policy lead Japan from closed till XIX countries to one of the most developed countries of the XX century*. Work on my prior master thesis “*Muslim immigration in West of Europe after World War Second: case of Germany, France, Spain and England*”<sup>3</sup>, makes me aware about *the importance of cultural openness, which should be learn in origin and destination countries*.

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<sup>1</sup> *Erasmus Mundus Munusfor*. Education of Professionals in Education. <http://www.ugr.es/~mundusfor/>

<sup>2</sup> Wisniewska, L. 2003. *Bushido ethos and its impact on Japanese nation*. Bachelor thesis in Philosophy of culture, Maria Curie Skłodowska University. Unpublished.

<sup>3</sup> Wiśniewska, L. (2006) “*Muslim immigration in West of Europe after World War Second: case of Germany, France, Spain and England*”. Master thesis in Contemporary History. Maria Curie Skłodowska University. Lublin. Poland. Unpublished master thesis of Maria Curie Skłodowska University.

*Other important finding, which personally surprised me, was lack of adequately prepare educational systems as well as professionals in education and teachers in order to deal with intercultural immigration have been taking place on the European continent more significantly for last 60 years. This so “delicate” cultural, religious issues can provoke “shock of civilizations” about which wrote Toynebee and Huntington. It is well visualized in functioning of extremists’ organizations, events in 2005 in Paris, as well as caricature of Mahomet in Denmark and a lot of more similar episodes.*

One of the advantages the European Union members have is a liberty movement. Economical differences between the Union countries stimulated waves of European immigrants. Those are also exposure to face difficulties related with cultural misunderstandings. At a family level, it could be observed many dramas, because of *cultural shock* between adults but especially teenagers.

The XXI century should be the age of cultural dialog and independently from the immigration policy model (*integration, melting pot, interculturalism, without any model to followed*), and how monolith a country is recently, educational systems are responsible for citizens’ preparation for intercultural diversity and dialog with.

Institutions of higher education all over the World face many challenges at the beginning of the XXI century. They held a responsibility to prepare intellectually and culturally in rapidly changing World, to be competitive in the global market as well as stay abreast of the digital tools and knowledge. As a strategy to deal with all of that, internationalization of higher education (IHE) seems to be chosen (Siaya & Hayward, 2003). However, it could be observed **lack of precisely said outcomes** of the **internationalization strategies**. In case they exist, are mentioned in very general words, such: “*intercultural competent society*”<sup>4</sup>, globally “*competent citizens*” or “*cross-culturally competent students*” (Deardorff: 2004: 16), but in general do not asses. **Many institutions spent a lot of economic resources in order to get desire results**. However to assess it, they tend to describe internationalization’s outcomes presenting numbers of the contracts they have with oversees partners, numbers of students they host or send abroad, or numbers of international programs they have. But are these

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<sup>4</sup> Strategic Plan for Oslo University College. <http://www.hio.no>. (15/03/2011)

numbers, the best way to see the results of internationalization efforts? Are they really representing involvement of university in internationalization process after 2010?

*Haravi* in 1992 said, that it is not enough to bring some international students on the campus, to say that this university is internationalized. The number of students, who are sent abroad, is still very low (around 10%). Furthermore it is impossible to send all participants of the campus abroad, because it is not the aid. On the other hand, one of “*The social objectives of the Bologna Process is to ensure equality of access to higher education (...) with maintaining its quality(...) with the goal of improving employability*” (*Yopp, 2010: 18*). **What equality are we talking about?**, knowing that the European Union – strategy 2020 proposed for further ten years, is planning to increase mobility till 2020 only to 20% of students’ population? **What about the 80% European young professionals and citizens?**

In order to see how many of the European universities deal with the situation described above, we will focus our professional reflection on **campus based internationalization efforts** undertaken by two **Norwegian colleges** (implementation of “*internationalization at home (IaH)*”) and **International Projects Office (OFPI)** (internationalization of research in Granada University (UGR)). This thesis has strong professional character of the research on professional practice in the framework of IHE. Because of that, will contains detailed concrete actions of the internationalization efforts held by *Akershus University College (HiAK)* and *Oslo University College (HiO)* as well as *Oficina de Proyectos Internacionales (OFPI)* of UGR, which the author have taken part during two internships required by international formation program- Erasmus *Mundus Mundusfor*. Reflection on *Strengths, Weaknesses, Opportunities, and Threats* of each strategy campus the authored take part will be discus. Afterwards, attempt of assessment of IHE through development of intercultural competences among professionals will be carried out.

## **2. Internationalization of higher education as European objective.**

To explore the significance of this study, it is helpful to set the context of this study through a cursory overview of **globalization, internationalization**, including **definitions**, relation between these two concepts, its objectives and benefits of internationalization. The processes of internationalization of education at the European level will be shortly characterized and its impact at international and national level will be analyzed.

## 2.1 Relationships between globalization and internationalization of education

*It is impossible to look at the concept of internationalization without considering the realities of the environment in which higher education is operating* (Kehm & de Wit 2006, quoted in Knight (2010:3). In this case globalization is probably the most powerful feature in the changing environment (Figure1). This phenomena impacts policy makers, academics, professionals and practitioners of all sectors. Education cannot be neutral to it, in contrary should face the challenges globalization bring with. According to Knight and de Wit *“Internationalization is changing the world of higher education, and globalization is changing the world of internationalization”* (Knight.2008:1; de Wit. 2010:8). Because of that, these two terms are closely related. *“Internationalization in higher education is an inevitable result of the globalized and knowledge-based economy of the 21st century.”* wrote Altbach and Teichler in 2001.

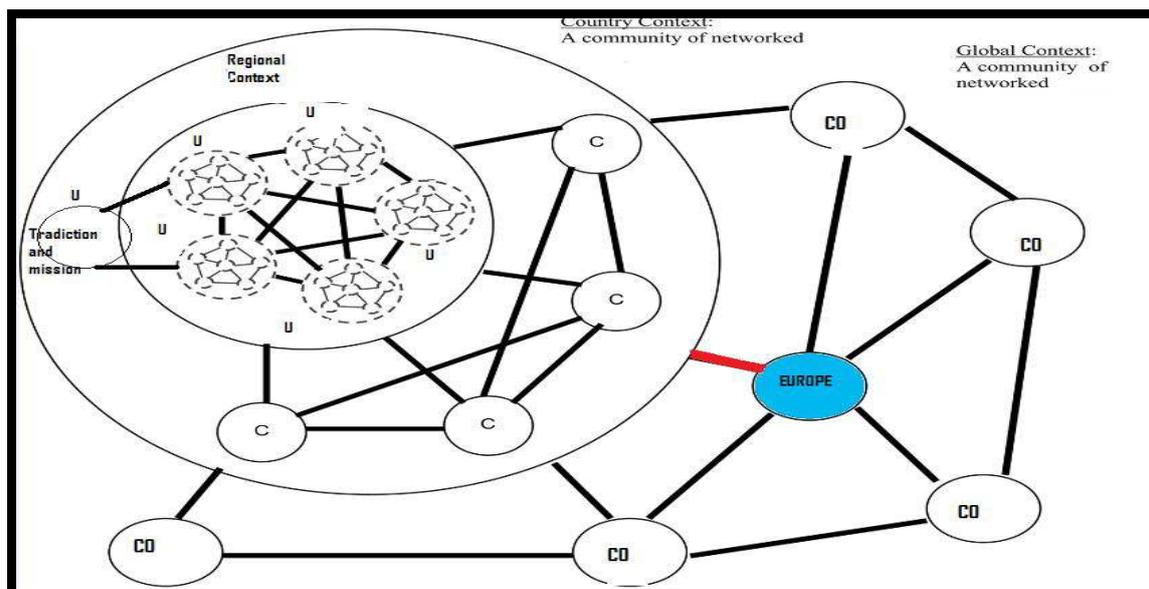
Through the literature there is a lot of discussion regarding the distinction between *globalization and internationalization*. While concept of **Globalization**<sup>5</sup> is seen as: *“the flows of knowledge, technology, people, values, ideas that transcend the borders ... affect each country differently, in relation to its history, traditions, culture and priorities.”* (Knight & de Wit, 1997:6; Raabe, 2010), Ellingboe, Hanson and Meyerson defined **Internationalization as**, *“(….)making campuses more internationally oriented, implemented by a range of actions which integrate different international elements into curricula to increasing the presence of international faculty and students on campus “* (Ellingboe, 1998; Hanson & Meyerson, 1995).

Gacel-Avila (2005:124, quoted by Deardorff, 2004:20) summarized the **distinction** by saying that **internationalization** *“refers to the relationship between nations, which promotes recognition of and respect for their own differences and traditions, whereas **globalization** does not tent to respect differences and borders, thus undermining the bases of the very same nation-states, and leading to homogenization*

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<sup>5</sup> They are many definitions of globalization concept (Aninant, 2003; Raabe, 2010; Sletter & Grant, 2008), but physical limitations of this study permit us cited just the most relevant for our context.

Figure 1. Relationship between global, European, national, regional and particular university contexts.



CO- continent, C- country, U- University; Sources: Own elaboration

Regarding to the “*Internationalization*” it is not a new term. According to Knight (2010:5) term- **internationalization** emerged about 25 years ago and was related with activities such as: study abroad, institutional agreements and languages studies. Passing to XXI century internationalization term, was more identified with study abroad, students’ mobility, international research programs as well as moving across borders, international academic networks and partnerships based on mutual collaboration.

The work definition used for the purpose of this research will be the one brought by **Knight** (2004:11, Raabe, 2010). According to the author **internationalization** at the national as well as sector and institutional levels could be defined as: “*the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education*”.

Knight also states that recently we can see mainly two components of internationalization of higher education. One is called “**internationalization at home**” (Wachter, 2003; Knight, 2010) or **campus based internationalization and is oriented to help students to develop international understanding and intercultural skills** and the second one is focus more on “**internationalization abroad**” or “cross-border education” (mobility students, projects, faculty, programs).

**According to this division our research will be focus on so called “internationalization at home” or “campus based internationalization” in the European context.**

### ➤ Approaches to internationalization

In order to sum up various definitions of internationalization we will bring de Wit's (2002: 117-118) categorization of the approaches to internationalization: the **activity approach**, the **rationale approach** (purposes and intended outcomes), **the competency approach** (learning competencies, career competences, global competence, transnational competence and international competence), and the **process approach** (integration/infusion of activities, academics, policies and procedures, and strategies).

Afterword explained what the concepts of globalization and internationalization means as well as sum up it with one of the possible categorization of approaches to internationalization (de Wit), we will ask about objectives of the IHE. Saying in other words: why do we internationalize higher education?

### ➤ Why internationalized higher education?

In the literature about this subject we can find many reasons for internationalization of higher education<sup>6</sup>. Below we brought the arguments pointed out by Knight:

**Political reasons:** “(...) *considered as a form of diplomatic investment for future political and economic relations. (...) scholarships for foreign students who are seen as promising future leaders are considered to be effective way of developing and understanding of and perhaps affinity for the sponsoring country.*” (Knight, 1997: 9).

**Academic reasons:** are related to the functions of higher education such achievement of international academic standards for teaching and research. “*International activities may serve as catalysts for major institutional planning or help with institution building through the enhancement of the human (...) or management infrastructure system.*”

**Economic reasons:** these are related with long-term economic effects. The incoming and outgoing students are seen as a red of future collaboration in trade segment, as well as outgoing students as a competitiveness fork worse in global economy. The recent debate in this framework treats to the *significance of expert education products*. The question lanced here is, if these actions are really contributing teaching, learning and research and other services?<sup>7</sup>

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<sup>6</sup> **Aigner** et al (1992) there are three mayor reasons of internationalization of higher education: Interests in international security, Maintenance of economical competitiveness, Fostering of human understanding across nations.

<sup>7</sup> “*If one is to ensure that improving the quality of higher education is the primary goal of internationalization, not the development of international export markets, it is essential to find the balance between income-generating motives and academic benefits.*” (Knight, 1997: 10).

**Cultural and social reasons:** “*need for improved intercultural understanding and communication. The preparation of graduates who have a strong knowledge and skills 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: 11).

In 2004 Knight included to those previously mentioned, the fallowed reasons for internationalization of education: *Strategic alliance, Commercial trade, National building, Intercultural skills development of students and staff, Human resources development* (Knight, 2004).

The lasts two points cited here embrace thinking about “*globally competitive workforce*”, with the *knowledge, skills, attitudes and behaviors which permit fluent adaptation to changing labor market*. (Global Workforce in Transition [GWIT], 2004, quoted by Deardorff (2004: 11).

The convergence of European higher education is a response to globalization of higher education and vice versa. The World’s organization as UNESCO, World Bank (WB), and OECD through their analysis<sup>8</sup> and international meetings shape the future of political drivers in all sectors, including educational field (Tailor & Francis, 2009).

The equality of opportunities, the idea of globally competent work force and citizens, assurance of quality at global level, validity of diplomas, equity in access, cost and financing issues as well as the use of higher education for development of competences and capabilities, those are the elements involved in the vision of previously mentioned organizations, on internationalization of education in global context. To face with the circumstances created by globalization of education [for instance, new delivers of education on global arena: *Pearson* (United Kingdom), *Thomson* (Canada), *Aptech* (India), *Multinational Companies* like *Apollo* (US), *Informatics* (Singapore) and some university corporation such as: *Motorola* and *Toyota*, professional associations and organizations] especially important seems to be issues of assessment provided services and programs in educational field.<sup>9</sup>

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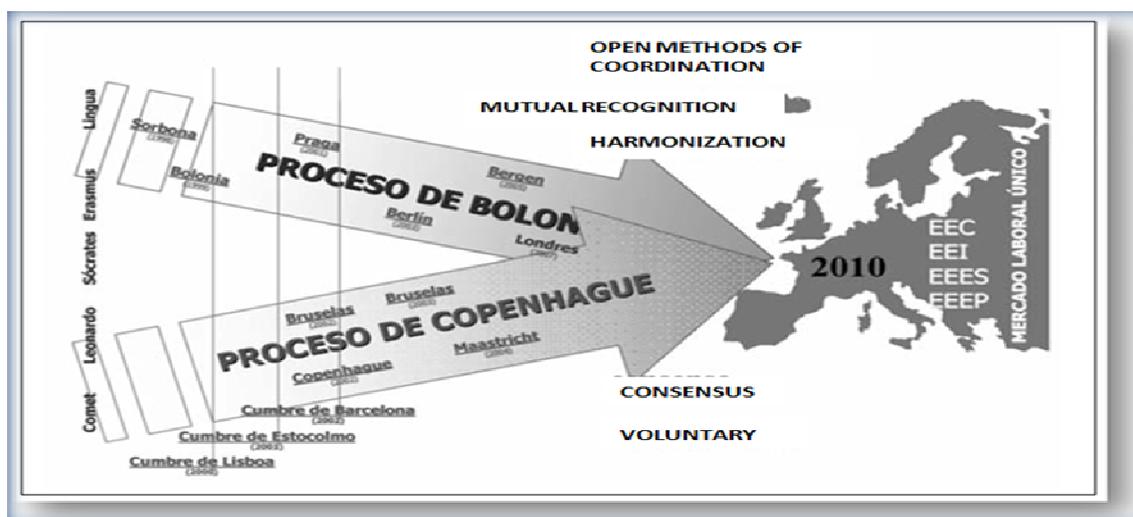
<sup>8</sup> In the late 1960s and 1970’s, UNESO started to study the comparability of equivalence of diplomas, studying , qualifications establishing international and regional conventions (in 1979 involving the European countries and Israel, the United States and Canada (Teichler, 2010:11 in Raabe, 2010)

<sup>9</sup> Vilosio, 2005; UNESCO, 2004; OECD, 2004; Knight,2005, p.13-14.

## 2.2 How do we internationalize higher education at European and national context?

In order to adequately respond to the requirements the increasing *multiculturality* which becoming to present in all dimensions of our life (professional and personal), the European Union provide some political guidelines, which would help in creation of intercultural awareness and skilled citizens. The European Educational Strategy for creation of European Higher Education Area (EHEA) and society of knowledge had been planned to be accomplished by 2010, have been developing by two processes: the Bologna Process (1999) and the Copenhagen Process (2002). In order to follow a progress of both processes many international meetings took place and its results are visible in the European Declarations. Among them should be pointed out: Sorbonne Conference (1998), Bologna Conference (1999), Prague Conference (2001), Berlin Conference (2003), Bergen (2005), London Conferences (2007) and Leuven Conference (2009), which have been developed guidelines to the Bologna Process (Figure 2).

Figure 2. Creation of European Space of Higher Education. Adopted from Tejada (2009)



Sources: Tejada (2009).

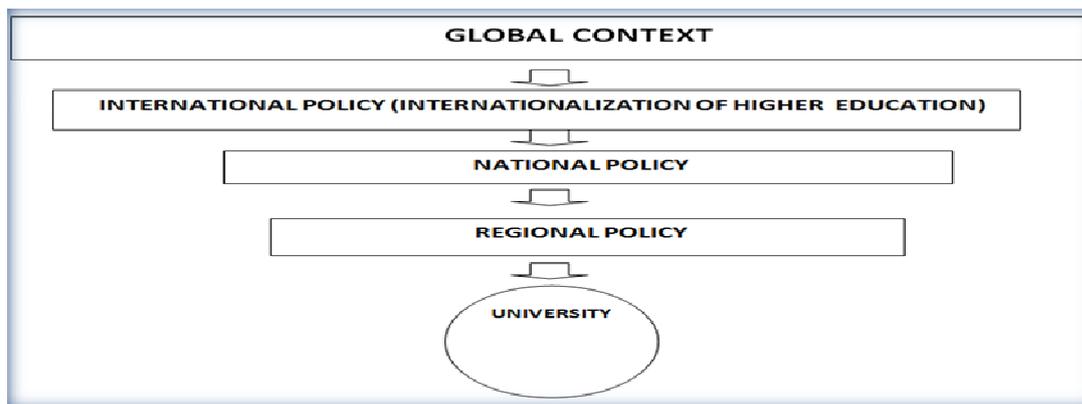
The Copenhagen process related with Vocational Education and Training in the European Area, had its expansion through Lisbon (2000), Stockholm, Barcelona, Brussels, Copenhagen (2002), Maastricht, meetings' results. Most of the countries have already introduced or are in the course of introducing measures that aim to improve the quality of educational services at different levels (national, regional, institutional) across the whole HEA. A little bit slower progress could be observed in reach the objectives

settled by the Copenhagen meetings. The European Strategy 2020 challenges with its new goals in IHE and research field.

As we choose the process and development of global competences approach to internationalization, gradual development of the European guidelines policy and its impact on national policy of the European countries will be presented (Figure3).

The strategy each country opts in order to fulfill the Bologna and Copenhagen requirements could be observed in creation of national agencies and all range of needed institutions. The National Qualification Frameworks (NQF) is other element which visualized the impact of international policy on national level. Those adjustment to global necessities also impacts on ongoing changes within organizational culture of particular university (Figure 2).

Figure 3. Process of the internationalization of education from global to institutional level.



Sources: Own elaboration.

### ➤ On the international level

According to the *Bologna Declaration* (1999) all convergence actions in higher education field will be guide by *total respect of diversity, cultures, languages*, the national educational systems and autonomy of university.

Rectors of the European Universities at the meeting in Bologna in 1988 highlighted the big role the universities and higher education institutions are going to take in the society which is overcoming a lot of changes related to the internationalization and modernization (Magna Charta Universitatum, 1988).

The OCDE (1999) defines the ‘internationalization’ of HE as the integration of an international/intercultural dimension into all the activities of a university, including teaching, research and service functions. Followed this idea the Sorbonne Declaration

(1998) started enforcement of construction of internationalization of Higher Education in Europe, focusing on:

- Improving the international transparency of programs and gradual convergence through a common framework of qualifications and levels of study, adoption of system divided basically in three university circles: grades, master and doctorate.
- Facilitating the **mobility of students, researchers and teachers** in the European area and their integration into the European labor market.
- Creating a **common degree level system** for undergraduates (bachelor degree, usually 3 years study) and graduates (master, two years study and doctoral degrees).

The Bologna's Declaration (1999) continued developing of the idea proposed in Sorbonne about internationalization of higher education and creation of knowledge society, what erased as a response to the global competitiveness. En 1999 in Bologna the ministers of 29 countries<sup>10</sup> agreed on fallow cooperation through:

- Adaptation of systems to be easy readable, comparable and recognized,
- Implementation of a system based on two cycles (three cycles: degree, master and PhD, since Bergen conference).
- Establishment of a system of credits (ECTS);
- Support the mobility of students, researchers, academic and administrative staff;
- Promotion of European cooperation in quality assurance;
- Promotion of European diminutions in higher education in terms of curricular development and inter-institutional cooperation.

The Lisbon Strategy (2000)<sup>11</sup> and its implementation thought the **Copenhagen process** gives guidelines for convergence of vocational and professional and lifelong learning education within Europe and: *“Strengthening the European dimension in vocational education and training with the aim of improving closer cooperation in order to facilitate and promote mobility and the development of inter-institutional cooperation,*

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<sup>10</sup> (15 EU Member States, three EFTA countries: Island, Norway, Switzerland; 11 EU candidates counties: Bulgaria, Check Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Romania, Slovakia, Slovenia; the Council of Europe and associations of universities, Rectors and European students. Recently 46 countries fallow the Bologna objectives.

<sup>11</sup> The Lisbon Strategy was launched in 2000 at the European Council in Lisbon. The goal of the Strategy was to make the European Union "the most dynamic and competitive **knowledge-based economy in the world.**" This economic and social strategy is based on three pillars: Preparing the transition to a competitive, knowledge-based economy and society, Modernizing the European social model, investing in people and combating social exclusion, Applying an appropriate macro-economic policy mix. The relanched strategy in 2005 consists of two dimensions: 1. national dimension (it was based on the implementation of structural reforms in the Member States and preparing of national reform Programs and 2. European dimension (it covers all initiatives taken by the Commission ) (Lisbon Strategy, 2000)

*partnerships and other transnational initiatives, all in order to raise the profile of the European education and training area in an international context so that Europe will be recognized as a world-wide reference for learners.”* (Copenhagen Declaration, 2002).

Priorities identified in the Resolution on the promotion of enhanced European co-operation on vocational education and training approved by the Council of the European Union (Education, Youth and Culture) on 12 November 2002 treated to **1)** European dimension, **2)** Transparency through the implementation of information tools, networks and using existing instruments such as: certificate and diploma supplements, European CV, the Common European Framework of reference for languages, EUROPAS. **3)** recognition and qualifications (Credit Transfer System for Vocational Education and Training , CTVET) and development of common principals which permit a validation of non-formal and informal learning to be recognized in different countries and on different levels. **4)** quality assurance by exchange models and methods, criteria for this filed and attention to learning needs of teachers and trainers within vocational education and training.

➤ **Internationalization of higher education on the national level**

In order to implement general guidelines for internationalization of higher education lanced by the European Commission, the government of each country takes adequate steps to create agencies, offices and procedures which help in this complex process.

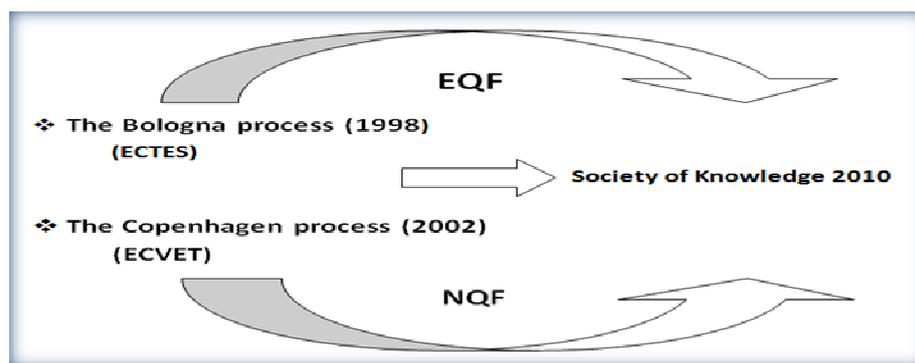
One of the instruments served to the transparency at international level, and especially on national one is National Qualification Framework (NQF). **National Qualification Framework** “*is a tool for describing and clearly expressing the differences between qualifications are reach at all cycles and levels of education.*”(de Wit, 2010:22)

The NQFs works in close relation with the ECTS and Diploma Supplement, and are completely compatible with the Framework for Qualifications of the European Higher Education Area (FQ-EHEA) (Bergen Declaration.2005). It has references to the three/cycle study structure and general description of learning outcomes, competences and credits.

This national tool is adapted to the European Qualification Framework (EQF).

European Qualification Framework and National Qualification Framework are inseparable parts of both processes the Bologna and Copenhagen one. Furthermore, its role permits to maintain transparency and recognition between outcomes from all educational systems at all levels (Figure 4).

Figure 4. Framework of the European Convergence in HE, Vocational Education



Sources: Elaborated by Lidia Wiśniewska in You & others (2009)

Initially it was planned that until 2010 the National Qualification Frameworks will be introduced in most of the countries. As the process seems to be very challenged, this goal will be continued in the next years. Today just nine countries have implemented fully this tool (Figure 5), other 11 are on the advanced level of its realization.

*Referring to the countries our research is carry out should be say that, in order to secure quality of the education reforms Bologna Process brought establishment of ANECA (La Agencia Nacional de Evaluación de la Calidad y Acreditación) in Spain and NOKUT (Norwegian Agency for Quality Assurance in Education) in Norway in 2001 and 1998, respectively took place.*

Implementation of the Bologna Process in Norwegian context have been accomplished successfully in 2003/2004, what was encouraged by educational reforms during the 90's. The main objectives after 2010 the Norwegian Higher Education sees in IaH campuses, as well as in international area.

In case of Spain the Bologna Process was successfully introduced by 2010. The main objectives for further years are related with development of teaching learning methodologies promoted by this process.

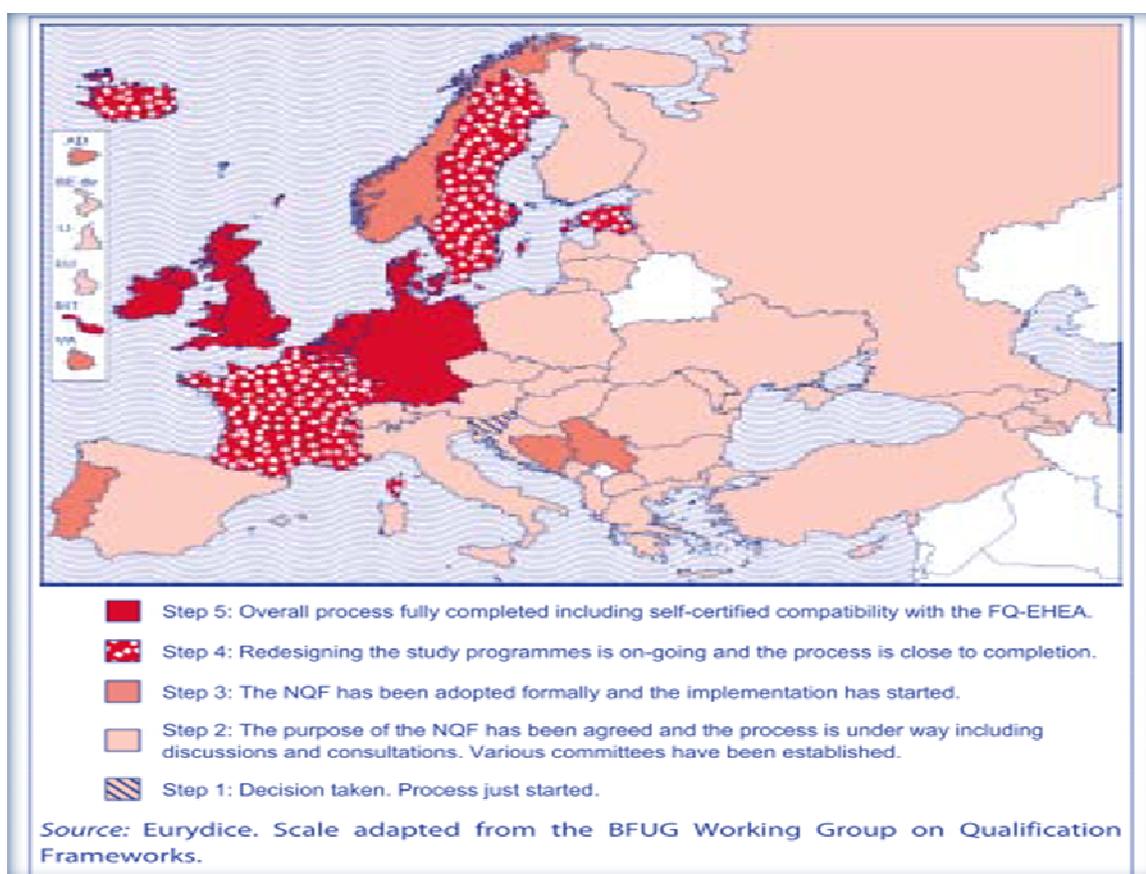
Talking about the National Qualification Framework, flow of the information showed by the Figure 5, that Norway is in the third step (out of five) of its implementation, what means, that the NQF was formally adopted and implementation has started.

In Spain also movement toward the NQF has started. The second step, according to the qualification showed on the Figure4, its purpose has been agreed by the stakeholders and the process is under way including discussions and consultations. Various commitments have been established.

According to the Leuven/ Louvain-la-Neuve Declaration (2009) the post- Bologna time priorities in the future of EHE (Strategy 2020) will be focus on:

- Measurable targets for widening overall participation and increasing the participation of under-represented social groups in HE;
- By 2020 at least 20% of graduated students in EHEA should have had they period of study or training abroad;
- Lifelong learning and employability as two important missions of HE;
- Students-center learning as a goal of ongoing curriculum reform.

Figure 5. Stages towards to establishing a NQF compatible with the FQ- EHEA, 2009-2010



Sources: Eurydice. Quoted by De Wit (2010).

In this point a study context situation on current global education was presented. The last 10 years of significant changes in the European Higher education on continental and national level were presented through the Bologna and Copenhagen Processes as well as implementation of the European Qualification Framework and the National Theoretical Framework in studied countries: Norway and Spain.

### **3. Goals of the study**

#### **3.1 Statement of the research problem**

In constantly globalized World, internationalization of education should be provided to 100% students' population, what is seems to be possible just by development of intercultural environment on the home campus. With this matter the followed question is related: What actions may be held on the campus in order to involved whole campus population in? What strengths, opportunities, weaknesses and threats exists in campus based strategies which internationalized higher education and research? What is the formative impact on development of intercultural competence between current and future professionals through campus based internationalization? Exists any differences in formative impact on development of intercultural competences taking into consideration different professional categories as well as genders of the campus?

To answer these, another underling question first should be answer: Which actions would provide efficiently intercultural environment of the campus?

#### **3.2 Purpose of the study**

Purpose of this research is to describe, analyzed and explore concrete actions of internationalization of higher education, especially *internationalization at home* (Akershus University College and Oslo University College) and internationalization of the research (*Oficina de Proyectos Internacionales* of Granada University), moreover present the Strengths, Weakness, Opportunities, Threats of each campus in order to improve its internationalization practices. Afterwards we would like to measure impact of internationalization campus practices on development of intercultural competencies between professionals (taking in to account possible differences between diverse professionals categories and genders). That purpose is related with desire to share professional experience in the field of internationalization of higher education and research.

#### **3.3 Objectives of the study**

***1. Describe and analyzed different actions carried out by universities in order to foment internationalization of the campus.***

- Describe and analyzed different internationalization efforts carried out on the campus (Oslo University College, professional experience from internship, Norway)
- Described planed actions for internationalization of the campus
- *Exploration and explanation of the impact* national culture and organizational culture (unplanned factors) have on implementation of internationalization of

- education as well as development of intercultural competences between campus population.
- Described and analyzed different internationalization efforts carry out on the campus (Akershus University College, Norway)
    - Described and analyzed planned actions of internationalization of the campus
    - *Exploration and explanation of impact the national culture and organizational culture (unplanned factors) have on implementation of internationalization of education as well as development of intercultural competences among campus population.*
  - Described and analyzed different actions of internationalization of the research (*Oficina de Proyectos Internacionales de la Universidad de Granada, professional experience form internship, Spain*)
    - Described and analyzed planned actions of internationalization of research
    - *Exploration and explanation of impact the national culture and organizational culture (unplanned factors) have on implementation of internationalization of education as well as development of intercultural competences among stakeholders.*
2. Present the Strengths, Weakness, Opportunities, Threats of internationalization strategy of Oslo and Akershus University Colleges as well as International Projects Office of Granada University in order to improve the practices in this field.
  - 3. Compare strategy of internationalization at home with internationalization of the research taking in to account national differences observed during two professional internships.**
  4. *Get to know formative impact on development of intercultural competences through internationalization of the research.*
    - Get to know to what extend the components of intercultural competence proposed by Deardorff are developed among participants of international research project, managed by *Oficina de Proyectos Internacionales* of Granada University.
  5. *Analyzed if exists any differences in formative impact (development of intercultural competences between participant of international research projects) taking in to account professional specialization and gender.*

### 3.4 Research questions

- What internationalization efforts are carrying out on the campus of Oslo University College (Norway) in order to educate intercultural competent professionals?
  - What actions OUC plan in order to internationalize the campus?
  - *What is the impact of national culture and organizational culture (unplanned actions) on implementation of internationalization of education as well as development of intercultural competences among campus population?*
- What internationalization efforts are carrying out on the campus of Akershus University College in order to educate intercultural competent professionals?
  - What actions HiAK plan in order to internationalize the campus?
  - *What is the impact of national culture and organizational culture (unplanned actions) on implementation of internationalization of education as well as development of intercultural competences among campus population.*
- What internationalization efforts are carrying out by International Projects Office of Granada University (Spain) in order to internationalize research?
  - What actions OFPI implement in order to internationalize research?
  - *What is the impact of national culture and organizational culture (unplanned actions) on implementation of internationalization of research as well as development of intercultural competences among campus population.*
- Which Strengths, Weakness, Opportunities, Threats of internationalization strategies could be observed at Oslo and Akershus University Colleges as well as International Projects Office of Granada University?
- **What similarities and differences could be observed between strategy of internationalization at home and internationalization of research taking in to account national differences observed during two professional internships?**
- To what extent the components of intercultural competence proposed by Deardorff are developed among participants of international research project, managed by *Oficina de Proyectos Internacionales* of Granada University?
  - Do exist any differences in development of intercultural competences between participants of international research projects taking in to account different professions and genders?

#### 4. Significance

**Scientific:** *The 2000 Policy Statement of the International Association of Universities (IAU), presented at a UNESCO World Conference in Higher Education, recommends that “all internationalization programs (...) promote intercultural competence and a culture of peace among global citizens”* (International Association of Universities (IAU), 2000, recommendation 11, quoted in Deardorff, 2004:16). Taking in to account huge economical and human resources put in the internationalization of the universities, very few studies have been done on assessing the effectiveness of internationalization strategies and their impact on student development. Thus, given the statements in the 2000 *American Council on Education* report regarding IC coupled with the recommendation of the IAU and given that a knowledge gap currently exists in the area of assessment. In 2004- 20010 Deardorff gave theoretical respond to this request and mentioned that **further research involved her findings (model of IC development) is needed**. In the European context we do not find any literature about outcomes of internationalization efforts treated campus based strategy. The reports as Trends III (2003), Trends V (2005), Trends VIII (2010), write only the results related closely to the implementation of the Bologna Process. Any study about impact on development of IC through participation in IRP have been found. So, what give added value to IRP?

**Professional: 1.** We bring detailed information and reflection on concrete actions (strategies) for IaH and IR. Those can be use in any campus after its contextualization. **2.** Moreover analysis of Strengths, Weakness, Opportunities and Threats (triangulation of sources information) give useful information to the offices responsible for internationalization of each one of the campuses in order to improve its practices. The interests in these information was manifested during process of data gathered. **3.** In order to improved innovation strategies, we turn attention to the influence national and organizational culture have on planning and implementing of internationalization.

#### 5. Research design.

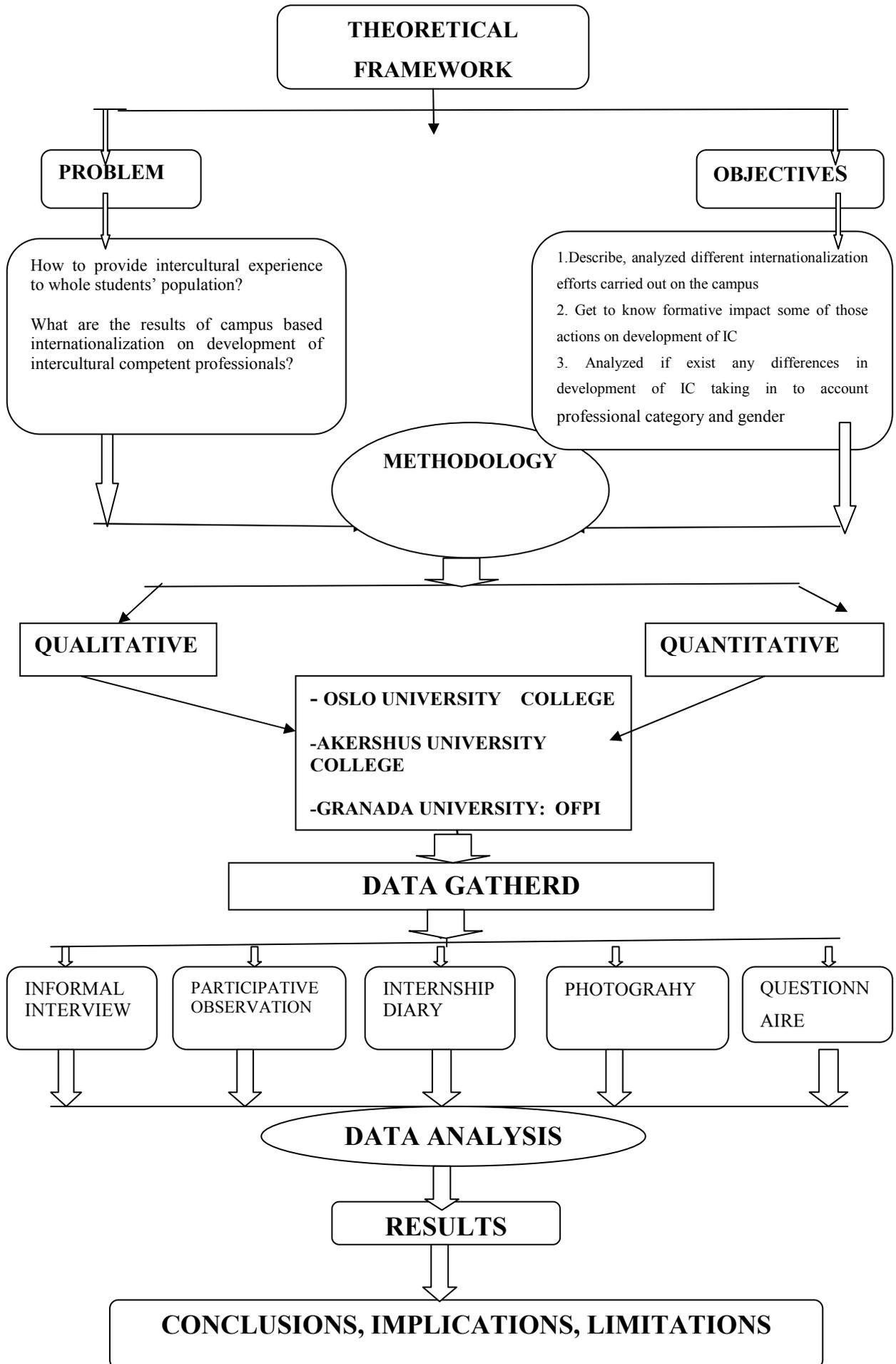
Our research has process and IC approach to internationalization. To match the objective research we choose multiple methodologies' design, which combine and complement possible limitations. Qualitative methodology (instruments: informal interviews, participative observation, internship diary, photography) permits gathered information about strategy internationalization and its possible results among campus population. Quantitative methodology (instrument – questionnaire) gives opportunity to

measure formative impact on development of IC between participants of IRP (see Figure 6).

The first chapter presented the justification of the research problem from personal and professional perspective. Furthermore, general definitions of globalization and internationalization explain how all elements of the “*organism World*” are related and impact each other. Those theories do not take any position toward negative or positive impact of both processes. Following de Wit’s approaches to internationalization were brought and from those, the process and competency approach were chosen as our study approach. The economic, politic, social and cultural reasons for internationalization have been described. Afterwards, we passed to see how IHE is organized and guided on the European and national level. The principal sets of the Bologna and Copenhagen process were brought. The impact of the European educational policy on national level was shortly described taking into account Norwegian and Spanish contexts. Moreover, the chapter contained purpose of the study, its principal objectives and questions, as well as significance of the study for scientific and professional areas.

To follow our study approach, after presenting impact of global and international policies on national practices in HE, the institutional changes will be described. Those have especial importance for our study, because they create campus culture (more or less divers) through planned strategies as well as unplanned factors. The theory of *cultural diversity impact (Geurin) and mental growth (Piaget)*, which we consider as a basic point for development of intercultural competences on the campus and following this logic, we treat it as a base for outcomes of IHE and internationalization of research, will be explained.

Figure 6. Research design.



## **CHAPTER TWO. INTERNATIONAL DIMENSION OF EUROPEAN HIGHER EDUCATION AND DEVELOPMENT OF INTERCULTURAL COMPETENCES**

European policy encourages internationalization more than ever. We will observe how the culture of campuses influences the cultural awareness of its population and how it can be moderated by organizational and pedagogical (intercultural education and training) strategies. We will pay attention to the role that the organizational and national culture has in the formation of future professionals. Also, the theoretical framework used in our research will be discussed.

### **1. Internationalization of higher education and its impact on the university campus and its population**

#### **1.1 Historical overview.**

Since the middle ages, when the first universities of our era began to be established, the creation of knowledge and its “distribution” have been a principal goal. Intellectual relations have always been in existence between universities. Researchers met from time to time at big discussions about science and its validation around the same time when European universities were focusing on national issues. The admission of foreign students exists but very often with a lot of limitations due to state policies (Charle, Schriwer & Wagner, 2006).

Difficult political or economic situation in some countries forced young people to seek out foreign universities to shape their professional knowledge and personal beliefs<sup>12</sup>. The situation began to change after the Cold War. The collapse of the Iron Curtain started a new era of international relations which could be observed in the economic and trade fields. Afterwards, the European Union, taking into account demographic and ecumenical challenges, saw the necessity of developing cultural and educational issues on a continental level.

In the 1950’s, the international dimension was rather marginal and focused mostly on contribution to national reconstruction. Mobility was quite rare and was predominantly a South-North displacement, which was comprehensible because of strong links to colonial and imperial heritage. According to de Wit (2010), collaboration continues to develop through emphasis on technical and assistance cooperation. At that time, it was

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<sup>12</sup> Initially, Italian universities and then French and German institutions

necessary to manage scholarships for students and staff who went to attend training in Europe.

In the 1970's and until the middle of 1980's, the internationalization actions<sup>13</sup> had an isolated and unrelated character (**Brandenburg & de Wit, 2010**). During the next two decades (1980-1990), the EU had significantly encouraged cooperation in the research and educational fields. Because of the stronger emphasis on mobility, exchange and cooperation within European borders could be observed. As a result of the previously described changes, European academic institutions started to develop a more proactive strategy in order to face internationalization. This shall be presented in the following section.

### 1.2 Internationalization of university campus. Some tendencies.

This section will be devoted to some institutional level strategies, whose main objective is the internationalization of the university campus. First, we will present some critical **areas of decision making** and **organizational functioning** which influence the internationalization of universities. Then, we will bring up some activities being carried out in order to internationalize the campus and provide opportunities to **develop intercultural competences** in the university population.

#### Internationalization efforts and its factors

The increasing diversification of HE visualizes different missions, visions, traditions, values, priorities and rationales that each institution has in order to participate in internationalization trends. This means that there is no “one way” or “a right way” to internationalize (Knight, 2010). The strategy that the university opts in order to face this complex challenge will be based on the institutional approaches to internationalization.<sup>14</sup> “***What must internationalization do? “International education must encompass **not only** the curriculum, international exchanges of scholars and students, cooperative programs with the community, training, and a wide array of administrative services, **but also** a ‘distinct commitment,’ attitudes, global awareness, and orientation and dimension which transcends the entire institution and shapes its ethos.***” (Harari, 1986; de Wit, 2002; NASSA, 2011).

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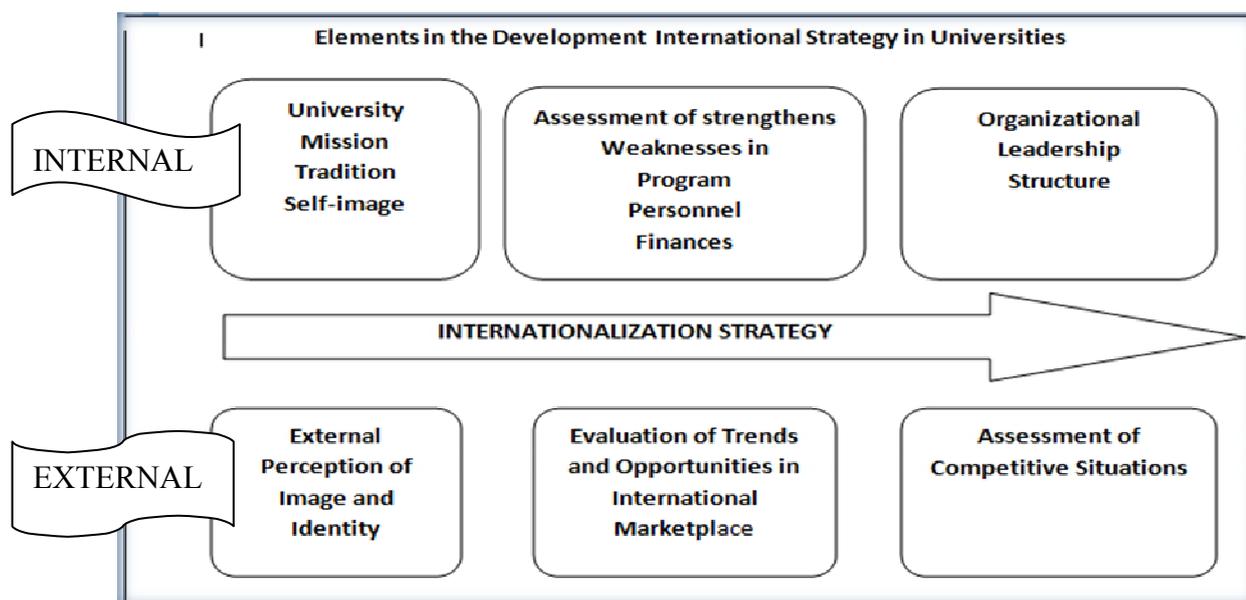
<sup>13</sup> Internationalization is today a known concept. At that time, it was not a term used, at least not in the European continent.

<sup>14</sup> According to the Knight (2010:10), six institutional approaches to internationalization exist: *Activity, Outcomes, Rationales, Process, Ethos and Abroad/Cross-border*

It has been the objective of higher education 25 years ago and it still continues to be a big challenge. In recent years, there has been an interesting development in the conceptualization of “*international efforts*”<sup>15</sup> which can be seen through: *cross-border education* as well as *campus-based strategies*, also called *internationalization at home*” (Wachter, 2003, quoted by Knight 2010:13). *Cross-border education* is related to the mobility of people, programs, providers, ideas, knowledge and services across borders. *Internationalization at home* is closer to the idea of introducing a “*distinct commitment*” and “*global awareness*” within the campus population. Our research will focus mostly on the strategy which plans to build intercultural campus at home. The conceptual framework for internationalization of academic institutions is based on the studies of Keller (1983), Davis (1992-1998) and Knight (2008, 2010).

According to Keller and Davis, two sets of factors are identified in the development of **internationalization strategy**: external and internal. Figure 7 shows the **internal**

Figure 7. Elements considered in the development international strategy in the university.



Sources: Adapted from Keller (1993) and Davies (1992, 1998)

<sup>15</sup> “**International efforts**” are understood as the short or long term actions undertaken in post-graduate education, consultancy, research, technology transfer and lifelong learning education in order to expend international environment. (Davis, 1995 quoted by Kiang, 2003).

**factors** that determine the internationalization strategy opted by the university: university mission tradition and self image; assessment of strengths and weaknesses in programs; personnel, finances and organizational leadership structure (organizational strategies

Among the external factors that influence the development of **external strategy** are: external perception of image and identity of the institution; evaluation of strengths and weaknesses of the institution in the international marketplace as well as assessment of competitive situation.

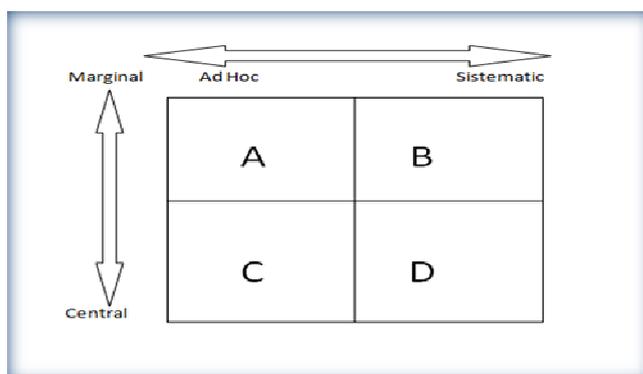
**Strategies for internationalization of university**

As could be observed, internationalization has always been present in the life of the university – in some countries, more than in others and in some fields likewise. Internationalization efforts were focused mostly on a departmental or an individual level. The division of strategies proposed 20 years ago emphasized how much the institution is involved in the internationalization efforts.

**According to Davies** (1992), internationalization can be viewed in two dimensions: (1) where **internationalization has a marginal character**, in which institutions decide to focus on regionalization, (2) where **internationalization is highly relevant** to their work and permeates to every aspect of institutional life.

To demonstrate the different strategies that universities choose in order to fulfill the political and social requirements of their context, we look at the following model, which visualizes **university approach to the internationalization** (Figure 8).

Figure 8. University approaches to internationalization.



Sources: Klasek (1992) and Zha Qiang (2003)

✚ **Quadrant A:** presents **Ad hoc-Marginal approach**. Internationalization is one of the elements of the campus but not an important one. It is characterized by a small number of foreign students and little consultancy. Research links are very limited,

motivation of individuals is low, and actions for changing forward and financing are sporadic. The lack of information on opportunities, trends and competitions is very characteristic of this strategy.

✚ **Quadrant B: Systematic-Marginal approach.** The amount of international business is relatively limited but more systematic and organized than in the first case. Areas with international character are well-identified and correspond with the internal strengths of the institution and market opportunities. The university uses its strengths and puts all its efforts in this field to become an expert. The number of institutional agreements is small but they are well worked out. The process of constant support is very relevant in order to internationalize different dimensions of the institution.

✚ **Quadrant C: Ad Koc-Central approach** is very visible and takes on different segments and client groups. Sometimes, there are strong fields and marketing is ill-focused. Sporadic elements of international programs are observed. Tendency for a lot of international agreements which are not always operational and support service that do not necessarily lead to considerable internationalization efforts characterize this approach.

✚ **Quadrant D: Central-Systematic approach.** A lot of international work in all dimensions and categories is observed. The international mission is clear to all of the campus population and it is supported by special policies and actions. Information is extensive and regularly updated. There are many working agreements through delivery programs. Curriculum and personal policy are continuous. There is ownership of the internationalization idea among campus staff (Klasek, 1992).

**According to Knight (2006, 2010),** the internationalization strategies may be divided into: *academic strategies* and *organizational strategies*, both undertaken on an institutional level. **Academic strategies** are composed of *academic programs* and *research and scholarly collaboration*, which involve all activities related to this area (refer to section on internationalization at home). *External relations* as well as *domestic and cross-border* and *extracurricular activities* form part of the *academic program's strategy*. In the *organizational strategies* Knight enumerates **governance** and **operations**, as well as **Services and Human resources** strategies. **Governance strategies** are described as an: “*Expressed commitment by senior leaders, Active involvement of faculty and staff, Articulated rationale and goals for*

*internationalization, Recognition of international dimension in institutional mission statements, planning and policy documents”.*(Knight, 2006, 2010). **Operations strategies** could be seen as: *Appropriate organization structure; Systems (formal and informal) for communication, liaison and coordination; Adequate financial support and others.*

According to Knight, **strategy at services level** of an institution refers to: *Support for institution-wide services units, for example registry, student housing, fund-raising, information technology; Involvement of academic supports units; Students support services provided to outgoing and incoming students, what is understandable as counseling, training in intercultural competences, visa advice, among others.*

**Human resources strategy** toward internationalization is based on: *Recruitment and selection procedures of the staff with international experience; Promotion of policy to reinforce faculty and staff that contribute to internationalization.*<sup>16</sup>

The university with focus on *internationalization at home* is trying to develop as many elements possible of the mentioned strategies. In fact, universities choose elements of different strategies which are more adequate to their context. Canadian, Australian, American, and Nordic universities recently opted for campus-based internationalization. This does not mean that cross-border strategies are neglected. On the contrary, they are developed in order to support and amplify intercultural environment on campus.

#### ➤ **Tendency in European internationalization of higher education**

It could be observed that some of the internationalization efforts have more presence in European universities than in others. This is especially manifested through: **academic program mobility** (student and staff oriented<sup>17</sup>), **technical assistance** (human resources development, curricular innovation and institutional reform, (Farquhar, 2008), **research collaboration, and extracurricular activities**<sup>18</sup> (de Wit, 2002).

There are around 2.7 million “*wandering students*” nowadays in European universities. According to experts’ forecasts, by 2025, this statistic will nearly triple to 7.2

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<sup>16</sup> For further information, see Knight 2010 in Raabe (2010)

<sup>17</sup> In the introduction, it was described that the European Commission created many mobility programs run by higher education institutions. These can be seen in the academic field, such as Socrates/Erasmus, Erasmus Program, Erasmus Mundus, TEMPUS, and in the internship area organized by Erasmus, Grundvig, among others. Mobility program permits students, administrators and academic staff to spend some period of their study in foreign universities and its outcomes should be recognized without any problem by the home institution. See more about student mobility in Europe in Teichler (2010) in Raabe (2010).

<sup>18</sup> For further characteristics of the mentioned elements, see de Wit (2002), Knight (2010).

million. (Epstein, Boden, Deem, Rizvi & Wright, 2008). On the other hand, “*Having many international students on a campus does not make that institution international*” (Haravi, 1992). Because of that, some European universities became aware that they needed additional actions in order to bring internationalization to the home campus. From that need emerged “*campus based internationalization*”, *internationalization at home*”.<sup>19</sup>

This type of internalization, contrary to student/staff mobility, which was always considered as *the* internationalization element, is based on university activities that introduce intercultural and international dimension in teaching, learning, research, relationship with local culture, and extracurricular activities. The integration of foreign scholars and students into campus life is also seen as an element of internationalization at home.

Taking into account our approach to internationalization (process and competence development), the most appropriate seems to be the framework for *internationalization at home* proposed by Knight (2008-2010).

The succeeding section presents the theory of diversity impact. We will see why intercultural environment, which can be seen at the university campus, provides a formative impact on the development of intercultural competence.

### **1.3 Cultural diversity and its impact on campus culture and intercultural competence development.**

In order to address our research objectives (as well as our research approach- *process and competences development approach to internationalization*), this study will be guided by an integrated theoretical framework that includes the following (Figure 9):

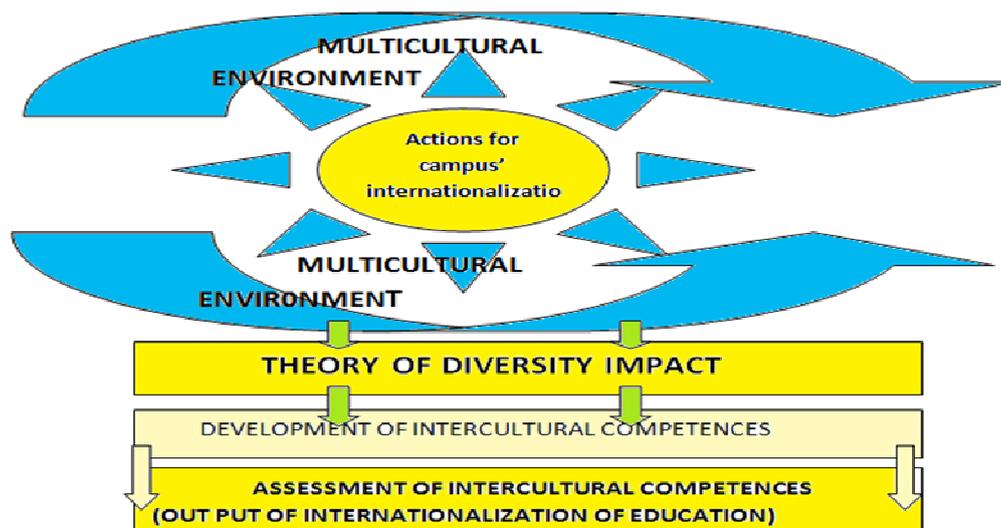
- ❖ Theory of *internationalization of university* proposed by Davis (1992), Killer (1983), de Wit and Knight (2010).
- ❖ Theory of *diversity impact* (Gurin,1998) and Piaget’s theory of *developmental growth*,
- ❖ *Development of intercultural competences process* proposed by Deardorff, and
- ❖ Theory of *cultural dimensions* (Hofstede, 1994, 2001) as well as *organizational culture* (Handy, 1985; Shein, 1985-2005).

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<sup>19</sup> The concept of internationalization at home appeared in the beginning of the XXI century (Nilsson, 2003) and was related mostly with intercultural aspects of the teaching /learning process and curriculum. This strategy is closely related to cross-border internationalization efforts.

Many factors influence the multicultural environment of the campus. They could be unplanned (like the national and geographical contexts) as well as planned (internationalization strategies).

Figure 9. Campus internationalization and its impact on the development of intercultural competences within its population. Theoretical arguments for the **process** and **competences development research approach**.



Sources: Own elaboration

There is no doubt that the assumptions and characteristics of campus culture account for the way that an educational institution behaves and functions. It is then logical for campus culture to have a formative impact on its population. The ways of operation become a norm by which behavior is shaped and evaluated. Traits and actions which differ from the norm are perceived as deviant and abnormal and are generally rejected (Schaefer, 1985). According to Giroux and Wills (1988, 1977; quoted in Manning, 1991) a great deal of time and effort are spent on teaching these cultural norms. People learn their whole lives and the university period is one of the most important in the education process, providing patterns for future professional attitudes. Recently, this has become more significant because of the tendency for lifelong learning (Lisbon, 2000). The cultural climate existing on campus influences the perception toward cultural diversity among domestic and foreign stakeholders. In general, it could be observed that in mono-ethnic countries, one culture dominates on campus - it is the *national culture*. However, in multicultural countries, differences in a university campus could be observed.

*“The reality of a predominant culture on campus can create a hostile and potentially dangerous environment.”* If the students with different cultural background do not find anything to identify with on the campus, they start to *“feel isolation, alienation, invisibility, and attitudes that they are not welcomed”* (Fleming, 1984). An administrative or economic problem could provoke frustration and even depression. These factors affect academic performance and sometimes lead to drop outs. *“The moral imperative of remedying this situation takes on an increased urgency as the number of diverse students increases.”<sup>20</sup> One could **postulate that institutions go through a parallel process so that through education, awareness, and sensitivity, institutions can become multicultural.** Such models can assist student affairs educators to understand the dynamics and complexities of institutional change.”*(Manning, 1991). Taking into account all issues previously mentioned, it should be highlighted that the flexibility of a national culture, its values and its national dimensions (Hofstede, 1994) will have formative impact on the development of cultural awareness or cross-cultural awareness among campus participants. However, this does not mean that the process cannot be shaped in order to change campus perspective on cultural diversity. How the campus culture is going to change - cultural environment transition model - (Manning, 1991:370) depends on the recognition of the needs and planned strategy.

Based on the theory of impact of intercultural environment on development, Gurin et al. (2002) **developed a theoretical foundation for explaining the benefits of racial diversity on college** campuses. Gurin et al. theorized that traditional age college students are at a life stage when they possess the developmental maturity to go through a greater understanding of themselves and how they fit into the world around them (Feldman & Newcomb, 1969; Pascarella & Terenzini 1991, 2005; Engberg, 2007;) *Developmental theory* explained that people generally operate in a state of automatic thinking governed by previous learning, stereotypes, schemes, scripts (Langer, 1978; quoted by Uma, 2008). Discontinuity in this cycle of automatic responses promotes active thinking and **developmental growth** (Piaget, 1971). According to that theory, most people grow up in segregated environments -- their neighborhoods (Uma, 2008; Orfield & Kuralender 2001). Gurin (2002) theorized that **exposure to racial and cultural diversity facilitates** these valuable states of **disequilibrium and**

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<sup>20</sup> Statistical numbers about the growth in the number of mobile students in the last 30 years were presented in *Chapter I introduction*.

**developmental benefits.** These mental differences cause great anxiety and discomfort and **those elements stimulate active thinking.** According to this theory, when students are forced to negotiate and process differences between their current experience in the college environment and what they had been accustomed to in the home environment, a state of disequilibrium is induced and cognitive growth is accelerated (**Piaget, 1971;** Gurin, 2002; Hurtado, Engberg & Ponjuan, 2003; Uma, 2008 ).

In recent years, some of the campuses' boards started to think about how to assess the internationalization efforts' impact on the campus population. The PhD research done by Deardorff (2004) aimed to see how the IC of the students could be evaluated as outcomes of internationalization efforts carried out on campus. It is nothing more than an *evaluation of diversity impact built at the campus.*<sup>21</sup>

According to Deardorff's study, the top specialist in the internationalization of education (in the United States context) agreed on the assessment of campus internationalization effort through the assessment of intercultural competences among students. The findings of Deardorff's study (2004) were used as a theoretical background in order to respond to the second objective of our study: *to detect the formative impact of internationalization of research on the development of intercultural competences (IC) among professionals.*

The next section shows how the European policy contributes to IC development, its implementation through different educational models of cultural diversity training, and the theory of IC development proposed by Deardorff (2004-2009).

## **2. Internationalization of higher education and its contribution to the development of intercultural competences**

### **2.1 European policy and its engagement in intercultural education and training**

The European policy responds to the needs of the development of more complex professional skills and competence. It is manifested in the *Bologna Declaration*, which states that it is necessary to create a more complete European influence, especially through the reinforcement of *intellectual, cultural, social, scientific and technological dimensions* (Declaración Bolonia, 1999).

**Bolonia Declaration (1999) also states that:** *Few now doubt that the Europe of human social knowledge and the consolidation and enhancement is an irreplaceable factor in*

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<sup>21</sup> Another study devoted to the intercultural outcomes of mobility programs is presented in Herrera (2008) or Kniel (2009) Evaluating Intercultural learning.

*facing the social and human development and consolidation and enhancement of European citizenship, capable of providing citizens with the skills necessary to meet the challenges of the new millennium and to force awareness of shared values and belonging to a **common social and cultural space***<sup>22</sup>. To face global challenges, people must have adequate knowledge and skills. To understand each other amidst continuously increasing diversity, it is necessary to be prepared. "The science education seems to rise to the common notion that the powers cross cannot be taught in the traditional manner, it is necessary to create contexts or learning environments where they can learn " (Tessaring-CEDEFOP, 1998: 229). CEDEFOP's document reveals the necessity of creating diversity context and environment in order to learn adequate attitudes needed in the future.

**The Green book** (2006:9) points out that "*migration can introduce into schools, values elements from intercultural and educational perspective. Contact with different points of view and different perspectives can bring big sources of values experienced by students and teachers. **Intercultural competences** and capacity to undertake tolerant and respectful dialog with the people from different cultural environments, are a skills we should and we can learn*". The document highlighted the value of intercultural diversity introduced in the classroom by pupils from a minority background. Thus, they are seen as resources which should encourage the development of intercultural competences among students, teachers and other stakeholders.

## 2.2 Objectives and models of intercultural education and training

The "*intercultural*" concept is not new to the **field of education**. In the 1600's, Comenius proposed a pansophic college, where ideas were founded in pedagogical **universalism** of beliefs, that multiplicities of perspectives **encourage mutual understanding between people from different backgrounds** (Piaget, 1957; Sadler, 1969; quoted in Cushner & Mahon, 2010). Those aspects of Comenius' ideas could be recognized in the conceptualization of intercultural education, which emerged in the first half of the past century. At the beginning of the third millennium, education promoted and developed transversal competences which permitted quicker adaptation to ongoing changes. In 2002, López López (2002) wrote about the reconstruction to that date known *transversality* setting a new, global framework of intercultural education.

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<sup>22</sup> Declaración de Bolonia. 1999.

She also pointed out characteristics of a new, global and multicultural curriculum such as: *learning through experience, cognitive components, skills development, development of attitudes and assessment*. The concept of *intercultural competences* became known quite recently.

**Intercultural training** has been developed with the involvement of multiple disciplines: business management, education, psychology and communication in order to efficiently perform in a new cultural environment. According to Schneider (1997:157-158), “*the mere fact operate beyond national borders does not mean that the international manager’s mind is also traveling beyond these borders, stating that*” international mobility does not necessarily increase the ability to think cross-culture. Taking into consideration this fact, the **principal objectives** of training strategies were (and still are) mainly: ***Work and live in a new culture*** (Mead, 1994, cited in Santos, 2004), through the preparation to undertake and efficiently carry out work tasks and the facilitation of adaptation of the individual and his/her family to the new culture, having the least problems possible (Phatak, 1992, quoted in Santos, 2004).

**Four models are used in intercultural training:**

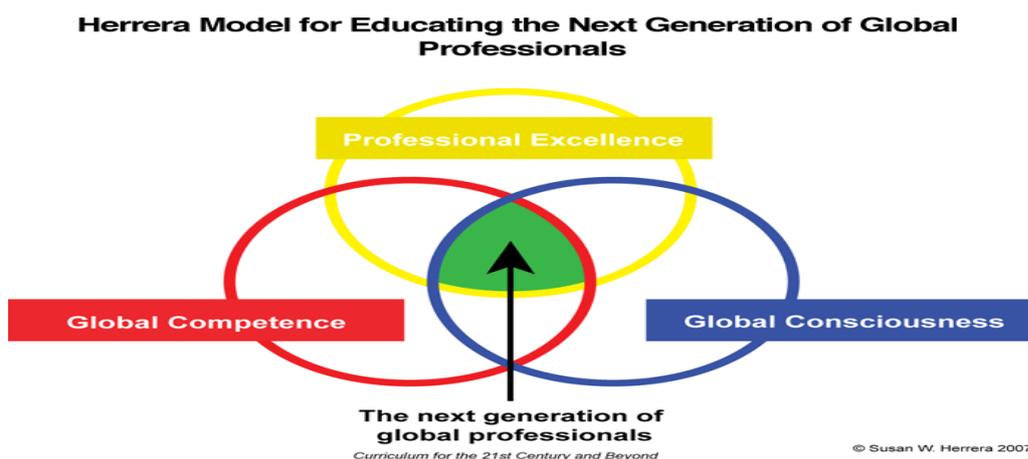
- ❖ intellectual model, known also as model of cognitive training,
- ❖ model of simulation of area or experiential training,
- ❖ **model of self-awareness (individual awareness); and**
- ❖ **model of cultural awareness.**

Recently, the most used models are based on *self awareness* and *cultural awareness*. One of the principal reasons of that choice is to look for a perspective of general culture. According to Schneider (1997:169, quoted in Santos, 2004) “*By treating simultaneously different cultures, managers need to develop an approach of “general culture”, rather than having knowledge of a particular culture, international managers need to be aware of the codes that indicate cultural differences, whether national, corporate or functional. Under this approach, it is important to identify which dimensions of culture are relevant, rather than knowing the central tendency of an individual country*”.

**The Herrera model for educating the next generation of global professionals** relates theories of globalization, cultural development theories, culture theories and standards of professional excellence into a consolidated model. This model (Figure10) for internationalized curricula assumes that professionals across all disciplines must *possess professional excellence, global competence, and global consciousness*, and that those

elements can be learned and should be taught. Herrera's *professional excellence* states that the standards of excellence required by individual professions and **global competence** are seen as the *ability to function effectively and successfully in a global environment*. "This requires having a profound understanding of the dynamic nature of cultures and their value systems." Moreover, the author defines **global consciousness** as the ability to understand the impact of globalization on humanity (Herrera, 2008-11).

Figure 10. Model for educating the next generation of global professionals.



Sources: Herrera (2008, 2011).

To understand better what *intercultural competence* is, definitions of this concept, the process of its development and a possible way of assessing it will be presented according to the theory of Deardorff (2004-2009).

### 2.3 Development of intercultural competences

#### ✚ What is intercultural competence?

The review of literature (Deardorff, 2006; Spitzberg, 2010; Bennett, 2010; Paige & Goode, 2010) manifests a complexity of concepts on intercultural competences. It should be highlighted that different terminologies of this concept can be found. Among them: *intercultural competences* (Deardorff, 2009; Herrera, 2008-11) *multicultural competences*, *global competence*, *cross cultural competences* (Deardorff, 2004-2010), *intercultural sensitivity*, *international competence*, *transnational competence*, *global citizenship* (de Wit, 2011).

For the purpose of this study, we will use the name suggested by Deardorff (2004, 2006)- **intercultural competence (IC)** which is "*the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, attitudes, skills and reflection abilities*". Deardorff's definition includes all key elements brought up by other authors (Lustig, 2003; Deardorff, 2009; Bertelsmann,

2009) on this subject, proposing a *general* division of IC into four dimensions: *intercultural knowledge, skills, attitudes* which transcends into *reflection* abilities and contribute in the effective communication in intercultural *environments*.

#### ✚ **How are intercultural competences developed?**

Intercultural competence is a complex learning experience process. It is not an outcome of one subject matter, a singular visit to a foreign country or hoc through further education. Management of language skills and knowledge of a particular culture are not sufficient to be an interculturally competent person.

Many models of IC (Byram, 2009; Paige, 2006; Bennett, 1986, 1993, 2008, Deardorff, 2004, 2008, 2010) can attest to this. Because of the physical limits of this work, we will present only one of these models. In order to respond to one of our research objectives, the theoretical model proposed by Deardorff (2004-2009) shall be used. She identified the following **elements (dimensions) in IC** process acquisition:

- *attitudes,*
- *intercultural knowledge and comprehension, and skills,* as well as
- *internal outcomes* (ability to reflect on intercultural issues) and
- *external desire outcomes* seen as an *intercultural competence behavior or constructive interaction.*

The successful achievement of planned objectives in international environment is perceived as a sign of good IC management.

According to the assumption that *culture is constantly changing* (Nieto, 2004), individuals must master the ability to deal with ongoing processes. *The acquisition of intercultural competence is a continual, dynamic process, one that moves through diverse dimensions while developing and enriching itself in an upward spiral* (Figure11) (Bertelsmann, 2006).

According to Deardorff (Bertelsmann, 2006), four dimensions interact among each other. The learning spiral clearly visualizes that the development of this competence is closely joined with lifelong learning and takes part in ongoing personal development.

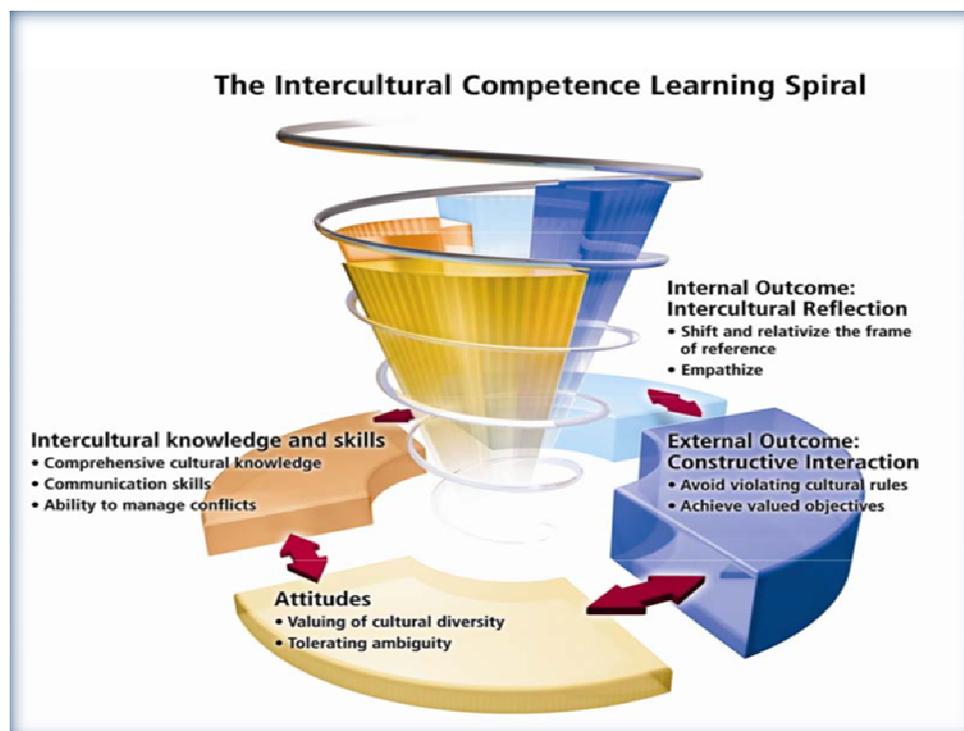
Following are the details regarding each one of the dimensions:

- **Constructive Interaction also called External Outcome** is related with “*visibility*” of IC achievement. Achievement of Valued Objectives and Avoiding Violating Cultural Rules through constant development of appropriated attitudes, knowledge, skills and reflection on intercultural issues provide effective interaction in

international environments. How much IC is developed depends on the level of development of each one of its elements (dimensions) described below.

- **First dimension - attitudes** As the basis for IC, Deardorff perceives positive attitude towards intercultural situations. Valuing cultural diversity and tolerating ambiguities are key elements at this level of development of IC. Positive motivation will help in the learning process of cultural content. The general openness for an appreciation of cultural diversity as well as the ability to encounter and deal with individuals from foreign culture with curiosity and unprejudiced manner are other key elements in this learning process. Lack of uncertainty encourages individuals to maintain their openness to unknown situations and to continue reflecting about their intercultural experience (called tolerating ambiguity).

Figure11. The intercultural competences Learning Spiral



Sources: Bertelsmann & Deardorff (2008).

- **Second dimension level- knowledge and skills.** Intercultural knowledge permits us to acquire specific skills to be able to enter into conversations and interaction. Comprehensive knowledge about our own culture and other cultures has a big impact on interaction and intercultural competent behavior. Language speaking competences are less important here. The interaction and development of process learning is linked to the understanding of others' world views -- understanding of the role and impact one's culture has on behavior and communication. Deardorff

and Bertelsmann highlighted that relevant cultural knowledge differs in each cultural context and is unlimited, as well as can always be learned during process interaction. Among the core skills mentioned for that dimension are: ability to listen, to observe and to interpret, to analyze and to evaluate, and to relate cultural elements. Conflict solving or conflict management is a further step on the way to intercultural competences building.

- **Third dimension level- internal outcomes (reflection on multiculturalism)**

On this level of developing attitudes, knowledge as well as skills permit the development of the ability to change perspective and relativism of own cultural references. That flexibility of intercultural competences permits adaptation to new intercultural situations, new communication styles, norms, lifestyle and value sets. Relativist frame of reference and the ability to feel empathy are key points of this dimension (Bertelsmann and Deardorff, 2009).

In order to demonstrate interdependence between dimensions, Deardorff proposed this model (Annex 1) that shows the levels of development of components of intercultural competences. After a review of the dimensions, it is apparent that this competence cannot be offered by one discipline and its learning process goes beyond the tip of the “*cultural iceberg*” (Hall, 1976). Only when learners have been offered diverse opportunities for suitable intercultural interaction through multicultural learning environments composed of different values, cultures, behaviors, and possibility of travel abroad, could other IC actions have the opportunity to be instituted. According to Deardorff’s thesis, IC requires integrated education (Bertelsmann, 2008), which had been proposed by the Herrera model (2008-2011).

#### **How could intercultural competence be assessed?**

Intercultural competence, as any other student learning outcome, needs to be assessed. This kind of transversal competence is viewed by some institutions (case of American campuses; Deardorff, 2004) as a possible outcome of campus. But how can we do this? IC assessment is not less complex than its acquisition.

To assess IC, the concept needs to be defined first, and furthermore updated.<sup>23</sup> Deardorff said that, there are various ways of IC assessment at an individual level. Some of them are: *case studies, interviews, mix of qualitative and quantitative measures, qualitative measures, analysis of narrative diaries, self report instruments; observation by others/ host culture, developing specific indicators for each component/ dimension of intercultural competence and evidence of each indicator as well as triangulation (use of multiple data- collection efforts as corroborative evidence for validity of qualitative research findings)* (Deardorff, 2004-2009).

Experts agree that **is important to measure the degree of IC** (as it is also considered as one of the indicators to assess campus internationalization efforts) and **in this process, take into consideration the impact of situational, social and historical contexts.**

The issue of IC is very complex as evidenced above. It could be perceived as a kind of transversal competence combining knowledge, skills, attitudes and reflection about cultural issues. Process development of these competences takes time and needs a special kind of environment. The diversity offered by university campus could be a good way to achieve it. Campus diversity has its own space, which is much more open than classroom, where some intercultural courses are conducted.

IC assessment is another challenge which those who are willing and with the necessary competence have to face. Who can assess such a complex matter on a personal and an institutional level?

The purpose of the next section is to highlight the role of culture - both national and organizational - in the internationalization of universities, development of learning environments on campus and IC among students, researchers and stakeholders.

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<sup>23</sup> As literature provides several definitions of intercultural competences depending on the field involved, administrators, educators, and assessors need to be aware of those definitions instead of recreating some concepts without any grounding from the intercultural field. Once contextualized, it should provide a basis for the development of indicators used in the assessment process. Assessment methods should at least correspond with the definition chosen. (Deardorff, 2004, 2006)

### 3. University culture and the development of the intercultural competences through international, intercultural cooperation.

Diversity of national cultures<sup>24</sup>, organizational cultures<sup>25</sup> as well as the mission, which has been chosen by each university, become the basis for the complex process of university internationalization and the kind of intercultural dialog that the university promotes. What is the impact of the culture's dimensions on the development of intercultural competences among home and foreign students, researchers, academic and administrative staff of the university? In which way do intercultural competences have to be developed on campus? How do we improve and facilitate the creation of knowledge in an international team? These questions have inspired this portion of the research.

National culture or the culture of a particular social group has a big impact on shaping the attitudes and behaviors of its participants. When we become a member of an organization (university), we bring with us our national culture with its own "baggage" of experiences, own system of values, a set of norms and moral principles, as well as perceptions and stereotypes about other participants of the communication process.

#### **3.1 Why is it necessary to be aware of national cultures and their dimensions?**

A specific level of **power distance** affects the relationship prevailing between subordinates and superiors in an organization. A large gap means that managers do not share their knowledge with the staff and do not accept the fact that they could learn something from them (Hutchings, S. Michailova, 2006). This cultural dimension is one of the elementary matters of effective internationalization efforts as well as fruitful international collaboration.

Common problem-solving improves the effectiveness and intensity of the flow of information and, conversely, the effectiveness and intensity of the information flow help in solving problems and can facilitate on campus internationalization process. This process takes place through dialogue and collective reflection. However, it should be remembered that the **collectivism** (Hofstede, 1994) in a culture can be identified with

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<sup>24</sup> "Our national culture relates to our deeply held values regarding, for example, good vs. evil, normal vs. abnormal, safe vs. dangerous, and rational vs. irrational. National cultural values are learned early, held deeply and change slowly over the course of generations". Hofstede (1994).

<sup>25</sup> Organizational culture" is the specific collection of values and norms that are shared by people and groups in an organization and that control the way they interact with each other and with [stakeholders](#) outside the organization." (Schein, 1985-2005)

familiarity and sharing of information as well as knowledge only in the context of family or quasi-family <sup>26</sup>(Hutchings, S. Michailova, 2006). In cases where local networks are more important, and law, legislation and bureaucratic procedures dominate; this limits the possibility of using the collective form of creation and exploitation of knowledge. Moreover, these circumstances limit the development of intercultural knowledge and attitudes among participants of the process.

Another culture's dimension which has a big influence on the internationalization of a campus international cooperation and development of the intercultural competences is the **male culture** (Hofstede, 1994). In this sort of culture, its members are strongly oriented to promotion and are characterized by a high level of assertiveness. This may be an obstacle in the internationalization process of the campus, where responsibilities for those actions are carried out by various offices. This characteristic of the dimension can also interfere in international cooperation, as well as in intercultural team work. On the other hand, **women's culture** fosters the development of cooperation through common knowledge (Hofstede, 1994). The **long-term-oriented cultures** (Hofstede, 1994) have a greater propensity for employees to actively participate in a slow and long internationalization process. The members of the short-term-oriented societies may be reluctant to participate in internationalization efforts, especially in situations where the effects are not immediately visible.

### 3.2 Why is it important to be aware of the organizational culture?

Organizational culture is the next point that should be considered in the planning of campus internationalization, intercultural collaboration within universities or between universities and other institutions.

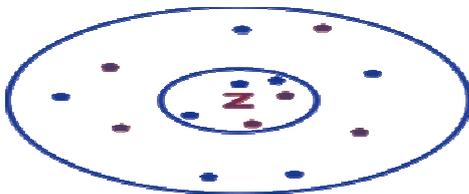
**Organizational culture** is a dominant set of values and standards of conduct specific to the organization encouraged by assumptions about the nature of reality and reflected by artifacts- external and artificial creations of the culture (Schein, 2005). Awareness of the organizational culture helps in the decision-making process and reduces the possibility of having misunderstandings, conflicts and frustrations among participants of the process.

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<sup>26</sup> Examples: Russian and Chinese societies

According to Handy (1976), there are four types of organizational culture: *Zeus's Culture*, *Apollo's Culture*, *Aphrodite's Culture* and *Culture of Freedom* also known as *Dionysus's Culture*. In the process of internationalization of education and international cooperation, this element cannot be omitted by anyone of its members. **Culture Zeus** is otherwise known as the culture of power. This kind of culture characterizes the existence of a so-called “*circle of power*” or “*group holding power*”. *Control radiates from the centre's use of personal contacts over procedures* (Handy, 1976). The nature of the relationships prevailing in Zeus's culture institution is characterized by: *apathy, passivity, lack of involvement, discouragement*. In this culture, people do not resist.

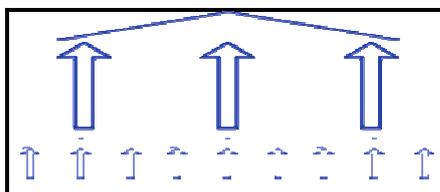
Figure12. Zeus's Culture



Sources: Handy, 1976).

**Apollo's culture** is often called the culture of transparency and rule. It is based on a clearly defined power and hierarchy. It consists of a clear description of each position and everyone knows very well the requirements for transition to a higher level. **Apollo's cultures are observed in the offices and universities. This is the culture of bureaucracy.** The principal characteristic of Apollo's culture is control of the process. Apollo looks at it only in order to see if it was held in accordance with the law, **effectiveness is not important** (Handy, 1976). Change can only be caused by changes to the law.

Figure13. Apollo's Culture



Sources: Handy (1976).

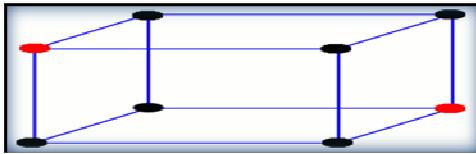
**Athena's organizational Culture** is called *experts' culture* or *cultural organization of tasks*. The main point in this culture is its organic character. The challenges are provided by context and new needs. The priority of this culture is to be aware of the fluency of needs, and fluency of who is a leader for each task. Athena's culture controls the effects. The audit process is in the hands of professionals. Keywords in Athena's culture are:

competence

and

skills.

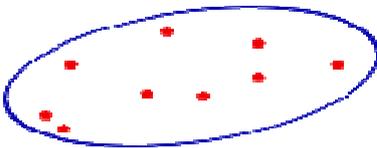
Figure14. Athena's culture.



Sources: Handy (1976).

Another type of culture which cannot be omitted here and can be observed in some organizations is known as *Dionysus' culture* or the *culture of freedom* of an individual. This is a very rare type of culture. It is most frequently found in cultural institutions, which operate under the banner of artists. A boss exists but only as a formality. Dionysus' culture does not have any structure.

Figure 15. Dionysus' culture.



Source: Handy (1976).

This culture controls external effects. The key word according to this sort of organizational culture is freedom.

Knowledge about these kinds of organizational cultures *helps consultants and managers become aware of the different cultures within the client organization*. The organizational culture is very often related with national culture, university, stakeholders, and students' origin. This is normally handled by conducting intercultural training courses. It helps to decrease cultural shock and to avoid unnecessary misunderstandings. Intercultural campus helps prepare its population to be aware of these cultural nuances. These are issues that need daily attention and could be addressed by other on campus international efforts, not necessarily the organization of courses.

### 3.3 Why is intercultural cooperation so difficult?

Huge differences on international cooperation are influenced by the diversity of national origins. This causes differences in the perception and understanding of some determinants of **collective actions and host campus population**. Some elements of cultural diversity (Berger, 1998) are as follows: **leadership role, community structure, a form of joint meetings, problem-solving and decision-making**.

Taking into consideration the mentioned cultural elements of collective action helps evade unnecessary misunderstandings. Cultural awareness about their existence and possible ways to cope with them could be experienced within mixed student population. In addition, cultural diversity can lead to the building of some barriers that interfere in the effective implementation of joint ventures and in the smooth transfer of information and development of cooperation (Heimer, 1998). Some examples are: **dominance of one of the cultures represented by community members, "escapism" from the unknown and the uncertain, inappropriate approach to problems of language, too much focus on the team's task and the failure to take into account the learning aspect, and inappropriate use of communication tools.**

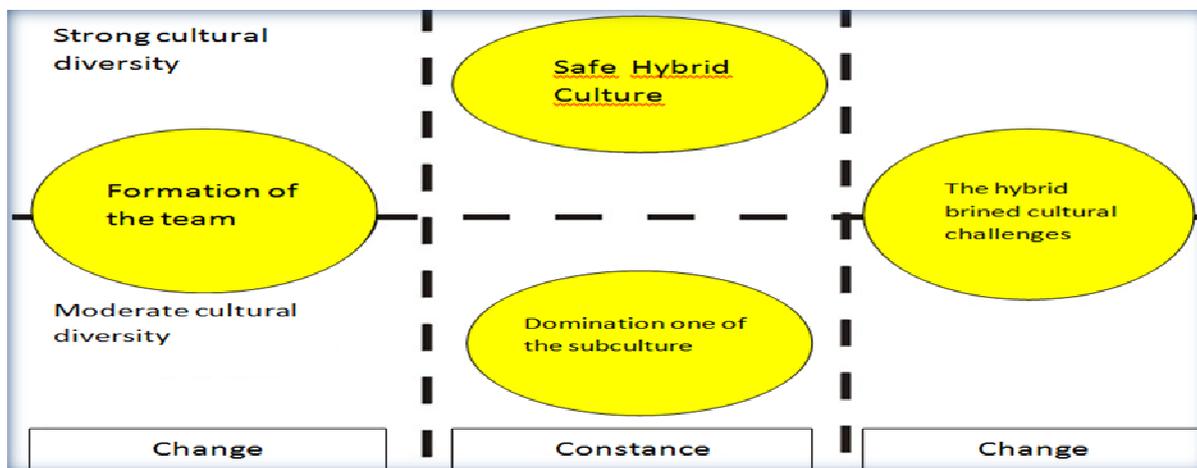
To understand intercultural cooperation, we shall discuss the evolution of cooperation and why intercultural competences are so important in the efficiency and results of a team.

### 3.4 Transformations occurring in a culturally diverse environment

Taking into consideration that the international cooperation and development of intercultural competences is mainly based on team work, and due to the fact that cultural diversity of a team is a fundamental cause of problems, particular attention should be paid to the internal transformation of the group, which aims to produce its **own specific culture** focused on **learning and change**.

This transformation is called "*cultural whirlpool water*" (Figure 16). In the initial period of team formation, depending on the degree of cultural diversity of its members, changes may take place in two directions. In the first case, highly diverse teams produce a "*safe hybrid culture*" (Heimer, 1998:85-86).

Figure16. Diagram of change in multicultural environment



Source: C. Heimer, R. Vince (1998:85).

Members of the group are trying to find common elements and emphasis on some similarities among them, in order to form some basis for common action and understanding. However, they no longer see any important cultural differences among them even if these still exist. In teams with less cultural diversity, there is a predominance of one of the subcultures.

The culture of the country is more dominant since it is the principal institution of origin and it shapes the framework in which the team will work, the perception of a task, and its implementation. In this case, group members recognize and accept the existing cultural differences among them but they are used to the strength and the power of a dominant subgroup.

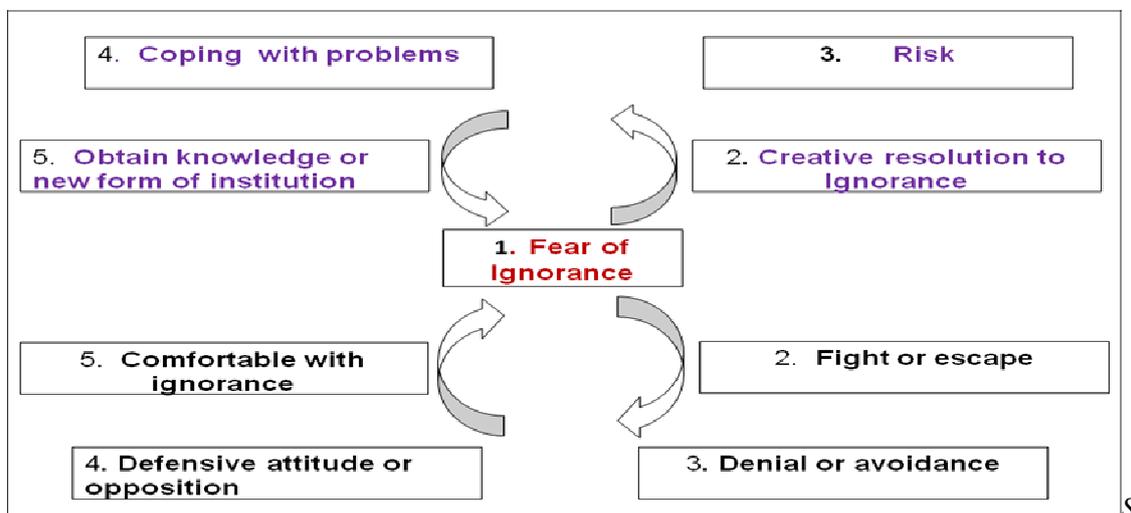
Achieving the full benefits of cultural diversity requires the establishment of their own culture team, known as the “*hybrid brined cultural challenges*”. Among the members, there is a growing awareness that together they can constitute a unique entity -- one that recognizes the differences among them and uses these as an inspiration for cultural learning and change. The ability to see the group as a unique team as well as the tendency to ask questions about their own identity and to analyze the process of the group’s evolution characterizes this level. Working in such an environment requires great commitment from all team members and, moreover, produces a lasting state of “*vigilance*”, which prepares individuals, as well as the whole team for continuous learning. This level of cooperation helps develop own rules, standards, and defines the team’s identity.

A **critical factor** in the shaping of a common culture is the fear of the unknown (ignorance), as well as the appropriate focus and use of it (Heimer, 1998). The emergence of fear of the unknown may be in many cases a critical moment for the team. The way in which its members respond to it is the crucial point in the team’s further existence and its efficacy. If this concern is fully understood and resolved, it could be used by people to work towards the production of some form of intuition or expanding of knowledge. On the other hand, it could also be completely avoided and ignored. This attitude leads to the production of a sort of “*safe, pleasant ignorance.*” (Figure17).

The upper circle represents the first scheme. Fear of ignorance causes doubt as to the adequacy of their own behaviors and reactions towards others. A person realizes that, in his dealings with other members of the team, there is some risk of an improper reading of messages and misunderstanding. From these feelings arises a desire to overcome difficulties in the assimilation of the necessary messages from different cultures. On the

other hand, common contact and work with people representing different cultures makes it possible to properly understand and recognize the benefits of interactions and learn from each other.

Figure17. The transformations occurring in a culturally diverse environment



ource: Adapted from C. Heimer, R. Vince (1998: 86).

The lower circle represents the second case in which the fear of ignorance does not cause cognitive desire -- only the need to eradicate it or to escape from it. This results in a defensive posture to adopt, or oppose, and consequently leads to the production of the state called “safe ignorance.”

### 3.5 How to improve international cooperation

There are multicultural teams which spontaneously and without external support create the appropriate culture of harmonious cooperation and mutual understanding. These are, however, **sporadic cases**. Most of the teams **require adequate preparation and support from the organization**. In addition, due to the fact that cultural perception and human behavior are deeply rooted in the subconscious, a support of activities must be systematic and thorough.

The **selection of team members and especially the team leader** should be based on the **individual treatment of each one of the candidates** and should take into account not only their educational and professional experience but also their attitudes and responses to changes occurring in their environment. Particular attention should be paid to personal characteristics such as openness, sensitivity, adaptability, perseverance, curiosity and the inherent ability to learn (Heimer, 1998; Deardorff, 2009). Furthermore, adequate “*diversity training*” and *informal intercultural meetings* created in a team

atmosphere of mutual respect, which drive people to make continuous efforts towards closer understanding of others, are seen as advantages.

**This chapter has shown** how the international dimension of European Higher Education influences the development of IC. This dimension has always been present in EHE and is recently being encouraged more by the European Policy through the Bologna Declaration and the Green Book. Universities take the challenge and implement organizational and pedagogical strategies (diversity training and models) toward the creation of an intercultural environment on campus (Manning, 1991). All these efforts are carried out in order to prepare culturally aware professionals and global citizens (Herrera, 2008-11). *Organizational* and *national cultures* influence our attitudes toward diversity (Uma, 2008). They also impact intercultural collaboration of educational institutions, implementation of internationalization strategy (Knight, 2010; de Wit, 2010) as well as influence directly or indirectly IC development among campus stakeholders. Adequate policy and actions facilitate *internationalization at home* in campuses (Knight, 2010). In order to show how the environment impacts its participants, the *theory of cultural diversity impact* (Gurrin, 2002) and the *developmental growth* (Piaget, 1971) were discussed. Theory of *cultural dimensions* (Hofstede, 2001) and *organizational cultures* (Shein, 2005) are *unplanned factors* in creating campus culture. Intercultural meetings give opportunity to create a new culture of collaboration in which efficacy (Heimer, 1998) depends on IC development. The process of IC development had been explained through the study of Deardorff (2009). IC are very complex transversal competences whose development requires a lot of exposure. Intercultural meetings (formal and informal) help in the improvement of attitudes, skills, knowledge and comprehension as well as intercultural reflection toward more efficient cross-culture interactions. European as well as global education had gotten into that paradigm by meeting with others in order to discuss, learn, listen and understand other points of view and different learning styles and expressions. All these are what an intercultural competence professional needs in a future place of work.

## CHAPTER THREE. METHODOLOGY

In order to achieve our research objectives, *case study*, *retroductive strategy* and *inductive strategy* will be used. Mixed methodology, triangulation of methods, and multiple sources of information are utilized in order to address the research problem.

### 1. Methodology framework

"A researcher does not have to adhere blindly to one of the polarized paradigms that has received the names of **qualitative and quantitative**, but can freely choose the mix of attributes from both paradigms to better meet the demands of the research problem "<sup>27</sup> (Cook & Reichard, 1986; Díaz 2004)

#### ➤ Case study

The case study was deemed to be the most appropriate method of research for this study (Clark 2004). According to the Yin (1989), this strategy is used in many settings including policy, political and sociological research, public administration research, and organizational management studies. It is an appropriate method for when “*why*” or “*how*” questions are being asked, when the researcher has little control over events, and when the focus is on a contemporary phenomenon within real life context (Yin 1989). By using this approach, replication of the study is possible in different contexts.

Case study research is a comprehensive approach to data collection and analysis. It is a part of a larger phenomenon, where connections are made between specific research questions and larger policy issues. According to Marshall and Rossman (1989), it enables a comparison across nationals and institutions evoking and assessing the relative importance of each factor.

#### ➤ Retroductive strategy

**Retroductive strategy** is a logic associated with the philosophical approach of scientific realism, or transcendental **Realism** of Bhaskar and constructivist realism of Harre. Social reality is viewed as social arrangements that are the product of material

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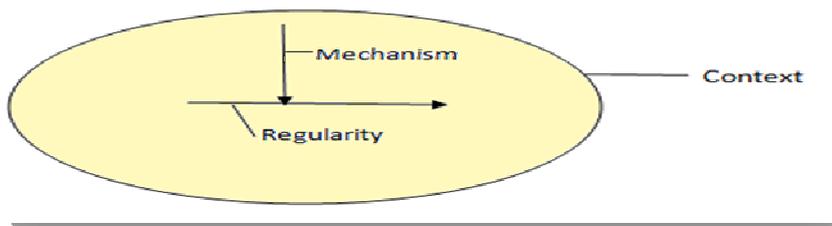
<sup>27</sup> “Un investigador no tiene por qué adherirse ciegamente a uno de los paradigmas polarizados que han recibido las denominaciones de cualitativo y cuantitativo, sino que puede elegir libremente esa mezcla de atributos de ambos paradigmas para atender mejor las exigencias del problema de investigación con que se enfrenta”. Own Translation from: (Cook & Reichard, 1986, quoted in Diaz 2004).

and non-observable structure of social relations (Bhaskar 1979, quoted in Blaikie, 2010). The aim of Realist science is to explain observable phenomena with reference to underlying structures and mechanisms.

*“The Retroductive research strategy starts with observed regularity and seeks different types of explanation. In this strategy, explanation is achieved by locating the real underlying structure or mechanism(s) that is/are responsible for producing the observed regularity, and identifying the context in which this happens. As structured mechanisms may not be directly observable, it may be necessary to search for evidence of the consequences of their existence; should they exist, certain events can be expected to occur. Retroduction uses creative imagination and analogy to work back from data to an explanation.”* (Blaikie, 2010:19).

“The important recent development in the application of this strategy to social science has been presented by Pawson and Tilley (1997). Drawing on Giddens’s (1997, 1984) discussions of the duality of *agency* and *structured*, they have endeavored to bring together elements of the structuralists’ and constructivists’ versions of realism. They have argued that explanation is not achieved by the action of independent variables on dependent variables, by the operation of intervening variables, or by a chain reaction of such variables. Rather, explanation of social regularities, outcomes or patterns come from understanding of mechanisms acting in social contexts.

Figure 18. Realists social explanation.



Sources: Pawson & Tilly 1997:72, Cited in Blaikie (2000:112)

*According to Pawson and Tilly, all social regularities are embedded in a wider range of social process, within different layers of social reality.*

With reference to the argumentation mentioned above, in order to understand the implementation of an internationalization strategy on campus and its impact on the development of intercultural competences, several sectors of this reality must be taken into account, among them should be mentioned: location of the campus, geographical

location (city, region, country, continent), historical context, social context (national culture, organizational culture of the university, organizational culture of offices responsible for the development of its strategy), as well as the social and cultural backgrounds of the student population, teachers and administrative staff.

➤ **The inductive strategy**

**The inductive strategy** is one of the approaches of how scientists go about their work. This strategy requires the definition of objectives, observation, measurement and careful data analysis. Bacon saw science as based on a presupposed observation, where causes are to be discovered by unprejudiced observation (Blaikie, 2010). This strategy has been described as one which consists of three principles: accumulation, induction and instance information. Its four principal stages are:

1. All facts are observed and recorded without selection.
2. Those facts are analyzed, compared and classified without using hypothesis.
3. From previous analysis, generalizations and relationships are drawn from the data.
4. The generalizations are subjected to further testing. (Wolfe 1924:450).

The main question of this strategy is “*what*”.

A criticism of this form of research (Popper, 1959; Hempel 1966 and others) is that pure data collection is impossible. In order for this strategy to be useful, theoretical background and concepts must be established before any observations or measurements are made.

### **1.1 Qualitative methodology**

According to Gonzalez Rey, “*reality is an infinite domain of interrelated fields*”, so we should think about knowledge as a constructive interpretation. (Gonzalez, 1997).

Taylor and Bogdan (1986:20) consider qualitative research as “*one that produces descriptive data: the people's own words, spoken or written, and observable behavior.*”

Drawing from these ideas on qualitative research, this methodology was chosen to address our study objectives because:

- ✓ of its particular view on the instrument’s role in a study: all instruments represent sources of information, separate from any predetermined category system that classifies it: the instrument is an interactive tool, not an end capable of directly generating results and should reflect the nature of the study regardless of the researcher.
- ✓ instruments do not follow standardized construction rules (Gonzalez, 2007:131).

- ✓ of its inductive nature, we arrive at interpretations of the situations encountered through our practice and relate those to university internationalization practices;
- ✓ all collected information is very useful and enables understanding of people within the framework themselves.
- ✓ we emphasize the validity of our research, justifying each step and the use of tools for data analysis. (Taylor & Bogdan, 1986:20. Taylor & Bogdan, 1992).

Qualitative research involves a researcher in the research field, which is the social setting where the phenomenon being studied occurs. The researcher builds gradually, and without following any other criteria, his/her own theoretical considerations and various relevant elements that will be configured in modeling the problem being studied. (Gonzalez Rey, 1999, 2002, 2007).

### 1.2 Quantitative methodology

Quantitative methodology is the method of investigation that has been most used in education. This involves the preparation of and analysis of statistical data. The collection of information is usually structured and systematic, allowing the quantification of the reality and the identification of potential causal relationships that occur and the intensity with which they occur (Arnals, Del Rincon & Latorre, 1994).

## 2. Study contexts and participants

**Norway and Spain.** Our study took place in three European university campuses: two in **Norway** (Kingdom of Norway, north Europe) and one in **Spain** (Kingdom of Spain, south Europe). Taking into account the social and political elements which can influence educational policy and their view on cultural diversity, some similarities in both countries could be observed: both have big, traditional, language and historical differences between regions, they are converted from an emigrant country to a receptor country<sup>28</sup>, signed the Bologna agreements (Spain as the EU member and Norway, as a third country), and participated in the international research consortia (7FP). The differences are mostly related with the dimensions of national culture: Mediterranean

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<sup>28</sup> **Norway**-In 2011 (4,7 million inhabitants), there were approximately 883,000 people with immigrant status residing in Norway, or 17% of the total population. The largest immigrant groups by country of origin and by decreasing size are: Polish, Swedish, Pakistanis, Iraqis, Somalis, German, Vietnamese and Danish. Statistics, Norway ([http://www.ssb.no/english/subjects/02/01/10/innvbef\\_en/](http://www.ssb.no/english/subjects/02/01/10/innvbef_en/)). (View 06/06/2011).

In the case of **Spain**- In 2011, about **11% of the total population** has immigrant status. The largest immigrant groups in 2011 were: Romanian, Moroccan, Ecuadorian, Colombian, British, Bolivian, German, Italian, Bulgarian and Chinese. Instituto Nacional de Estadística, 2011, <http://www.ine.es/prensa/np648.pdf>. (View 06/06/2011).

and Nordic cultures<sup>29</sup>. Some differences between the Norwegian and Spanish educational systems could also be observed. They are especially visible in higher education: in Norway, it is cost-free for national students, while in Spain, it is paid for; Norwegian master's degree always takes two years (120 ECTS) while the Spanish master usually takes one year (60 ECTS) providing the opportunity to choose an official or non-official program; and a strong student-centered methodology could be observed in Norwegian schools and universities while in Spain, the practice of this methodology poses a challenge.

As the research objectives required personal contacts with campus population on all levels, we took into consideration the indicators by Flick (2004) and Wolff (2004). The key people responsible for internationalization of the campuses were chosen. The “*bola de nieve*” method was used in the selection of the population to be studied: students, teachers and stakeholders on campus.

### 2.1 Oslo University College (Oslo, Norway)/ first professional internship

**Context:** Oslo University College is a big educational institution founded in the capital city of Norway. It is composed of many campuses with new buildings. Oslo University College provides a variety of higher education programs that lead to professional degrees. HiO has seven faculties ---: Nursing, Education, Health Science, Engineering, Faculty of Journalism, Social Science Library and Information Science and Faculty the of Fine Arts and Drama. The campuses have 11 000 students and 1 100 staff. It offers around 50 study programs (Bachelor, Master and PhD – for in the s in the Study of the Professions.).

The **first professional** internship took place in *Latina Lab* digital *Center for Teaching and Learning in Digital World* of HiO.

**Participants:** Members of Oslo University College's population: 3 teachers, 4 members of the international office, 3 project managers of PUS, head of the career center, 3 student services employees, representatives of student organizations (ISU, ESU), 2 representatives of the student parliament, Norwegian students, foreign students, reception desk's staff (see Annex 2).

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<sup>29</sup> These differences and its impact on professional practices will be analyzed in the latter part of our study.

## 2.2 Akershus University College (Lillestrom, Norway)

**Context:** The *Hogskolen i Akershus* (Akershus University College, HiAK) is one of the Norwegian state colleges. The campus is located in a small town called Lillestrom, close to Oslo. It is composed of four faculties and HiAK does not yet have a long **tradition**. Previously, each of those faculties was a particular *Hogskolen*. This small campus has 3900 students and 300 staff members. HiAK is strongly focused on the professionalization of teachers in vocational fields, professionals in special education, product designers, psychologists, nurses and public nutritionists. In 2009, in order to internationalize more effectively, its campus merged with the Oslo University College.

**Participants:** Members of Akershus University College's population: 3 teachers, 4 members of international office, student parliament, OAS, Norwegian students, international students (see Annex 3).

## 2.3 Universidad de Granada: Oficina de Proyectos internacionales/ second professional internship

**Context:** The second internship, took place in the *Oficina de Proyectos Internacionales*. It is an office responsible for the management of IRP where UGR participates. The internship gives an opportunity to observe and take part in the organizational culture of the office and the actions undertaken in order to internationalize UGR research.

**Participants:** *In qualitative study:* Head of international office- 3 years of work experience (several years work experience with international projects, stay abroad), 2 administrative personnel - 2 years and about 10 years experience. Technical staff- (3 technicians: 1 senior and 2 junior) about 8 years, 2 years, and 1 year experience. All have had stay abroad experience (Erasmus Program); (see Annex 4).

*In quantitative study:* Twenty nine participants (researchers and administrative/technicians) of international research projects managed by the *Oficina de Proyectos Internacionales de la UGR* answered the questionnaire.

## 3. Data gathered and analysis of information

Table 1 Instrument of data gathered

Objectives	Methods	Instruments	Analysis	Participants	Context
Explanation* of IHE framework at global and European level (Why and how do we internationalized?)	Qualitative	Declarations, conference documentation, statistics, Website resources	Content analysis (descriptive character)		Global
Exploration, description** and explanation internationalization efforts undertaken on the two campus university (What do we internationalize? <i>How do we internationalize?</i> )	Qualitative	-Institutional documents,  -institutional websites,  - <b>Informal interviews,</b>  - <b>participative observation,</b>  - <b>field notes,</b>  - <b>diary from professional internships,</b>  - <b>photography</b>	Descriptive analysis,  Content analysis	<b>HiO:</b> teachers of HiO (5), international office employees (3), leader project of HiO (3), Students service, Camier center, Reception desk of HiO (2), Student parliament (2), Student organizations (ISO and ESO presidents (2), Bishop of Methodist Church (1), domestic students, International students of HiO -photography campus's places  <b>HiAK:</b> International Office staff (100%), teachers (4), Student parliament, Reception desk, OAS domestic students, International students of HiO  <b>100% employees of Oficina de Proyectos Internacionales (6)</b>	<b>Norway,</b> Oslo University College, campus          <b>Norway,</b> Akershus University College, campus       <b>Spain,</b> Granada UGR
Exploration, description and explanation of efforts in research's internationalization undertaken by Granada University (OFPI) ( <i>How do we internationalize?</i> )					

↓ Find strengths, debilities, opportunities and threats of <u>int.strategies</u> (HiO, HiAK, UGR/OFPI)	↓	↓	↓ Analysis SWOT	↓	↓ HiO, HiAK, UGR/OFPI
Compare strategy of IaH and RI (taking in to account national contexts)			Comparative analysis		HiO, HiAK, OFPI
Assess formative impact in development of IC between participants of international research projects.	Quantitative	Questionnaire,	Analysis of questionnaire( <u>SPSS:descripti</u> <u>ve</u> );	<b>29 participants of international research projects, managed by OFPI</b>	<b>Spain,</b> Granada; Universidad de Granada
See if exists any differences in development of IC according to gender and profession.	Qualitative	Informal interview, participative observation	Contest analysis	<b>Researchers, administrative and technician staff of OFPI</b>	

\*Explanation- retroductive research strategy

\*\*Exploration and description – inductive research strategy. Norman Blakie (2000). Designing social research. The logic of anticipation. In Collection of texts for research methods. Hogskolen I Akershus. P.100-125

### 3.1 Informal interviews

In order to deeply **understand** the **process of campus internationalization** and the actions taken as well as their formative impact, we chose to gather data from informal interviews.

The informal interview is usually done as a part of the observation process with focus on the social setting in order to better understand reality. It is characterized by an informal conversation with people regarding the research topic and often accompanied by field notes and photography. In the case of the Norwegian campuses, it was a very useful method, as the language of communication was English.<sup>30</sup>

Occasionally, some notes during these conversations were taken. However, most of the information from the conversations was jotted down after the meetings. These informal interviews proved to be very useful since no known literature describes the results of internationalization efforts on the campus population at the time of conducting this research. This sort of interview requires some preparation of the conversation before it takes place (Wood, 2011).

### 3.2 Participative observation

The methodological debate on the role of observation as a method of investigation has taken place in history. Increasingly, visual data becomes more important in qualitative research (U. Flick, 2004). There are various reasons for its use instead of only employing verbal methods. First, there is a **big wish of the researcher to overcome speaking words** and writing reports on actions in favor of **analysis** of subjects in their **natural setting**. Second, there is a possibility of obtaining knowledge through observation by taking part actively and intervening in the field in question, along with the observed consequences of this participation. In Goffman (1961)<sup>31</sup> and Flick's (2004:149) study, the observer becomes part of the observed field.. It is often said that **observation allows** a researcher to find out **how something happens in reality**. The interviews comprise a mixture of what something looks like and what it should be. In

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<sup>30</sup> Even if Norwegian campus employees and student population know English, they still feel uncomfortable talking in English especially about professional issues.

<sup>31</sup> Goffman, E. (1961). *Asylums. Essays on the Social situation of Mental Patient and Other Inmates*. Nueva York: Anchor Doubleday. Quoted by Flick (2004). *Introducción a la investigación cualitativa*. MORATA. Madrid.

our research, we used **direct participation** (from inside) and **non-controlled observation**<sup>32</sup>

### 3.3 Photography as instruments for data gathering

In recent years, pictures and videos have become a data source in qualitative study, especially in ethnographic and anthropological studies (Harper, 2002:717-732; Harper, 2004:231-236).

In our study, the visual material is used for additional documentation of the culture and practices being analyzed and contrasted with the presentations and textual interpretations in order to extend the integrated perspectives on the subject. Our theoretical framework considers visual evidence which is perceived and interpreted from a specific perspective.

### 3.4 Analysis of the qualitative data

Analysis of documentation and conference proceedings brought up in chapter one has been done following the **process and competences development approach**. Here, we were looking for the impact that global policy has on continental, national and regional policy and practice. The main focus of this section was the question: **Why do we internationalize?**

Figure 19 shows the logic and strategy framework which permits us to match our research objectives with the argumentative theories of our research. The main theory, which allows us to relate the actions on internationalization and its impact on the stakeholders (IC), was based on the **diversity impact of Gurin, who followed Piaget's theory of developmental growth** (Piaget, 1973).

The theories mentioned above were the basis to understand the **principles of planned administrative and pedagogic actions** held on campus in order to develop intercultural environments towards the education of culturally competent professionals.

➤ Planned **internationalization efforts** (at HiAK, HiO and OFPI) and its **process implementation on campus** were analyzed through theoretical framework on university internationalization proposed mainly by **de Wit** and **Knight**.

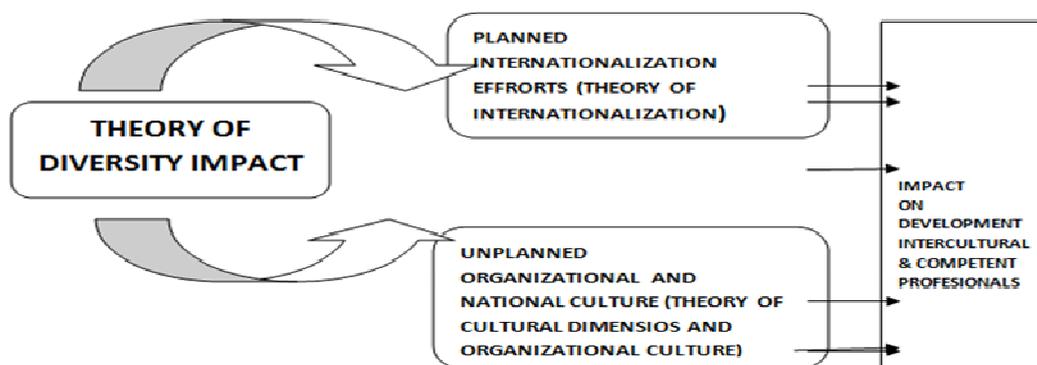
The national and regional contexts as well as institutional documentation (strategy plans, mission, vision, and special acts) were analyzed. Professional actions undertaken during internship periods (at HiAK, HiO and OFPI), information from informal

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<sup>32</sup> For further information about the participative observation undertaken, refer to Annex 5.

interviews within campus population (section 3.1), participative observation, field notes (section 3.2), photography (section 3.3), professional reflection about the internships (digital diaries) and two internship reports were accomplished.

Figure19. Strategy for data analysis.



Sources: Own elaboration.

- **Unplanned elements of the campus environment** were analyzed through the theoretical framework proposed by **Hofstede’s cultural dimensions** and Handy’s types of **organizational culture**.

The information for this part was gathered mainly through: participative observation, informal interviews, field notes, photos, professional reflection about the actions written in internship diaries and two internship reports.

- Moreover, the findings about internationalization efforts carried out at HiO, HiAK and OFPI (in order to educate culturally competent professionals), were studied according to the SWOF matrix. This allows us to see the strengths, weaknesses, threats and opportunities of these institutions, taking into consideration the opinions of those involved in the internationalization efforts and the stakeholders.

Internationalization efforts will be described in detail from the result of two internships in the field of IHE. Reflections on those professional actions (process and outcomes) are included.

### 3.5 Questionnaire

A questionnaire was used in order to answer for our second research objective<sup>33</sup>. According to Hernandez et al., a **questionnaire** is a set of questions

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<sup>33</sup> *To which extent are the elements of intercultural competences proposed by Deardoff developed among participants of international research projects?*

regarding one or more variables to be measured (Hernández, 1991). It is a set of questions asked to other people in order to verify their response to the same question (Elliot, 1991:79).

A characteristic of this tool is that the answers to specific questions have assigned numerical values, by which the aspects being investigated could be quantitatively measured. The advantages of using this instrument are as follows:

- The researcher is able to gather very quickly information from many people,
  - It saves on researcher and participant time and allows to clearly formulate questions to obtain information that truly addresses the research question (Abdala, 2004).
  - It is one of the most suitable methods for collecting opinions and beliefs and facilitates generalization of results.
- The questionnaire as a possible assessment tool of IC was also mentioned in **Deardorff's** (2004) study.<sup>34</sup>

### 3.5.1 Subjects and methods

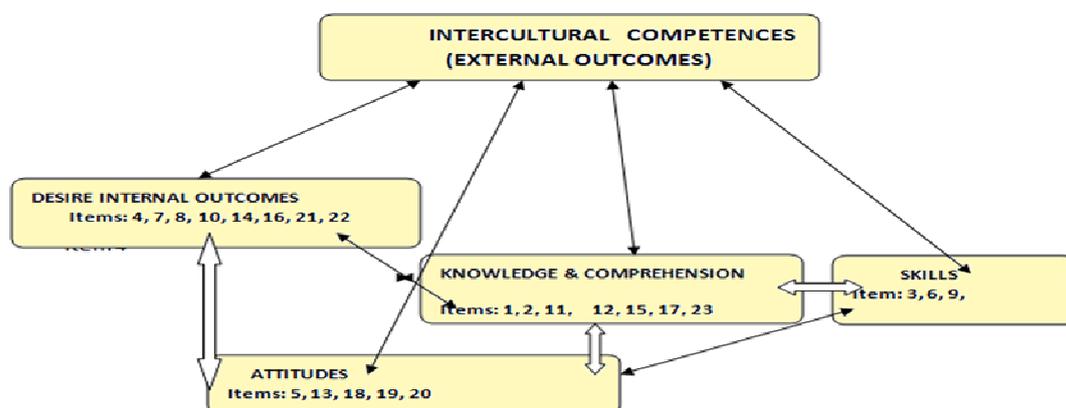
**Assessment tool (opinion tool).** We designed the questionnaire "*sobre el impacto formativo de los proyectos de investigación internacionales en la formación para la diversidad cultural*" to assess *skills, knowledge and attitudes* that consist IC (Annex6). The items are presented in multiple-choice format with four options that signify "*agreement*". We have used a unipolar Likert's scale from 1 to 4 where "1" means *strongly disagree*, "2" *disagree*, "3" *agree*, and "4" *totally agree*. The problem of representation of action is *resolved* by a two-way relationship between four labels that correspond to four types of empirical relational system "degree of agreement " and four numbers (numerical relational system) equivalent to the quantitative extent of each modality that make up the empirical relational system.

**Theoretical construct of the questionnaire (dimensions):** In our case, the theoretical **dimensions of the questionnaire** have been discussed by the results of the Deardorff study (2004). They were proposed in the model of development of IC (see Annex 7).

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<sup>34</sup> Included between the disadvantages of this instrument are: information is restricted to that provided by the subject, it is time-consuming and takes a lot of effort to write the questions and their interpretation, and information gathered is influenced by the subject's mood.

Figure 20. Dimensions of the questionnaire construct.



Sources: Own elaboration.

Figure 20 illustrates the four dimensions of our questionnaire.

The first dimension is called “**Attitudes**” and is composed of items: 5, 13, 18, 19, and 20. The second dimension is “**Knowledge and Comprehension**” and consists of items: 1, 2, 11, 12, 15, 17, and 23. Then, the “**Skills**” dimension is composed of items: 3, 6, and 9. Finally, the dimension “**Desire internal outcomes**” consists of items: 4, 7, 8, 10, 14, 16, 21, and 22.

The components of IC proposed by Deardorff’s study (2004) were translated from English into Spanish and afterwards adapted for this study and placed as items of our questionnaire. Between those components, we find the following:

- “1. *Understanding others’ world views;*
2. *Cultural self-awareness and capacity for self-assessment;*
3. *Adaptability-adjustment to new cultural environment;*
4. *Skills to listen and observe;*
5. *General openness toward intercultural learning and to people from other cultures;*
6. *Ability to adapt to varying intercultural communication and learning styles;*
7. *Flexibility;*
8. *Skills to analyze, interpret and relate;*
9. *Tolerating and engaging ambiguity;*
10. *Deep knowledge and understanding of culture (one’s own and others’);*
11. *Respect for other cultures;*

12. *Cross-cultural empathy;*
13. *Understanding the value of cultural diversity;*
14. *Understanding of role and impact of culture and the impact of situational, social, and historical contexts involved;*
15. *Cognitive flexibility- ability to switch frames from etic to emic and back again;*
16. *Sociolinguistic competence (awareness of relation between language and meaning in societal context);*
17. *Mindfulness;*
18. *Withholding judgment;*
19. *Curiosity and discovery;*
20. *Learning through interaction;*
21. *Ethnorelative view;*
22. *Culture-specific knowledge/ understanding host culture's traditions."*  
(Deardorff, 2004:189)

### **3.5.2 Data Analysis of the Questionnaire**

The statistical analysis was performed using the statistical program *Statistical Package for the Social Sciences* (SPSS version 16.0). Missing values in response to the questionnaire provided they were less than five items were not included and were filled with the modal value.

The criteria for selecting multiple items without technical deficiencies were as follows: the average should range between 1.5 and 2.5, have a standard deviation equal to or greater than 1, item-total correlation should be less than 0.20 and the item was removed if it did not raise the Cronbach's alpha of the questionnaire. Deletion of an item using the statistical procedure did not present any problems in at least three of the four statistical indices exposed.

Internal consistency and reliability of the questionnaire were analyzed using Cronbach's alpha. Cronbach's alpha for the items was established in the two halves with Spearman-Brown correction.

Before analysis, the dimensionality of the questionnaire was verified in both indices using the *Kaiser-Meyer-Olkin* (KMO) and the Bartlett tests of sphericity. Both tests were performed to verify that the array of inter-correlations among items is appropriate

for the performance of factor analysis. The value of KMO should be greater than 0.6 and the *Bartlett* sphericity should be significant. After verification of the cases, the dimensionality was performed using the first order factor analysis with the method of principal axis extraction and oblique rotation "*promax*" and criteria for retention of factors with eigenvalues greater than 1. Next, we performed a second order factor analysis with principal axis method and orthogonal rotation "*equamax*" with eigenvalues greater than 1. Finally, we performed a refactoring to the principal axis method and orthogonal rotation "*varimax*".

Those items that were maintained correctly saturated the corresponding dimensions (values greater than 0.3) and showed no psychometric problems.

Other additional tests carried out were: frequency response of some items of interest, bivariate correlations "Pearson" to establish a degree of relationship between the dimensions of the questionnaire and t-student for contrasts of differences between arithmetic means for both samples related independently.

### 3.5.3 Results of the validation tool

Table 2 lists the items that were included in our questionnaire. We indicate the obtained mean value, the standard deviation, item-total correlation and Cronbach alpha if the item is removed.

The calculation of the Kaiser-Meyer-Olkin yielded a result of 0,789 and the Bartlett test of sphericity was significant ( $\chi^2= 996,88$ ;  $p<0,001$ ), indicating that the matrix of inter-correlations among items is appropriate for the performance of factor analysis.

From the first-order factor analysis, 3 factors were obtained that accounted for the 82,65% of the total variance. The second order factor analysis provided 2 main factors which accounted for 78,23% of the total variance. Finally, refactoring resulted in a general convergence factor that accounted for 70,15% of the total variance.

Of the 29 initial items, none presented psychometric problems in three of the four fields described above, which makes all items suitable.

The values of consistency and reliability were: **Cronbach's alpha: 0,980**; alpha elements established in two halves with **0,981** value and Spearman-Brown correction of 0,987.

**Table 2**  
**Values for the items in the questionnaire for the average (ME), standard deviation (SD), item-total correlation (IT) and Cronbach upon removal of the element (AE) (n = 29)**

Items	ME	SD	IT	AE
1. My participation in international research projects gives me the opportunity to better understand <b>others' world views.</b>	3,07	1,067	,760	,980
2. It helps me to develop cultural self awareness	2,62	,942	,910	,979
3. It has improved my capacity for self assessment	2,83	,966	,858	,979
1. The participation in international research projects improved my capacity for adaptation to culturally new environments.	2,90	1,047	,762	,980
2. It increases my interest in people from other cultures and in intercultural learning.	2,69	1,072	,826	,979
3. It has improved my capacity to listen and observe people from other cultures	2,76	,988	,820	,979
4. It improved my ability to adapt toward different forms of intercultural communication and different learning skills	3,00	1,000	,770	,980
8. The cooperation with international research project helps me to become more flexible with people from other cultures.	2,52	1,122	,857	,979
9. It has helped me to improve my abilities of analysis and interpretation as well as to relativity of value of cultural heritage.	2,62	1,178	,843	,979
10. My participation in international research projects helps me take part of a group and respect ways of expressions of each member, becoming more tolerant	2,83	1,002	,792	,980
11. My work with international projects has helped me to better understand my own culture	2,66	1,111	,818	,979
12. It improved my comprehension of other's culture	2,59	1,086	,881	,979
13. It increased my <b>respect for others' culture.</b>	2,45	1,121	,821	,979
14. Intercultural exchange increased my cultural empathy	2,66	1,045	,870	,979
15. Participation in international research projects has helped me to understand the impact of culture on the social and historical contexts	2,59	,983	,804	,980
16. My participation in IRP has given me an opportunity to analyze intercultural context from t emic and etic perspectives	2,41	,946	,800	,980
17. It has improved my sociolinguistic competences.	2,79	1,082	,827	,979
18. The collaboration in international research projects helps to better understand the value of cultural diversity.	2,62	,979	,790	,980
19. It helped to eliminate prejudices and stereotypes.	2,45	1,055	,783	,980
20. It increased my curiosity and openness toward diversity.	2,59	1,018	,759	,980
21 It has changed my point of view about cultural community where I belong.	2,59	1,119	,827	,979
22 It helps me to learn through interaction.	2,79	,978	,867	,979
23 My participation in international research projects has helped me to know and understand the cultural traditions of my partners.	2,97	,981	,818	,979

Table 3 shows that there **exists a positive and significant correlation between each one of the dimensions** of our questionnaire ( $p < 0,01$  Bilateral) according to the Spearman *coeficiente de correlación*.

The highest correlation could be observed between the **Desire internal outcomes** dimension and other dimensions 0.961=Skills, 0.929=Knowledge and Comprehension and Attitudes= 0.918, (Table 3)

**Table 3**

**Dimension correlations (Rho-Spearman correlations)**

Rho-Spearman correlations between the arithmetic mean of the ratings given to each dimension of the tool (n = 29)

Dimensions	Attitudes	Knowledge	Skills	Inter out	TPI R	EIA R
Attitude	1	0,833**	0,828**	0,900**	0,257	0,002
Knowledge	0,833**	1	0,921**	0,959**	0,210	0,067
Skills	0,828**	0,921**	1	0,966**	0,241	0,034
Desire	0,900*	0,959**	0,966*	1	0,228	0,031
TPI_R	0,257	0,210	0,241	0,228	1	0,117
EIA_R	0,002	0,067	0,034	0,031	0,117	1

\*\*p<,01; \*P<,05 (bilateral)

TPI\_R=*Tiempo\_proyectos\_internacionales*. Time of participation in international projects is within the range of 50 u.

EIA\_R= *Eventos\_internacionales\_asistencia* Attendance in international events related with participation in international research projects is within the range 25u..

**Summary** In order to achieve our research objectives, three research strategies have been employed (case study, inductive and retroductive). For the first research objective, qualitative methods were used (tools: informal interviews, participative observation, field notes, photography, etc.). The second research objective required qualitative and quantitative research methodology. Our context study was undertaken in two Norwegian university colleges and one Spanish university (*Oficina de Proyectos Internacionales*). The participants of our research were involved in the internationalization of education at different levels our institutional contexts. .

## CHAPTER FOUR. RESULTS AND DISCUSSION

This chapter presents findings for our research objectives. First, we will present different **actions carried out at two Norwegian campuses (HiO and HiAK) and at the International Projects Office of a Spanish university (UGR)** in order to internationalize university campus and research. Furthermore, analysis of SWOT<sup>35</sup> based on the findings related with the internationalization strategy responding to those three campuses will be presented. Afterwards, Table 7 shall present the comparison of IHE with internationalization of research taking into account reflections on the professional experience from two internships. Quantitative findings will inform us about the impact of research internationalization on the development of IC among professionals. Differences on that subject according to professional category and gender will be presented.

### 1. Results: Oslo University College

- **Internationalization efforts:** In order to respond to the challenges of globalization, HiO had been responding with **central systematic internationalization approach (Davies), outcomes approach**, as well as **process and competence development approach** (Deardorff, 2009; Knight, 2010) to internationalization. This enables matching of professional tradition with challenges of the future by preparing intercultural competent professionals (future professionals and those who are already working on the campus).
- As a **main strategy for the development of intercultural environment** on campus, “**Internationalization at home**” has been chosen. Campus-based internationalization and internationalization of curriculum are **supported by cross-border internationalization actions**.

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<sup>35</sup> SWOT matrix- is a methodology to study the company's competitive position in its market (external environment) and internal characteristics (domestic affairs), in order to determine its Strengths, Weaknesses, Opportunities, and Threats. The internal situation consists of two controllable factors: strengths and weaknesses, while the external environment consists of two uncontrollable factors: opportunities and threats. This matrix will help to see those four elements in the implementation of the internationalization strategy in HiO, HiAK and OFPI.

- HiO's **vision and mission** is strongly focused on internationalization. HiO as a college and other establishments responsible for campus internationalization have the same document "*Mission and Vision of the HiO*".
- The international mission is clear to the entire campus population.
- **Organizational strategy** is based on special offices, which are leading the internationalization of the campus. These offices are: the *International Office*, the *Development Education Center (PUS)* and *faculties* (administrative and pedagogical combination of the internationalization efforts).
- **All levels of the campus** (campus board, administrative staff, academic staff, student services, campus staff) are involved in the internationalization approach and manifest **strong ownership** and conviction for the **internationalization idea**.
- In order to introduce **ownership** of *internationalization at home* to the campus staff, the following actions have been taken:
  - **Involvement of the entire campus population** in the internationalization plan (gathering international students' opinion about: *how they feel on campus, what can be improved, and how actions should be conducted to fit their needs*)
  - **Disseminate the idea of internationalization** through monthly meetings of all stakeholders in order to monitor progress, weaknesses, and challenges faced by ongoing projects.
  - **Interculturally prepare staff** of the international office, PUS and international programs (for example, in Latina Lab: anthropological and philologist educational background, foreign colleagues at office, previous experience in long stay abroad) in order to work with intercultural matters and manage overseas contacts efficiently.
  - **Continuous updating of training courses** on new strategies in *internationalization at home*, courses for international office staff for the development of **intercultural competences**, international conferences and meetings.
  - **Gain economic resources** from the NMER in order to strengthen *internationalization at home* through **Interkult** project. It combines pedagogical actions, research on professional practices, and *global space* projects, with the main goal of constant staff-student collaboration. Examples of these projects are:
- **Latina Lab project** (course for national and international students; on campus and mobile versions). The international environment of the course is developed by participants and the tasks carried out are: translations, using their own languages

through the course and the English language in order to communicate with all participants, reflection on ongoing process as well as its participants, cultural reflection, active blogging as a tool to encourage cultural reflection and reflection about own learning. The project is developing a new university culture with active ICT tools and *community practice*. The author's first internship was carried out using this framework. (For more information see Annex15).

- **Daily planet** – as an *intercultural media space* (See Annex 8).
- **Mentor writing**- as a pedagogical support in the drafting of academic papers according to the requirements of Norwegian teachers. Linguistic help in English and Norwegian. Is run by students (previously prepared) and is for the students.
- **English for academic purpose** – to encourage conducting classes in English as well as participation in IRP and production of articles for recognized scientific journals.
- **Introductory course to the organizational culture of HiO**- is provided to national and international students in order to facilitate introduction to a new study environment. Led by *Career Center* in Norwegian and English.
- **Support in looking for a job** offered by *Career Center* -- located on the main hall in the same building as IO; (See Annex 9).
- ❖ The **International office (IO)** is responsible for:
  - International relations with educational institutions and others,
  - International marketing,
  - *Technical support* for incoming and outgoing students (accommodation, medical insurance, etc.). For **outgoing students**- administrative matters and **preparation courses in intercultural communication**.
  - Actions toward arrangements of short study/internship abroad.
  - **Study buddy program** as a support for overseas students on their first steps in a new place.
  - Cooperation of IO with the **Student Parliament**, the **International and European Students Unions** as well as the **Methodist Church** in Oslo.
  - Extracurricular activities (excursions, “*regional parties*” such as *the African Night*).
  - English web site of the HiO (<http://www.hio.no/content/view/full/4563> ).
  - The *architecture of the campus learning center* as well as the presence of the world map in public places where the students tend to meet and relax give a vision of a global future (See Annex 9).

- International relations focus on South African and Nordic countries (incoming students); Australian, American and Canadian (outgoing students). A slight increase in the flow of incoming and outgoing students can be observed (Annex10).
- A culture of constant improvement of the handled actions by people responsible for internationalization on campus can be noted.
- Unplanned factors involved in the building of intercultural environment on campus:
  - **Dimensions of the national culture** - small power distance exists between international office staff, academic staff, campus staff and international students; Defines female culture; efficiency in solving problems builds *trust* among incomers; a general commitment to meeting the diversity of student needs is very visible (Lacy, 2007). *Uncertainty avoidance* (UA)– not so high level of UA gives a ground for professional reflection on the practices, creativity and personal reflections among campus staff and students.
  - **Dimensions of the organizational culture** -low *power distance* (Hofstede, 1994) significantly encourages collaboration in the same office as well as on different levels of the campus. Characteristic of the Athena culture can be observed which impacts the quality of service. Architecture of the campus, existence of physical spaces which introduces stakeholders to an international environment (project *Daily Planet, world map in the students' meeting place*), and where national and international students can meet; Team work on the internationalization projects (folders and graphs with the IaH strategy in visible and accessible places), all those artifacts, actions and unplanned factors create the campus culture which influences the population (see Annex 10).
- In order to sum up the information gathered on HiO's internationalization strategy, the **SWOT** (Strengths, Weaknesses, Opportunities and Threats) matrix is presented. The analysis may be used in the improvement of IaH.

**Table 4**  
**SWOT analysis of internationalization of campus-based internationalization at HiO**

STRENGTHS (HiO)	WEAKNESSES
<ul style="list-style-type: none"> <li>➤ Located in capital city,</li> <li>➤ Big college with a variety of campuses and</li> </ul>	<ul style="list-style-type: none"> <li>▪ General <b>lack of mixed international and foreign students.</b></li> </ul>

### professional studies

- Mission and strategy plan very strongly focused on internationalization,
- Outcomes approach to internationalization
- Fully implemented Bologna Process,
- -Internationalization based on strategy of “*internationalization at home*”.
- *organizational strategy*
- The mission of campus internationalization is well known within the campus population on all levels.
- Internationalization of curriculum
- International programs (Erasmus Mundus, Quota, etc.)
- Internship and short study period abroad offered
- International programs free for Norwegian students (example: Latina Lab),
- English language -well known by campus employees and students,
- *Internationalization at home considers all students as one student population*
- steering board is a follower of internationalization
- well prepared staff, leaders of projects responsible for campus internationalization
- updated trainings for international office (courses for international administrators in IC development)
- academic and administrative staff (openness, helpfulness, empathy),
- efficiency in solving problems,
- reach range of extracurricular activities with purpose of intercultural meetings,
- student union and association involved in internationalization. (ISU, ESU, student parliament),
- collaboration with church (many people need it; the priest has a lot of years of experience in handling international student issues),
- strong ownership of the internationalization strategy

- **Lack of collaboration** between international and national students **in the classroom**.
- **-Foreign students** still see themselves as the **other group** and justify that the Norwegians are very closed
- **-Norwegians see foreigners as another group** (they say that foreign students want to stay just with foreign colleagues; on campus events are perceived as only for foreign excluding the national group).
- College students do not have the academic culture of staying on campus as they tend to be at the university which is perceived as a place of study; national students go home, to bars, or to work as a lot of them live at the fiords and have to take the bus home everyday which discourages them to linger on campus.
- **Lack of Norwegian language skills** among foreign students,
- **Insufficient understanding of different cultural behaviors** (example: greetings) within the entire campus population,
- -High independence among faculties, small collaboration between faculties in order to internationalize them,
- Norwegian Climate,

<p>(development of intercultural learning environment on campus through action of <i>Intercut</i> project) in order to be continued when the Intercut project finishes.</p>	
<p style="text-align: center;"><b><u>OPPORTUNITIES</u></b></p> <ul style="list-style-type: none"> <li>• European and global policy toward internationalization and globalization of higher education and globally competent professionals</li> </ul>	<p style="text-align: center;"><b><u>THREATS</u></b></p> <ul style="list-style-type: none"> <li>• -See foreign students as “others”, different, and temporary guests; need for basic information...</li> </ul>
<ul style="list-style-type: none"> <li>• Development of college as a place of international excellence in professional study, development of intercultural aware professionals,</li> <li>• Higher external visibility of the college after merging with HiAK</li> <li>• Collaboration with Erasmus Program, Nordic countries programs, Chinese and African universities -offering new methodology as well as technology programs, mobile programs</li> <li>• New projects on changing campus culture into more intercultural (Daily planet)</li> <li>• Possibility of developing language skills while on study program</li> <li>• Foreign students as well as students with minority background as sources of campus diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Different treatment of foreign and home students by academic staff</li> <li>• Possible competition instead of cooperation between offices in the implementation of internationalization on campus.</li> <li>• <i>Interkult</i> Project would take too short a time in order to convince all faculties on the importance of internationalization actions, lack of continuity in actions started by <i>Interkult</i> (limitation: economic resources for internationalization)</li> </ul>

## 2. Results: Akershus University College (HiAK)

- **Internationalization efforts:** Following Davies’ theory, HiAK opted for **systematic marginal approach** to internationalization, as well as **outcomes approach** (Deardorff) **and global competence approach to internationalization.**
- Clear, comprehensive and integrated approach to internationalization is visible through the mission and vision of the college and internationalization strategy could be observed (*internationalization at home*).
- **Organizational strategy:** all matters related with internationalization of HiAK are handled by **Internationalization staff** (academic issues, administrative issues, research internationalization, international marketing).

- Implementation of internationalization of curriculum and **extracurricular activities** (*study buddy program, international cafe, excursions, movie night, international buffet*) in order to **mix national and international students**.
- Updating of information about international events on campus.
- ❖ Collaboration of the **international office** with academic staff in order to:
  - Prepare outgoing students for their study abroad (IC courses with involvement of international students).
  - Technical support for outgoing and incoming students (student accommodations, facilities for students with children). Tendency for growth in international exchange in the last decade could be observed (Annex12).
  - Training courses to improve languages and IC of the office staff (workshops, conferences, collaboration in international educational projects).
  - **Assessment of internationalization** through: the consideration of opinions of international students on office services (constant), annual reports to the NMER
- **Unplanned factors which impact campus internationalization and development of IC among stakeholders**
- ✚ **National and organizational culture** (Attitudes toward cultural diversity on the campus staff are shaped by small power *distance, respect, responsibility*; Architecture (See Annex 12); Dimensions of the *national culture* are present in the relationship between academic staff, campus staff and international section with incoming students; **Low uncertainty avoidance** influences planned internationalization efforts; The attitudes of the international section and academic staff toward foreign incomers affect the development of IC among incoming students.
- In order to sum up information gathered about HiAK's internationalization strategy, the **SWOT** analysis (Strengths, Weaknesses, Opportunities and Threats) is presented. The analysis may be used in the improvement of IaH.

**Table 5**  
**SWOT analysis of internationalization of campus-based internationalization at HiAK**

Strengths	Weaknesses
➤ Clear and strong link between Strategy plan of the campus, mission, vision and the idea of <b>internationalization of the campus</b> , and clear steps on how to obtain planned objectives.	<ul style="list-style-type: none"> <li>▪ Lack of mix between foreign and national students.</li> <li>▪ Different academic calendar</li> </ul>

<ul style="list-style-type: none"> <li>➤ Clearly planed actions in <b>calendar of the internationalization</b> of the campus, <b>constant actions</b>.</li> </ul>	<p>compared with other European countries.</p>
<ul style="list-style-type: none"> <li>➤ <b>Strong Ownership of the internationalization idea among board who is responsible for its implementation.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Lack of a clear role of introduction of foreign students into the Norwegian classroom.</b></li> </ul>
<ul style="list-style-type: none"> <li>➤ <b>Fully implemented Bologna process</b>, student-centered methodology in professional studies.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Separate classes for foreign and national students.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Idea of internationalization at home as an <b>opportunity for all students to experience cultural diversity.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ -Most of the students of the college are adults and are working.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Strong emphasis on <b>internationalization of curriculum</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ -Most of the students of the college are adults and are working.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Involvement of all administration levels and academic staff in the mission of campus internationalization through periodic meetings of all campus employees and updated information on internationalization and actions to be carried out (meetings, website).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Located out of the city.</li> </ul>
<ul style="list-style-type: none"> <li>➤ <b>The campus staff</b> has a clear idea of which objective of educational policy is the most important on campus (internationalization, international students, encouraging of national students to study abroad).</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Language-</b> lack of knowledge of the Norwegian language. Most of international students use English.</li> </ul>
<ul style="list-style-type: none"> <li>➤ - Team cooperation on internationalization on all levels (vertical and horizontal collaboration).</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Insufficient knowledge about cultural differences (in general) between national and international students.</b></li> </ul>
<ul style="list-style-type: none"> <li>➤ - New building, nice architecture introduces ideas of national values: equality, clear roles, small power distance, freedom</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Lack of knowledge about cultural, political, historical background</b> between domestic and incoming students.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Very good ICT equipment on campus and in all facilities of the student accommodation</li> </ul>	
<ul style="list-style-type: none"> <li>➤ <b>Easily available and helpful information</b> on the HiAK's web site (good organization of the English version of the website)</li> </ul>	
<ul style="list-style-type: none"> <li>➤ Recognition (by international staff) of the <b>irreplaceable value of Intercultural competences</b> (being open minded, knowing to listen and to observe the students and situations, "<i>want to really understand what another person is talking about in order to solve problems</i>") seen as indispensable in dealing with incoming students.</li> </ul>	
<ul style="list-style-type: none"> <li>➤ <b>Extracurricular activities organized by the international staff:</b> Events in order to mix students (international buffet, international cafe, movie night, sledging).</li> </ul>	

<ul style="list-style-type: none"> <li>➤ Satisfactory collaboration with partner universities</li> <li>➤ - “we do our job the best we can, but we are very aware that it could be better”</li> </ul>	
<ul style="list-style-type: none"> <li>➤ <b>Preparation of outgoing students for their study, internship abroad</b></li> </ul>	
<ul style="list-style-type: none"> <li>➤ Constant interest on national students who are staying abroad</li> <li>➤ - Reception Program for returning students from their study period abroad.</li> </ul>	
<ul style="list-style-type: none"> <li>➤ Opportunities to interact with students from different parts of the world, especially from Africa: Sudan (Quota Program students), Nordic countries like: Sweden, Poland and Spain (Erasmus Program).</li> </ul>	
<p><b>Opportunities</b></p>	<p><b>Threats</b></p>
<ul style="list-style-type: none"> <li>✚ Small campus, small number of foreign students makes it possible to build a home atmosphere through very personal treatment of incomers.</li> <li>✚ Location in village provides peace and relax, which could be complemented by further outdoor activities.</li> <li>✚ Possibility for students to study abroad in places such as: USA, Australia, Africa, Nepal.</li> <li>✚ Planning short periods of study abroad (weeks)</li> <li>✚ Cooperation with Erasmus Students, Quota students staying on campus.</li> <li>✚ Opportunities to practice foreign language by teachers and students attending programs in English demanded by incomers.</li> <li>✚ Attendance of foreign students encourages conducting programs in English,</li> <li>✚ Practice of Informal language (English, Norwegian) during extracurricular campus events.</li> <li>✚ <b>Usefulness of foreign students</b> in order to develop Norwegian students’ curiosity and knowledge about other countries, communication cross culture skills as well as intercultural competences. The interaction helps in personal development of both groups as foreign students are very open to learn something</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Preserving stereotypes on “closed and cold” Norwegians,</b></li> <li>• <b>National students think that meetings of international students are exclusively for international students.</b></li> <li>• Some students prefer big cities over country-side locations</li> <li>• Possible change of the international section staff</li> <li>• Continuing of old practices by academic staff</li> <li>• Limited number of teachers willing to hold their classes in English and limited number of home students willing to attend classes taught in English.</li> </ul>

more from nationals about their country (as it is their country of choice for study abroad).

- ✚ Norwegian and foreign students live in the same student accommodation (ARASEN)

### 3. Results (qualitative findings): Oficina de Proyectos Internacionales de la Universidad de Granada (second internship).

- Internationalization efforts: Organizational strategy- Existence of the office as a UGR institution responsible for management of IRP.
  - Mission of UGR and mission of OFPI related by internationalization issues.
  - Collaboration of OFPI with regional and national governments in order to receive financial support for IRP management.
  - Management of administrative (contracts) and economical issues of IRP as well as technical support in proposal writing (See Annex 13).
  - **Focus on Frameworks Program (FP)**, especially *Cooperation* and *People*. Recent year's increasing tendency toward UGR participation could be observed (See Annex 14).
  - OFPI's marginal participation in research projects funded by the Spanish Ministry.
  - Institutional Plan of creation of "*recursos liberados disponibles*".
  - Recent strategy (calendar of actions) based on regional collaboration in order to **increase opportunity of the 7 FP grant obtained** by Andalusian universities.
  - Rent of external agency in order to **support process proposal writing** (conferences and workshops about writing proposals for 7FP provided by the best international specialists in the field). Regular meetings in order to update information about ongoing projects. International meetings of the office staff in order to obtain new contacts for future collaborations.
  - Support in preparation of technical part of the proposal for the IRP.
  - Regular monthly meetings of the office staff in order to relate what was done and what should be planned.
  - Assessment of the service of the OFPI through stakeholders' opinion, granted projects and provided services.
  - Management of the OFPI website and update of information on international calls for proposals.
  - Reception of international guests and trainees.

- Technical courses for the staff office.
- **Unplanned factors which affect campus internationalization:**
- ✚ **Organizational culture** (As a part of huge university, OFPI manifests the Apollo organizational culture (Handy, 1985), which should be taken into account especially in the process of *innovation planning* ;
- ✚ **National culture** (*High level of uncertainty avoidance in national culture-* should be taken into account at planning actions in order to improve internationalization of research in UGR; *Big power distance* of national culture should be taken into account especially in the OFPI actions in order to focus on the engagement of new researchers in international field).
- In order to sum up information gathered about internationalization of research carried out by the **OFPI** the **SWOT matrix** (Strengths, Weaknesses, Opportunities and Threats) is presented. The analysis may be used in the improvement of IaH in research.

**Table 6**

SWOT analysis of internationalization of the research managed by the OFPI of UGR.

STRENGTHS (OFPI)	WEAKNESSES
<ul style="list-style-type: none"> <li>➤ Existence of some relation between the UGR mission, vision and the OFPI mission and its strategy plans (UGR University aims to be recognized as an international university).</li> <li>➤ Outcomes approach to IR</li> <li>➤ IR is focused on <b>European context</b> and mostly one program 7FP</li> <li>➤ IR strategy can be categorized as a <b>central and constant</b> approach</li> <li>➤ Existence of planned actions in order to implement step by step internationalization efforts in the research area (project ROA)</li> <li>➤ Regional collaboration in order to internationalize Andalusian universities and other institutions.</li> <li>➤ Professional, experienced staff (2 persons)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lack of well qualified staff</li> <li>▪ Lack of well organized information about calls for proposals on the OFPI website</li> <li>▪ Very limited support in the preparation of proposals</li> <li>▪ Lack of “<i>sufficient support</i>” for involving researchers without experience in IRP</li> <li>▪ Limited support and information for the young and inexperienced researchers provided by the office staff</li> <li>▪ Big power distance between new researchers interested in IRP and office culture.</li> <li>▪ OFPI’s perception that IRP is something impossible to achieve (opinion of those who have not participated in projects managed by the OFPI and also widespread</li> </ul>

<ul style="list-style-type: none"> <li>➤ Open-minded board.</li> <li>➤ Staff with international experience</li> <li>➤ Foreign Language skills of staff</li> <li>➤ Assessment of the OFPI services (number of granted projects UGR participates in, accomplishment of the planned actions, stakeholders' opinion on OFPI services)</li> </ul>	<p>among OFPI members).</p> <ul style="list-style-type: none"> <li>▪ Big index of UA, which does not permit execution of more creative actions in order to help in the proposal preparation process.</li> <li>▪ Lack of appreciation for the opportunities of development IC through daily work experience</li> <li>▪ Lack of the training in IC</li> <li>▪ <b>How is the OFPI service seen by foreign partners?</b></li> </ul>
<p style="text-align: center;"><b><u>OPPORTUNITIES</u></b></p> <ul style="list-style-type: none"> <li>✚ The European policy will uphold the importance of international research for the next years (Europe as a knowledge society; innovation, research as a basis for well being);</li> <li>✚ OFPI as an office of a very big and prestigious university (UGR) with large potential in the research area;</li> <li>✚ Economic Support from the Spanish Ministry in order to increase collaboration through IRP (especially 7FP)</li> <li>✚ Economic Support from regional government</li> <li>✚ Good use of the <i>recursos liberados</i> (training of young researchers not just in technical but also in soft / cultural skills).</li> <li>✚ To increase group of "experienced researchers" and be one of the most prestigious universities in the research area.</li> </ul>	<p style="text-align: center;"><b><u>THREATS</u></b></p> <ul style="list-style-type: none"> <li>• Limitation of number of the technical staff</li> <li>• Limitation in economic resources from central and local government due to the economic crisis in the country</li> <li>• Close collaboration with just a circle of well known researchers, which means lack of openness for a new ideas</li> <li>• Lack of openness/ conviction for fresh ideas in order to improve the OFPI service</li> <li>• Low rate of proposals granted by the EC</li> </ul>

**4. Comparison of IHE with internationalization of research taking into account professional experience in the field from three European campuses.**

**Table 7**

Comparison of IaH with internationalization of research taking into account professional experience (See Annex15) in the field gathered at Norwegian and Spanish contexts.

Similarities between research and campus-based internationalization	Differences	
	Norway (IaH)	Spain (I. Research)
Three Campuses are located in <b>culturally diverse countries</b> and take <b>active initiative to respond to the globalization challenge</b> (by int. of campus and int. of research)	<b>National culture dimensions (Hofstede)</b>	
	Low power distance (23/100) Low uncertainty avoidance (45/100) <b>Feminine culture</b> (masculinity only -2/100) Individualism (68/100)	Quite high power distance (52/100) High uncertainty avoidance (80/100) Masculinity culture (39/100) Individualism (45/100)
Financial support from external and internal sources	<b>Organizational culture (Handy)</b>	
	Athena culture	Apollo culture
<b>Campus-based actions</b> respond to the educational policies and international programs	<b>Main approach to internationalization</b>	
	Educate culturally competent professionals, giving that opportunity to entire campus population	Increase participation of UGR in int. research projects funded by the UE.  Very limited participation.
Strong, systematic focus on internationalization issues (HiAK, HiO, OFPI).	<b>Approach to Intercultural Competence</b>	
	<b>Clear Outcomes approach</b> – development of <b>intercultural competent</b> professionals (campus staff and students)	Is not appreciated by the administrative staff.
Clear relation between institutional, university mission, office mission and strategic plans on internationalization	<b>Relation to inexperienced stakeholder</b>	
	Well developed strategy of interaction with newcomers.	Minimal support for new stakeholder.
Internal and external evaluation  (gathered stakeholders' opinion on provided services, institutional assessment)	<b>Needs for further training and improvement</b>	
	See the need for IC development, new administrative and pedagogic ways of internationalization strategy.  Visible culture of improvement.	See the need for hard skills development, (economic issues, international low), IC are not considered important.
International collaboration through: int. mobility (European) int. programs (bachelor, master and PhD level), training,	<b>Cooperation in implementation of internationalization strategy</b>	
	Involvement of whole campus staff, regular meetings, involvement of student.	OFPI performs quite independently from others campus institutions. Very limited involvement of researcher population. Linked regionally with other Andalusian university offices responsible for these issues.
Competitive character of internationalization	<b>Directions of international collaboration</b>	
	Mainly: South Africa, China, USA, Australia, Canada, and Scandinavian countries	Europe (France, Italy, UK, Germany, Norway, Poland)
Conferences, seminars, fairs, social events as elements of internationalization strategy	<b>Service provided to...</b>	
	Whole campus population: to students, academic and administrative staff, researchers	Experienced researchers who would like to participate in IRP

Way of work (Professional practices)	
Strong collaboration work culture among members of the offices and different levels of strategy implementation	More individual way in handling tasks (within office).

## 5. Discussion of the qualitative results

The IHE, throughout time, has been experiencing an increase its dimension, which motivates intense debates essential for decision-making regarding educational policy and training all over the world. In the globalization era, the need for intercultural competent work force and citizens is a fact that does not need any additional justification. Taking into account the situation mentioned above, HE institutions have the responsibility to prepare intercultural competent professionals. The implementation of the Bologna (1999) and Copenhagen (2002) processes helps to administratively overcome borders. Nevertheless, international and intercultural convergence requires much more time and effort in order to achieve efficient and smooth collaboration.

For a long time, IHE in the European context has been focusing mostly on administrative changes, mobility of a small number of students, some international academic programs (*cross border internationalization*) and research collaboration through individuals or faculties. International, **professional and personal experience** the author of this thesis has enabled to **see the additional value of campus-based internationalization** – *internationalization at home* (Nilsson, 2003; Knight, 2010). At the beginning of the XXI century, this kind of innovation manifested its presence in some of the European campuses following the practices of its American, Canadian, Australian, and Japanese counterparts. IaH is like what it was 10 years ago (Wachter, 2000), still shaped by government policy (national and regional) (NMER, 2009; Frølich, 2005), globalization, the IT revolution, traditions, and values of each institution.

There are many articles written about good practices in IaH but in our point of view, all of that mostly remain on a theoretical level. Why is this so? A minority of the European campuses who dared to choose IaH still fights with the hypertrophy of form over content of the terms and concepts related with this issue. Theorists are developing general definitions and concepts associated with the subject; however, what practitioners are really interested in is the effectiveness of actions undertaken. In fact, in most of the European campuses, less than 10% of their population has the opportunity to spend some period to study abroad. Taking into account the cultural diversity in the

Norwegian society as well as future global challenges, educational policy decided to overcome this disadvantage by bringing intercultural environment to the Norwegian home campuses (Greek & Jonsmoen, 2009).

One of our *hypotheses* was to see and analyze how the **national and organizational cultures** (unplanned factors) of **the institution affect the implementation of the internationalization strategy and the development of IC among campus participants**. The research findings confirm its role in the creation of campus culture (Hang, 2010), as well as its impact on the development and implementation of the internationalization strategy. The situation where Apollo's culture transforms into Athena's culture has been observed in Norwegian campuses. It is especially seen at HiAK, where its culture is created mainly by national and personal beliefs, and the values and competences of the staff. This does not mean that bureaucratic relationships do not exist. The Apollo culture represented in the OFPI is linked with "*limits*" of *bureaucratic* attitudes (Handy, 1985) visible in the limitations of actions provided to support *preparation of proposals for IRP, perspective about possibility to develop of IC in work place, and others*. International students of both Norwegian colleges mentioned the development of some attitudes through contact with international staff and academic staff such as: *punctuality, flexibility, tendency toward reflection, trust, good organization of work, and responsibility*. International office staff (HiO and HiAK) recognized the value of daily contact with international students and stakeholders in order to improve their IC.

Gurin's (1999) theory of *diversity impact* as well as Piaget's (1973) theory of *developmental growth* argued in the favor of that thinking. We wanted to dig deeper into these assumptions in order to discover what actually creates campus culture. Is it possible to manage this culture in some way? What really occurs in an intercultural environment? Does it always have a positive impact on its participants? A culturally diverse environment provides an environment for possible problems, which Piaget sees as necessary to future learning outcomes (Piaget, 1973) -- in our case, IC. Does it directly appear in these outcomes? Our findings confirm that "*Fostering self-reflection is a necessary pre-condition*" (Paige, et al., 2002; Teekens, 2005), toward a positive effect, which Deardorff places at the level of *internal outcomes* in the development of IC (Deardorff, 2004-2009).

Sometimes, international destinations become just background for unchanged behavior; the host environment may quite easily lead to a reinforcement of previous stereotypical thinking and the development of xenophobic views. This phenomenon is easily recognized when international students group together in national 'cliques', defensive of interaction with others. In that case, the learning effects may be contrary to the assumptions of what the study program was aiming for (Teekens, 2005).

Because of that, internationalization efforts carried out on campus in relation with dimensions of national and organizational cultures of the campus are so important. These affect not only incoming students but also **shape intercultural views of domestic students** and the whole campus population including academic and administrative staff. Our study wants to pay attention to the role that national and organizational cultures plays in the planning and implementation of internationalization strategies (innovation). In recent years, many international and national companies (Denison, 2010; Hofstede, 2001) turned its interest toward cultural issues in order to improve its performance and this seems to be the trend in IHE for the coming years (Tsiligiris, 2011). If we take into account the fact that during at least 3-4 years, HE institutions are the principal place for meetings of future professionals and the work place of administrative staff, teachers and the scientists, the issues mentioned here appear to have significant weight.

The influence of national and organizational cultures was also felt by the author of this thesis during two international internships. Work in the Norwegian environment has a more flexible character than in the Spanish office, which could be explained by a lower core of *uncertainty avoidance* and a lower *power distance*. Those observations agree with Hofstede's findings (2001). However, it should be mentioned that the academic actions related with IHE which were carried out through educational projects in Latina Lab were performed with an intercultural and international group of trainees, which encouraged to build a new culture of working group (Handy, 1985). Flexibility and reflection have also been encouraged by Norwegian supervisors. The management of IRP seems to be more "*rigid*", which is normal since most of the actions possess an administrative character. On the other hand, in the OFPI, there are also opportunities to demonstrate creativeness and innovation in order to support the process of proposal writing. Limited support for young and inexperienced international researchers promotes, in our perspective, a "*culture of quite big power distance*" and UA. It could be one of the many points which discourages new researchers to collaborate with IRP.

As for the practical actions in the two Norwegian campuses carried out in order to create intercultural and international environment at home, which gives an opportunity to observe how the theory of intercultural impact (Gurin, 1991; Paiget, 1971) works, we can say that our findings agreed with the international educator and administrative theories (Otten, 2000). The policy of home campus internationalization of HiO and HiAK matches with indicators of NMER. The efforts related with IR of UGR also reflected the policy of the Spanish Ministry of Education, which encourages and funds campus actions in order to increase participation of Spanish universities in European research.

Both Norwegian campuses (HiAK and HiO) opted to develop IC within the entire campus population working on different institutional, organizational and pedagogic strategies, which permits to create a multicultural environment on the home campus. Research findings indicate that HiO's *campus-based internationalization* has a central *systematic approach to internationalization*, while HiAK opted for a marginal *systematic approach* (Davies, 1998). For the latter, the strengths and specialization of the college, its relation with regional companies decided to focus on this strategy. OFPI (Spain) actions are also strongly focused on systematic internationalization efforts. Regional cooperation on internationalization is observed (OFPI collaborates with other Andalusian universities- ROA projects, HiO for example with International Methodist Church and HiAK with some social workers).

Mission, vision and strategic plans of these institutions are strongly connected. In the case of Norwegian campuses, this relationship is even more visible than in the Spanish context. The connection among these components is seen as a one of the key elements for success in planning internationalization efforts (Davis, 1985; Crowther, 2000; Lacy, 2007; Hang, 2010). On the one hand, creation of a new campus culture demands a lot of different resources. On the other hand, it gives an opportunity to include the whole campus population and it creates positive feelings of tolerance in external stakeholders. Organizational strategies (establishment different offices responsible for management of the internationalization), pedagogical actions (such as *Interkut* projects at HiO): writing mentors project, support of academic and English courses, Norwegian Language courses), "*campus space design*" (architecture, organization of the furniture, relax places, meeting places, "*Daily planet*") as well as "*home atmosphere*" created by recruitment of adequately prepared academic and administrative staff, are slowly shaping new campus culture (Crowther, 2000; Kleijnon, 2009), changing national

culture dimensions and organizational characteristics of those educational institutions (Uma, 2008; Hang, 2010). The comprehensive and integrated approach to internationalization (Lacy, 2007) in both Norwegian campuses can be highlighted by the IO efforts. Besides administrative issues of incoming and outgoing students, the IOs are responsible for collaboration with academic coordinators of international movements, actively collaborating with student associations, supporting them in developing different extracurricular activities on and off campus (corresponds with the organizational strategies proposed by Davis (1998), Killer (2008) and Knight (2010).

The location of HiO in a capital city has its strengths and weaknesses. Despite its size, without any doubt, HiAK developed the “*home atmosphere*” on campus. The “*homely and warm*” treatment toward overseas students may be attributed to the personal attitudes and backgrounds manifested by *the international staff*. Without doubt, this kind of attitude decreases cultural shock as well as stress related with being in a new place (Kleijnan, 2009). International students comment that the international office staff of both campuses are: “*very helpful*”, “*organized*”, “*nice*”, “*willing to solve any problem with the best results*” and reflect on the idea that foreigners are made to feel “at home”. However, some of the studies inquire on the correct limits of support provided by the host university (Hammer, 1992). The stay abroad should prepare to live and deal with some problems that naturally happen in an intercultural environment. It should not be treated as a prolonged excursion, which is what occurs in many cases.

Lack of collaboration in the classroom between international and national students as well as their interaction on campus is seen as an important weakness in both Norwegian campuses. This situation is perceived as a problem for which no solution has been found (Wächter, 2000; Knight, 2011). Improvement of IC within the academic staff may address this weakness. To overcome difficulties with the mixing of these two groups, teachers should take the initiative to introduce this kind of culture at the beginning.

Opportunities for both Norwegian campuses are related with demand on international professional education. By merging with HiAK, HiO became more visible in the global market (Davis, 1992) and also started to offer diverse careers and campus climate.

According to the Kussi (1992), research has always been more international than other actions of the university. For researchers, it is very important to be members of international networks. As the Lisbon (2000) strategy put research in the center of the European economy and development, universities created special units to manage the complex participation in research projects funded by the EC. UGR responded to this

organizational strategy by establishing a special office dedicated to the administrative and financial management of IRP -- la *Oficina de Proyectos Internacionales* (OFPI). HiO participation in IRP is managed by the PUS and HiAK's participation in IRP is supervised by International Staff. The main strength of the OFPI actions is the regional collaboration on internationalization with other Andalusian universities. Furthermore, the office is focused on the participation in one very prestigious European program - 7FP. Its European collaboration is mainly with France, Italy, the United Kingdom, and Germany, and is perceived as a correct strategy (Killer, 1993). Despite the fact that the OFPI has experienced staff (2), its principal weakness is the lack of sufficient well qualified professionals on the subject matter. Limited support in preparation of the proposals is another concern. This is related with lack of "*sufficient support*" for researchers who would like to participate in IRP but do not have the required experience.

Big power distance between new researchers interested in international research projects and office staff is perceived here as another problem in the internationalization of research. Participation in IRP is seen by inexperienced researchers as something impossible to achieve. A high index of uncertainty avoidance discourages inexperienced researchers from participating in IRP and the OFPI staff from undertaking more creative actions in order to help in the preparation of project proposals (Handy, 1985).

According to Daniel (1992), one of the basic competences of the administrative and technical staff who interact with overseas partners is IC. The OFPI staff, as characterized by its previous international experience, does not see the need for IC courses in the mean time. The staff does not see opportunities for IC development through their daily work experience, which could be perceived as a lack of intercultural reflection -- observed during our internship period. Taking into consideration the points mentioned above, we pose the question: How is the OFPI service seen by foreign partners and how does it impact internationalization of research?

According to the European policy and strategy 2020, which maintain the importance of international research for the next years, the OFPI has an opportunity to prosper and become an office of very big and prestigious university (UGR) with great potential in the research area. Because of that, it also has the opportunity to receive financial support from national and regional governments.

Analyzing information about IaH gathered from the **Norwegian** campuses and internationalization of research observed in the **Spanish** campus, some **similarities**

**between those strategies could be observed.** First, both are based on campus strategy and mobility is not an indispensable element to be carried out. In order to achieve the best results, the involvement of stakeholders is needed. Both can organize this collaboration through international and regional programs and especially the participation of the campus population. IaH and research need to be *owned* by the people responsible for its implementation. They should believe in the positive changes it can bring to the campus. Both strategies need economic and human resources. Intercultural awareness among professionals is the next essential element for efficient interaction with overseas partners, international students, minority students, and researchers. IC help also to see limitations in own work, especially those which are results of national culture dimensions. On the other hand, there are **many differences** observed during the internships in **both lines of IHE**. The first visible difference is the work culture; in the Norwegian environment, IaH is strongly focused on constant collaboration involving all levels of campus staff and faculties, whereas in the Spanish case, work is limited mostly to the office members and other offices outside of UGR who have similar objectives. This could be because the main objective of IaH is the development of IC within the entire student population while IR led by the OFPI has a limited number of well qualified experienced researchers. Furthermore, it has consequences in strategy toward newcomers. While Norwegian campuses focus its efforts especially on beginners (Welcome events), the OFPI provides very limited support to this group (general web information). Although our four international offices are responsible for management of internationalization strategy, OFPI's principal training focuses on the administrative, low field while the Norwegian offices combine administrative strategy toward internationalization and IC needs with especial focus on IC.

Surprisingly, despite the efforts to provide all students the opportunity to develop their intercultural openness and familiarity, IC assessment exposed forms that have been in implementation for years, such as: the number of active international cooperation (requirement of the NMER), number of operating projects, statistics related with incoming and outgoing students, as well as academic, administrative and academic staff. Why can we not evaluate the outcomes of IaH by looking for the results it was aiming for? Why do we assess campus-based internationalization using the (old) indicators for cross-border internationalization? In the case of research

internationalization, the most visible efficiency indicator is the number of grants obtained. In order to improve OFPI services, external evaluation should be carried out.

### 6. Results and discussion (quantitative findings).

Quantitative methodology was used to see: **1.** impact on the development of IC between participants of IRP managed by OFPI, **2.** possible differences in the development of IC taking into account professional category and gender.

Sample group (29 participants) of this study had participated in IRP managed by OFPI. For further sociodemographic information, see Annex 17.

**Table 8 Development of Attitudes**

The measure of formative impact on development of *Knowledge and Comprehension*, which is part of development IC, can be observed through answers given on items: 5, 13, 18, 19, 20.

Items	Frequency				ME	SD
	1	2	3	4		
5. It increases my interest in people from other cultures and in intercultural learning.	5 17,2%	7 24,1%	9 31%	8 27,6%	2,69	1,072
13. It increased my <b>respect for others' culture..</b>	8 27,6%	6 20,7%	9 31%	6 20,7%	2,45	1,121
18. The collaboration in international research projects helps to better understand the value of cultural diversity	5 17,2%	6 20,7%	13 44,8%	5 17,2%	2,62	,979
19. It helped to eliminate prejudices and stereotypes.	7 24,1%	7 24,1%	10 34,5%	5 17,2%	2,45	1,055
20. It increased my curiosity and openness toward diversity.	5 17,2 %	8 27,6%	9 31%	6 20,7%	2,59	1,018

According to the Deardorff (2004-2009), in the IC development model, **the most important dimension** is **attitudes** as they encourage or interfere in knowledge acquisition toward interculturality. *Respect for others' culture, interests in intercultural learning or curiosity and openness* are the best ground for IC development. Looking at Table 8, **the highest** development of Attitudes through participation in IRP could be observed in **increase of interests in the people from other cultures** as well as in **intercultural learning** (ME=2,69). However, we should be take into account that SD= **1,072**. The answers of our respondents were very disperse and we can see that 31%

chose “3” (agree), 27,6% strongly agreed. On the other hand, it could be seen that 17,2% strongly disagreed. Two of the Attitudes components (Items 13 and 19) obtained **the lowest media** (ME=2,45). However, significant differences in its SD have been observed. The **increase of respect for the others’ culture** presented much bigger differences among respondents’ opinion (SD=1,121) than “*eliminate prejudices and stereotypes*” (SD=1,055).

**Table 9 Development of Knowledge and Comprehension**

The measure of formative impact on development of *Knowledge and Comprehension*, which is part of development of IC, could be observed through answers given for items: 1, 2, 11, 12, 15, 17, 23.

Items	Frequency				ME	SD
	1	2	3	4		
1. My participation in international research projects gives me the opportunity to better understand <b>others’ world views.</b>	4 13,8%	3 10,3%	9 31%	13 44,8%	3,07	1,067
2. It helps me to develop cultural self awareness	3 10,3%	10 34,5%	9 31%	6 20,7%	2,62	,942
11. My work with international projects has helped me to better understand my own culture	6 20,7%	6 20,7%	8 27,6%	8 27,6%	2,66	1,111
12. It improved my comprehension of other’s culture	6 20,7%	7 24,1%	9 31 %	7 24,1%	2,59	1,086
15. Participation in international research projects has helped me to understand the impact of culture on the social and historical contexts	4 13,8%	10 34,5%	9 31%	6 20,7%	2,59	,983
17. It has improved my sociolinguistic competences.	5 17,2%	5 17,2%	10 34,5%	9 31%	2,79	1,082
23. My participation in international research projects has helped me to know and understand the cultural traditions of my partners.	4 13,8%	2 6,9%	14 48,3%	9 31%	2,97	,981

**Knowledge and comprehension** about other cultures seems to be one of the easiest and the fastest improving dimension (Deardorff, 2006-2009, Bertelsmann, 2008). Informal meetings help significantly in its acquisition. Because of that, all kinds of **conferences, seminars with cultural guests are a good opportunity** to develop this. Results showed on Table 9 indicate that between elements of *Knowledge and Comprehension* dimension, **the highest** impact through participation in IRP can be seen in “*better*

*understanding of others' world views*” (ME=3,07). The SD for this item SD =1,067 with 44,8% of our respondents strongly agreed, 31% agreed, and 13,8% strongly disagreed. **The lowest** values in this dimension were obtained by “**comprehension of other’s culture**” (item12, ME=2,59) and “**understand the impact of culture on the social and historical contexts**” (item15, ME=2,59). The differences in SD between those items inform us that item 12 has more disperse opinions (SD=1,086) in this matter than item 15 (SD=0,983). **The biggest discrepancy** in the **opinion** about the formative impact of IRP on intercultural Knowledge and Comprehension was observed in item 11- “**understanding of own culture**” (SD=1,111, ME=2,66).

**Table 10 Skills**

The measure of formative impact on development of Skills, which is part of the intercultural competences progress process, could be observed through answers given for items: 3, 6, 9.

Items	Frequency				ME	SD
	1	2	3	4		
3. It has improved my capacity for self assessment	3 (10,3%)	7 (24,1%)	11 (37,9%)	8 (27,6%)	2,83	,966
6. It has improved my capacity to listen and observe people from other cultures	4 (13,8%)	6 (20,7%)	12 (41,4%)	7 (24,1%)	2,76	,988
9. It has helped me to improve my abilities of analysis and interpretation as well as to relativity of value of cultural heritage.	8 (27,6%)	3 (10,3%)	10 (34,5%)	8 (27,6%)	2,62	1,178

Deardorff’s (2004-2009) capacity for self assessment, *skills to listen and observed* as well as *value cultural heritage* are developed in intercultural environments and influence the effectiveness of international gatherings. They are especially important in case of international teams, who work constantly on the same task. From Table 10, it could be seen that **the highest** values in “Skills” development through participation in IRP is obtained from item 3- related with “**capacity for self assessment**” (ME=2,83 and SD=0,966). *The SD in this case is the lowest within the “Skills” dimension.* **The poorest impact could be seen in “abilities of analysis and interpretation and relativity of value of cultural heritage”** (ME= 2,62) item 9 where the biggest difference in the respondents’ opinion for this dimension could be observed (SD= 1,178). Looking at the frequency, the same number of respondents were “*totally agreed*” as well as “*strongly disagreed*” (27,6%) with improvement of those abilities through cooperation

in IRP.

**Table 11 Desire Internal Outcomes (intercultural reflection)**

The measure of formative impact on the development of *internal outcomes* (intercultural reflection), which is part of the development of IC, could be observed through answers given for items: 4, 7, 8, 10, 14, 16, 21, 22.

Items	Frequency				ME	SD
	1	2	3	4		
4. The participation in international research projects improved my capacity for <b>adaptation</b> to culturally new environments.	4 (13,8%)	5 (17,2%)	10 (34,5%)	10 (34,5%)	2,90	1,047
7. It improved my ability to adapt toward different forms of <b>intercultural communication</b> and different learning skills	4 (13,8%)	2 (6,9%)	13 (44,8%)	10 (34,5%)	3,00	1,000
8. The cooperation with international research project helps me to become more <b>flexible</b> with people from other cultures.	8 (27,6%)	4 (13,8%)	11 (37,9%)	6 (20,7%)	2,52	1,122
10. My participation in international research projects helps me take part of a group and respect ways of expressions of each member, becoming more <b>tolerant</b>	3 (10,3%)	8 (27,6%)	9 (31%)	9 (31%)	2,83	1,002
14. Intercultural exchange increased my cultural <b>empathy</b>	5 (17,2%)	7 (24,1%)	10 (34,5)	7 (24,1%)	2,66	1,045
16. My participation in IRP has given me an opportunity to analyze <b>intercultural context</b> from t emic and etic perspectives	5 (17,2%)	10 (34,5%)	9 (31%)	4 (13,8%)	2,41	946
21 It has <b>changed my point of view about cultural community</b> where I belong.	8 (27,6%)	2 (6,9%)	13 (44,8%)	6 (20,7%)	2,59	1,119
22 It helps me to <b>learn through interaction</b> .	4 (13,8%)	5 (17,2%)	13 (44,8%)	7 (24,1%)	2,79	,978

Table 11 shows that **the highest impact** on development of components of IC within *desire internal outcomes* is observed in item7 “**ability to adapt toward different forms of intercultural communication and different learning skills**” (ME=3,SD=1), where 34,5% of respondents strongly agreed and 44,8% agreed. Team work seems to be especially important for this aspect. The other element of *desire internal outcomes*, which was highly developed through participation in IRP is “**capacity for adaptation to culturally new environments**” (item 4, ME=2,90) but its SD is higher (SD=1,047) than in the case of item 7. The same number of respondents 34,5% agreed as well as

strongly agreed and 13,8% strongly disagreed. **The lowest** development of internal outcomes can be observed in “opportunity to analyze intercultural context from emic and etic perspectives” (ME=2,41). This item also has the lowest value of SD=0,946, which means that our respondents agree with its small improvement. The biggest difference among opinions of the sampling group is visible in “helps me to become more flexible with people from other cultures” SD=1,122; The media of this item was also one of the lowest ME= 2,52.

**Table 12**

**Mean, Median, Mode, Standard deviation (dimensions of IC)**

		Mean Total	Attitudes	Knowledge and Comprehension	Skills	Desire internal outcomes
N	Valid	29	29	29	29	29
	Missing	0	0	0	0	0
<b>Mean</b>		2,6832	<b>2,5586</b>	<b>2,7537</b>	2,7356	2,6847
Median		2,8024	2,6000	2,8571	2,6667	2,8571
<b>Mode</b>		1,00(a)	4,00	4,00	2,67(a)	1,00(a)
Standard deviation		,87417	,92641	,90262	,93171	,87513

a There are many modes. Above table just shows the lowest value.

According to the Table 12, there is **no significant difference** between development of Attitudes, Knowledge and Comprehension, Skills and Desire internal outcomes within the IC process development. However, some differences can be observed: **the highest** impact obtained is from **Knowledge and Comprehension** (ME=2,7537), followed by **Skills** (ME=2,7356) and **Desire Internal Outcomes** (ME=2,6847), and **the lowest** is for **Attitudes** (ME=2,5586). The most repeated value was a 4 “totally agreed” response for the last dimension. The dimension more developed by participants is “*Knowledge and Comprehension*” with a *mode* of “4”.

❖ **Findings -comparison IC development between researchers and administrators**

Below are findings on the extent that the elements of IC were developed in each one of the groups compared researchers vs. administrators/technicians. Analysis was done using T-test (SPSS program). The relation between results of the items was compared and interpreted. The scale of the possible answer was from 1 to 4. (1=*Strongly disagree*,

2=Disagree, 3=Agree and 4= Totally agree) where N= 23 researchers + 6 administrators/technicians. (Refer to Table 9 from Annex 16 - ).

**Table 13**

**Comparison IC development between researchers and administrators**

Items	Researchers		Technicians/administrators		T	Sig. Bilateral [IC to 95%]
	ME	SD	ME	SD		
1. My participation in international research projects gives me the opportunity to better understand <b>others' world views.</b>	<b>3,35</b>	,885	<b>2,00</b>	1,095	2.786	0,028
2. It helps me to develop cultural self awareness	2,87	,815	1,67	,816	3.215	0.13
3. It has improved my capacity for self assessment.	<b>3,13</b>	,757	1,67	,816	<b>3.969</b>	0.05
4. The participation in international research projects improved my capacity for adaptation to culturally new environments.	<b>3,13</b>	,869	2,00	1,265	2.066	0.082
5. It increases my interest in people from other cultures and in intercultural learning.	2,87	,968	2,00	1,265	<b>1.863</b>	0.076
6. It has improved my capacity to listen and observe people from other cultures	<b>3,00</b>	,853	1,83	,983	2.657	0.032
7. It improved my ability to adapt toward different forms of intercultural communication and different learning skills.	<b>3,26</b>	,810	2,00	1,095	2.638	0.036
8. The cooperation with international research project helps me to become more flexible with people from other cultures.	2,74	1,054	1,67	1,033	2.287	0.054
9. Help me to improve my abilities of analysis and interpretation as well as to relativity of value of cultural heritage.	<b>2,83</b>	1,072	<b>1,83</b>	1,329	<b>1.926</b>	0.065
10. My participation in international research projects help me in take part of a group and respect ways of expressions each of its members, being more tolerant.	<b>3,13</b>	,815	1,67	,816	<b>3.912</b>	0.005
11. My work with international projects has helped me understand better my own culture.	2,96	,976	1,50	,837	3.663	0.005
12. It improved my comprehension of other's culture.	2,83	,984	1,67	1,033	2.473	0.04
13. It increased my respect to others' culture.	2,74	1,010	<b>1,33</b>	,816	3.566	0.006
14. Intercultural exchange increased my cultural empathy.	2,96	,878	1,50	,837	3.758	0.005

15. Participation in international research projects has helped me to understand the impact of culture on the social and historical.	2,78	,902	1,83	,983	2.141	0.068
16. My participation in IRP have been given opportunity to analyzed intercultural context from emic and etic perspective.	2,65	,832	1,50	,837	3.008	0.017
17. It has improved my sociolinguistic competences.	2,65	,832	1,50	,837	3.008	0.017
18. The collaboration in international research projects help to better understand value of cultural diversity.	2,83	,887	1,83	,983	2.246	0.058
19. It helped to eliminate prejudices and stereotypes.	2,65	,982	1,67	1,033	2.102	0.071
20. It increased my curiosity and openness toward diversity.	2,78	,951	1,83	,983	2.120	0.068
21. It has changed my point of view about cultural community I take part.	2,78	,998	1,83	1,329	1.941	0.063
22. It helps me to learn through interaction.	3,09	,793	1,67	,816	3.817	0.006
23. My participation in international research projects has helped me to know and understand the cultural traditions of my partners.	3,22	,795	2,00	1,095	2.552	0.041
Attitudes	2,7739	,82309	1,7333	,89144	2.586	0.035
Knowlede and comprehension	3,0124	,71287	1,7619	,91548	3.109	0.018
Skills	2,9855	,75531	1,7778	,98131	2.806	0.028
Desire Internal outcomes	2,9674	,65736	1,7292	,92337	3.087	0,020[27-2,21]
Media total (dimencions)	2,9348	,68593	1,7505	,92548	2.931	0.024[0,2;-2,15]

Taking into account the development of IC among **researchers**, seven items: 1, 3, 4, 6, 7, 10, and 22 have obtained a ME greater than or equal to 3. This means that the researchers “*agreed*” or “*strongly agreed*” that participation in IRP helped them in the *better understanding of other’s world view* ( $ME=3,32$ ;  $SD=,885$ ), developed their *capacity for self assessment* and capacity for *adaptation to culturally new environments*, improved their ability to *adapt toward different forms of intercultural communication and different learning stils*, helped them to *take part of a group and respect ways of expressions of each of its members*, and developed abilities to *learn through interaction*. Three of the mentioned items (3, 4, 10) obtained  $ME= 3,13$  and only one of them (item 3) had less polemic opinions  $SD=0,757$ . Capacity for self assessment showed the biggest convergence among researchers’ opinions. The **lowest development**

of IC among researchers could be observed in items 17, 16, and 19 (all with ME= 2,65). Those are related to the development of *sociolinguistic competences* (SD=0. 832), the *ability to analyze intercultural context from emic and etic perspectives* (SD=0,832), and *elimination of prejudices and stereotypes* (SD=0,982). The last one had more discrepancies within respondents.

Impact on the **development of IC** through participation in IRP is much lower among **administrators** (technicians) group than among researchers (Table 13). Most of the administrative staff “*strongly disagreed*” or “*disagreed*” with the development of the components of IC in their tasks related with project management. **The highest ME= 2** could be found in items 1, 4, 5, 7, and 23. These items also demonstrate the highest opinion discrepancies: “*capacity for adaptation to culturally new environments*” (item 4) and “**increases interests in the people from other cultures and in intercultural learning**” (item 5) with SD= 1,265 and items: 1, 7 and 23 with SD=1,095.

**The lowest values** among administrators were obtained by “**respect for others’ culture**” (ME=1,33 and SD 0,816), followed by *better understanding of own culture* (ME=1,50; SD,837), *increased cultural empathy* (ME1,50; SD=,837) and *sociolinguistic skills* (ME=1,50, SD=,837 ).

**Significant differences between both groups in development of “Dimensions” of IC**, through participation in IRP have been found. The **highest dissimilarities** are noted in **Knowledge and Comprehension** acquisition (t=3.109) and **Desire Internal Outcomes** (t=3.087) for researchers in both cases. **The smallest difference** is found in **Attitudes** (t=2.586) and **Skills** development.

Among components of IC that exhibit **the biggest differences** in their development **among researchers and administrative staff** are: *capacity to self assessment* (t= 3.969), *respect to different way of expression and tolerance* (t= 3.912).

Among components of IC that show **the highest similarities** in their development **between researchers and administrative staff** are: abilities for **analysis and interpretation as well as to relativity of value of cultural heritage** (t=1.926, where researcher ME=2,83 and administrators ME=1,83) and *interest in people from other cultures as well as in intercultural learning* (t=1.863. where researchers ME=2,87 and SD= ,968 ; and administrators ME=2 and SD=1,265).

Why were significant differences between these two professional groups observed? One of the reasons we can see is the small group sampling. According to Davis (1992) and de Wit (2010), personal and digital encounters (by phone, by email), with the latter even

more, require high levels of intercultural awareness. Our findings almost do not show any cultural impact on the administrative staff of the OFPI. This opinion is close to Crowther's (2000) and Hang's (2010) about the very limited impact of digital contacts on IC development. Only 34,5% of participants of IRP managed by the OFPI had longer stays abroad during their cooperation in international research, where 3,4% of respondents spent about 100 months, 6,9% spent about 2 months, and 6,9% just one month abroad (see Annex 17). All of them were researchers. Only 1 out of 6 members of the OFPI staff has constant face-to-face interaction with overseas partners. Because of the limited sample group, the relationship between "duration of stay abroad" and "attendance in international events" with the development of IC was not established. One curious point is the very low impact noted by the two groups on language competences improvement. On the other hand, OFPI staff sees it as the most important in their work. English skills are also an indispensable element to be able to collaborate with 7FP. So, what does IPR work really consist of?

- ❖ **Findings – comparison intercultural competence development according to genders (Women N= 14 , Men N= 15; statistical data see Annex9).**

**Table 14**

Items	Women		Men		T
	ME	SD	ME	SD	
1. My participation in international research projects gives me opportunity to better understand <b>others' world views.</b>	<b>2,71</b>	1,267	<b>3,40</b>	,737	-1,797
3. It has improved my capacity to self assessment.	2,57	1,089	3,07	,799	-1,388
4. The participation in international research projects improved my capacity for adaptation to culturally new environments.	2,43	1,158	<b>3,33</b>	,724	<u>-2,542</u>
6. It has improved my capacity to listen and observe people from others cultures.	2,43	1,158	3,07	,704	-1,808
7. It improved my ability to adapt toward different forms of intercultural communication and different learning skills.	2,64	1,216	<b>3,33</b>	,617	-1,949
10. My participation in international research projects help me in take part of a group and respect ways of expressions each of its members, being more tolerant.	2,50	1,160	3,13	,743	-1,763
17. It has improved my sociolinguistic competences.	2,43	1,158	3,13	,915	-1,801
23. My participation in international research projects has helped me to know and understand the cultural traditions of my partners.	2,64	1,216	3,27	,594	-1,775

22. It helps me to learn through interaction	2,57	1,158	3,00	,756	-1,188
<b>18. Better comprehension of intercultural value</b>	<b>2,71</b>	<b>1,069</b>	<b>2,53</b>	<b>,915</b>	<b>0,488</b>
<b>13. Increased my respect toward other cultures</b>	<b>2,50</b>	<b>1,160</b>	<b>2,40</b>	<b>1,121</b>	<b>0,236</b>
2 .Cultural awareness	2,50	1,019	2,73	,884	-0,657
16. My participation in IRP have been given opportunity to analyzed intercultural context from emic and etic perspective	2,36	1,151	2,47	,743	-0,307
20. It increased my curiosity and openness toward diversity	2,57	1,089	2,60	,986	-0,740
21. It has changed my point of view about cultural community I take part.	2,50	1,092	2,67	1,175	-0,396
5. It increases my interest in people from other cultures and in intercultural learning	2,50	1,225	2,87	,915	-0,908
8. The cooperation with international research project helps me to become more flexible with people from other cultures.	2,29	1,267	2,73	,961	-1,077
9. Help me to improve my abilities of analysis and interpretation as well as to relativity of value of cultural heritage.	2,43	1,222	2,80	1,146	-0,842
10. My work with international projects has helped me understand better my own culture.	2,50	1,160	2,80	1,082	-0,719
12. It improved my comprehension of other's culture.	2,43	1,222	2,73	,961	-0,743
14. Intercultural exchange increased my cultural empathy	2,50	1,160	2,80	,941	-0,762
15.Participation in international research projects has helped me to understand the impact of culture on the social and historical	2,36	1,008	2,80	,941	-1,221
19. It helped to eliminate prejudices and stereotypes.	2,21	1,122	2,67	,976	-1,155
Attitudes	2,5000	1,05757	<b>2,6133</b>	,81929	-0,321
Knowledge and Comprehension	<b>2,5102</b>	1,06125	<b>2,9810</b>	,68484	-1,429
Skills	2,4762	1,12253	2,9778	,66029	-1,479
Internal outcomes	<b>2,4732</b>	1,07995	2,9333	,55875	-1,231
MediaTotal	2,4899	1,06989	2,8763	,61791	-1,147

- The biggest differences between genders
- The smallest differences between genders
- The only two elements where women developed more
- The items with more similarities between genders

From Table 14, we can see that **the highest impact** on the development of IC among women involved in IRP could be seen in items: 1, 7 and 23 which involve *understanding others' world view* (ME=2,71 and SD=1,267), *different communication and learning styles* (ME=2,64 and SD=1,216) and *comprehension of tradition of partners* (ME=2,64 and SD= 1,216).

The **lowest impact** in the development of IC among **women** is observed in items: 4, 6, 8, 9, 12, 15, 16, 17 and 19. Furthermore, the lowest ME=2, 21 (SD=1,222) is found in "*eliminate prejudices and stereotypes*". Women comment that participation in IRP helped them in a small measure (ME=2,29 and SD=1,267) to *be more flexible with people from other cultures* (item8). However, the SD shows discrepancy of opinion among respondents. Small impact can also be mentioned in relation to *understanding of the impact of culture on the social and historical contexts* (ME=2,36 and SD=1,008) as well as the *analysis of intercultural context from emic and etic perspectives* (ME=2,36 and SD=1,151).

Taking into account the **development of IC dimensions**, among **women**, the **biggest impact** through participation in IRP could be seen on: **Knowledge and Comprehension** (ME=2,5102 and SD=1,06125), followed by **Attitudes** ME=2,5000 and SD=1,05757. **The lowest value** was observed on **Internal Desire Outcomes** (ME=2,4732 and SD= 1,07995). Even if the value of **Skills** dimension has ME= 2,4762 which is very similar to the previous dimension, the SD=1,12253 highlights discrepancy in opinion about acquired skills.

For **men**, the **highest** values were obtained for *understanding others words' view* (similar to women), but the ME is higher **ME=3, 40** and with a small SD= 0,737. According to Table 14, *adaptation to culturally new environments* (ME=3,33 and SD=0,724) and *adaptation to different communication and learning styles* (ME=3,33 and SD=0,617) have been experienced and improved through collaboration in IRP.

The **smallest development of IC** among **men** could be observed in components such as: *respect for others' culture* (ME=2,49 and SD= 1,121) On the other hand, it should be noted that there is a high SD for : *analyze intercultural context from emic and etic perspectives* (ME=2,47 and SD=0,743) and *better understanding of cultural value* (ME=2,53 and SD=0,915). The components not mentioned here fall into the interval  $2,53 < ME < 3,33$ .

Considering the **development of IC dimensions among men**, the **biggest impact** through participation in IRP could be seen on: **Knowledge and Comprehension** similar

to women. However, the ME is significantly higher in favor of men (ME=2,9810 and SD=0,68484). The difference between genders in this dimension is  $t=-1,429$ . Afterwards, the Skills (ME=2,9778 and SD=0,66029) and Internal Desire Outcomes (ME=2,9333 and SD=0,55875) should be mentioned. The lowest formative impact among men was observed on the Attitudes dimension (ME=2, 6133 and SD= 0, 81929).

- Among components of IC that show **the biggest differences** in their development **between genders** we found: *adaptation to culturally new environments* ( $t= - 2,542$ ) and *different forms of intercultural communication and different learning skills* ( $t=- 1,949$ ) as well as *self assessment* ( $t= -1,388$ ).<sup>36</sup>
- Among components of IC that show **the highest similarities** in their development **between genders** we discovered: *modifying point of view about own cultural community* ( $t=-0,396$ ) and *analyze intercultural context from emic and etic perspectives* ( $t=-0,307$ )<sup>37</sup>. Only 2 out of 23 items showed bigger development of IC in women than in men. These items are: *comprehension of intercultural diversity value* ( $t=0,488$ ) and *respect toward other culture* ( $t=0,236$ ).
- **However, the biggest difference** is manifested by having only 2 out of 23 components of IC where participation in IRP had **bigger impact among women** than among men. These components are:
  - *Better comprehension of cultural diversity value* (women ME=2,71; men ME=2,53)
  - *Respect for other cultures* (woman ME=2,50 and men ME=2.40 out of 4)

To sum up, the four dimensions that compose the IC development process have improved more among men (ME 2,8763) than among women (ME 2,4899), where  $t=- 1,147$ .

**Significance of the findings:** Literature (Kussi 1992) says that research has always been the most international area in HE. After the OFPI action review, it can be said that this office does not promote direct actions in order to develop IC among participants of the IRP, either among the office staff or among researchers. On the other hand, it is obvious that international collaboration (also in the administrative field) needs intercultural competent professionals. It is worthy to highlight that two principal requirements of the OFPI toward future participants of IRP are: 1. previous experience in international research (international collaboration) and 2. fluency in the English

<sup>36</sup> The highest differences between gender in development of components of IC were presented on the first part of the Table and include items: 1, 3, 4, 6, 7, 10, 17, 22, and 23.

<sup>37</sup> To simplify the findings, we wrote those items in red font (items: 2,16, 20 and 21).

language (requirement of the EU policy) in order to be able collaborate with international teams.

Through quantitative research, we found out that participation in IRP has an impact on IC development among its participants. It was shown through the development of different elements of IC proposed by Deardorff's (2004) study. The most developed elements of IC through participation in international projects were: *Understanding others' world views* (media 3,07; SD 1,067), which agreed with the Deardorff study (2004), where 100% of the respondents recognized this element as the most important in IC development. *Ability to adapt to different communication styles and different learning styles* (ME= 3.0; SD1000), *Knowledge and understanding of cultural tradition of the partners* (ME=2,97; SD 0,981), *Capacity to adapt to culturally new environments* (ME=2,90 and SD =1,047), *Capacity for self assessment* (ME=2,83 and SD=0, 966), and *Learning to take part of the group and respect for each of its members* (ME 2,83 and SD 1.002) are further elements which combine the four dimensions (attitudes, knowledge and comprehension, skills as well as internal outcomes) of the IC development process (Deardorff, 2004/2009). In general, **the most visible impact** on the development of IC dimensions through participation in IRP was noted on: *Knowledge and comprehension of other cultures* (ME **2,7537** and SD ,92641) and *Skills (listen, observe, interpret, and analyze intercultural environment)* ME 2,7356 and SD 0,93171. It is quite understandable in projects that require international team collaboration. Knowledge and skills are the quickly-acquired dimensions. They are also those elements which motivate researchers and administrators and are promoted by the EU policy (CORDIS, 2011) through mobility and international professional contacts.

The **smallest impact** on the development of the IC **components** through IRP was observed in: *Analysis of cultural context from emic and etic perspectives* (ME= 2,41; SD 0, 946), *Withholding judgment and stereotypes* (ME= 2,45; Standard deviation 1,055), *Respect for other cultures* (ME=2,45; SE = 1,121), and *Flexibility with people from other cultures* (ME=2,52; SD=1,122). This means that the **Attitudes** (especially *respect for other cultures*, ME=2,45) and **Internal outcomes** (ME **2,5586** and SD **0, 92641**; especially **adaptability, empathy**) are slowly changing elements of our **intercultural learning**. It is very important in the whole process of IC development as attitudes, according to Deardorff (2004/2009), are the first step toward further intercultural erudition. The attitude- *interests*, "how much are we interested in?" helps or interferes in IC development. Intercultural reflection drives internal outcomes,

through previous development of attitudes, skills and knowledge, which explains its low ME=2,68 and confirms Deardorff and Bertelsmann's theories (2008).

The extent of the development of the IC elements through participation in IRP managed by the OFPI is very **different among researchers and administrators**.

- **Knowledge & comprehension** (t=3.01), skills, internal outcomes-intercultural reflection and in the last position, **attitudes**, is the order of dimensions extent acquisition among **researchers**.
- **Whereas Skills** (t=1.777), Knowledge & comprehension, attitudes and in the last position, internal outcomes as **intercultural reflection**, is the order of dimensions extent acquisition among **administrators and technicians** of IRP.
- The extent of the development of the IC components between **genders** involved in IRP of the OFPI of UGR is different and requires further study.

Through this study, we discover that different participation in IRP has different impacts on the development of IC among different categories of professionals. The researcher has improved more significantly their IC through international collaboration in research than administrators of the same projects. The explanation can be seen in the different character of work that these two groups engage in. The researcher's work is more flexible and open toward great reflection. *Reflection* is a "factor" which significantly impacts development of IC (Deardorff 2004-2009). The administrator's work, as observed through the internationalization strategy carried out by OFPI staff, is more focused on the achievement of specific objectives such as economic justifications and administrative contacts, and technical parts of project preparation. Support in proposal writing is very limited. Regional collaboration on internationalization started a few months ago (autumn 2009) and very few steps were undertaken in its framework. The international partners for IRP in most cases are proposed by researchers not by the OFPI. The efficacy of all those previously mentioned actions is not so strongly related with the use of IC. This also has implications on the perception of the staff about the need for IC in their daily work (very few need it at the moment, only linguistic competences are appreciated). It appears that in order to accomplish these tasks, deep and open reflection is not too essential. On the other hand, it should be pointed out that, during 7 weeks, some situations required IC management and possible impact on its development was observed. However, its importance has not been noted by the OFPI staff. Here, we would like to highlight that all the observations stated do not signify that the staff do not possess IC. On the contrary, one of the requirements to be employed is

previous experience in the intercultural environments through long study/internship abroad, which is what all participants have. Taking into account our observations and the information gathered from the informal interview, the lack of appreciation for the importance of IC as well as its possible improvement in daily work management of IRP could principally be related with the lack of “*largely understood reflection*” on the handled tasks. Limited actions in order to encourage new researchers to participate in IRP could be observed also as a result of the bureaucratic culture that the office manifests (Apollo culture).

In order to improve management of IRP and the participation of UGR in European research high quality program (such as 7FP), and based on the indispensable competences in international collaboration derived from the data gathered, intercultural training could be an adequate strategy to: **1.** Improve intercultural cooperation between UGR and overseas partners, **2.** Prepare a ground for reflection on national and organizational culture limitations (reflection on the process of carrying out tasks and projects) which can be a good strategy to innovate the campus and IR. **3.** Strengthen intercultural awareness (implication of intercultural training) among campus staff in order to innovate through internationalization strategies.

Findings on the differences in impact on IC development between genders need further research. From the quantitative analysis, it should be noted that no dependence has been established between the development of IC and the type of participation in IRP (*stay abroad* or *at home campus*). Neither was any dependence found between the *time of participation* in IRP and IC development. (See Annex 17) The limitation may be due to the small sample group used in this study.

## CHAPTER FIVE. CONCLUSIONS, IMPLICATIONS, LIMITATIONS AND ETHICAL CONSIDERATIONS

This last chapter will present general conclusions derived from our professional experience, reflection and research in the field of IHE; the implications for practice in IHE and IR areas, taking into consideration the significance for intercultural educators and intercultural training as well as implications for further research. The limitation of the study (methodology and tool) and ethical consideration will also be tackled.

### 1. Conclusions

- ❖ **Reflections** on professional practice in educational and administrative fields are needed.
- ❖ HE has always been related with international dimension. Recent educational policies respond to the needs of society. In this way, **the process of IHE is bilateral**. Global events affect the educational policy of all continents. National policy and practices in the educational institutions respond to the challenge of preparing professionals and citizens to effectively handle constant change. On the other hand, global, national and regional drivers of IHE also shape university approaches to internationalization. This is manifested by the Norwegian colleges choosing *central systematic approach* (HiO) and *marginal systematic approach* (HiAK) to internationalization.
- ❖ Holistic, complex, advanced strategy for **IaH** at both Norwegian campuses could be observed. Intercultural and international culture of the campus is created by clear integrated and comprehensive (Lacy, 2007) *institutional approach* to internationalization, through organizational, extracurricular, pedagogic and co-operational efforts.
- ❖ The implementation of internationalization strategy, is influenced by *planned actions (internationalization of curriculum, organizational strategy, pedagogical projects promoting IaH, on and off campus extracurricular activities, collaboration strategy)*, and by the *national and organizational culture* of the educational institution. Moreover, those elements either help or interfere in the development of IC within the campus population (students, staff, and stakeholders). Awareness about the “limitations” of national and organizational culture (our institution and foreign stakeholders’ culture) on the effectiveness of the internationalization

strategy is a good way to improve the internationalization practices, to innovate campus culture and meet the diversity needs. The following findings were obtained from this study:

- ❖ In our opinion, a well-planned *Internationalization at home* promotes equality in education by providing an opportunity to develop IC among the entire student population and the campus staff. This, however, is not very easy to achieve. When joined with *cross border internationalization*, a significant increase in the results (outcomes) of IHE and IR can be expected.

**Norwegian** educational policy, which is quite similar throughout Nordic countries, is intended to **use its own cultural diversity** (students and professionals with intercultural background) and overseas guests in order to facilitate *informal training on multiculturalism*. The strengths of this institutional policy are well visualized in its *mission and vision*, as well as *strategic plans* of HiAK and HiO.

- ❖ Norwegian campuses apply the **outcomes approach to internationalization**, where one of the principal *objectives* is the *education of interculturally aware professionals*. The student population is involved in the constant assessment of ongoing projects. For external evaluation, the rules of cross border education assessment are followed. Is it the most appropriate assessment of IHE? In the case of OFPI, the most significant indicator of its services efficacy is the number of projects granted. The stakeholders' opinion (UGR's researchers) about provided services is gathered. The foreign partners' opinion could provide useful tips for further improvements.
- ❖ The *internationalization efforts* managed and implemented by **international offices** have an **important role in the building of international and intercultural climate on campus**. From the **international student's point of view**, the performance of these offices gives an insight on the organizational values of the country. In the case of both Norwegian campuses, the values of "*trust*", "*excellent work organization*", "*respect*", "*punctuality*", "*easy problem solving*", and "*smooth collaboration*" were recognized and practiced by the office staff. These elements encourage foreign participants for future cooperation.
- ❖ In some institutions of international cooperation, the importance of hard skills of the staff still dominates. In these cases, proficiency in foreign languages is seen as the most important competence for efficient cooperation with overseas partners (*Oficina de Proyectos Internacionales de la UGR*). The opportunities to develop IC through

the management of IRP are hardly perceived. These previously mentioned characteristics emerge from Apollo's bureaucratic culture. For **both Norwegian campuses**, the **importance of IC** among campus staff is **highlighted**. International staff mentions opportunities of development of those competences through their daily work. These indicators relate both campuses with Athenas competence culture.

- ❖ The strategy of internationalization of university campuses and research are based on the strengths, weaknesses, opportunities and threats of those institutions. Comprehension of these elements is seen as an advantage in the internationalization plan. Begin with the end in mind (Lacy, 2007) is other important element of successful internationalization.
- ❖ **National** and **organizational** cultures could be the biggest support in IHE when the people involved are aware of its strengths and limitations.
- ❖ The **biggest challenge (weakness)** of IaH is the mix of international and domestic students. Some improvements in the HiAK and HiO can be observed, but they are still limited. In the case of IRP managed by the OFPI, very few foreign researchers, who work at the UGR campus, are present.
- ❖ The **opportunities** that the three campuses have in the field of internationalization are related with the European educational policy and research and are represented in the *EU Strategy 2020* (Luven, 2009). This is characterized by a strong focus on IHE and research, which was started by HiO, HiAK and OFPI *systemic approach to internationalization issues*. It permits them to go ahead with more creative ideas in the field.
- ❖ The biggest **threat** for the Norwegian and Spanish international strategies is the lack of sufficient resources to continue with the actions which have been initiated. Other threats are: the lack of IC between students and campus staff and the preservation of stereotypes (between international students branding the Norwegians “cold” and “closed”, among domestic students’ willingness to encounter international students only in international groups). Regarding pedagogical practice, there is a lack of initiative for intercultural cooperation in the classroom. Moreover, there is disregard for the importance of the official introduction of international students to the domestic group. These are elements which interfere in the progress of IHE and its desired outcomes.
- ❖ ICT tools are a big support in development of IC **but** they cannot replace face-to-face meetings. In our opinion, personal encounters are valued more in international

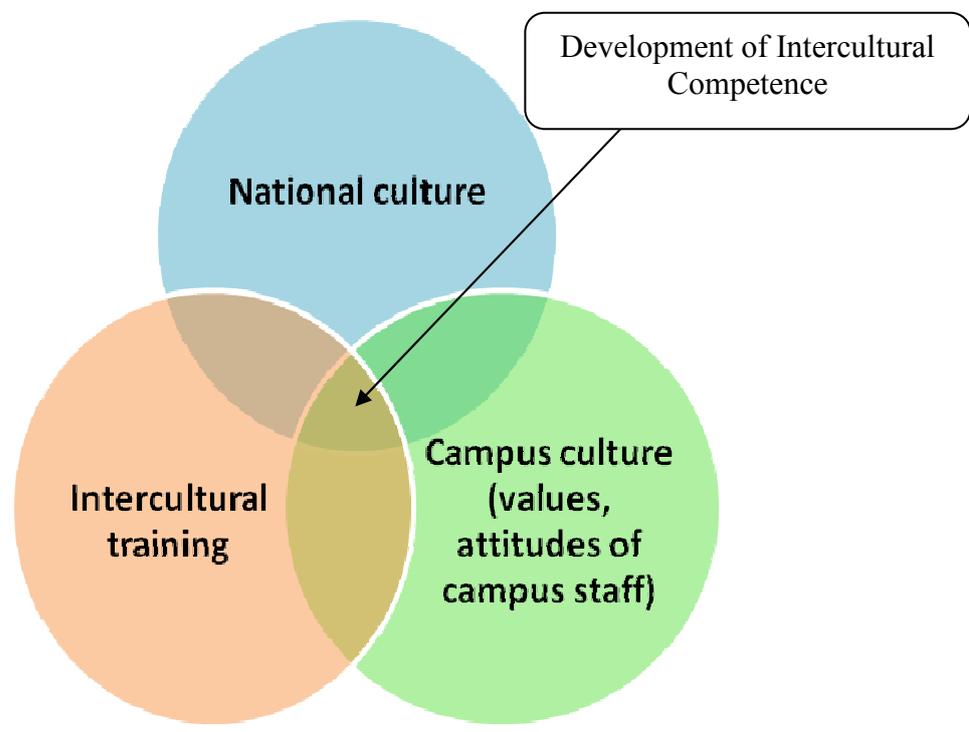
gatherings. On the other hand, digital tools (such as *blogs*) can help in the development of cultural reflection as they encourage participants to *give themselves time to reflect* on ongoing situations.

- ❖ Some **similarities and differences** in the *internationalization strategy* focus on IaH and internationalization of research in our study contexts may be observed. Both are **campus-based**, could be related with international programs, need huge economic and human resources in order to be implemented and constant effort. *International meetings, conferences, seminars, and fairs* are ways to improve internationalization strategies and provide opportunities for IC development. **IHE** and **IR** need interculturally competent staff. While the principal objective is to seek the **education of IC professionals**, the second main goal perceived is the **receipt of EC's grants** in order to participate in international consortia composed of high quality researchers.

In IHE and IR, cooperation between external institutions and universities (regional or non-regional) takes place. The **difference** could be observed in the **way of work on strategies** implementation. These can emerge from the divergence from national and organizational culture dimensions. Our study cases showed that IaH in the Norwegian context involved much more campus participants than in the IR actions managed by the OFPI. Teamwork seems to be much more developed in HiAK and HiO than in the research management carried out by the OFPI. These differences should be taken into account in the event of international cooperation.

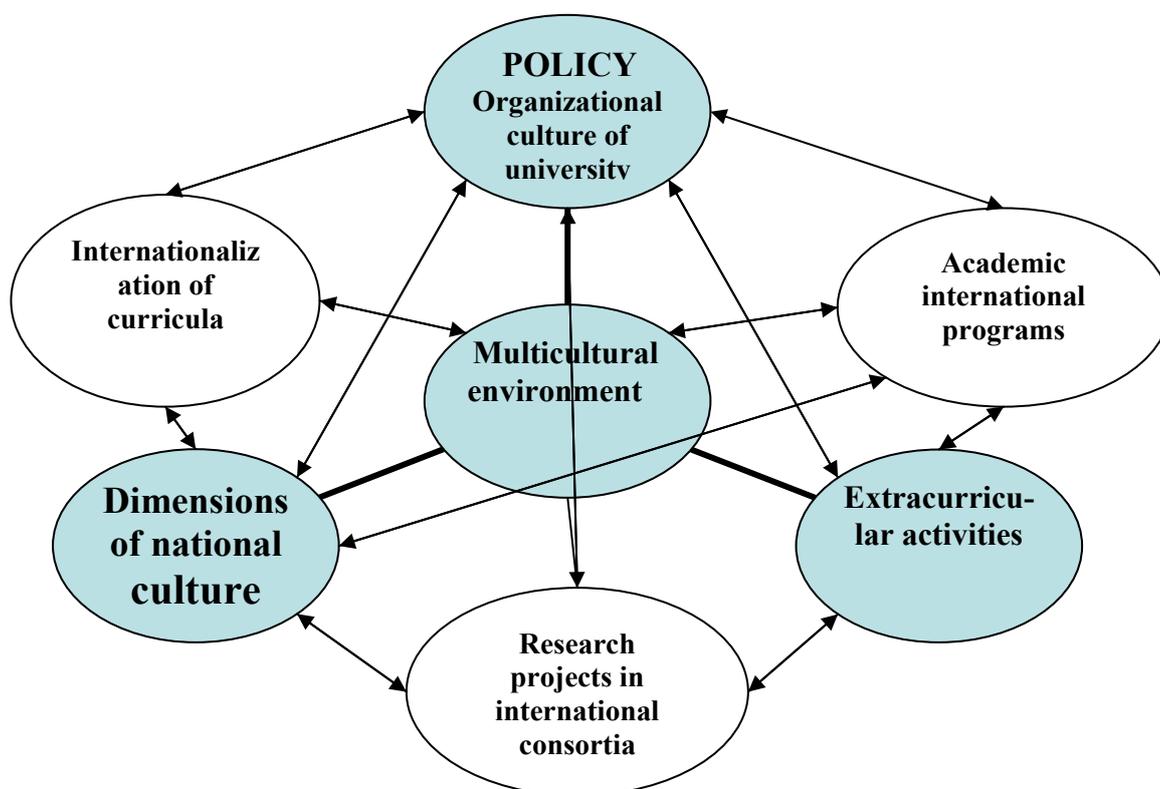
- ❖ At both Norwegian campuses, development of IC within the campus population (**academics, administration, students, and staff**) is one of the goals of strategic plans.
- ❖ Participation in IRP has an impact on the development of IC among its participants. Opinion gathered from the participants of OFPI-managed IRP reveals that IC was developed stronger among researchers than among administrators responsible for the management of IRP. Moreover, **men** have better developed components of IC **than women**. According to de Wit (2010), interculturally competent staff is indispensable to efficiently collaborate in international environments. Our findings suggest the necessity for the **enhancement of IC with the primary objective of IHE and IR improvement**. In order to innovate campus culture, focus on intercultural training should be provided. It can be also good way to overcome the bureaucratic Apollo's culture, which is common in the university setting.

- ❖ *The more the university is involved in IHE and IR, the more is the need for on campus IC professionals. This also affects the campus culture and its stakeholders.*
- ❖ The model of development of IC and its components proposed by Deardorff (2004-2009) appears to be valid and may be used as a theoretical basis for questionnaires and other tools in order to **assess outcomes of campus internationalization**.
- ❖ To enforce campus internationalization, collaboration among organizational, pedagogical, and extracurricular actions is needed.
- ❖ Our strategy for IC development among professionals (Figure 21)



Sources: Own elaboration.

- ❖ Model of creation of campus culture for development of interculturally competent professionals (Figure 22).



Sources: Own elaboration.

## 2. Implications

### 2.1 For practice

- ✓ For educators and professionals in education: encourage international educators to collaborate with administrative offices responsible for campus internationalization in order to plan the development of IC for the whole campus taking into consideration the models we have proposed (Figure 21 and 22).
- ✓ To improve campus innovation through the internationalization strategy, **more intercultural training** (formal and informal) for campus staff is recommended.
- ✓ **Many actions of IaH** discussed in this study may be contextualized and reused in other universities as well as offices for internationalization of research.
- ❖ **More practice and research on the model strategy for IC development between professionals (Figure 21) is needed.**

- ✓ The university or college university should be aware of its national and organizational culture to be able to better plan and manage the internationalization strategy and overcome its limitations.
- ✓ Use of information on the **Strengths, Weakness, Opportunities and Threats** of internationalization strategy by each one of the offices (**HiO, HiAK, OFPI**).
- ✓ IC should be one of the most important competences of the whole campus staff, especially in the office responsible for international, administrative and academic contacts.
- ✓ **Reflection on internationalization efforts** held on campus is needed.
- ✓ Development of culture for **assessment of internationalization** of the university campus is needed (not only by the number of non-operational contacts nor by the number of students sent to and/or coming from abroad).
- ✓ The courses on IC for administrative staff, academic staff as well as for outgoing, returning, and incoming students should be provided (to decrease cultural shock and to improve intercultural, international cooperation; can also be used in future performance).

## 2.2 For Further Research

- Implementation of improved questionnaire (framework proposed by Deardorff) within a new sample group, (suggestions for the tool improvement observed in our study).
- More studies about the impact of national and organizational culture on the development of IC within the student population (national and international).
- Development of IC through contact with international office staff.
- More studies on the impact of national culture on the implementation of HE internationalization and on IR strategy.
- How is the cooperation with International Projects Office of Granada University perceived by overseas partners? (For improvement of external image).
- How is the cooperation with HiO and HiAK perceived by international partners in IHE? (For improvement of external image).
- Research on factors which can cause differences in the development of IC between genders and different category professionals (done in collaboration with international partners).
- Research if age of the participants of intercultural environments impacts development IC (possible implications for lifelong learning).

- How much can cultural diversity training help in the development of reflection skills?

### 3.Limitations

The basic limitation is the physical space requirements for this study. Because of this, the whole study should be treated as a pilot.

The *qualitative study* raises some limitations, among which could be mentioned: 1) possible misunderstanding of information due to language issues (in Norwegian campuses, the use of English); 2) limited number of participants at all levels of the campuses.

The *quantitative study* raises a number of limitations that should be corrected in future research: 1) the sample of 29 subjects is insufficient to generate evidence of validity and reliability, so our results should be considered as a pilot, 2) the results shown should be considered exploratory, and in any case does not allow definitive conclusions since the tool must be properly validated, 3) missing values of some questionnaires were completed by statistical procedures (mode value for the item) and this may be a potential bias.

### 4. Ethical considerations

Participant collaboration was voluntary. . The study was conducted with the approval of all research participants. All data from all respondents for the entire process was kept anonymous. If some names were mentioned, it was agreed upon with the person involved. The purpose of the informal interviews was explained. The responsibility of the researcher for the welfare of the participants was taken into account. Leaders of international offices embraced this opportunity (as they were informed about conversations on internationalization issues with foreign and national students) and recognized the value of such research and feedback from students. The leaders hope that the research may provide them with information that they were unable to obtain in this form and with such detail. Administrators of the international offices involved requested feedback upon completion of the thesis in order to contribute to the discussion on internationalization in their respective universities.

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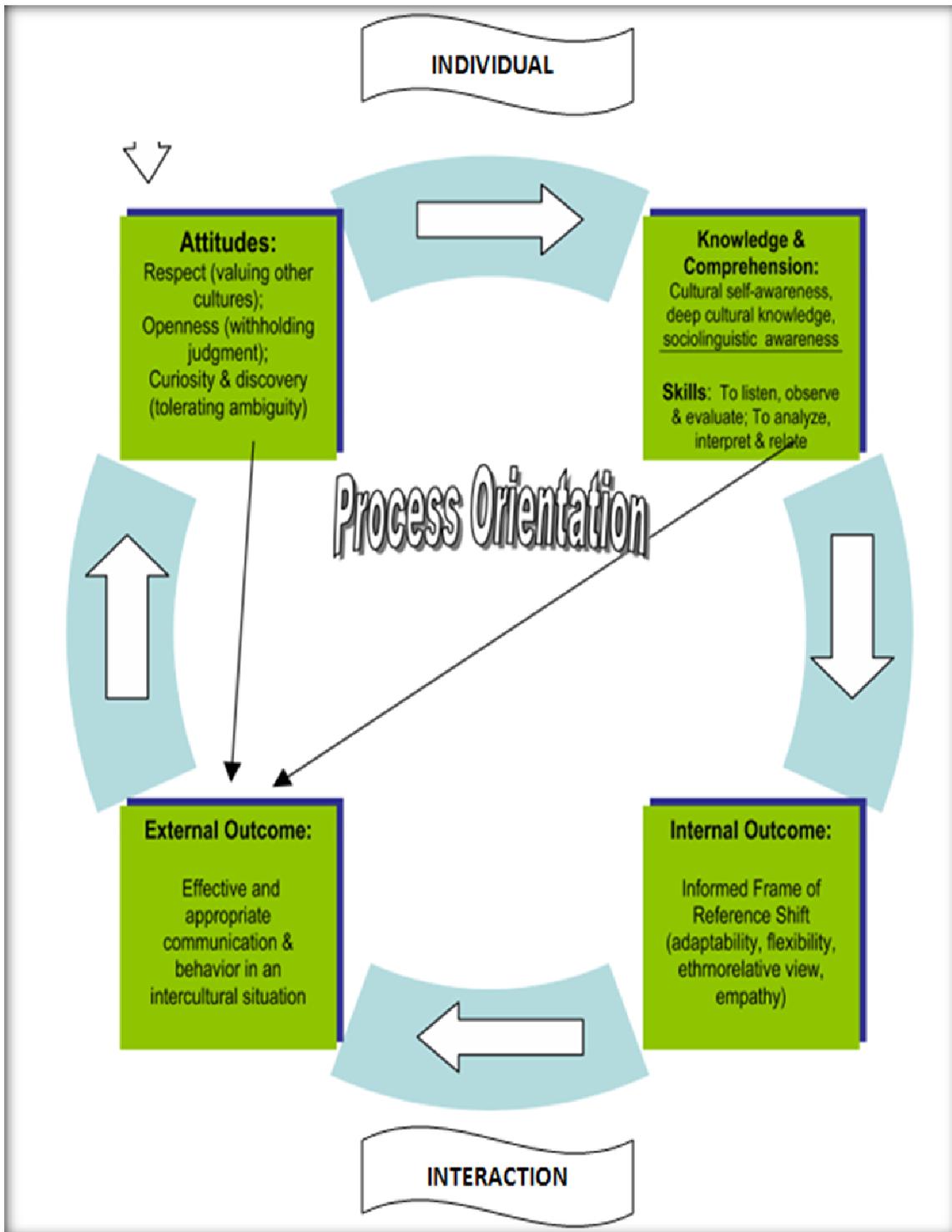
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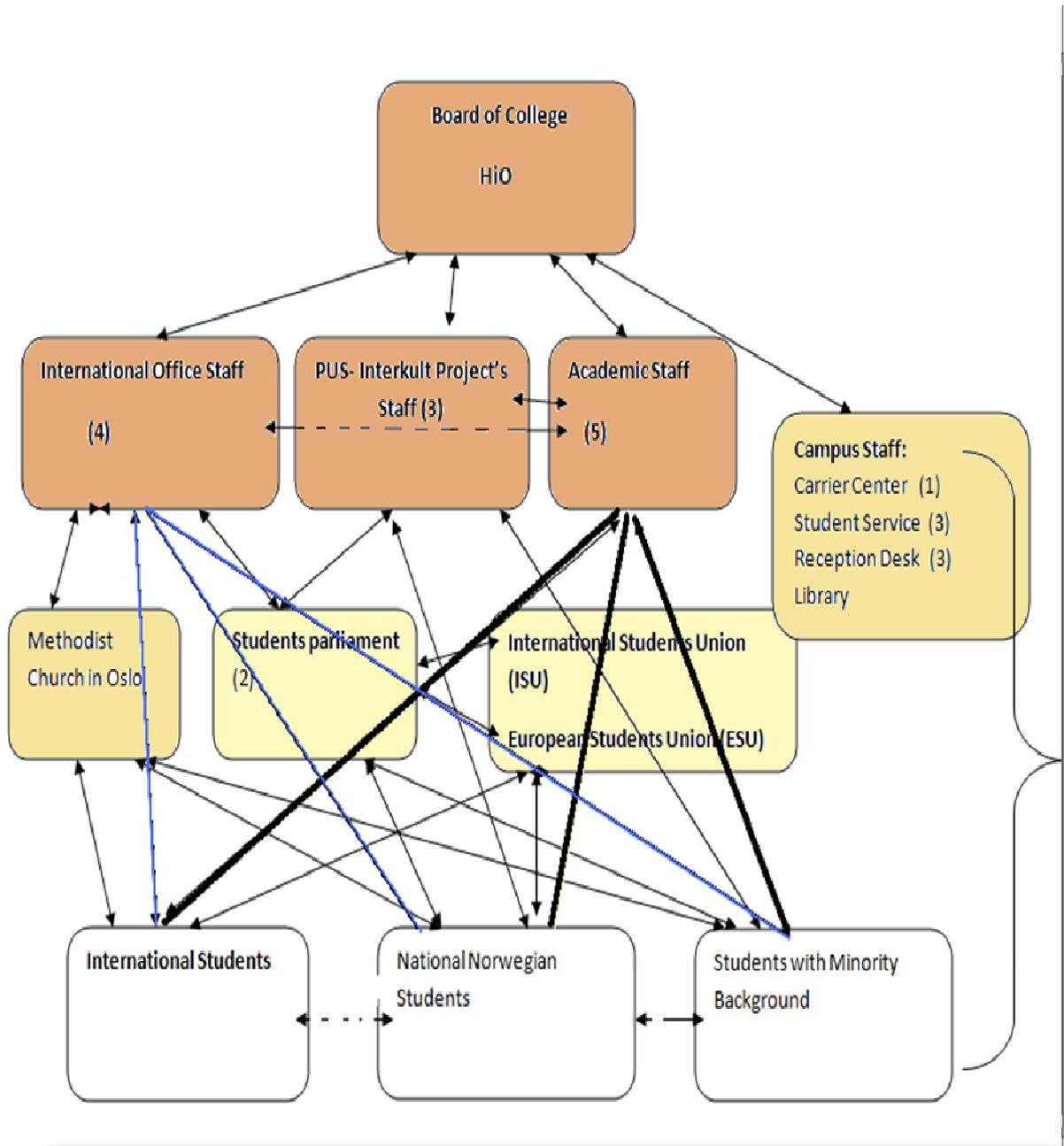
# APPENDIX

**Appendix1. Process model development of intercultural competences.**



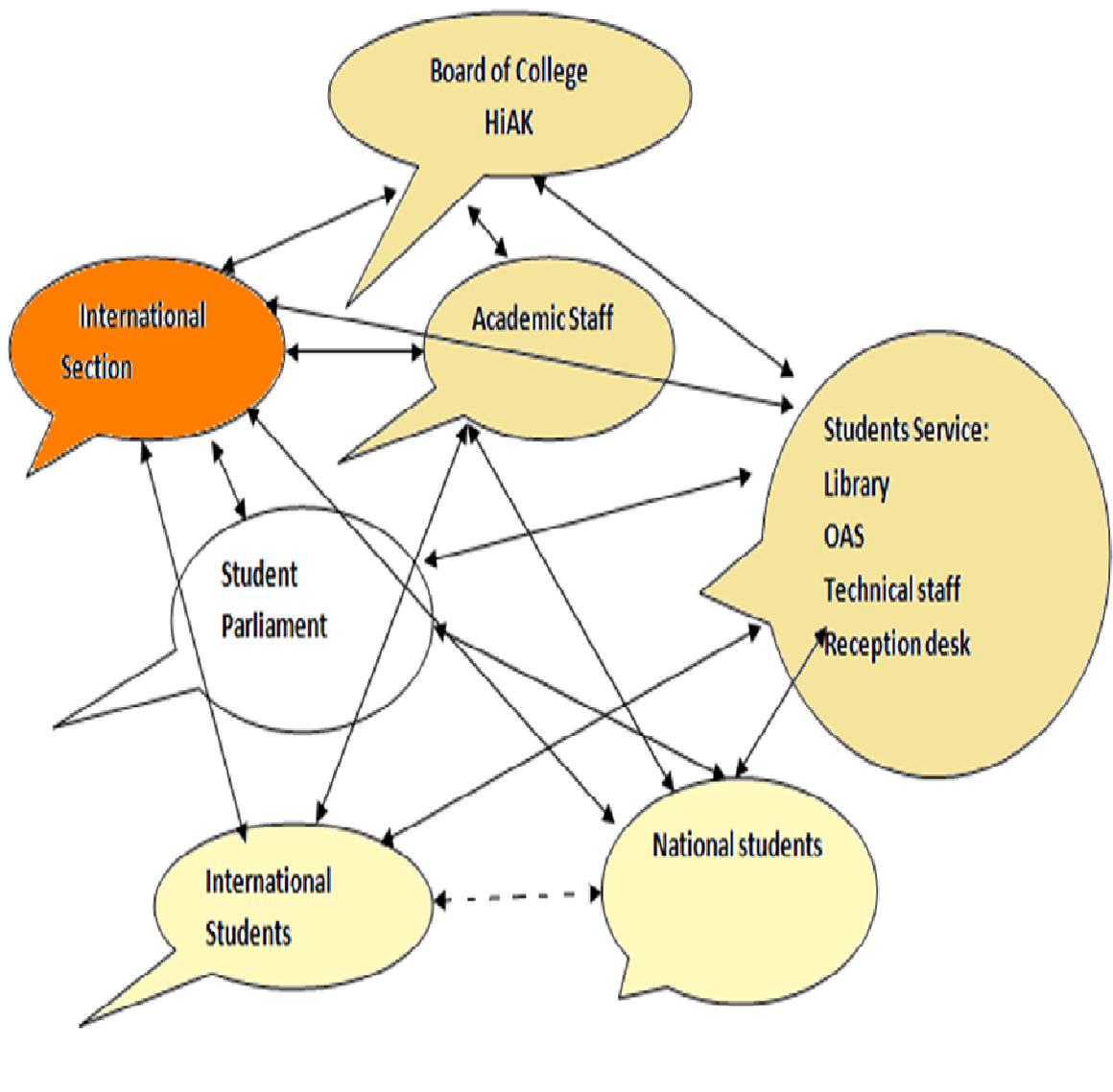
Sources: Deardorff (2004, 2009)

**Appendix2. Key group taking part in internationalization efforts (HiO) .**



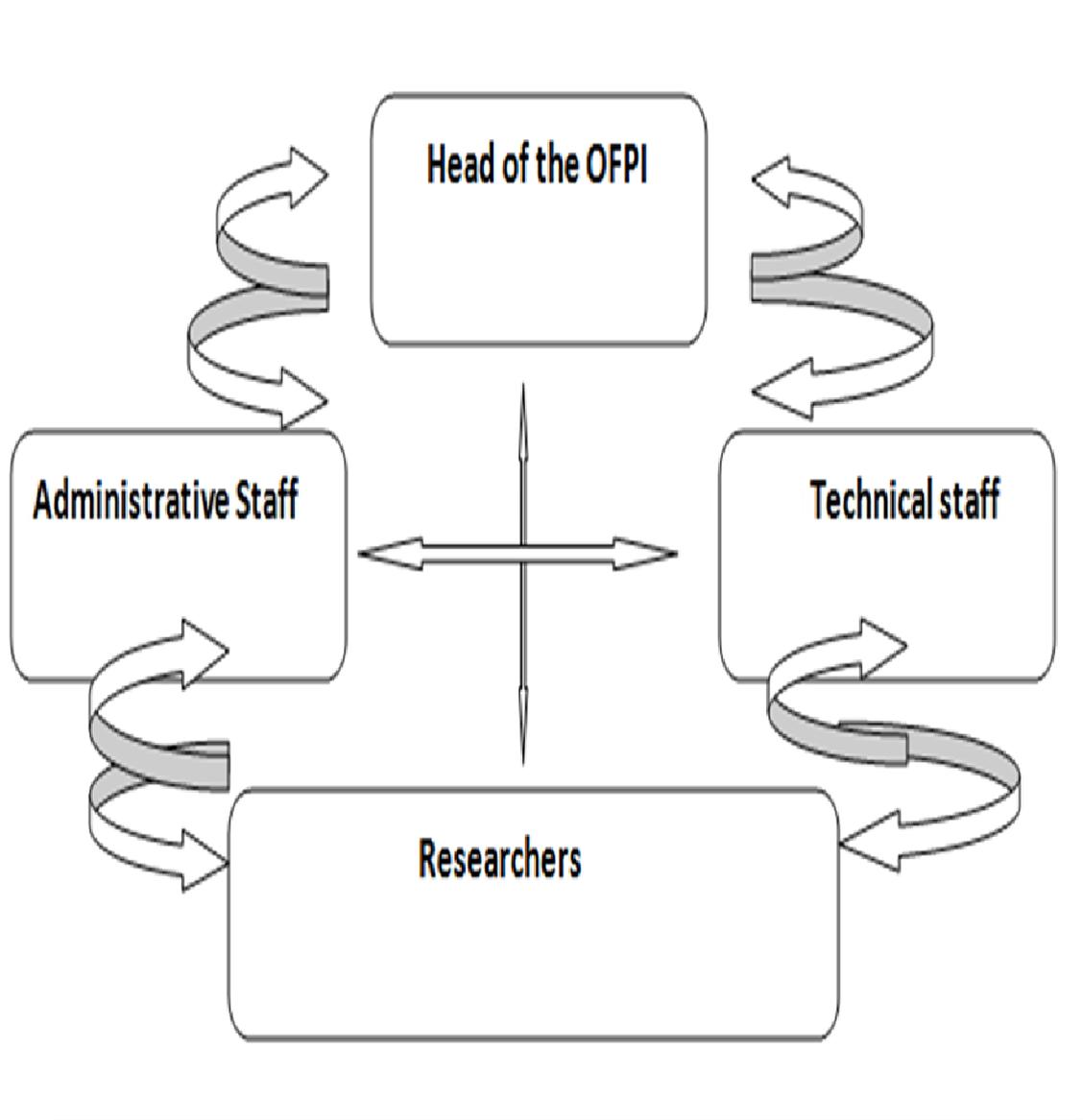
*Sources : Own elaboration*

**Appendix3. Key group taking part in internationalization efforts (HiAK).**



*Sources: Own elaboration.*

**Appendix4. Key group taking part in internationalization efforts (OFPI).**



*Sources: Own elaboration*

## Appendix5. Participative observation and notes from the field.

The methodological debate on the role of observation as a method of investigation has taken place during history. Increasingly visual data become more important in qualitative research (U. Flick, 2004). There are various reasons for using it instead of verbal data or in union with those. Firstly there is a **big wish for researcher to overcome spiking words** and reports about actions in favor of **analysis** of those in their **natural going**. Secondly, there is a possibility of reaching knowledge through observation taking active part of and intervening in the field in question, and observed consequences of this participation.

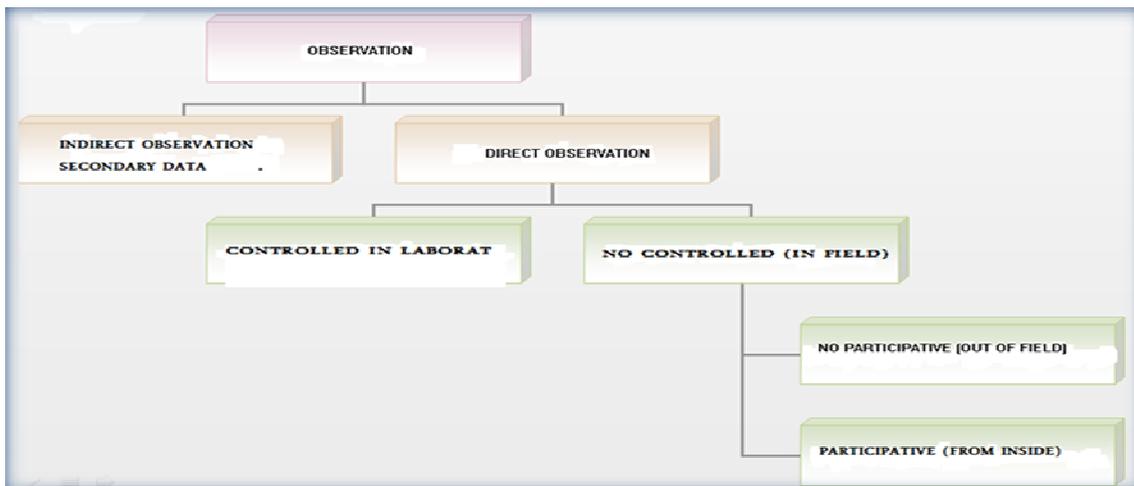
In Goffman's (1961)<sup>38</sup>, Flick's (2004:149) study, observer becomes a part of the observed field. However, affordable stories and interviews make data practices rather than the practices themselves. It is often said that the **observation allows** a researcher to find out **how actually something happens**. The interviews comprise a mixture of what something looks like and as it should be.

In our research we used **direct participation** (from inside), no **controlled observation**.

*Participant observation is defined as a field strategy that simultaneously combines the analysis of documents, to interview respondents and informants, direct participation and observation, and introspection* (Denzin, 1989:157-158).

*"Participant observation "combines participation in the lives of the people (in our case institutions) being studied with maintenance of a professional distance that allows adequate observation and recording of data" (Fetterman, 1998:34-35).*

Figure 1. Typology of observation according to Marradi, Archenti Piovani.



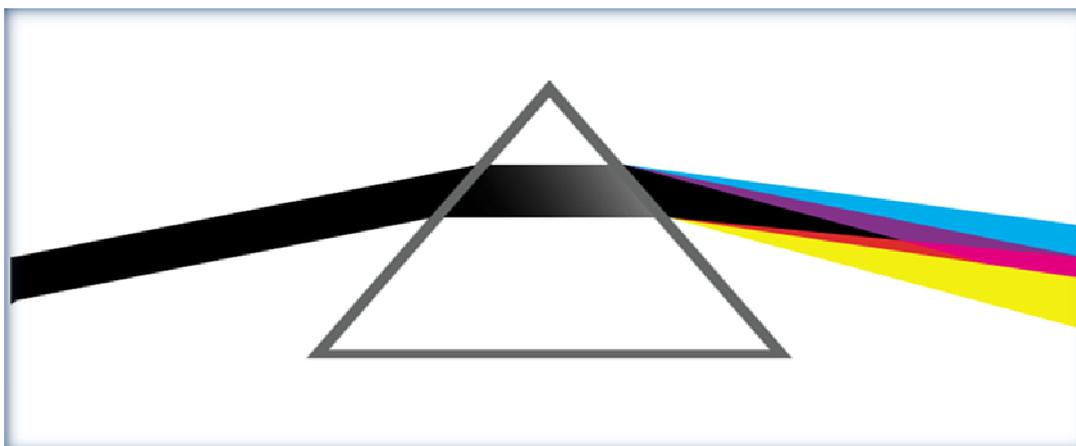
Sources: Appropriated from Marradi, Archenti & Piovani (2007).

Principal features of the method are that the researcher immerses himself in the field, viewed from the perspective of a member but also influences what is observed due to his/her participation.

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<sup>38</sup> Goffman, E. (1961). *Asylums. Essays on the Social situation of Mental Patient and Other Inmates*. Nueva York: Anchor Doubleday. Cited by Flick (2004). *Introducción a la investigación cualitativa*. MORATA. Madrid.

Figure 2. Esquema conceptual y observación.



Sources: Cardoso de Oliveira (2004: 5:55-68)

According to **Jorgensen** (1989) the basic characteristic of this way of gathering data, the same which accompanied to our process were:

- ✓ an interest especially for human meaning and the interaction viewed from the perspective of people involved or members of particular situations and environments,
- ✓ location in “here” and “now” situations and environments of everyday life as fundament of the research and the method,
- ✓ an approach in-depth qualitative study,
- ✓ representation of one or more roles of participants involved establishing and maintaining relations with the natives in the field.

The participative observation in our research took place in three steps (as Spradley: 1980 says):

1. **Descriptive observation-** at the beginning, it serve us to have general view about the field of our interests, it helps to understand the complexity of situation on the campus and develop others lines for our most specific questions. (At HiAK it was natural process of familiarization with a new campus during months; at HiO it was shorter period of time (about 2 months), internship at Latina and the presentation some of the key persons, by supervisors of the internship. In case of OFPI, 2 months period of internship gives an opportunity to be familiarized with interesting issues).
2. **Localized observation-** it's a step where our research perspective become more and more limited to the processes and problems more essential to our research question. (Having pervious contact with some international office staff (HiAK and HiO) question about possible meeting was sent to the head of international office and other employees; some informal meetings with campus employees, students representatives, national and international students have had place; some pictures of the campus while observation and conversation, field notes were taken)
3. **Selective observation-** as a last step of observation is focus on find additional information, which permit to develop ideas created in the second step as well as respond to the doubts appeared during all process. (Additional informal meetings with people from both Norwegian campuses, participation in course for Writing mentors and work as a writing mentor at HiO campus).

**Observation of field setting in our case involved:**

- prolonged engagement in the live of institutions- **systematic observation of real situations** (one year HiAK, 2 months HiO);
- clearly expressed, notes of how observing is done (for example blogs from internships periods);

- **mix: cover and uncover observation**, *observación encubierta y observación al descubierto* (classification according to Friedrichs (1973).
- methodological and tactical improvisation in order to develop full understanding of seating of interest.
- some of observations were recorded other noted.

**Validity and reliability of Observation (observation security)**

In order to show a process of knowledge construction about internationalization efforts and its result on the campus Table 1 was prepared. According to Becker and Geer (1960) attitudes deduced from group activities and daily life conversations give closer vision of reality. Declarations, conversation within groups is more probable that are shared and usually take place, instead of declarations face to face with researcher. Spontaneous declaration, attitudes and conversation seems to be more reliable that those which respond for researcher intervention. (Flick, 2004:161)

For this reasons the Table 1 showed spaces, activities during the data collection took place.

It could be notice that data were recollected from informal interview,(informal conversations), where some of them had spontaneous character and others were previously arranged by researcher.

Some of them were deduced from daily life conversations and actions with other participants of the campus, international students and some from direct contact with researcher.

**Information used for our analysis overlap.**

Table 1. Observation security

		Spontaneous	Arranged previously by researcher
Declarations  (informal interview, conversations)	Just researcher to	Career center (HiO)  Student center (HiO)  Students representatives (ESU, ISU, student parliament)- HiO  Reception desk staff (HiO)  OAS center (HiAK)  Students parliament (HiAK)  Reception desk staff (HiAK)	International staff HiO;  Intercut project Leaders (HiO);  Professors (HiO)    International staff HiAK;
	Others in daily life conversations	International students at HiO;  National students at HiO;  International students at HiAK,  National students HiAK  Professors of HiAk  Technical staff  <b>OFPI's Staff</b>	           <b>Head office OFPI</b>
	In group	Conversion during internship in Latina lab with professors and students (HiO),  Interviews during internship-international offices staff (HiO and	International staff of HiO

		HiAK) Professors of HiAk International staff HiAK;	
Activities	Individual	Taking pictures HiAK and HiO campus  Observation of Daily planet place  Observation of Learning Center	
	In group	Participation in Mentor Writing course (HiO) Participation in International cafe (HiAK) Participation in International Diners evenings (Methodist Church, Oslo-HiO) Internship at Latina (project team work)- HiO  International buffe (HiAK) Cultural excursions (HiAK) Cultural Norwegian Events (HiAK)	Work experience as a writing mentor at HiO

Sources: Own elaboration, followed Becker and Geer (1960) indications.<sup>39</sup>

Following division proposed by Gold (1958) and shared by Alder and Alder in the role **a participants can play our research** has characteristic of :

1. **Active member** (as a trainee in LatinaLab and Oficina de Proyectos Internacionales)- Researcher assumes a more central place in the setting that involves a functional role in addition to an observational role. This facilitates trust and acceptance of the researcher, but increases the identification of the researcher with members of the setting. Self-reflexivity, role awareness and periodic withdrawal from the setting are needed to maintain the research role. Adler, PA and Adler,
2. **Complete member** (as an international student, as a trainee taking part of professional actions in internationalization of campus) - fully immersed in the research setting. One may study a setting in which he or she is already actively a member or "become the phenomenon" of interest. (Adler (1987). Ibidem)
3. **Peripheral member** (relation with interviewer responsible for implementation of international strategy on the Norwegian colleges campuses) - involves daily or near-daily contact, interactions with members varies from acquaintanceship to close friendship with key informants. This is the most marginal role and the least committed to the context (Sage Publications, 1987).

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<sup>39</sup> Becker and Geer (1960) cited by Flick (2004:161).

## Appendix6. Cuestionario

### CUESTIONARIO SOBRE EL IMPACTO FORMATIVO DE LOS PROYECTOS DE INVESTIGACIÓN INTERNACIONALES EN LA FORMACIÓN PARA LA DIVERSIDAD CULTURAL.

Este cuestionario tiene como objetivo determinar en qué medida su participación en proyectos de investigación internacionales le ha ayudado a desarrollar las cuestiones que a continuación se contemplan.

Marque con una "x" la opción que mejor recoge su posición, de acuerdo con la siguiente escala:

1. Totalmente en desacuerdo
2. En desacuerdo
3. De acuerdo
4. Totalmente de acuerdo

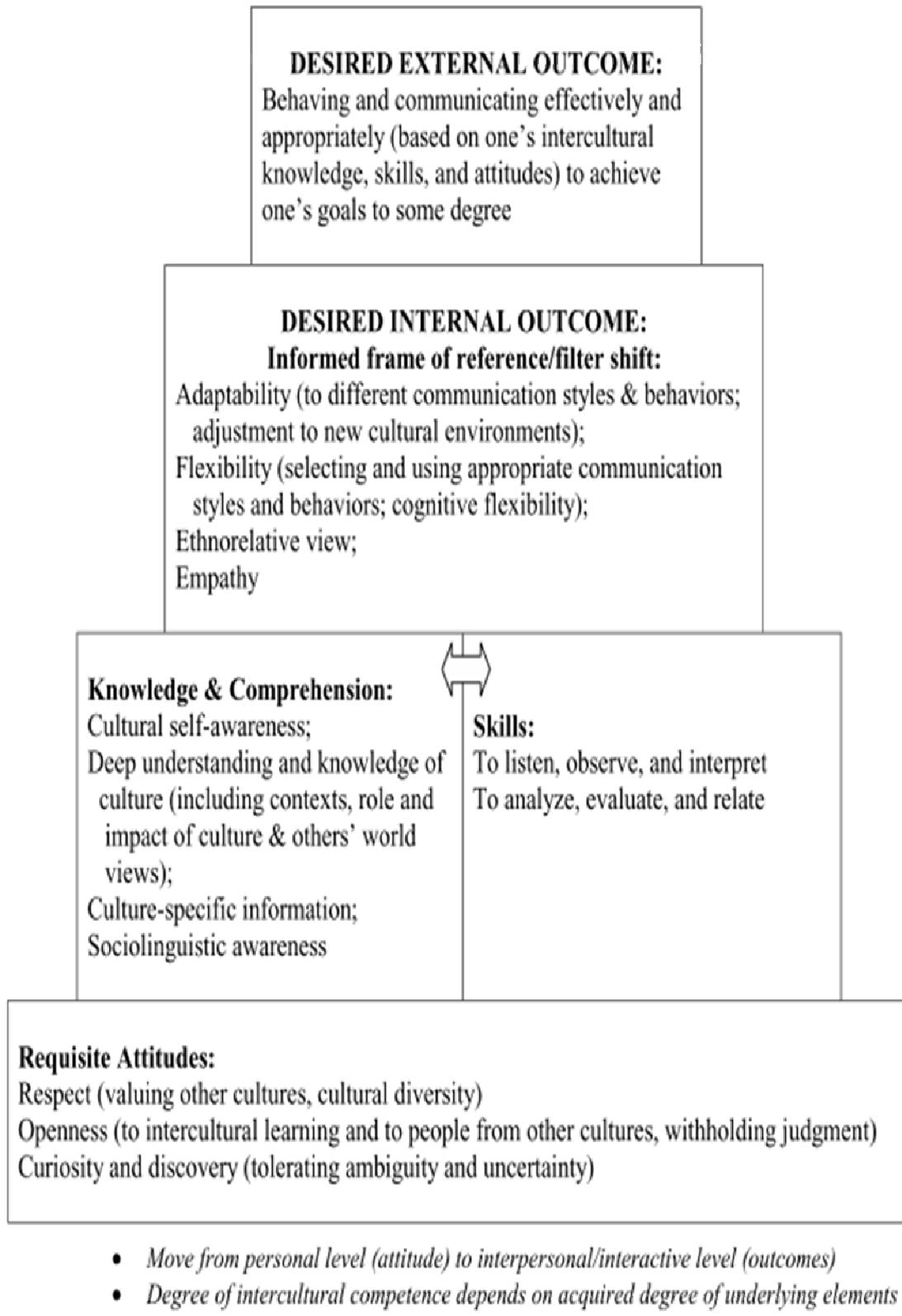
DATOS DE IDENTIFICACIÓN
<b>Sexo:</b> <input type="checkbox"/> Mujer <input type="checkbox"/> Hombre
<b>Edad:</b> (menos de 20) _____ ( 20-30 ) _____ ; (30-40) _____ ; ( 40-50) _____ ; ( más de 50) _____
<b>Situación profesional:</b> - Investigador _____ - Técnico/ Administrativo _____ - Otros (especificar) _____
¿Cuánto tiempo lleva vinculado con proyectos de investigación internacionales? _____ meses  ¿Asiste a eventos internacionales vinculados a sus proyectos de investigación? (talleres, conferencias, congresos,...) _____ % aproximadamente.  Los proyectos en que participa o ha participado ¿han requerido su estancia prolongada fuera de su país? _____  Si la respuesta es afirmativa ¿cuánto tiempo ha durado su estancia más prolongada? _____

	1	2	3	4
1. Mi participación en proyectos internacionales me ha permitido entender mejor otras perspectivas acerca del mundo.				
2. Me ha ayudado a tomar conciencia de la dimensión cultural de mi mismo/a.				
3. Ha mejorado mi capacidad de autovaloración.				
4. La participación en proyectos internacionales ha mejorado mi capacidad de adaptación a nuevos ambientes culturales.				

5. Ha despertado mi interés hacia las personas de otras culturas y el aprendizaje intercultural.				
6. Ha mejorado mi capacidad de escucha y observación hacia personas de otras culturas.				
7. Ha mejorado mi habilidad para adaptarme a diferentes formas de comunicación intercultural y estilos de aprendizaje.				
8. La cooperación en proyectos internacionales me ha ayudado a ser más flexible con la gente de otras culturas.				
9. Me ha ayudado a mejorar mis habilidades de análisis e interpretación y relativizar el valor de la herencia cultural.				
10. La participación en proyectos de investigación internacionales me ha ayudado a formar parte de un grupo y respetar la forma de expresión de cada uno, siendo más tolerante.				
11. Mi vinculación a proyectos internacionales me ha ayudado a comprender mejor la propia cultura.				
12. Ha mejorado mi comprensión respecto a la cultura de otros.				
13. Ha incrementado mi respeto hacia otras culturas.				
14. El intercambio cultural ha mejorado mi empatía (capacidad de ponerse en el lugar del otro).				
15. La participación en proyectos de investigación internacionales me ha ayudado a comprender el impacto de la cultura en la situación social e histórica de los contextos.				
16. Mi participación en proyectos internacionales ha permitido que pueda analizar los contextos culturales desde una perspectiva <i>emic</i> (desde mi herencia cultural) y también <i>etic</i> (desde fuera de la propia herencia cultural).				
17. Ha mejorado mi competencia sociolingüística (asociación entre el lenguaje y su significado en función del contexto social).				
18. La colaboración en proyectos internacionales ha permitido comprender mejor el valor de la diversidad cultural.				
19. Ha permitido eliminar prejuicios o estereotipos				
20. Ha incrementado mi curiosidad y apertura hacia la diversidad.				
21. Ha modificado mi punto de vista respecto a la comunidad cultural a la que pertenezco en algún aspecto.				
22. Ha ayudado a aprender mediante la interacción.				
23. Mi participación en proyectos de investigación internacionales me ha ayudado a conocer y comprender las tradiciones culturales de mis socios.				

¡Gracias por su colaboración!

**Appendix 7. Model of intercultural competence (Deardorff, 2004:196).**



Sources: Deardorff (2004).

## Appendix8. *Daily Planet*. Place in campus of HiO. Building nr 48.



**Sources:** Photographed by Aslak Ormestad (Fall, 2009)

The aim of *Daily Planet* is to provide suitable conditions in order to strengthen the intercultural competence of the adult population. Updated and new competence is necessary to improve competitiveness and increase flexibility in a changing social and working life. New competence can give individuals greater freedom of choice and possibilities to realize their wishes and needs.

In order do that *Interkult* financed the project called “*Daily Planet*”.

**The purpose of this project is to make a special spies for the students and academic staff, whose on the own campus could fill the cross of the international border by using their senses (ear and eyes, touch).**

*Daily Planet* establishes the news broadcasts from around the world at one of the HiO’s buildings. Now, the TV news from CNN in the United States, CCTV in China and, and Al Jazeera from the Arab World could be watched at once. The area is frequently visited by students and staff, who is looking for extra news broadcasts in the connection with other parts of the World. Here can be found also the news papers in paper and digital version.

*Daily Planet* is important because, of many students with very different cultural backgrounds who are the member of HiO’s students population. “*But you can also say that it is important, because HiO has so many students who only have a background in one country. Daily Planet can help to broaden their perspectives*”<sup>40</sup>

*Daily Planet* is a place, which very well reflects the concept of *internationalization at home*. The foreign students, who come just for some weeks (months) can seat in comfortable furniture and contact with its country staying on the foreign campus. And the home students, who do not have any minority background seen and “feel” the intercultural environments on their own campus.

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<sup>40</sup> Egeland, L . Director of Education at HiO. [www.hio.no](http://www.hio.no) ( Seen 15/03/2011)

## Appendix9. Space culture of HiO.

Ilustración 1. Principal hall of HiO.



On the top the main hall of HiO could be seen. We can find these here: **Students service**, cafe shop, reception desk (on the left). Two pictures above shows open space of Student service with information desk (picture on the left) and place for relax and meetings behind of that service (picture on the right). Those spaces we find behind of the main entrance to the complex of buildings with International Office. This organizational culture strategy with artifacts and architecture involvement makes it easily available and very useful to new incomers (notes from Students' service staff and observations). The artifacts such maps, newspapers in English and Norwegian, catalogs about stay abroad and internship opportunities also can be found at this place.

**Illustration 2. International office space at HiO.**



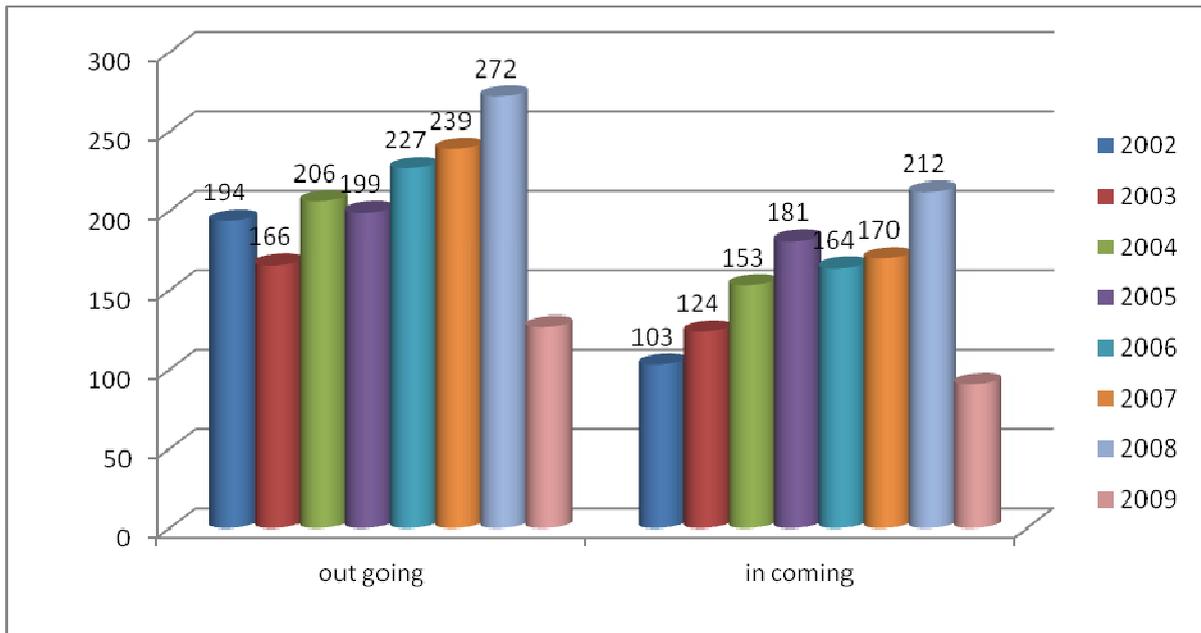
The pictures show artifacts of organizational culture international and domestic students (stakeholders) meet at International Office of HiO. The main characteristic is walls made of glass and open space for the meetings. The artifacts such as global and Europe maps, useful information for foreigners (internships and stay abroad, meetings at Methodist Church IO collaborate with) and incomers can be found.

The picture on the top and right visualized one of the relax paces at HiO.

## Appendix10. Statistics about incoming and outgoing students at HiO.

HiO participate in European Erasmus program and other mobility programs ran between the Nordic countries. This college has strong collaboration with African countries, especially with Sudan. Eight international masters are held on this campus, between them one *Erasmus Mundus* Program – International Master in Digital Library Learning (DILL).

Figure1. Incoming and outgoing students at HiO (2002-2009)



Sources: Own elaboration, sources of information from HiO's International Office.

Figure 1 shows that HiO has more incoming and outgoing students that it was in HiAK case. The difference in numbers between the hosted and sent students could be observed. More Norwegian students go to study abroad than HiO host. Since 2005 the number of out sending students every year has increased (199 in 2005, 227 in 2006, 239 in 2007, 272 in 2008 and the data from 2009 mentioned just one semester). Seems to be, than in 2008 the biggest number of students were sent abroad (272) and also in the same year came the biggest group of overseas students (212). In the last case, it was twice more than in 2002 (103).

## Appendix11. Spice culture of HiAK.

Illustration 3. Main hall and the meeting places of HiAK.



Sources: Pictures have been taken by the author. (20 January 2010).

Illustration 4. Spaces with information for students and campus staff.



Sources: Pictures have been taken by the author. (20 January 2010).

Taking into consideration organizational culture of HiAK and its artifacts, the most characteristic elements are: a lot of space, digital facilities, classrooms and offices walls made of glass, what play with symbolism of openness, transparency, trust and low power distance (illustration 3).

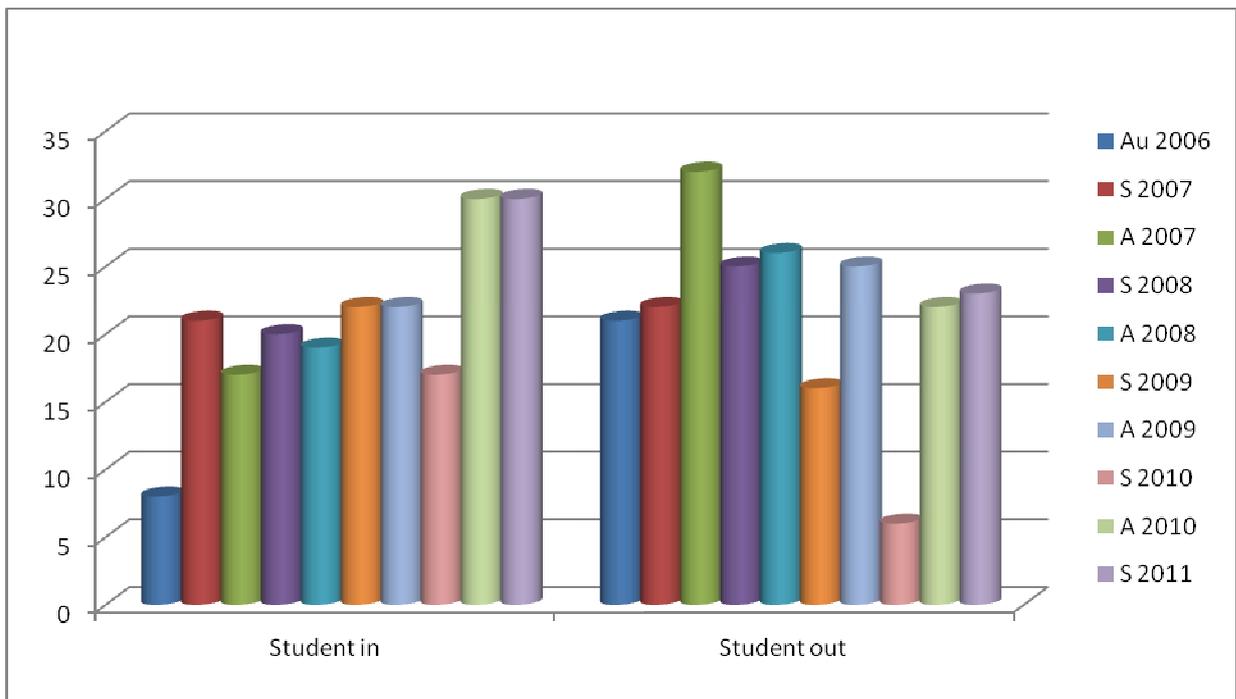
Information in Norwegian and English about study, internships and training abroad is very easily available at HiO's web site and on the boards (illustration 4).

## Appendix12. Statistics about incoming and outgoing students at HiAK.

To see international movement of overseas and domestic students (since autumn 2006 to spring 2011), Figure 1 have been elaborated. How could be appreciate the college in autumn 2006 sent 21 and hosted 8, whereas in spring 2007 sent 22 and hosted 21 students.

In autumn 2007 HiAK sent 32 students and hosted 17, while during spring semester 2008 sent 25 and 20 hosted. In autumn 2008- 25 Norwegian students ware out, and 20 came to study at HiAK. In spring 2009 – 17 students were in 19 and 26 students were out. In Fall 2009 - 16 students were sent abroad and hosted 22. In spring 2010, 25 Norwegian students were sent and 22 hosted on the campus. During academic year (2010/2011) the number of hosted students considerably increased (autumn 2010 30 and sent 22). In the spring 2011 HiAK host 30 and sent out 23 students.

Figure1. The movement of international students to HiAk campus and domestic students out of the HiAK campus in last year's 2006-2011



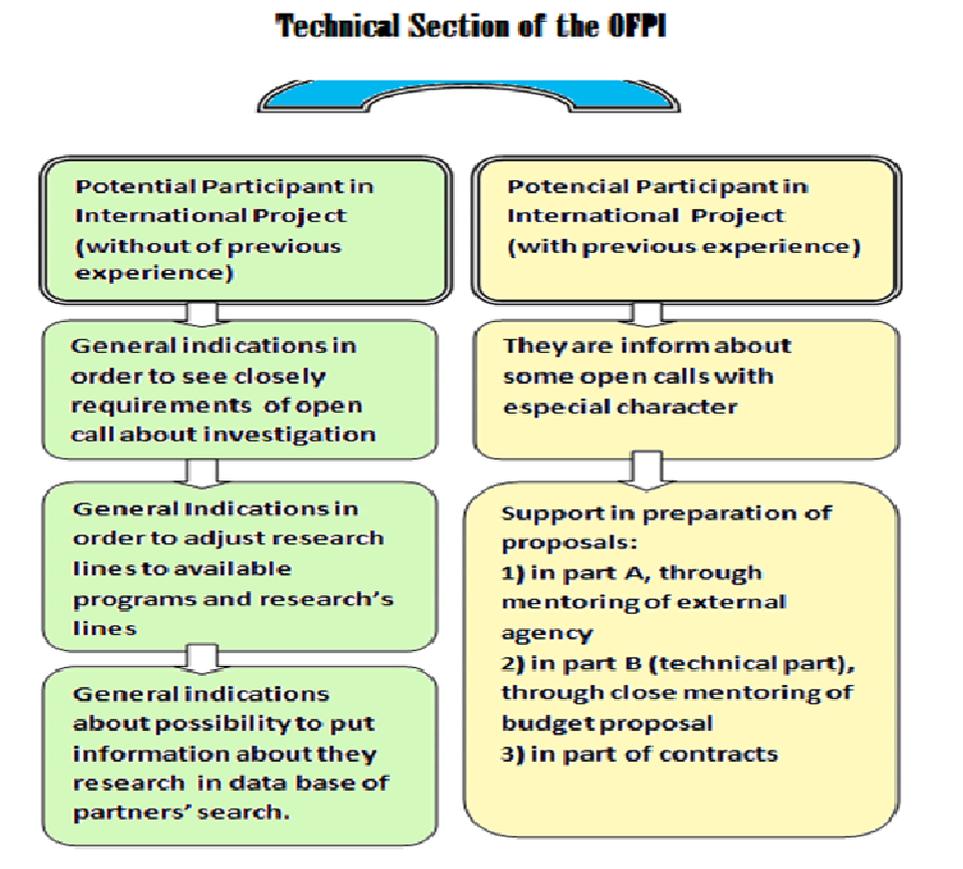
Sources: Own elaboration. Information from International Staff of HiAK.

### Appendix13. Campus based internationalisation – management strategy for internationalisation of the research area.

Support provided by the OFPI in order to help in preparation of research proposals consists of two main strategies, depending on, who is directed to (see Figure 1). Between stakeholders mainly visiting the OFPI can be found:

- ✚ Researchers, who are already working in IRP,
- ✚ Researchers, who would like to participate in projects developed by international consortia (with previous experience in work with IRP),
- ✚ Researchers whose would like to work in IRP and have not had any previous experience with this kind of collaboration.

Figure1. Mentoring in preparation of proposals.



S

ources: Own elaboration. Informe de Practicum de la OFPI. (2010:7)<sup>41</sup>

<sup>41</sup> Figure elaborated by the author in base of information gathered during informal interviews with OFPI's employees, as well as participative observation and fields notes carried on during internship April-May 2010.

- ✚ The first group provides most of the visitants, mostly in order to fix some administrative issues (example correction of time sheets, economic issues, contracts issues, etc.). The ongoing projects give constant tasks in order to be held by the OFPI's staff (see Figure2). The collaboration with researchers and the OFPI's staff starts in a initial face of project life cycle.

It could be mention here that some of those researchers are foreign citizens. They are minority and mostly spent their research period in the UGR, as the Maria Curie prestigious fellowships.

In this face, the way of mentoring will be chosen on the base of previous researcher's experience (Fig. process). Here we will follow the case of potential IRP participant with high possibility to finish successfully the process of proposal admission. The OFPI will be organized general mentoring during the time of proposal writing (usually given by external agency) and strong support (second face of circle project life) in preparation of technical part and budget part of proposal. Should be highlighted here that the process of scientific part of proposal writing as well as finding of potential partners is done by main researcher (researcher group). Just in some few cases the OFPI get in process of partners searching.

When the proposal is eligible as a potential one to be financed by the EC the OFPI is responsible for adjustment of contracts with the EC as well as with all partners.

In case the UGR's proposal for the 7FP achieved an grant, the face three of the process circle (execution project) starts. Administrative staff prepares contracts documentation for all members of the project. Taking into account huge consortia, the contacts with foreign countries are constant. Good relations desire to be maintained, as the collaboration could lasts 5-6 years. All management matters (in case of responsible for project is UGR researchers) are carried out by the OFPI. Economical justification of a project's costs done by periods, credits, control of expenses, distribution of funding between partners, as well as responsibility of audit are the OFPI's tasks.

Face four of the project's life circle is one of the most important points. Economical justifications at "close face" have to be excellent. Financial report from whole project's life should be prepared.

- ✚ The second group (according to mention order; figure 1) is composed of potential participants of IRP. They have some experience, in the same (or quite similar) kind of projects. The OFPI informs them as well as those, who have already collaborated in this area about some open calls with "special character".<sup>42</sup> This group has priority in the support provided during the process of proposal writing. As the proposal for FP are very complex the OFPI find some ways to deal with responsibilities. It is understand as a direct or an external support. To explain a little bit this process, we say that Part A of the proposals could be mentor by an external agency specialized in Framework Program requirements. Part B, which required deep knowledge of technical roles and treatment of budget matters is usually mentored by one of the technicians of the OFPI. All administrative work joined with contracts is also prepared and carried out by this office.

- ✚ In case of researchers, who work in international research consortia is strongly limited, the OFPI offer very general and limited support.<sup>43</sup> They received very little indications, which send them to web side of a program.

Furthermore, they received general indications in order to adjust more their research lines to be available programs and its lines. The information which the OFPI provides to the third group is

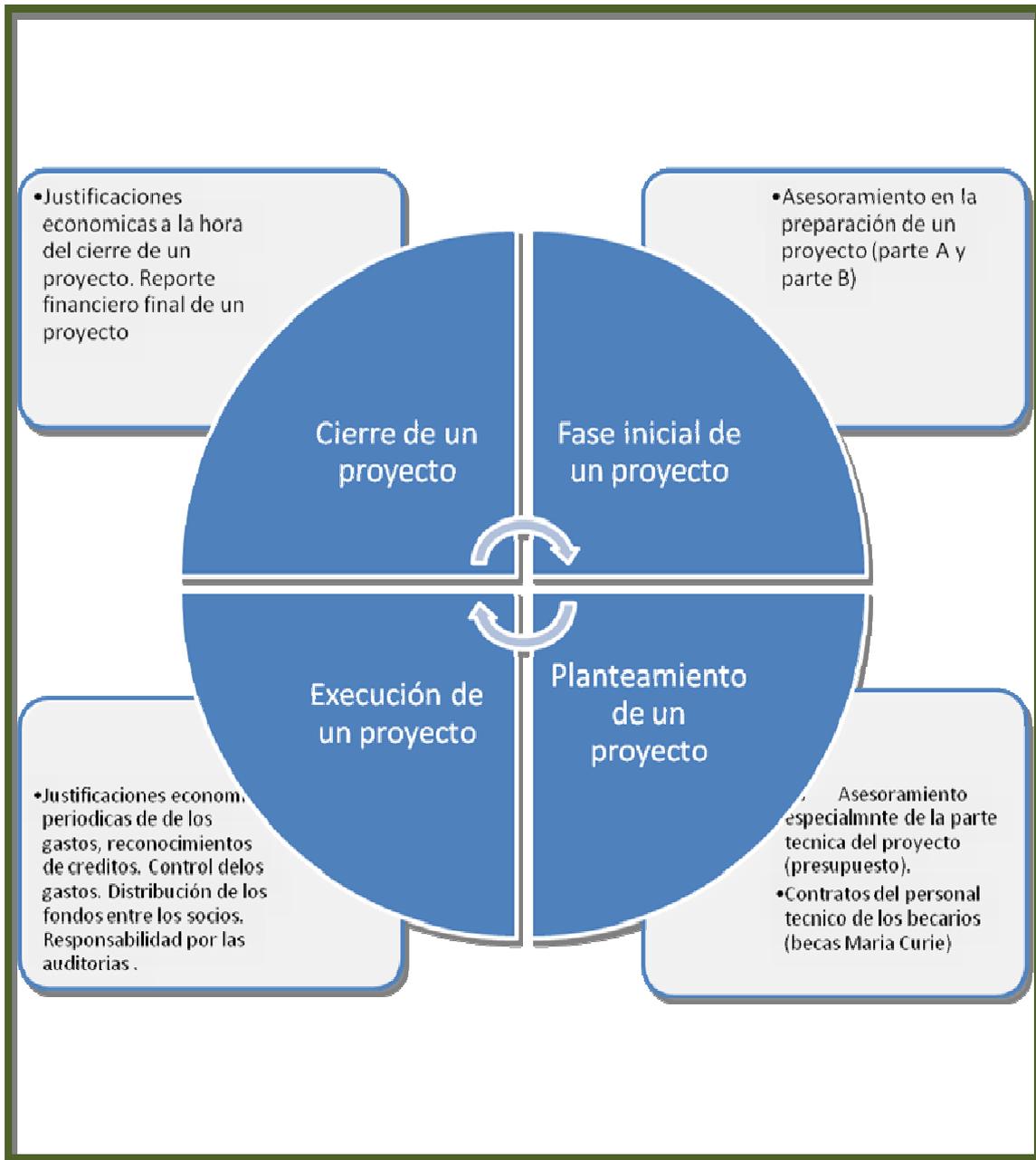
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<sup>42</sup> Information from informal interviews with researchers and staff of the OFPI.

<sup>43</sup> All Information about mentoring provided by the OFPI was gathered through informal interviews with researchers and the OFPI's staff.

about a possibility to put informations about their research interests in the base of partners' search.<sup>44</sup>

**Figure2.** Consulting and Management provided by the OFPI during the cycle life of research project carried out at the international level.



Sources. Own elaboration. Informe de Practicum de la OFPI. (2010:8)<sup>45</sup>

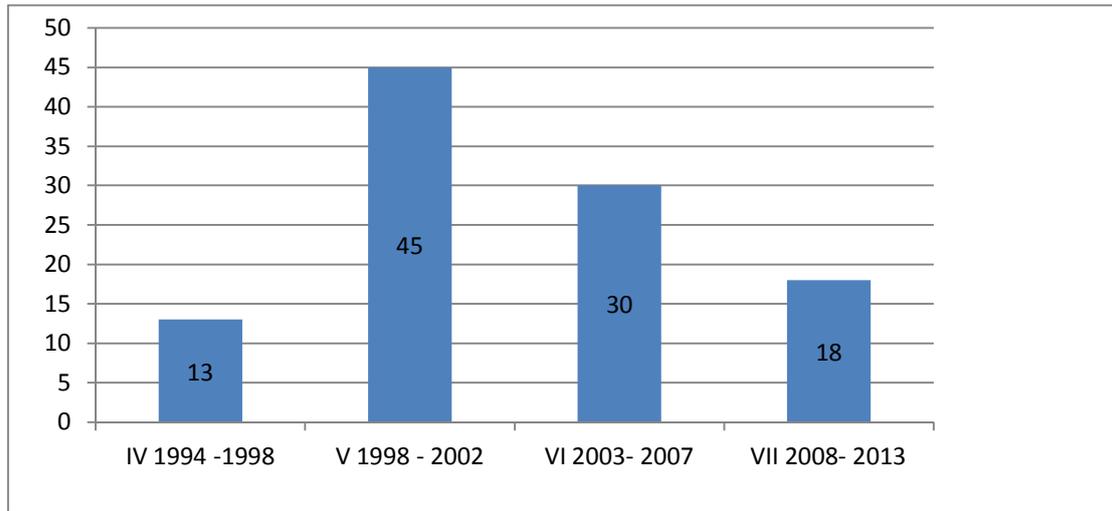
<sup>44</sup>Cordis, [http://cordis.europa.eu/fp7/home\\_en.html](http://cordis.europa.eu/fp7/home_en.html).

<sup>45</sup> Figure elaborated by the author in base of information gathered during informal interviews with OFPI's employees, as well as participative observation and fields notes carried on during internship April-May 2010.

## Appendix14. Participation of the UGR in the Framework Program in 1994-2010.

The Granada University increased its participation in FP during years. It means that increase number of projects granted and funds received. In 4 FP the UGR participated in 13 projects, in 5 FP the UGR (1999-2002) participated in 45 projects.<sup>46</sup> Afterwards, the participation rate decreased as in 6 FP the UGR participated just in 30 research projects. In the case of 7 FP UGR till 2010, participated in 18 projects.

Figure1. Participation of the UGR in the Framework Program in 1994-2010.



Sources: Own elaboration.

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<sup>46</sup> For more details look at *Oficina de Proyectos Internacionales, Participación de la Universidad de Granada en el V Programa Macro de investigación de la unión Europea*, Granada 2003.

## Appendix15. Topics and tasks from two internships related with research objectives.

Topics and tasks from two internships related with research objectives. These, gave a base for depth research and reflection on actions of IHE and IR and its formative impact on campus stakeholders.

Latina Lab at HiO/ Norway	OFPI at UGR /Spain
<p><b>Campus based internationalization (IHE)</b></p> <p>Focus on <b>educational issues in intercultural courses (methods)</b></p> <ul style="list-style-type: none"> <li>- Use of ICT tools in intercultural environment</li> <li>- Production process and diversity resources (work in international group).</li> <li>- Student center methodology.</li> <li>- Constructive methodology, knowledge production in intercultural, international and multi-professional group</li> <li>- Role of reflection in process learning and professionalization</li> <li>- Self assessment (reflections about own cultural dimension and organizational values)</li> <li>- Organization of international seminar for IO staff.</li> </ul>	<p><b>Campus based internationalization (RI)</b></p> <p><b>Management of IRP</b></p> <ul style="list-style-type: none"> <li>- Management of international consortium worked on IRP</li> <li>-Economic, technical management and justifications of the IRP, especially in 7 Framework Program</li> <li>-Management of <i>recourses liberados disponibles</i></li> <li>- Intellectual property protection.</li> <li>-Participation in international consortia.</li> <li>-Participation in regional projects on internationalization of universities and enterprises (ROA).</li> <li>-Management of external support for proposals writing (7FP)</li> <li>-Life circle of IRP and OFPI's support on each of the faces</li> </ul>
<p><b>Management of international education projects</b></p> <ul style="list-style-type: none"> <li>- Development of intercultural empathy</li> <li>- Development of listening, observation, analyzing skills in intercultural environment</li> <li>- Planning and implementation of the projects (<b>ownership</b>)</li> <li>- Change of organizational culture of the campus through research (<i>Traffic project</i>).</li> </ul>	<p><b>Reflection about the process learning (personal)- containing habits form thirist internship by:</b></p> <ul style="list-style-type: none"> <li>Active blogging- diary</li> <li>While rapport writing</li> <li>Self assessment (reflections about cultural dimensions and organizational values)</li> </ul> <p><b>Feed back</b></p>
<p><b>Development of IC through “learning by doing”.</b></p> <ul style="list-style-type: none"> <li>- Involvement in intercultural team work (blended learning)</li> <li>- Active blogging</li> <li>- Translation with the author of original text</li> <li>- Interviews</li> <li>- Participation and organization, international events</li> <li>- Importance of constant feed back.</li> </ul>	<p><b>Development of technical skills for management of IRP</b></p> <ul style="list-style-type: none"> <li>- Especially important technical/accountability skills according to the EC roles (<i>recursos liberados disponibles</i>)</li> <li>- International market analysis (<i>Proposal Mentoring</i>).</li> </ul> <p><b>Development of IC through “learning by doing”</b></p> <p>Personal cultural awareness – and its development at work place</p>
<p><b>Web ICT tools and global knowledge</b></p> <ul style="list-style-type: none"> <li>- Responsible use of web</li> <li>- Personal Reflection about learning process in “public sphere”</li> <li>- Digital documentation (museum course) and storytelling (reflections from internship)</li> </ul>	<p><b>Organization, participation in international events</b> (fair, conference, seminar, workshops)</p> <p><b>ICT tools needed in management IRP</b></p> <ul style="list-style-type: none"> <li>- digital communicators during work</li> <li>- European platform communication (CORDIS)</li> <li>- data base of University</li> </ul>
<p><b>Assessment of internationalization at home</b></p> <ul style="list-style-type: none"> <li>- International request for HiO and HiAK, and propositions for improvement.</li> </ul>	<p><b>Assessment of the OFPI services</b></p> <p>introduction of assessment culture</p>

## Appendix16. Sociodemographic findings about participants of quantitative research.

**Table1. SOCIODEMOGRAPHIC DATA ABOUT PARTICIPANTS.**

		Sex	Age	Professional situation	Time with international projects	Assistance - International events	Stay abroad	Duration of stay abroad
N	valid	29	29	29	28	24	28	10
	lost	0	0	0	1	5	1	19
<b>Media</b>		1,52	<b>3,69</b>	<b>1,21</b>	<b>78,96</b>	<b>53,04</b>	<b>1,69</b>	<b>15,88</b>
<b>Mediana</b>		2,00	4,00	1,00	60,00	55,00	2,00	2,50
<b>Moda</b>		2	4	1	24(a)	80	2	1(a)
<b>Desviación típica</b>		,509	1,072	,412	61,769	36,598	,488	31,013

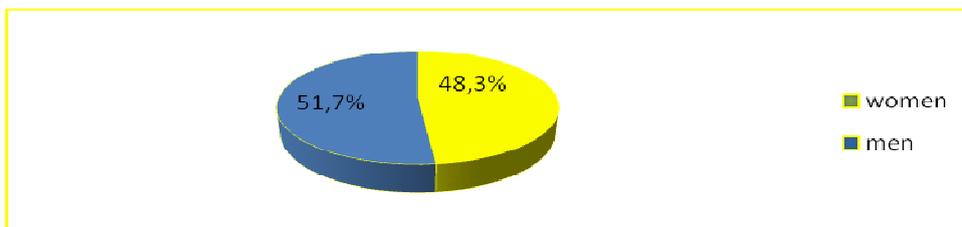
There are several modes. Is have been showed the lowest value.

According to the data brought by the SPSS program, our sampling group has followed characteristics:

Our sample group has Media in sex = 1.52, they are between 30-50 years old (media 3.69), most of whom are researchers participated in IRP managed by IRP. Media of participation time in IRP = 78.96 months, they participation at international events related with the projects they collaborate = media 54.04. Most of them have not been abroad during they work with IRP (media 1.69). Duration of stay abroad our sample group is media =15.88 weeks.

**TABE2. DISTRIBUTION OF SUMPLING IN FUNTION OF SEX .**

SEX		Frequency	%
Valid	women	14	48,3
	men	15	51,7
	<b>Total</b>	29	100,0



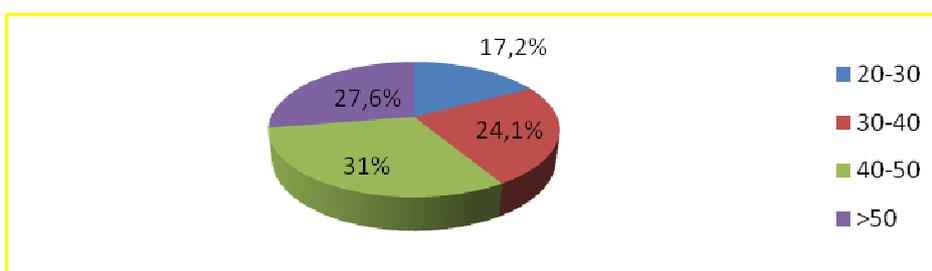
Graph1. Distribution of sampling in function of "SEX".

It could be observed in Table 1, that 51.7% of the sampling participated in the questionnaire are men and 48.3 % are women.

The distribution of sampling by age shows further results:

**TABE3. DISTRIBUTION OF SUMPLING IN FUNCION OF “AGE”.**

AGE		Frequency	%
Valid	20-30	5	17,2
	30-40	7	24,1
	40-50	9	31,0
	> 50	8	27,6
	Total	29	100,0

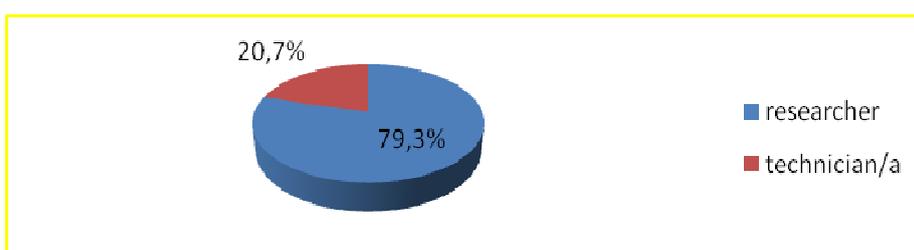


Graph2. Distribution of sampling in function of “AGE”.

It could be seen in Table 2, 31% the respondents are in interval of age 40-50; 27.6% of participants are over 50 years old, 24.1% are between 30-40 years old and 17.2 % are in interval of age 20-30.

**TABLE4. DISTRIBUTION OF SAMPLING IN FUNCTION OF “PROFESSIONAL SITUATION”.**

Professional Situation		Frequency	%
Valid	researchers	23	79,3
	Technicians/ administrators	6	20,7
	Total	29	100,0

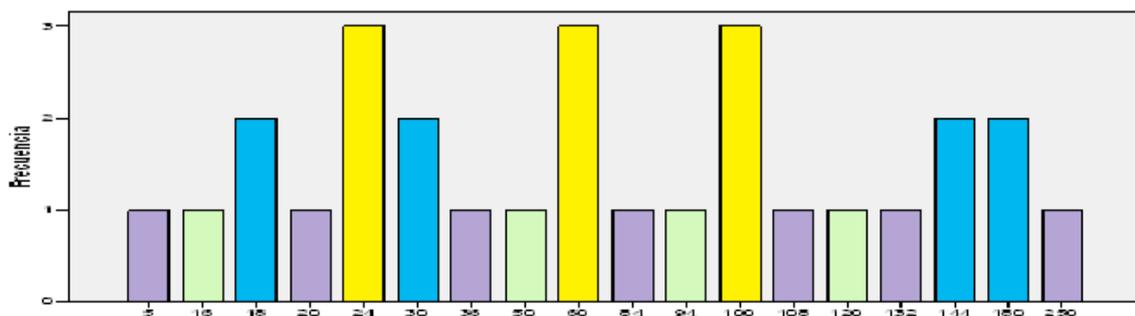


Graph3. Distribution of sampling in function of professional situation.

The 79.3% of sampling participated in questionnaire were researchers and rest (20.7%) were administrative or technicians whose during our study have been taking part of international research projects.

**TABLE5. DISTRIBUTION OF SAMPLING IN FUNCTION OF “TIME OF WORK WITH INTERNATIONAL RESEARCH PROJECTS”.**

Time involvement research international projects (months)	of in	Frequency	%
5		1	3,4
16		1	3,4
18		2	6,9
20		1	3,4
24		3	10,3
30		2	6,9
36		1	3,4
50		1	3,4
60		3	10,3
84		1	3,4
94		1	3,4
100		3	10,3
108		1	3,4
120		1	3,4
132		1	3,4
144		2	6,9
180		2	6,9
250		1	3,4
Total		28	96,6
Lost	System	1	3,4
Total		29	100,0

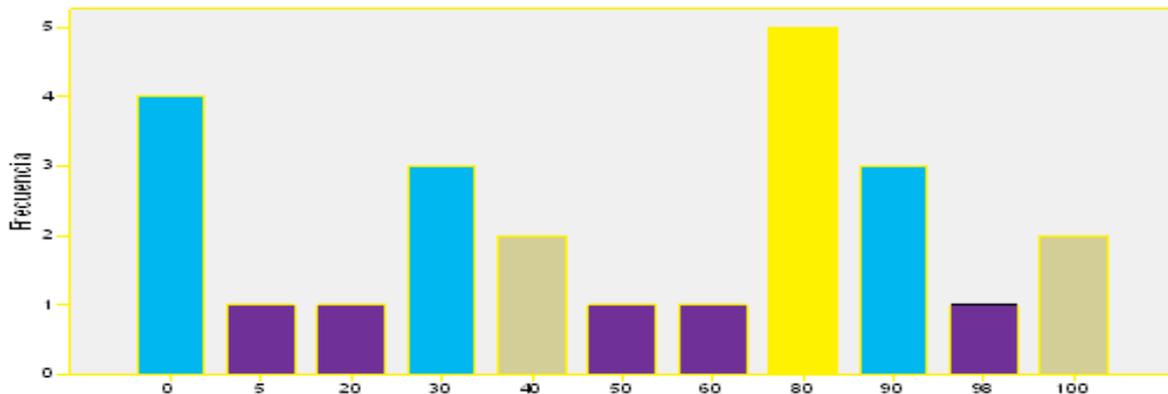


Graph4. Time of the involvement in the international research projects.

The Table 5 and the Graph4. suggest that the time of involvement our sampling in international projects is very variable: **10.3 %** of participants have been working **100 months**, 10.3 % of participants **60 months** and one group more (10.3%) **-24 months**. The 250 months and more was mentioned by 3.4% of responders. The shortest time of participation count 5 months 3.4% of sampling showed. The 6.9% have been participating 180 months, 144 months the 6.9% participants and other 6.9% have counted with 18 months of experience in research subject. The 3.4 % responders did not give any answer.

**TABLE6. DISTRIBUTION OF SAMPLING IN FUNCTION OF “ASISTENCE IN INTERNATIONAL EVENTS JOINED WITH RESEARCH PROJECTS”**

Assistance in International events ( in %)		Frequency	%	% valid
Valid	0	4	13,8	16,7
	5	1	3,4	4,2
	20	1	3,4	4,2
	30	3	10,3	12,5
	40	2	6,9	8,3
	50	1	3,4	4,2
	60	1	3,4	4,2
	80	5	17,2	20,8
	90	3	10,3	12,5
	98	1	3,4	4,2
	100	2	6,9	8,3
	Total	24	82,8	100,0
Lost	System	5	17,2	
<b>Total</b>		29	100,0	



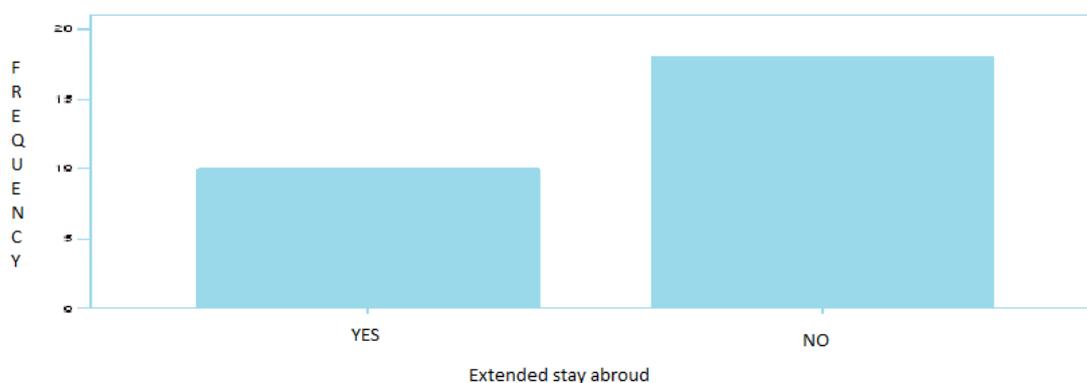
**Graph5. Assistance in International events joined with research projects**

According to the Table 6 and Graph 5, it could be seen that **17.2% of our sampling** have been attending in **80%** of international events prepared in order to fulfill some needs of international research projects they worked with. 10.3% of our participants attended in 30% of events joined with their projects, 13.8% did not participate in any of those kinds of events.

Following the analysis, it could be seen that 10.3% of the participants attended in 90%. 3.4% of the sampling participated in 60% and the same percent (3.4%) in 50 % of conferences, workshops and other events joined with their international research projects. It should be highlighted here that 17,2% of the sampling did not answer for this question.

**TABLE7. DISTRIBUTION OF SAMPLING IN FUNCTION OF “STAY ABROAD DEMANDED BY PARTICIPATION IN INTERNATIONAL RESEARCH PROJECTS”**

STAY ABROAD		Frequency	%	% valid
Valid	Yes	10	34,5	35,7
	<b>No</b>	<b>18</b>	<b>62,1</b>	64,3
	Total	28	96,6	100,0
Lost	System	1	3,4	
Total		29	100,0	



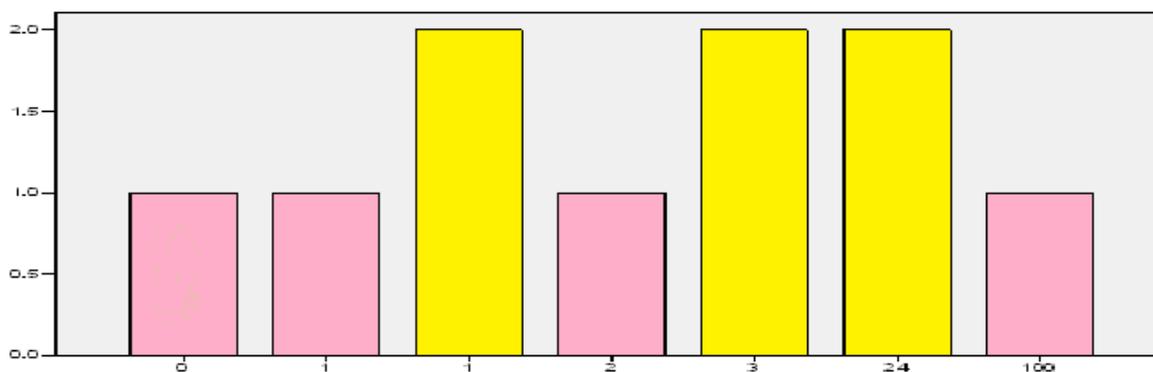
Graph6. Distribution of the sampling taking account “Stay abroad required by participation in international research projects”.

According to Table7 and Graph 6, it could be observed that 62.1% of our sampling had not stayed abroad during work on international research projects in order to fulfill any projects needs. 34.5 % of our responders spent some period of time abroad during their work on international projects.

3.4 % (in our case one person) did not answer this question.

**TABLE8. DITRIBUTION OF SAMPLING IN FUNCTION OF “TIME OF STAY ABROAD DURING PARTICIPATION IN INTERNATIONAL PROJECT RESEARCH**

STAY ABROUD, Duration months	Frequency	%	% valid	
Valid	0	1	3,4	10,0
	1	1	3,4	10,0
	1	2	6,9	20,0
	2	1	3,4	10,0
	3	2	6,9	20,0
	24	2	6,9	20,0
	100	1	3,4	10,0
	Total	10	34,5	100,0
Lost	System	19	65,5	
Total		29	100,0	



**Graph7. Duration of stay.**

Draft7. Distribution of sampling of “Time of stay abroad during participation in international project research”

We observe in Table 8 and in Draft 7 , 6.9% (2 people) of our sampling participated in the questionnaire spent 24 months abroad in order to fulfill requirements of research project. Whereas, it should be mentioned that one of those responders spent 2 years in Spain in Granada University as the project was run by one of the faculties of UGR managed by the OFPI. As third country citizen he treated his stay in Spain, as stay abroad.<sup>47</sup>

<sup>47</sup> Information obtained during one of the informal interview with the researcher, whose case is treated hear. He was leaving in Spain before applying for Maria Curie scholarship. As the process finished

3.4% of responders were abroad about 100 months; 6.9% of sampling participated was about 2 months; 6.9% of responders combined their one month stay abroad with research on the project. The 65,5% (in our case 19 responders) did not give any answer for the question considered. If we take into account the Table 6, where 62.1% (in our case 18 responders) answered that his/her participation in international research projects had not required any prolonged stay abroad, as a result of that, it could be said that 3.4% (in our case 1 person) of asked did not provide answer for this question about duration of his/her stay abroad joined with research projects.

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successfully he prolongs his stay in UGR. In case of Spanish nationality student was this scholarship holder he/she would not change the country of stay.