



UNIVERSITY OF AMSTERDAM

Strategic Framework for Internationalisation

University Policy Papers



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Introduction

In spring 2011, the University of Amsterdam (UvA) presented its Strategic Plan 2011-2014, entitled ‘An Eye for Talent’ (*Oog voor Talent*). Internationalisation is a core theme in this document and relevant to teaching, research and knowledge valorisation. The Strategic Plan focuses in particular on attracting, developing and retaining talented individuals and sets out ambitious objectives reflecting the importance of these goals in the dynamic arena of higher education and research. A number of these objectives cannot be achieved without targeted efforts to stimulate the University’s international orientation. The Executive Board thus decided to draw up an internationalisation strategy, with the aim of offering a structured framework for pursuing internationalisation at the UvA. The internationalisation strategy builds in part on the following objectives formulated in the UvA’s Strategic Plan:

- To prepare students for careers in the global job market;
- To attract the most talented students from around the world to study at the UvA;
- To establish the UvA’s position as an institution whose international orientation is reflected in its curricula, personnel policy and service provision;
- To generate international visibility for the UvA’s research priority areas and thereby heighten the UvA’s appeal for leading international researchers.

The UvA has chosen to formulate a broad institutional strategy for internationalisation that befits its character as a broad research-intensive university in a major urban centre. The strategy focuses first and foremost on enhancing the quality of teaching and research and is intended to contribute to the further advancement of an ambitious academic culture and research environment.

The main objectives of the internationalisation strategy are:

1. to prepare each student in the best possible way for a career in the global job market;
2. to attract the most talented individuals from around the world to the UvA’s degree; programmes, in particular to its Master’s and doctoral programmes;
3. to strengthen the UvA’s profile in the international research domain;
4. to strengthen the UvA’s international identity.

An important principle underlying the strategy was the recognition that internationalisation is a horizontal policy field spanning the entire spectrum of core activities (teaching, research and support services). An effective internationalisation strategy must encompass an integral approach to teaching, research and related areas such as operational management and organisational culture. Equally, a successful internationalisation policy requires investments in the best possible services for international students and researchers who are visiting the UvA and for UvA students and staff wishing to go abroad.

In choosing to adopt an integral, dynamic approach to internationalisation, the UvA has drawn on the concept of ‘comprehensive internationalisation’ as described in the NAFSA report *Comprehensive Internationalization: From Concept to Action*.¹ The concept of ‘comprehensive internationalisation’ is defined there as follows:

Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility.

Comprehensive internationalization not only impacts all of campus life but the institution’s external frames of reference, partnerships and relations. The global reconfiguration of economies, systems of trade, research, and communication, and the impact of global forces on local life, dramatically expand the need for comprehensive internationalization and the motivations and purposes driving it.²

The UvA’s internationalisation strategy aims to tie in with the following aspects of ‘comprehensive internationalisation’:

- Embedding the internationalisation strategy into the mission and objectives of the Strategic Plan, as an essential precondition for successful implementation. The UvA sees internationalisation as a policy domain that is closely linked to all of its core activities.

¹ NAFSA, *Comprehensive Internationalization: From Concept to Action*, 2011.

² NAFSA, 2011, p. 6.

- The guiding principle of the internationalisation strategy is that internationalisation should be aimed at enhancing the quality of the University's core activities of teaching, research and service provision.
- The entire University commits to this strategy and its successful implementation. Internationalisation is a horizontal policy field. Given that the objectives of internationalisation span the areas of teaching, research and service provision, it is crucial to actively involve students, faculty members and support staff throughout the University in the implementation of the policy lines for internationalisation.
- The UvA sees internationalisation not as a project with a pre-set deadline, but as the first step on a path towards the further development of an organisational culture in which internationalisation forms an intrinsic component.
- While valuing the formulation of a well-founded strategy, the UvA also recognises the importance of clearly defining and prioritising the concrete actions that result from it. In addition to a contextual analysis and a further elaboration of the objectives, the international strategy therefore also includes proposals for lines of action and a monitoring tool in the form of an 'internationalisation snapshot'. Once the strategy has been established, this snapshot will be updated each year to reveal the extent to which the objectives are being achieved. Ideally, this will be integrated into the overall PDCA cycle starting from spring 2013.
- Internationalisation is a dynamic process requiring a long-term vision and incremental implementation. In this respect the UvA has identified two factors as crucial to its success: 1) ensuring continuity of the internationalisation strategy by thoroughly anchoring it within the organisation, and 2) flexibility, whereby the existing strategy and objectives can be adapted as necessary to align with any changes in the external context.

1. Context analysis – trends in the internationalisation of higher education and research

1.1. Teaching and Learning

In the last few decades, the higher education sector has been confronted with a spectacular rise in the worldwide student population, reaching a total of around 170 million in 2009.³ International growth in the total number of students enrolled in higher education grew 160% between 1990 and 2009, which averages out to about 5% per year.⁴ During the same period, the annual growth in the world population aged 18-22 was 1%, which means there has been a substantial rise in the share of the world population studying at the higher education level.⁵ Current projections are that the total number of students enrolled in higher education in the Netherlands will continue to rise, climbing 35% in university programmes with an academic emphasis and 26% in full-time university programmes with an applied emphasis by 2020 (relative to 2009).⁶ This trend is also clearly visible in the growth in the student population at the UvA: between 2002 and 2010, the number of students increased by 53%, from 21,468 to 32,739.⁷ Worldwide growth in the number of international students⁸ is relatively faster than growth in the number of students in higher education overall (including those studying in their home country and those studying abroad). In the period 2000-2009, the number of international students rose by

³ British Council, *The Shape of Things to Come: Higher Education Global Trends and Emerging Opportunities to 2020*, 2012, p. 9 [estimate based on UNESCO data]

⁴ British Council, p. 9.

⁵ British Council, pp. 10-11.

⁶ (Dutch) Ministry of Education, Culture and Science, *Kwaliteit in Verscheidenheid Strategische Agenda Hoger Onderwijs, Onderzoek en Wetenschap* (Quality in Diversity: Strategic Agenda for Higher Education, Research and Science), July 2011, p. 8.

⁷ UvA, *Profile of the University of Amsterdam*, June 2012 (English version), p. 2.

⁸ 'International students' are defined as students enrolled in a degree programme outside their country of origin and exchange students taking part in short-term programmes abroad within the context of inter-university collaborative agreements.

77% worldwide.⁹ This trend underscores the urgency for universities to claim a position and determine which types of students they specifically wish to attract, for instance undergraduate (Bachelor's) students or postgraduate (Master's or post-Master's) students. A research-intensive university like the UvA is no exception: international admissions to regular Master's programmes rose after the introduction of the Bachelor's-Master's structure in 2002, from a total of 139 in 2003 to 901 in 2010 (of which 107 in Research Master's programmes).¹⁰

The significant rise in demand for higher education is being driven by a combination of demographic and macroeconomic factors and national policy frameworks for education and research.¹¹ Emerging knowledge economies such as China, India and Brazil are already having a huge impact on the number of students in higher education, and under the current demographic trends and government policies for the advancement of education, research and innovation will certainly continue to do so until at least 2020.¹² At present, 45% of the total number of students in higher education are from China, India, the United States or Russia. China and India account for nearly half of the cited growth in higher education enrolment between 2002 and 2009 (26 million out of 55 million).¹³ Additional substantial growth in student numbers can also be seen in Brazil, Indonesia and Turkey.

⁹ OECD, *Education at a Glance*, 2011, p. 320.

¹⁰ These figures are based on the year-end cohorts and include admissions of unique international students (of foreign nationality) who were first-time enrollees in a specific UvA Master's programme.

¹¹ British Council, pp. 27-28.

¹² Such as China's 'National Plan for Medium and Long-term Education Reform and Development (2010-2020)', India's '11th Five-Year Plan for Education', and relevant instruments such as large-scale scholarship programmes, among which Brazil's 'Science without Borders' programme to promote participation in higher education.

¹³ British Council, pp. 10-11.

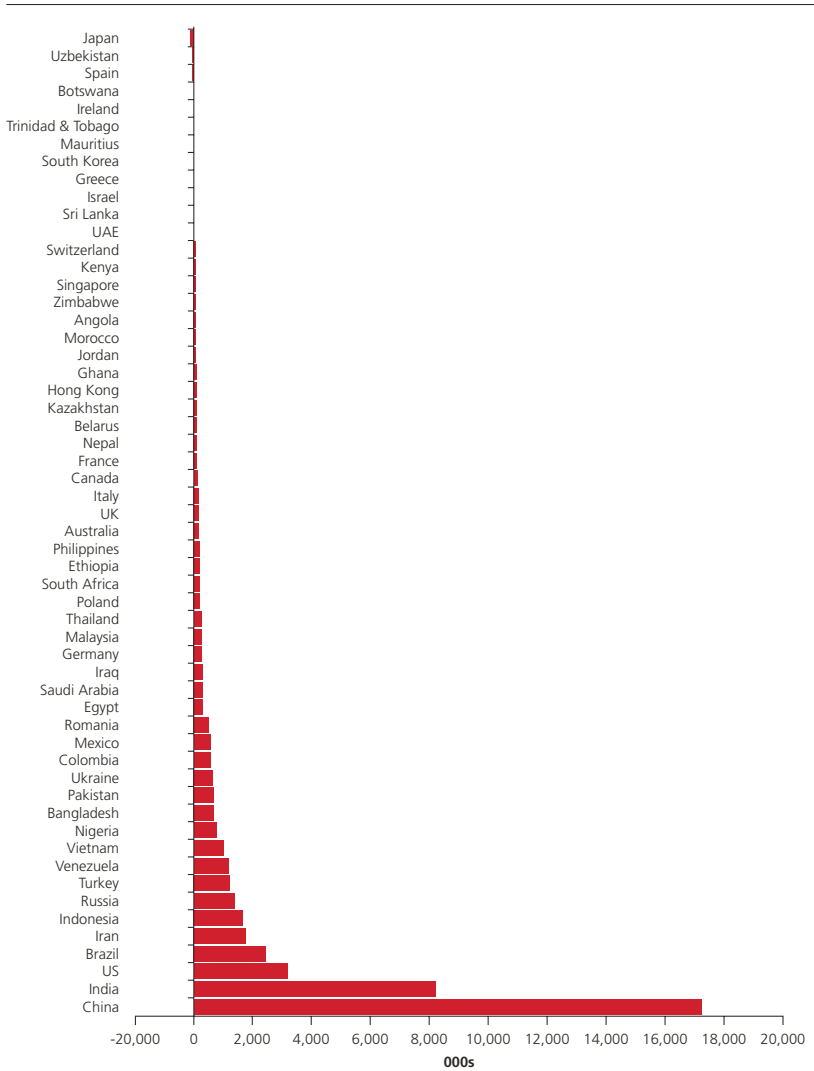


Figure 1. Source: UNESCO, Oxford Economics

Tertiary enrolments (2009, 000s)

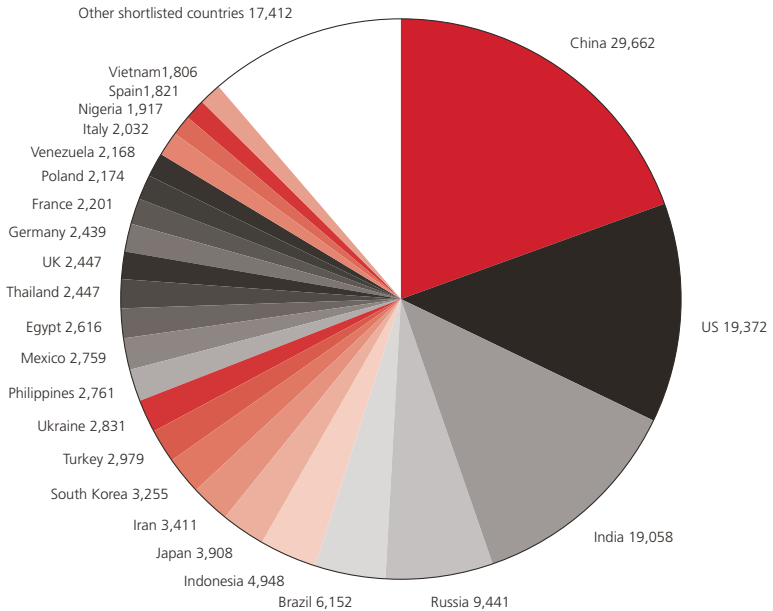


Figure 2. Source: UNESCO, Oxford Economics

It is inevitable that the global growth in student numbers described above will also lead to increased competition between the higher education institutions worldwide to attract the very best students and doctoral researchers. The countries currently attracting the largest shares of international students are the United States, the United Kingdom, Australia, Canada and Germany.¹⁴ Given the fact that several European countries, including the Netherlands, are now able to offer Master's and doctoral programmes fully in English, the influx of Master's students and doctoral researchers from Europe and beyond to

¹⁴ British Council, p. 16.

precisely these programmes is expected to show a sizeable increase through to 2020. Accordingly, the UvA is focusing mainly on attracting students at the Master's level (see also lines of action 1.1 and 2.1).

Given the combination of demographic trends and the continuing quantitative and qualitative expansion of higher education systems in a number of emerging knowledge economies, China, India, the United States and Indonesia are predicted to account for half of all the students in higher education in 2020.¹⁵ Because the growth in the total number of students in higher education worldwide will actually decrease relative to previous decades by approximately 1.4% per year through to 2020 – by which time the largest higher education systems will be in China, India, the United States, Brazil and Indonesia – it is likely that the number of international students opting to study in Europe and the Netherlands from that period onwards will contract.¹⁶ When that time comes, strategies aimed at attracting talented students and doctoral researchers from other countries will have to be adjusted accordingly. Master's students and doctoral researchers from precisely those countries with the largest higher education systems and expanding facilities relating to the knowledge infrastructure will be especially critical when it comes to deciding whether to study or conduct research at home or abroad. In the period leading up to 2020, the UvA must therefore prioritise its efforts to reinforce and consolidate its international reputation, laying a foundation on which to continue building in changed circumstances.

¹⁵ British Council, pp. 28-29.

¹⁶ British Council, pp. 28-29, the size of higher education systems is measured on the basis of student enrolment.

Global tertiary enrolments (2020)

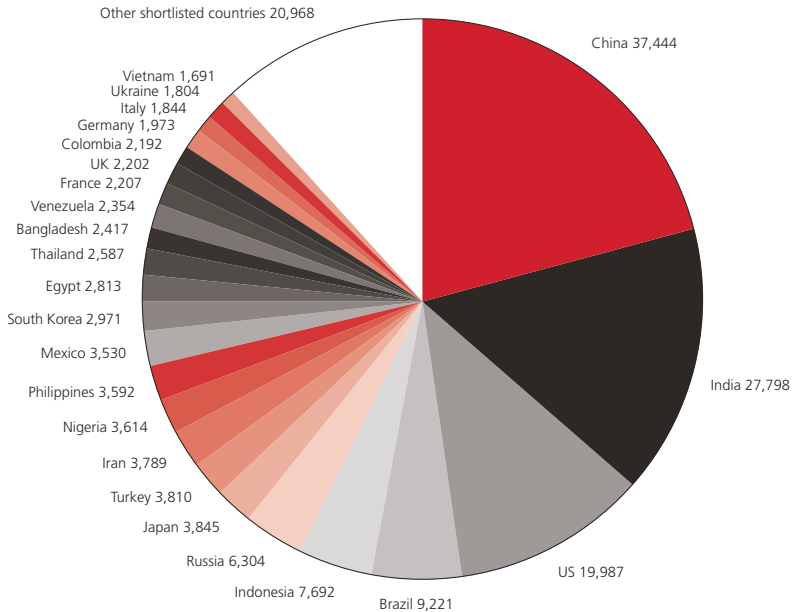


Figure 3. Source: UNESCO, Oxford Economics

At the European level, the Bologna Process¹⁷ has laid a solid foundation for the development of the European Higher Education Area (EHEA) and has already led to growth in student mobility between universities from participating countries. The harmonisation of higher education systems under the Bologna Process has led to a situation in which degree-seeking students¹⁸ from both within and outside Europe have a growing range of study programmes to choose from. Key trends over the first decade since the EHEA's inception are:

¹⁷ The main objective of the Bologna Process, which was initiated in 1999, is the harmonisation of higher education in the 47 participating countries, in terms of comparability, compatibility and coherence.

¹⁸ Degree-seeking students are defined as those enrolled in full-time higher education.

- expanded implementation of the Bachelor's-Master's structure in nearly all participating countries (from 53% of participating institutions in 2003 to 95% in 2010);
- introduction of and rise in the use of the ECTS credits system and the Diploma Supplement;
- development of national quality assurance frameworks for higher education and institutional accreditation;¹⁹
- expanding emphasis on designing strategies for internationalisation by the higher education institutions themselves.

At the end of 2011, the European Commission presented a new education and mobility programme known as 'Erasmus for All'.²⁰ Under this programme, the Commission proposes to expand both the number of mobility instruments (including the issue of guarantees to stimulate mobility among degree-seeking Master's students) and the size of the budget, for which the programme has reserved the amount of €15.2 million. For the UvA to make optimal use of the opportunities provided by the expansion in inbound student mobility, it is absolutely crucial that it generate greater visibility for its programmes both within Europe and abroad (see also line of action 2.4).

As the worldwide job market becomes increasingly international in scope, demand for university-educated employees is also rising. Universities need to design effective strategies for responding to the progressive globalisation of labour. Studying in a foreign country represents a major added value for students. Research by the European Commission on the impact of ERASMUS mobility²¹ has shown that students with international experience typically take less time to find a first job after graduating. The QS 'Global Employer Survey Report 2011' concludes that six out of ten employers prefer candidates who have studied

¹⁹ For most member countries, the Bologna Declaration and the implementation of the Bachelor's-Master's system provided a sufficient incentive for the introduction of an accreditation system. In the Netherlands, the Netherlands Accreditation Organisation (NAO) was set up in 2002 to carry out the task of higher education accreditation; a subsequent bilateral treaty between the Dutch and Flemish Education ministers created a joint accreditation body to replace the NAO, called the Accreditation Organisation for the Netherlands and Flanders (NVAO).

²⁰ European Commission, *Communication from the Commission to the European Parliament, the Council, the Economic and Social Committee and the Committee of the Regions, the EU Programme for Education, Training, Youth and Sport*, November 2011.

²¹ European Commission, *External Evaluation of the Impact of Erasmus Mobility on Students' and Teaching Staff Access to Employment and Career Development*, 2006.

abroad and underlines the fact that international experience is playing an increasingly fundamental role in effectively preparing students for a successful career after graduation.²² This development illustrates the growing urgency of strengthening the international orientation of higher education, with a special focus on study and work placements abroad. Despite the difference that international experience can make for students' prospects, the number of Dutch students opting to study abroad has diminished in recent years.²³ At the UvA as well, there are still too few students opting to study abroad, making it imperative to substantially enlarge the impetus for acquiring international experience, for instance by actively seeking out exchange possibilities with international partners and short-term mobility options such as Summer Schools (see also lines of action 1.2 and 1.3).

1.2. Research

Academic research is inextricably linked with the need to share knowledge, interact with peers and have access to information and resources. International collaboration is therefore an intrinsic component of academic practice, and the facilitation of international contacts a core task of every university. Looking at the situation in 2012, it is clear that academic research is increasingly taking place in the context of international collaborations. At present, more than 35% of academic articles published worldwide are the result of such collaborations, representing a 10% rise over the situation in 2001.²⁴ The share of international projects is even higher in the Netherlands, where approximately 45-50% of academic output is produced in international collaborations.²⁵ In China, publication output increased by 243% in the period 2002-2010, positioning China as second in the world after the United States in terms of number of academic publications, overtaking Japan and Europe in 2010.²⁶ Targeted

²² QS, *Global Employer Survey Report 2011: How Employers Value and International Study Experience*, 2011, p. 21.

²³ (Dutch) Ministry of Education, Culture and Science and the Association of Universities in the Netherlands, policy vision document *Internationale Mobiliteit in het Wetenschappelijk Onderwijs* (International Mobility in Academic Education), draft version dated 9 May 2012.

²⁴ The Royal Society, *Knowledge, Networks and Nations: Global Scientific Collaboration in the 21st Century*, 2011.

²⁵ British Council, pp. 22-23.

²⁶ Dialogic and NIFU STEP, *Wetenschaps-, Technologie & Innovatie-indicatoren 2011* (Science, Technology & Innovation Indicators 2011), November 2011.

investments in higher education and research in these countries is leading to a rise not only in the number of graduates and researchers but also in the quality of their national education and research infrastructures. Based purely on the scale of academic output in the United States and China, the number of academic collaborations with partners from these countries may be expected to show a strong upward trend through to 2020.²⁷ This trend is important not only in terms of illustrating the synergy that can result from international collaboration, but also because the academic output generated by such international ventures receives a larger number of citations and therefore has a greater impact.²⁸

Figure 4. Global share (by volume of collaboratively produced research articles (2010)²⁹

Country	Total research articles produced, 2010 (Scopus)	Total collaboratively produced articles, 2010 (Scopus)	Collaboration rate (%)	Citations per document (2010)	Citations per document (1996 – 2010)
United States	502,804	143,048	28.5%	1.75	20.18
UK	139,683	62,061	44.4%	1.81	17.42
Germany	130,031	58,150	44.7%	1.76	15.79
China	320,800	47,093	14.7%	0.67	5.66
France	94,740	44,092	46.5%	1.57	15.09
Canada	77,694	34,675	44.6%	1.72	17.55
Italy	73,562	30,175	41.0%	1.60	14.45
Japan	113,246	26,828	23.7%	1.17	11.72
Australia	59,058	25,867	43.8%	1.60	16.00
Spain	64,985	25,845	39.8%	1.48	13.12
Netherlands	43,214	22,087	51.1%	2.22	20.05
Switzerland	30,866	19,208	62.2%	2.38	21.77
Sweden	26,842	14,758	55.0%	2.03	19.09
South Korea	55,546	14,359	25.9%	1.08	9.82
Belgium	23,716	13,573	57.2%	1.95	17.10
India	71,975	12,567	17.5%	0.76	7.27
Brazil	45,189	11,004	24.4%	0.79	9.57
Russia	36,053	10,589	29.4%	0.60	5.21

Source: Scopus (Elsevier) data, extracted January 2012

²⁷ British Council, pp. 22-23.

²⁸ British Council, pp. 22-24.

²⁹ British Council, p. 21 [highlights for ‘The Netherlands’ added].

In short, the international academic landscape is developing an increasingly multipolar character, with strong hubs centred around research groups in the United States, Europe and Japan and a growing number of hubs in emerging knowledge economies. On this new global playing field, competition among universities and research institutes is becoming more intense. One of the ways in which the UvA is working to consolidate and reinforce its position as a research-intensive university is by developing and strengthening long-term collaborative relationships with partners at other universities and research institutes in China, India, Brazil and in other emerging knowledge economies. This is a key strategic goal for the medium term.

Academia and society alike are increasingly being confronted with questions and challenges which are global in scope, the so-called ‘Grand Challenges’. Issues such as climate change, the development of sustainable transport, the promotion of sustainable energy consumption, food safety, problems relating to big cities, and water management all transcend national boundaries in terms of their scope and complexity. Finding answers and solutions to these issues will largely depend on the successful clustering of researchers, expertise, data and infrastructure across country lines. The UvA itself boasts outstanding research groups and expertise in a number of the abovementioned areas, giving it a strong position on the basis of which to engage in international partnerships that make valuable contributions to research in themes of global social significance. One example is the research on sustainable energy currently being launched within the SOLARDAM project, a collaboration between the UvA, VU University Amsterdam and the AMOLF Institute of the Netherlands Organisation for Scientific Research (NWO). Another is the interdisciplinary research being conducted at the UvA’s Centre for Urban Studies, which focuses on urban socio-economic issues that are highly relevant to modern-day society.

Academic research in the Netherlands is becoming increasingly dependent on external funding sources. Both in the Netherlands and at the European level, competitive research programmes are being structured around distinct themes and programmes. This has led not only to a growth in scale (with more money and resources allocated per project), but also to heightened competition among researchers striving to take part in the best consortia. It is therefore increasingly urgent for universities to stake out a solid position and for their research groups to focus strategically on themes on which they can distinguish themselves internationally.

2. Aims

The UvA's international orientation is anchored in its mission, as set out in its Strategic Plan 2011-2014:

The UvA is a broad, research-intensive institution rooted in the history of Amsterdam, an internationally oriented academic community that can compete with leading universities in the Netherlands and around the world. The UvA provides academic training in all areas of science and scholarship and welcomes students and staff from all backgrounds, cultures and faiths, who wish to devote their talents to the development and transfer of academic knowledge as a rich cultural resource and foundation for sustainable progress.

In the Vision for the Future section of this Strategic Plan, the UvA formulates its aim to be recognised as an international leader in the global higher education and research landscape by the year 2020. Moreover, as one of Europe's foremost research-intensive universities, the UvA fully acknowledges the urgency and importance of establishing a solid position with respect to the contextual developments outlined in section 1 above.

There is no reversing the current trend towards internationalisation in higher education and research. On the contrary, the importance and impact of internationalisation is only expected to increase in the years to come. Through an internationalisation strategy, the UvA can define the parameters for an appropriate response and define its position in relation to the growth in domestic and international student numbers, the intensification of international research collaborations, European developments and the further honing of its international profile.

The following section provides a detailed explanation of the four main objectives cited in the Introduction and links them with proposals for targeted lines of action.

Objective 1

To prepare all students in the best possible way for a career in the global job market

Following the recent political debate in the Netherlands surrounding the costs

and benefits of internationalisation,³⁰ there is growing acknowledgement of the positive effects of internationalisation on the quality of teaching and on knowledge, innovation, science and scholarship, and trade relations. In- and outbound student mobility serves to strengthen the international orientation of the study programmes; this applies equally to exchange and diploma mobility.³¹ Inbound mobility of talented international students can serve as a stimulus for the quality of the study programmes at the UvA. Both the presence of international students in the UvA's study programmes and the completion of all or a portion of a programme abroad helps to better prepare students for careers in the global job market. An international mix in a university's student population leads to more highly developed intercultural skills across the entire student body. Moreover, study programmes including international students are documented as having higher study success rates³² and internationalisation is a valuable force in developing an ambitious academic culture, which is a key pillar of the UvA's *Vision on Teaching and Learning* (Onderwijsvisie).³³ Outbound mobility offers Dutch students an opportunity to acquire international academic experience, which can later boost their career prospects on the international job market. As already noted in the previous section, the number of students who opt to study or do a work placement abroad while still enrolled at the UvA currently remains far too low. In the 2010-2011 academic year, 504 students took part in an Erasmus exchange and 58 participated in an Erasmus work placement under either a UvA-wide or faculty-based agreement. These figures attest to the substantial ground that still needs to be won in the strategy period ahead if outbound student mobility is to be increased.

³⁰ (Dutch) Ministry of Education, Culture and Science, *Kamerbrief Kosten en baten van internationalisering in het hoger onderwijs* (Letter to the Lower House regarding the costs and benefits of internationalisation in higher education), 16 May 2012.

³¹ Exchange mobility refers to students who travel abroad to take several courses and/or modules at a partner institution while remaining registered at their home university. No tuition fees are paid to the partner institution since the exchange falls under the partnership agreements between the participating institutions. By contrast, diploma mobility refers to students who complete a full degree programme in another country and foreign students who complete a full programme in the Netherlands and pay the associated tuition fees.

³² As demonstrated in recent figures from the Education Implementation Service (DUO) and the (Dutch) Research Centre for Education and the Labour Market (ROA, source: *Internationale Mobiliteit in het Wetenschappelijk Onderwijs* (International Mobility in Academic Education), draft version dated 9 May 2012.

³³ UvA, *Vision on Teaching and Learning* (Onderwijsvisie), September 2012.

Targeted investments in the internationalisation of the curriculum and learning environment, particularly at the graduate level, are therefore essential to providing students with the best possible training and international competences. At the time of writing, 58 of the UvA's total of 134 Master's programmes are taught wholly in English, and many of the Dutch-taught programmes also offer specific tracks and modules in English. This represents a good basis from which to continue expanding the English-taught curriculum, and thus to ensure that the majority of Master's students have the chance to actively participate in an international learning environment. In developing this international learning environment, the UvA will also consider how ICT resources might be used to meet the needs of international target groups. Among other things, this could include the creation of digital distance learning modules for prospective international Master's students. Alongside remedial modules for these students (and Master's students in general), the UvA could also set up interactive distance learning tracks designed to promote acculturation and academic loyalty. These implementation lines are being worked out in the UvA policy paper *ICT in de veranderende Onderwijsleeromgeving* (ICT in the changing educational learning environment). To guarantee the quality of international classrooms at the UvA, there must be opportunities for regulating the quality of inbound international students. Since students from other EU countries who can demonstrate a sufficient prior education have the same admission rights as Dutch students, selective admission can only be applied to international students from outside the EU. Basic selection criteria could include the quality of prior education and students' level of English language proficiency (e.g. as measured by IELTS or TOEFL scores). Partly in the light of the predicted growth in applications from international students from both emerging knowledge economies and countries such as the United Kingdom (following the sharp rise in tuition fees), the UvA welcomes the proposed greater freedoms in selective admission as instruments for bolstering quality.³⁴

When it comes to actually giving shape to the international learning environment, lecturers have a key role to play. The UvA applauds the steps that some faculties have taken to enhance their lecturer profiles with additional competences beyond the mandatory Basic Teaching Qualification, such as an international orientation.

³⁴ (Dutch) Ministry of Education, Culture and Science, *Kamerbrief Kosten en baten van internationalisering in het hoger onderwijs* (Letter to the Lower House regarding the costs and benefits of internationalisation in higher education'), 16 May 2012, p. 4.

The qualitative and quantitative expansion of instruments for stimulating the international orientation of higher education, including the offering of joint degrees³⁵ (where established with qualitatively good partners) is steadily continuing. In 2011, the Accreditation Organisation of the Netherlands and Flanders (NVAO) developed a so-called ‘Distinctive Quality Feature Internationalisation’ and an internationalisation certificate, which may also be adopted by the European Consortium for Accreditation.³⁶ At the UvA, the LLM programmes in European Private Law, International & European Law and International Criminal Law have already received the Distinctive Quality Feature Internationalisation, and the last of these has also received the Internationalisation Certificate. A targeted, systematic application of these instruments can result in a genuine quality boost in the classroom and help generate awareness about learning outcomes indicating the acquisition of intercultural competences. After earning the NVAO Distinctive Quality Feature designation, the Faculty of Law launched a pilot project in its Master’s programmes in International & European Law (all tracks), European Private Law and European & International Labour Law, aimed at training Master’s students in intercultural competences. Once the pilot has been evaluated, the UvA will determine whether other faculties might benefit from a similar initiative.

As well as investing in the international learning environment at the *graduate* level, the UvA acknowledges the importance of promoting the acquisition of international competences at the *undergraduate* level. The UvA is in favour of expanding the possibilities for offering Bachelor’s programmes taught entirely in English. To date, the influx of international Bachelor’s students has lagged far behind that of Master’s students due to the fact that Dutch law does not (yet) allow for universities to offer Bachelor’s programmes taught *solely* in English.³⁷ Thus, the best way for Bachelor’s students to obtain international experience is by completing a portion of the curriculum abroad. At present, the number of students who do take part in a study abroad programme is too low. The UvA

³⁵ Dutch institutions have been able to offer joint degrees since the Amendment to the Dutch Higher Education and Research Act (*Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek*) took effect on 1 July 2010. See also under objective 3 with regard to Joint PhDs.

³⁶ (Dutch) Ministry of Education, Culture and Science, 2011, p. 23.

³⁷ Currently, any Bachelor’s programme taught entirely in English must have a Dutch equivalent. The only exception is if there are convincing reasons for offering a Bachelor’s programme in English only, as is the case at Amsterdam University College and with respect to several other similar Bachelor’s programmes in the Netherlands.

intends to stimulate Bachelor's students to take advantage of of this opportunity in a number of ways, including:

- Through the amended curriculum in effect since the 2011-2012 academic year,³⁸ which allows for the possibility of studying or doing a work placement abroad in order to fulfil the 'minor' requirements in the Bachelor's study programme. Minors offer an excellent way of taking a semester at a foreign partner institution or doing a work placement at a company or other organisation abroad. By scheduling a period abroad within the scope of the minor requirement, students run a lower risk of study completion delays, particularly as the UvA has arrangements for mutual credit recognition with most of its partner institutions.
- The UvA will investigate possibilities for facilitating international experience for specific students groups, such as Honours students.
- The UvA will seek to have the acquisition of international experience included as a standard component on the Diploma Supplement.
- The UvA will offer students who wish to study abroad or take part in international classroom modules the possibility of taking an IELTS test via their own faculty for the purposes of gauging their English language proficiency.³⁹

A fundamental prerequisite for strengthening inbound and outbound student mobility is a broad spectrum of solid, long-term collaborations between the UvA and international partners. Already, the UvA offers a diverse range of options for studying, working or attending a summer school abroad, both at the Bachelor's and the Master's level. The University has agreements with more than 50 partner institutions outside Europe, including top universities in the United States, Canada, Australia, China, India, Japan and South Africa. European exchanges, including exchanges via the Erasmus programme, are arranged at the faculty level. Each faculty maintains independent ties with dozens of partner institutions; for a complete overview, please refer to the digital world map at www.wereldkaart-uva.nl.

³⁸ In 2011-2012, the UvA amended the curriculum, imposing a 8-8-4 system UvA-wide. Under this new system, a block of credits is reserved in the Bachelor's curriculum for a minor in the fifth semester, which students can use for a period of study abroad, an Honour's programme or to take courses in another study programme.

³⁹ A total of 244 students took this test in 2011, earning a relatively high average score of 7.7.

The main difference between agreements concluded at the University and faculty level is that everyone at the UvA can take part in the former while only students and staff affiliated with a particular faculty can participate in the latter. The UvA has opted for University-wide agreements if the partner institution is of a comparable or higher quality *and* if multiple faculties have expressed an interest in collaboration. Agreements with partners that are members of the League of European Research Universities (LERU) and Universitas21 (U21) networks are automatically concluded at the University level.⁴⁰ Appendix 1 includes a current overview of UvA-wide partnership agreements. In the short-term, the UvA plans to focus on making more effective use of existing agreements with excellent partners, including by enlarging the annual student exchange cohort numbers fixed under these agreements. The UvA will also work more closely with these priority partners to identify ways of enhancing intercurricular compatibility with a view to further improving qualitative outcomes per exchange agreement. To begin with, the UvA will examine together with its preferred partners from the LERU and U21 networks whether arrangements can be made that will promote compatibility and facilities, whereby exchange students will be assured of a ‘soft landing’ at the partner institution. LERU members are currently preparing a position paper focusing on international curricula and student mobility, and are providing recommendations for increasing the quality, compatibility and impact of student mobility through exchange programmes and the creation of joint programmes.⁴¹

In addition to the possibilities for degree-seeking and exchange students from abroad to take programmes at the UvA, several faculties at the UvA also organise summer programmes (see Appendix 3). These summer programmes include courses geared specifically towards international students, doctoral researchers and mid-career professionals who wish to spend a summer taking courses outside the regular curriculum of their own study programme. These summer programmes are therefore excellent instruments for stimulating the inbound mobility of ambitious international students. They also present an opportunity for the UvA to promote itself to an ambitious target group, individual members of whom may decide to return to the UvA at a later stage

⁴⁰ Cooperation through LERU and U21 is also discussed under objectives 2, 3 and 4.

⁴¹ LERU, Draft Paper on ‘International Curricula and Student Mobility’ (final paper forthcoming at the end of 2012).

(for example, to pursue a Master's or doctoral programme). For several years now the UvA has been organising successful summer programmes on various interdisciplinary themes in which teaching and research at the UvA has made a name for itself. Yet, because the broad range of summer programmes for students and doctoral researchers is not presented as a coherent whole, opportunities are clearly being missed. By strongly promoting all these programmes at the University level, the individual programmes and the UvA as a whole could gain considerable visibility in the Netherlands and around the world. Moreover, a strategic clustering of the different programmes would offer possibilities for sharing internal capacity, expertise and infrastructure. Given these benefits, the Executive Board plans to develop a coherent range of summer programmes, to be presented in summer 2013.

In addition to collaborations with universities abroad, the UvA is a member of the umbrella organisation of the Dutch Research Institutions Abroad (NWIB) and the lead organisation of the Netherlands Institutes in Athens and St Petersburg. UvA students and staff can stay or conduct research at any of the NWIB institutes. As well as those in Athens and St Petersburg, this includes institutes in Rome, Florence, Rabat, Cairo, Ankara and Istanbul.⁴² An overview of the NWIB institutes is included in Appendix 2.

Lines of action:

- 1.1 At the *graduate* level, the UvA is prioritising the expansion and optimisation of the range of international classrooms (Master's programmes taught entirely in English and special English-language Master's tracks). The share of Master's programmes taught in English will be substantially increased, from approximately 45% of all Master's programmes in 2012 to 75% in 2014. In this context the UvA will focus on defining and analysing specific learning outcomes that relate to intercultural competences. The UvA will build on the experiences of those programmes of the Faculty of Law that have already earned the NVAO's 'Distinctive Quality Feature Internationalisation' label and/or the Internationalisation Certificate, while also stimulating other faculties to submit applications for a NVAO designation. After the current pilot project on the acquisition of intercultural competences has been concluded and evaluated, a decision will be made whether to implement a similar course at other faculties.

⁴² See also the NWIB website: <http://www.ru.nl/nwib/>.

- 1.2 At the *undergraduate* level, the UvA will strive to boost outbound student mobility, with the aim of achieving a substantial rise, up to 10% in 2014 and 20%⁴³ in 2020. The UvA will stimulate outbound mobility in a number of different ways: Bachelor's students will be directly encouraged to use (part of) their minor requirement to study abroad; the UvA will examine the possibility of targeted study abroad incentive measures for other specific student groups, such as Honours students; in future, international experience will always be included on the Diploma Supplement; and students at the UvA will be given the opportunity to take an IELTS test.
- 1.3 Currently, the UvA is taking stock of and improving the options for student exchanges in the broadest sense, including long-term and short-term mobility. By 2014, the UvA intends to have assembled a coherent portfolio of instruments aimed at stimulating inbound and outbound mobility among students. The UvA's main aims in developing these instruments are : 1) to strengthen collaborations with excellent partner institutions and dismantle relationships with lesser partners, particularly 'dormant partnerships', 2) to create compatibility between study programmes and modules offered at the UvA and partner institutions in order to ensure that the courses taken by students fit their curriculum and delays are avoided, 3) to make better use of the opportunities for student mobility provided by membership in the global Universitas21 network, and 4) to create a good balance between institutional and faculty partners.
- 1.4 Working in stages from summer 2013, the UvA will start to cluster existing summer programmes, into a single coherent range encompassing all the UvA Summer School programmes (working title: 'UvA Summer Academy'). In the near term, the marketing of the existing summer programmes will be streamlined before summer 2013, for example by developing a UvA Summer Academy website and a tailor-made marketing campaign. Over the medium term, the aim is for the UvA Summer Academy to be moulded into a strategic instrument for stimulating short-term student mobility, which can be used to achieve specific objectives set out in the Strategic Plan, such as the objective to attract more top international talent to the graduate phase (Master's and doctoral level).

⁴³ This percentage corresponds with the 2020 target set under the Bologna Process. Outbound student mobility refers to a period of study abroad (a semester abroad or a summer school), a work placement abroad or participation in international student conferences such as those of U21.

Objective 2

To attract the most talented individuals from around the world to the UvA's degree programmes, particularly its Master's and doctoral programmes

The UvA is keenly aware of the major trends shaping higher education worldwide, and most notably of the significant increase in the global student population. In view of the UvA's ambition to secure a long-term position among Europe's leading research universities, and given this changing context, it is crucial that the University attract the most talented students from around the globe.⁴⁴ To achieve this, the UvA aims to substantially increase both the size and quality of its international Master's student intake by 2014. Attracting these top students almost automatically also entails an imperative to attract and retain first-class international lecturers and researchers. In striving to be a breeding ground for talent the UvA must do more than simply promote links within its academic community; creative and enterprising students and academic staff are essential to the development of the Amsterdam region as a hotspot for innovative and creative ideas, as a cultural capital and as an ideal business location for local and international entrepreneurs and freethinking young talent.

Naturally, the UvA wants international students and researchers to choose the UvA primarily for its outstanding reputation in research and – in this context, its international – study programmes. However, given the increasing national and international competition between universities to recruit the very best talented graduate (and undergraduate) students and young researchers on the international market, there can be no substitute for a well-honed policy with the accompanying resources. In this connection it is interesting to note that the UvA has a substantially higher percentage of international researchers in its doctoral programmes than in its Master's programmes – 44% as opposed to 19.2%. Though the difference can be explained in part by the fact that nearly all the doctoral tracks at the UvA can be completed entirely in English while the same is true of only slightly fewer than half its Master's programmes, it makes clear that there is still a considerable lack of awareness about Master's programmes at the UvA among international target groups. With demographic developments and investments in higher education and research now elevating emerging knowledge economies such as China, India and Brazil to the rank of

⁴⁴ UvA, *Strategic Plan 2011-2014: An Eye for Talent*, p. 21.

prominent players, the UvA intends to seek collaboration with existing and new partners in these countries (see also line of action 3.3). In addition, the UvA considers it essential to further develop collaborations with its partners in the LERU and U21 networks, and with long-term partner institutions in the United States.

The effective deployment of scholarship programmes and grants targeting excellent Master's students and early career researchers is a basic requirement for attracting this top international talent. While scholarship programmes offer an attractive means of financing a period of study or work at the UvA, the availability of UvA scholarships and participation in Dutch (Innovational Research Incentives Scheme) and European (ERC, Marie Curie and Erasmus Mundus) schemes can also be used to enhance the UvA's visibility and appeal to this young target group. Currently, the Amsterdam Merit Scholarship (AMS) programme provides scholarships to help exceptional international Master's students (and Bachelor's students at the Faculty of Economics and Business) finance a portion of their studies at the UvA. Given the Dutch government's recent termination of the successful Huygens Scholarship Programme (HSP), the UvA has decided to expand its own portfolio of scholarship programmes for international students and to launch a new programme under the working title 'Amsterdam Excellence Scholarships' (AES).

Young researchers can benefit greatly from exposure to an international research environment early on in their research careers. It is precisely this new generation of researchers that will later find itself operating in a domain where the relevance of national boundaries is diminishing and research projects take place in international collaborations as a matter of course. The UvA has therefore decided to take part in the joint doctoral programmes organised within the U21 and LERU networks. Doctoral candidates enrolled in such programmes can earn a joint doctorate by conducting their research at two of the participating partner institutions. Participation in these programmes offers an added attraction to young researchers interested in doing their doctoral work at two universities within the U21 or LERU partner networks. A further bonus of joint doctorate degree programmes is that they foster closer ties and collaboration between research groups at the partner institutions.

A targeted international marketing and recruitment strategy is an essential prerequisite for achieving substantial growth in the intake of international

Master's students. The UvA's central Communications Office and the faculty communications departments must therefore prioritise efforts to increase market awareness of the UvA's study programmes, summer programmes and scholarships. In addition, the UvA's ICT & Education Programme Council will launch two projects in 2013-2014 to give prospective students, including international students, access to study programme information via Open Educational Resources. The Open Online Video project will use iTunes U and YouTube EDU channels to showcase UvA programmes, while the English-language Master's Programmes Study Guide (*Studiewijzer Masteropleidingen*) project will focus on remote degree programme information services.⁴⁵

Lines of action:

- 2.1 The UvA aims to substantially increase its international Master's student intake, to an average of 25% in 2014, representing a sizeable increase relative to 2011 (16.7%).
- 2.2 The UvA is developing an attractive range of scholarship programmes for international Master's students, including the new Amsterdam Excellence Scholarship (AES; working title) programme, designed to attract top students from around the world to the UvA. At the same time, the UvA is working on maximising its portfolio of scholarships and grant programmes for international students and international and Dutch researchers early on in their careers.
- 2.3 The UvA aims to keep the percentage of international doctoral researchers at its current level of 44%, including through participation in joint doctoral schemes organised within the U21 and LERU networks. The U21 joint doctoral programme is already operational, while the LERU joint doctoral programme will be launched in the near future.
- 2.4 The UvA is currently developing an international marketing and recruitment strategy to tie in with this strategic framework for internationalisation, which will be implemented by the UvA's central Communications Office in coordination with the faculty communications departments. In addition, the UvA is launching several projects in 2013-2014 in which Open Educational Resources will be used to provide study programme information to prospective international students.

⁴⁵ These projects are elaborated on in the individual implementation lines of the UvA policy paper *ICT in de veranderende Onderwijsleeromgeving* (ICT in a Changing Educational Learning Environment), to be finalised by the end of 2012.

Objective 3

To strengthen the UvA's profile in the international research landscape and to forge links between excellent UvA research groups and both leading international research groups and strong partners in the emerging knowledge economies

In 2008, the UvA took the first steps towards clustering its leading research groups into a total of 15 research priority areas, whereby the best of UvA research and the limited flow of research funds could be put to optimal use. Excellent researchers collaborate within these priority areas on research themes in which the UvA aims to make its mark internationally. A defining feature of these priority areas is their multidisciplinary nature. Bringing together different disciplines in this way has proved a major springboard for organising successful interfaculty collaboration among various research groups. Furthermore, the policy of research priority areas has provided an impetus for forging collaborative links with external research institutes and knowledge centres, including European partners. In the period ahead, the UvA will pursue an even greater depth and concentration of these research priority areas under seven overarching profile themes,⁴⁶ the goal of which is to offer an integrated framework for approaching questions of fundamental scientific and societal relevance. The table on page 27 illustrates how the UvA themes link up with other research agendas, including the EU's new Horizon 2020 Framework Programme for research and innovation (see also below).

⁴⁶ UvA, *Profile of the University of Amsterdam*, June 2012 (English version).

Figure 5. Links between UvA research themes and European, Dutch and regional priorities

Horizon 2020			Transnational Law and Governance	Human Health	Cognition, Socio-economic Behaviour and Neuroscience	Globalisation, Identity, Inequality and Urban Environment	Communication and Information	Fundamentals of Natural Science	Sustainable World
	EL&I top sector	Amsterdam Economic Board							
Climate action, resource efficiency and raw materials	Chemicals								
Secure, clean and efficient energy	Energy								
	Water								
Food security, sustainable agriculture, marine and maritime research and bio-economy	Agri-food	Flowers and Food							
Health, demographic change and wellbeing	Life sciences and health	Red life sciences							
Inclusive, innovative and secure societies									
	High tech	ICT							
Smart, green and integrated transport	Logistics	Logistics and trade							
	Creative industry	Creative industry							
	Financial sector	Financial services							
		Tourism and conferences							

At the end of 2011, the European Commission presented its plans and ambitions for the successor to its Seventh Framework Programme (FP7), called Horizon 2020.⁴⁷ Horizon 2020 rests on three pillars: Excellent Science (including the European Research Council), Better Society (including the Grand Societal Challenges⁴⁸) and Competitive Industries (public-private partnerships). As the programme proposal makes clear, the European Commission plans to seek a sizeable increase in the budget for research and innovation, to €80 billion. Among the beneficiaries of this proposed increase would be the European Research Council, with more than €13 billion set aside for its expansion, representing 77% more than the ERC budget of €7.5 billion under the FP7. Today, the resources made available through European programmes are much more important to Dutch universities than those allocated by the NWO and other national research sponsors. By clustering its research into priority areas and themes, the UvA has staked out a strong starting position from which to apply for funding for large projects led by excellent individual researchers or consortia, under the last of the FP7 calls and, starting in 2014, under the new calls to be tendered within the Horizon 2020 programme. In this context, the UvA will actively take part in lobbying the European Commission as it finalises its plans for Horizon 2020. Partners in this lobby will include other LERU⁴⁹ members and, on the national front, the VSNU, whose joint EU strategy the UvA actively helped to develop in spring 2012.⁵⁰ For its part, the LERU agreed a Memorandum of Understanding (MoU) with the European Commission for the creation of the European Research Area (ERA), which was signed in summer 2012 by Commissioner Marie Geoghegan-Quinn and LERU Secretary General, Professor Kurt Deketelaere. The UvA has committed itself to upholding the intentions laid down by LERU members in this MoU. Among other things, this has prompted the UvA to apply for the European Commission's 'HR Excellence in Research' logo, in line with the stipulations of the MoU (see also line of action 4.5). As well as contributing to the lobby and

⁴⁷ European Commission, *Communication from the Commission to the European Parliament, the Council, the Economic and Social Committee and the Committee of the Regions, Horizon 2020 - the Framework Programme for Research and Innovation*, November 2011

⁴⁸ The Grand Societal Challenges include the following themes: Health, Demographic Change and Wellbeing; Food Security, Sustainable Agriculture and the Bio-economy; Social, Clean and Efficient Energy; Smart, Green and Integrated Transport; Climate Action, Resource Efficiency and Raw Materials; Inclusive, Innovative and Secure Societies.

⁴⁹ The UvA's participation in the LERU network is discussed in detail under objective 4.

⁵⁰ The UvA took part in the 'Europe strategy' ad hoc working group at the invitation of the VSNU.

helping define policy for Horizon 2020, the UvA offers outstanding advisory and support facilities for researchers who are preparing and writing applications for European grants. The Technology Transfer Office (TTO) staffs a team wholly dedicated to advising researchers on issues surrounding research grants at the Dutch, European and international level. In view of the expanded range of instruments being made available under Horizon 2020, the UvA expects to see growth in demand for this service in the near future.

Beyond its Framework Programmes, the EU offers various other instruments to support university research, such as financing for research infrastructure as administered by the European Regional Development Fund (ERDF). In the Randstad metropolitan region, the four constituent provinces and four major cities have set up an integrated programme called *Kansen voor West* (Opportunities for the West), with a view to strengthening the region's competitive position through investments in innovation, research & development, knowledge exchange and a better alignment of education and the job market.⁵¹ At present, the six participating Randstad-region universities⁵² are preparing for the next phase of this programme by analysing which themes represent the greatest common interest for the period 2014–2020. In summer 2012, a working group in which the UvA took part issued its recommendations to the *Kansen voor West* Management Authority.

The UvA recognises the strategic importance of cooperating with partners in emerging knowledge economies, where large-scale investments in higher education and research are driving a steady rise in the quality of universities and research institutes. In the current strategy period, the UvA therefore plans to take targeted measures to stimulate research collaboration with partner universities in China, India and Brazil. Considering the vast differences between these countries and regions, the UvA must adopt a tailored approach, developing targeted strategies for each country. The UvA's research priority areas and profile themes, and their potential synergy with partner institutions and organisations, will inform the strategic choice of themes to be pursued in

⁵¹ Under the current *Kansen voor West* project period, funding has been awarded to the Spinoza Center for Neuroimaging and Matrix VI at Science Park Amsterdam.

⁵² The Randstad-region universities are: Delft University of Technology, Erasmus University Rotterdam, Leiden University, the University of Amsterdam, Utrecht University and VU University Amsterdam.

these countries. In India, for example, the UvA has opted to focus on the 'socio-economic complexity of major urban areas'. India offers an unparalleled source of data and expertise on this theme, with Mumbai as a rich source of socio-economic knowledge and Bangalore offering wide capacity for ICT applications and computational science research.

The decision to make targeted investments in bolstering and developing joint research projects with partners in China, India and Brazil ties in with both national and the Amsterdam region's strategic aims as identified by the Netherlands Organisation for Scientific Research (NWO), the City of Amsterdam⁵³ and other parties. Thus, the NWO has substantially expanded its programmes for bilateral cooperation with China through a joint policy initiative with the Royal Netherlands Academy of Arts and Sciences (KNAW), which includes annual calls for proposals for Chinese-Dutch research projects addressing particular themes.⁵⁴ The NWO has opted for a similar collaborative structure with India, and expects to launch a first joint thematic research programme with Brazil in late 2012.

In setting out UvA policy for partnership agreements in these countries, the aim is not a substantial quantitative expansion; rather, the UvA will only conclude agreements if there are promising prospects for collaborative projects for a number of disciplines, in which case a formal agreement will be necessary (for example regarding the acquisition of funds from research cooperation schemes). Particular emphasis will be placed on making fuller use of existing relationships with collaborative partners. The table below presents an overview of the UvA's current partner institutions in China, India and Brazil.

⁵³ The City of Amsterdam's foreign policy (with respect to strengthening relations with sister cities and attracting foreign companies) focuses particularly on China and India, and, within this context, operates via specially established China and India Desks. In 2013, a large delegation is scheduled to visit Brazil. Activities being carried out in conjunction with the City of Amsterdam as part of the UvA's international promotion efforts are discussed in greater depth under objective 4.

⁵⁴ For an overview of bilateral research programmes between the Netherlands and China, see: <http://www.know.nl/Pages/DEF/27/257.bGFuZz1OTA.html>.

Table 1. Overview of UvA partners in China, India and Brazil

Country	University/Research Institute
China	Peking University
	Tsinghua University
	Fudan University
	Shanghai Jiaotong University
	Xiamen University
India	University of Delhi
	University of Mumbai
	Tata Institute of Social Sciences
	International Institute of Information Technology, Bangalore
Brazil	University of São Paulo (USP)
	São Paulo State University (UNESP)
	Federal University of Rio de Janeiro
	State University of Santa Catarina
	Fundação Getúlio Vargas, Rio de Janeiro
	Fundação Getúlio Vargas, São Paulo

Lines of action:

- 3.1 Both as a LERU network member and nationally (through the VSNU), the UvA will do everything it can to ensure the best possible conditions for researcher participation under Horizon 2020. Among other things, the UvA will pursue a return to the full cost model as a basis for grant allocation under Horizon 2020 and seek further simplification of the programme's funding guidelines and administrative models. The UvA commits to abiding by the agreements laid down in the MoU between the European Commission and the LERU regarding the creation of the European Research Area.
- 3.2 The UvA will contribute to the joint recommendation to be issued by the six Randstad-region universities to the *Kansen voor West* Management Authority regarding themes meriting large-scale research infrastructure investments in the period 2014-2020. As soon as more is known about the priorities of the follow-up to the *Kansen voor West* programme, the UvA will work with these partners to develop a targeted strategy for the acquisition of project funding.
- 3.3 The UvA will focus on pursuing measures to strengthen cooperation with

emerging knowledge economies (China, India and Brazil) and will draw up a strategic action plan for each country. Since cooperation with China and India is already further advanced, a multi-year action plan will be elaborated on for both of these countries. Cooperation with Brazil is still in an exploratory stage and will be given more concrete form as from the end of 2012.

Objective 4

To strengthen the UvA's international identity

In its mission statement, the UvA presents itself as an internationally oriented academic community that can compete with leading universities in the Netherlands and around the world. It also states its ambition to position itself as an international university that consistently implements this orientation in its curricula, personnel policy and support facilities. In positioning itself as an international university, specific emphasis will be placed on the UvA's external profile, while concentrated efforts will also be made to adapt the institution's internal organisational culture, including service provision and support.

The UvA is clearly visible as an international university in the networks where it actively participates and in its alumni chapters abroad, and because several of its leading professors are affiliated with world-class universities and research institutes in other countries. As a member of two prestigious networks – the European LERU network since 2006 and the global Universitas21 network since 2010 – the UvA has made a conscious commitment to prioritise active, University-wide participation in these networks over more centrally led participation in other European and international networks. Though the primary objectives of the LERU and U21 networks differ, both networks give the UvA access to a group of high to top-ranking partner universities from around the world. The table on page 33 presents an overview of these partners.

In recent years, the LERU has focused increasingly on influencing EU policies with respect to research and innovation, and particularly the development of the Framework Programmes. Through this strong lobby, the LERU has managed to establish a position, along with several other European research umbrella organisations, as one of the key discussion partners for the EU's Commissioner for Research and Innovation and Science and for the Research Directorate-

Tabel 2. Overview of partner universities in LERU and Universitas 21

League of European Research Universities		Universitas 21	
Belgium	Katholieke Universiteit Leuven	Australia	University of Melbourne University of New South Wales University of Queensland
Germany	Albert-Lüdwards Universität Freiburg Universität Heidelberg Ludwig-Maximilians-Universität München	Canada	McGill University University of British Columbia
France	Université Pierre et Marie Curie Université Paris-Sud 11 Université de Strasbourg	Chile	Pontificia Universidad Católica de Chile
Finland	University of Helsinki	China	Fudan University Shanghai Jiaotong University
Italy	Universita degli Studi di Milano	Hong Kong	University of Hong Kong
Netherlands	Universiteit van Amsterdam Universiteit Leiden Universiteit Utrecht	India	University of Delhi
Spain	Universitat de Barcelona	Ireland	University College Dublin
United Kingdom	University of Cambridge University of Edinburgh Imperial College London University College London University of Oxford	Japan	Waseda University
Sweden	Lund University	Mexico	Tecnologico de Monterrey
Switzerland	Université de Geneve Universität Zürich	New Zealand	University of Auckland
		Singapore	National University of Singapore
		South Korea	Korea University
		Sweden	Lund University
		Netherlands	Universiteit van Amsterdam
		United Kingdom	University of Birmingham University of Edinburgh University of Glasgow University of Nottingham
		United States	University of Connecticut University of Virginia

General, which administers the Framework Programmes. As well as participating in this EU lobby, the LERU network is active in sharing best practices in cross-cutting policy areas that are significant to all partners, such as the organisation of researcher training programmes, technology transfer, gender issues and so on. Though the UvA already participates in several different LERU ‘communities’, greater awareness needs to be generated within the UvA about the LERU, its position papers and its activities. In addition, the UvA, together with the other two Dutch LERU partners – Leiden University and Utrecht University – actively contributes to the dissemination of LERU

position papers and other outputs among other Dutch member universities and relevant Dutch organisations.

The U21 network has organised its main collaborative activities into several clusters, three of which aim to promote cooperative partnerships in specific areas: Student Experience (student mobility), Teaching & Learning, and Researcher Engagement (primarily the mobility of early career researchers). From the outset, the UvA has actively participated in the Student Experience cluster, while more recently various researchers have contributed to activities in the Research Engagement cluster. In the period ahead, the UvA will work to develop awareness within the UvA community about the opportunities U21 has to offer, and will formulate a strategic plan for expanding and more firmly embedding the UvA's participation in this network.

Since the establishment of the Amsterdam Economic Board (AEB) at the end of 2010, the UvA's cooperation with the City of Amsterdam and other AEB partners, such as the Amsterdam University of Applied Sciences (AUAS/HvA) and VU University Amsterdam (VU), has steadily increased. Collaborative initiatives have also been extended to the international context. In 2011 and 2012, the UvA actively participated in missions to China and India that were organised by the City of Amsterdam. Both missions yielded concrete results for the UvA. As well as strengthening and expanding collaborations with Chinese and Indian partners, new connections were made with multinationals in these countries and the UvA's visibility was extended to beyond just the academic community.

The UvA is fortunate to have outstanding 'ambassadors' that can help to increase its visibility in the international context: UvA alumni in other countries (international alumni and Dutch alumni living and working abroad) and UvA researchers who also work for foreign institutions. Alumni in particular can be instrumental in influencing international students and young researchers to come to the UvA. Alumni chapters exist in various countries and offer a good opportunity for strengthening and effectively utilising ties with alumni members in those countries.

During 2012, the UvA also began a complete renewal of its website. Since an appealing website is an invaluable tool for establishing the UvA's profile as an international university, the renewal has also been used to develop an English-

language version of the Dutch website, where prospective and current students, researchers, institutional partners and other interested parties can easily and conveniently find the information they require.

Organisational culture and a dedication to providing the best possible services for international students and researchers are two crucial facets of a successful international identity.

If the UvA is to achieve its ambition of developing into a truly international academic community, it is essential that its internal culture and dynamic also reflect this international dimension. To make it possible for everyone to participate fully in the UvA community, it is vital that all general information relevant to students and staff be available in English. The University newspaper *Folia* and the various different newsletters could, for example, publish information and articles that are relevant and interesting to international students and staff in both Dutch and English.

Services for international students and researchers at the UvA have become a top priority in recent years. Student Services has set up a number of new facilities specifically for international students, including an admissions service and a Schiphol pick-up service. In this context, the UvA is working on a clear delineation of tasks between the faculties and Student Services, to ensure the most effective response to the different service needs of everyone studying or working at the UvA. By the same token, providing a 'soft landing' for foreign researchers coming to work at the UvA can make a fundamental difference to their success. A Staff Immigration Office (SIO) has been set up specifically to assist this group of researchers and is continuing to optimise its range of services. One major problem area has been Amsterdam's shortage of housing (especially of temporary lets) for international staff. The UvA will take all possible steps to improve this situation, working closely with the City of Amsterdam and partners such as Expatcenter Amsterdam.

Lines of action:

- 4.1 The UvA will continue its active participation in the LERU and U21 networks and work to expand awareness of these networks throughout the UvA community. As a relatively new member of U21, the UvA used 2012 to work out details of its plans to participate in the various U21 clusters and activities.

- 4.2 The UvA will continue to cooperate with the City of Amsterdam and other AEB partners (including the Amsterdam University of Applied Sciences and VU University Amsterdam) in the international context, concentrating on countries that both the UvA and the City have prioritised (China, India and Brazil), and building on the successful outcomes of the Amsterdam-based missions to China and India. In 2013, the UvA plans to join an Amsterdam delegation scheduled to visit Brazil.
- 4.3 The UvA will intensify contacts with its alumni chapters and researchers abroad, and explore ways in which these UvA ambassadors can generate greater international visibility for the UvA.
- 4.4 The UvA will use the renewal of its website in 2012 as a springboard to develop an English-language version of the website for international target groups, including prospective and current students, researchers and institutional partners.
- 4.5 The UvA will continue to strive to provide excellent services tailored to the needs of international students and researchers. Aside from Student Services and the Staff Immigration Office, significant contributions will also be required from the P&O departments.

3. Internationalisation snapshot 2011

Objective	No.	Lines of action	Reference date Dec. 2011	Objective for 2014
International learning environment	1.1	% English-language Master's programmes	43%	75%
	1.2	% outbound student mobility	+ 1%	10%
	1.3	Optimise student exchange portfolio	Initiated	YES
	1.4	Cluster international summer programmes	15 programmes	coherent overall programme
International talent	2.1	% inbound international Master's students	19.2%	25%
	2.2	Expand scholarship programmes	AMS	AES and AMS
	2.2	% international doctoral students	44% (excl. AMC)	45-50%
	2.3	Take part in joint doctoral programmes within LERU and U21 networks	Intended	YES
	2.4	Pursue international marketing and recruitment strategy	Initiated	YES
Research collaboration	3.1	Lobby EU via LERU and VSNU	YES	YES
	3.2	Recommendations for follow-up to <i>Kansen voor West S3</i> 2014-2020	YES	YES
	3.3	Strengthen collaborative ties with emerging knowledge economies	Initiated	YES
		China strategy	Initiated	YES
		India strategy	Initiated	YES
		Brazil strategy	Initiate autumn 2012	YES
International identity	4.1	Strategic focus on LERU and U21 projects and collaborative activities	Initiated	YES
		Participate actively in LERU communities	6 communities & 3 working groups	Maintain
		U21 strategy (participate actively in U21 clusters)	Initiate spring 2012	YES
	4.2	Pursue international aims in cooperation with the City of Amsterdam	Initiated	YES
	4.3	Intensify alumni and faculty contacts and activities abroad	Initiate autumn 2012	YES
		# alumni chapters	2	5
		# UvA faculty abroad as UvA ambassadors	Initiated	YES
	4.4	English-language international UvA website	Initiated	YES
	4.5	Optimise services	Initiated	YES
		Guarantee international student housing	YES	YES
		# recipients of admission service	1,624 in 2011	Maintain
		# recipients of Schiphol pick-up service	221 in 2011	Maintain
		English-language information/documentation	?	YES

Appendix 1

Overview of UvA-wide partnership agreements with institutions outside Europe

Country	University	Details	U21 partner
Argentina	Universidad Católica Argentina		
	Universidad Torcuato di Tella	FEB addendum	
Australia	University of Melbourne		YES
	University of New South Wales		YES
	University of Queensland		YES
Brazil	Fundação Getúlio Vargas, Rio de Janeiro	FEB	
	Fundação Getúlio Vargas, São Paulo	FEB	
	University of São Paulo (USP)	FGW; UvA-wide expansion desired	
	São Paulo State University (UNESP)	FGW	
	Federal University of Rio de Janeiro	FGW	
	State University of Santa Catarina	FGW	
Canada	McGill University		YES
	McMaster University		
	Simon Fraser University		
	University of British Columbia		YES
	University of Calgary	Earmarked places for Political Sciences	
	University of Toronto	AUC addendum	
Chile	Pontificia Universidad Católica de Chile	FEB addendum	YES
China	Fudan University	FEB addendum	YES
	Peking University	UvA-wide and FEB-specific agreement	
	Shanghai Jiaotong University		YES
	Tsinghua University		
	Xiamen University		
	University of Nottingham Ningbo		YES
Costa Rica	Universidad Costa Rica		
Egypt	Cairo University		

Country	University	Details	U21 partner
Hong Kong	Hong Kong Baptist University	FEB addendum	
	University of Hong Kong	FEB addendum	YES
	City University of Hong Kong	AUC addendum	
India	University of Delhi	Through U21, bilateral agreement discussed orally	YES
	University of Mumbai	FEB; UvA-wide expansion pending	YES
	Tata Institute of Social Sciences	FEB; UvA-wide expansion pending	
	International Institute of Information Technology Bangalore		
Israel	Hebrew University of Jerusalem		
	Tel Aviv University		
Japan	Hiroshima University		
	Keio University		
	Waseda University		YES
Mexico	Tecnológico de Monterrey		YES
	Universidad las Américas, Puebla		
	Universidad Nacional Autónoma de México		
New Zealand	University of Auckland		YES
	University of Otago		
Russia	St Petersburg State University	UvA-wide and FEB-specific agreement	
	ITMO University		
Singapore	Nanyang Technological University	FEB; UvA-wide expansion pending	
	National University of Singapore	AUC addendum	YES
Turkey	Boğaziçi University	Transferring to faculties (Erasmus)	

Country	University	Details	U21 partner
United States	Baruch College CUNY		
	Boston College	AUC addendum	
	Emory University		
	Hofstra University	FEB addendum	
	Hunter College CUNY		
	Loyola University, New Orleans	Pilot agreement	
	Michigan University, Ann Arbor	FdR agreement; UvA-wide expansion pending	
	Montana State University		
	New York University	FGW and FEB addendum	
	San Francisco State University		
	Stevens Institute of Technology	FEB; UvA-wide expansion pending	
	The New School		
	University of Connecticut		YES
	University of Illinois Chicago		
	University of Minnesota		
University of Nebraska, Lincoln			
University of Virginia		YES	
University of Washington	AMC; UvA-wide expansion pending		
Vietnam	Vietnam National University Hanoi		
South Africa	Stellenbosch University	AUC addendum	
	University of Capetown		
South Korea	Korea University		YES
	Yonsei University	AUC addendum	

Appendix 2

Overview of Dutch academic institutes outside the Netherlands

Country	Institute	Lead institution
Italy	Royal Netherlands Institute in Rome	University of Groningen
	Dutch University Institute for Art History in Florence (NIKI)	Utrecht University
Greece	Netherlands Institute in Athens (NIA)	UvA
Russia	Netherlands Institute in St Petersburg (NIP)	UvA
Morocco	Netherlands Institute in Morocco (NIMAR)	Radboud University Nijmegen
Egypt	Dutch-Flemish Institute in Cairo	Leiden University
Turkey	Netherlands Institute for Higher Education in Ankara (NIHA)	Leiden University
	Netherlands Institute in Turkey (NIT)	Leiden University

Appendix 3

Provisional overview of Summer and Winter programmes – reference date November 2012

Faculty/Graduate School	Summer programmes	Period
Economics and Business	Amsterdam Summer College	25-29 June
Humanities	Digital Methods (doctoral and other researchers)	25 June-6 July
	ISSA Summer School	Biannually
	Pilot summer school with Columbia University (Dutch palaeography)	From 2013
	INTT Dutch for Foreigners – intensive courses	August
Social and Behavioural Sciences	Summer Institute on Sexuality, Culture & Society (SIS)	2-26 July
	Summer Institute on Alcohol, Drugs & Addiction (SIA)	8-20 July
	Social Policies & Pragmatic Tolerance (SOPO)	16 July-3 August
	Summer Institute on Global Poverty & Inclusive Development	18-22 June
	Urban Studies: International Housing, Policy and Planning	9-27 July
	Tailor-made courses	To be determined
	Emotional Memory: From Patient to Synapse	18-29 June
Science	Parallel Programming	9-12 July
	Robolab	9-12 July
Special Collections/Humanities	Books from Afar	20-31 August
UNISCA	UNISCA Summer Course	13-25 August
Faculty/Graduate School	Winter programmes	Period
Social and Behavioural Sciences	Medicine and Human Rights in Cross-Cultural Perspectives	January 2013

Credits	Website	Contact person
	http://www.asc.uva.nl/asc/home.cfm#p2	Sanne Landhuis s.landhuis@uva.nl
	https://wiki.digitalmethods.net/Dmi/DmiSummer2012	Letje Lips a.r.lips@uva.nl
	http://cf.hum.uva.nl/issa/conference_2010_summerschool.html	
	http://intt.uva.nl/dutch-for-foreigners	
10 ECTS	http://www.graduateschoolofsocialsciences.uva.nl/sis/introduction.cfm	Mirjam Schieveld summer-gsss@uva.nl
6 ECTS	http://www.graduateschoolofsocialsciences.uva.nl/sia/introduction.cfm	
10 ECTS	http://www.graduateschoolofsocialsciences.uva.nl/sis/introduction.cfm	
3 ECTS	http://www.graduateschoolofsocialsciences.uva.nl/sip/introduction.cfm	
6 ECTS	http://www.graduateschoolofsocialsciences.uva.nl/sus/introduction.cfm	
	http://www.casca.uva.nl/casca_about/summerschool/info.cfm	Neeltje van Gemert n.g.vangemert@uva.nl
	http://staff.science.uva.nl/~mstgeman/acs3/	
	http://www.bijzonderecollecties.uva.nl/bc_actueel/summerschool.cfm/27C8171B-991A-482B-9EA58F80E7A247BE	
6 ECTS	http://www.unisca.org/?page_id=64	info@unisca.org
Credits	Website	Contact person
	http://www.uva.nl/en/education/other-programmes/summer-winter/item/medicine-and-human-rights-in-cross-cultural-perspectives.html	Gsss@uva.nl

Strategic Framework for Internationalisation

In spring 2011, the University of Amsterdam (UvA) presented its Strategic Plan 2011-2014, entitled 'An Eye for Talent' (*Oog voor Talent*). Internationalisation is a core theme in this document and relevant to teaching, research and knowledge valorisation. The Strategic Plan focuses in particular on attracting, developing and retaining talented individuals and sets out ambitious objectives reflecting the importance of these goals in the dynamic arena of higher education and research. A number of these objectives cannot be achieved without targeted efforts to stimulate the University's international orientation. The Executive Board thus decided to draw up an internationalisation strategy, with the aim of offering a structured framework for pursuing internationalisation at the UvA.

The UvA has chosen to formulate a broad institutional strategy for internationalisation that befits its character as a broad research-intensive university in a major urban centre. The strategy focuses first and foremost on enhancing the quality of teaching and research and is intended to contribute to the further advancement of an ambitious academic culture and research environment.

The main objectives of the internationalisation strategy are:

- to prepare each student in the best possible way for a career in the global job market;
- to attract the most talented individuals from around the world to the UvA's degree; programmes, in particular to its Master's and doctoral programmes;
- to strengthen the UvA's profile in the international research domain;
- to strengthen the UvA's international identity.

Credits

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