



Impact and exploitation report

IntlUni Erasmus Academic
Network project 2012-15

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The IntlUni Impact and exploitation report

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Introduction

The IntlUni project has focused on the cultural, linguistic and didactic issues that often arise in the international classroom, thereby addressing the challenges and the opportunities of what might also be called the multilingual and multicultural learning space of an internationalized higher education institution (HEI). The overall aim of IntlUni has been to identify quality criteria that should characterise teaching and learning in the multilingual and multicultural learning space (MMLS), and to develop recommendations for how these criteria may be implemented in HEIs in order to improve and sustain the quality of international education. The final project outcomes are presented in the document [*The opportunities and challenges in the multilingual and multicultural learning space. IntlUni Erasmus Academic Network Project 2012-15.*](#)

In the last six months of this three-year project, the impact of the IntlUni project in partner institutions and beyond was assessed. This document presents the results of this assessment, based on impact and exploitation reports filed by partner representatives.

In order to assess the short- and long-term impact of the project, a survey of the involved partners was designed, piloted and carried out in the spring of 2015. Each partner representative was asked to contribute through an on-line survey containing a variety of quantitative questions with the option of adding open text comments; this qualitative part turned out to offer a richness of information that is reflected in the report below. For the purpose of the survey, “impact” was defined as the change the project had already generated at the time of the survey and may generate in future.

Before turning to the results of the impact reports themselves, it is important to make two points. First, this assessment took place while the project was still in motion. The final project results, which many partner representatives anticipated utilizing in their own institutions, had not yet been published in their final versions; furthermore, changes influenced by IntlUni were ongoing and in many cases just beginning. This, of course, reflects the diversity of the local contexts of institutions involved in IntlUni.

Second, it is important to note that individual partner representatives had differing levels of experience with internationalization and differing agency within their own institutions. Some partners already had extensive experience with internationalization, while others were relative newcomers; and some partner

representatives were in positions in their institutions to implement changes on a larger scale, while other had less agency in this respect.

Main messages from partner representatives' responses

The following main messages, or main themes, are summaries of key ideas mentioned in the impact and exploitation reports produced by partner representatives:

- ✓ *Diversity* has been experienced at all levels within institutions and across partner institutions.
- ✓ *A coordinated – and proactive - response* to internationalization within institutions is necessary.
- ✓ *Challenges* can also be experienced as *opportunities*.
- ✓ *The IntlUni Principles and Illustrative Samples* have been invaluable in the institutional processes.
- ✓ *Local solutions* should be negotiated based on IntlUni outcomes.
- ✓ *Further professional development* is considered necessary.
- ✓ *Networking* among professionals has been invaluable.
- ✓ *Initiatives* are already being taken.
- ✓ *Exploitation* of project results is key to further development within higher education institutions.

These themes will be developed below following the structure of the impact and exploitation report itself and will then briefly be discussed in the conclusions.

The impact and exploitation report survey

The survey used to collect the impact and exploitation reports was organized into four sections, or levels, where partner representatives were asked to indicate and comment on areas where they felt IntlUni had had impact. The personal level addressed the partner representatives themselves, including their changes in awareness of the issues concerning the multilingual and multicultural learning space and also the contacts that were made in the course of the project. The classroom level dealt with classroom practice at the partners' institutions; here, awareness raising was addressed as well as initiatives and changes that have already been implemented in classrooms and potential changes that partners see as likely to happen due to the influence of IntlUni. Concerning the institutional level, that is "beyond the classroom", questions were again asked about awareness raising, current initiatives and potential initiatives. Finally, the level of wider networks and cooperation was addressed.

Both quantitative and qualitative data was collected for the four levels and will be reported on below.

The personal level

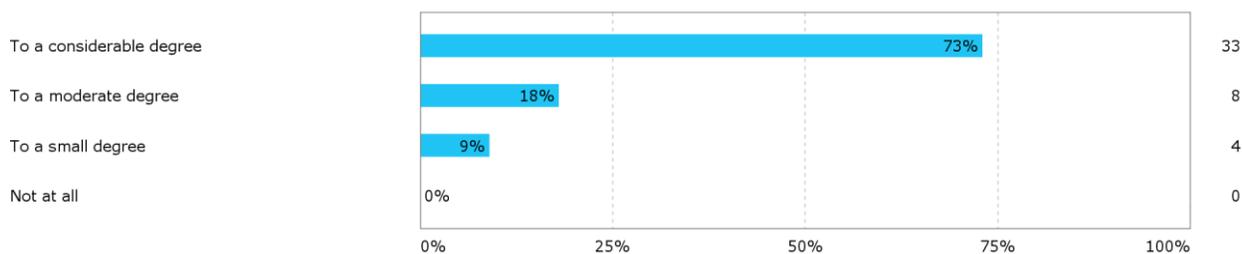
In the first part, partner representatives were asked how work within IntlUni had created awareness or change within themselves. While this personal level was not explicitly targeted in the aims and objectives

of the original project description, there may well be a direct connection between individuals and institutional impact and change; personal experience and the effect the project has had on partner representatives becomes a potential precondition for changes in their respective HEIs.

Question 1.1 Has IntlUni had an impact on you in general in terms of your awareness of issues and ideas concerning the multilingual and multicultural learning space?

As can be seen in figure 1, three out of four respondents (73%) say that this is the case to a considerable degree, and another 18% say it is the case to a moderate degree. This shows that, despite variations, the respondents' awareness of issues and ideas was very positively influenced in the course of the project.

Figure 1:



While some partner representatives are established experts and have extensive experience with internationalization, which “comes naturally” at their institutions, a number of others mention IntlUni as being an important new experience for them as was shown in many of the altogether 35 text comments, for example:

Being a part of IntlUni has greatly supported the development of my own thinking and understanding of the multilingual and multicultural learning space. It has particularly helped me to gain insights into contexts that are quite different from my own experience and has highlighted the breadth of diversity that exists in European higher education.

Two themes mentioned in the above comment – the opportunity to compare one’s own institution with others and the wide range of diversity observed in how the challenges of internationalization are met across Europe – were present in many of the comments, such as the following:

IntlUni has been an opportunity to re-evaluate my practice and to compare my work and experiences in the international university with others in similar and dissimilar environments around Europe.

Overall, then, the experience of IntlUni appears to have had a large impact on heightening the knowledge and awareness of partner representatives despite their diverse backgrounds, their personal experience and the contexts of the institutions in which they work.

Question 1.2 In the course of the past 3 years, approximately how many people in your HEI have been directly involved in the work of IntlUni? Approximately how many new contacts and working relationships have you made inside and outside of your institution due to your work in IntlUni?

The quantitative data in figure 2 shows the number of contacts made through the IntlUni project. In total, partners estimated that 274 people were directly involved with the work of IntlUni across all partner institutions, and that 431 new contacts were made outside of the IntlUni group. Figures 2a-2c also show that there is considerable diversity across the partner institutions; for instance, the average of 9.2 new contacts per respondent in figure 2b covers a span from 11 respondents answering 1-5 new contact to one answering 150 new contacts:

Figure 2a:

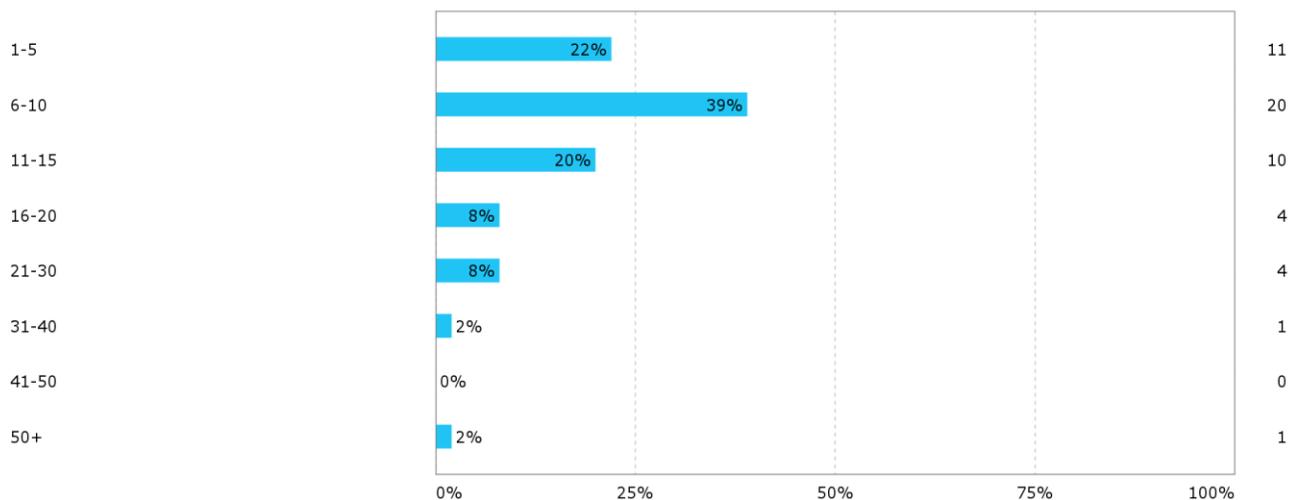


Figure 2b - average per respondent:



Figure 2c - average per respondent:



Finally, concerning new working relationships made within the IntlUni group itself, the qualitative data bear out the importance of these networking contacts:

People collaborating with IntlUni are open to discussions and eager to share information about the specific challenges they are confronted with in the teaching-learning process. Due to awareness raising and networking I have learned what is going on at partner universities. I have also established new contacts with partner representatives.

Furthermore, new contacts made within partner institutions because of IntlUni have led to further possibilities for applying the results of the IntlUni project:

I have gained access to key decision makers in my own HEI. I have accepted quite a few invitations to disseminate IntlUni aims, objectives and outcomes; this has led to other opportunities for collaboration: presentations, workshops, publications, new projects.

The power of contacts with people and institutions with varied experience should not be underestimated. These contacts allow practitioners to develop local solutions with reference to insights obtained in the wider IntlUni contexts.

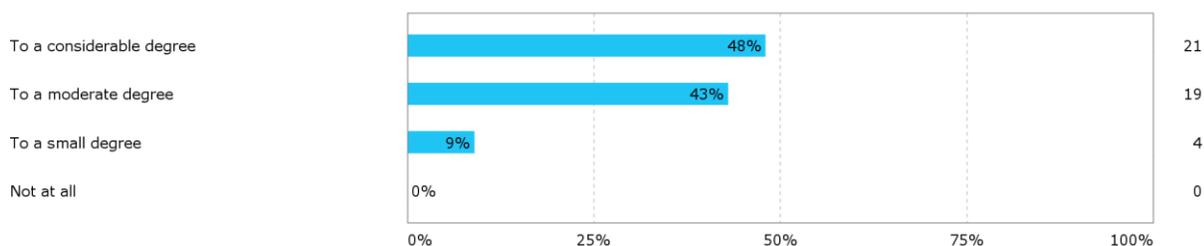
The classroom level

An important area of impact and change is the classroom. A set of three questions was reported on by partner representatives:

Question 2.1 Has your or others' awareness been raised concerning the issues of teaching and learning in the international classroom because of IntlUni?

The quantitative data in figure 3 shows that the vast majority of partner representatives noted changes on the classroom level to a moderate or high degree.

Figure 3:



These figures are reflected in the 33 comments to this question made by partners. These comments can be divided into three general groups.

First, a number of participants noted that while they were quite experienced already in this area, the IntlUni work carried out in their institution enabled them to generally raise the awareness of others:

It gives a wider perspective, so when preparing teachers for their work in international classrooms I can use examples from elsewhere (we are not the only ones who face these challenges) and be aware that my activity takes place within a wider context of policy (and lack of policy).

A frequent comment, also made here, is that the illustrative samples based on the experience of others can inform local practice, thus connecting local challenges and opportunities with those faced by others.

Second, many partner representatives mentioned that IntlUni had influenced them to see international students as a resource and opportunity, rather than a burden. This is seen in the following comment:

First, I started to perceive international students more as a resource. I see more value in all kinds of international exchanges, with benefits for all the sides of the exchanges, including the home students and staff.

Related to this point, several partner representatives commented on increased awareness concerning understanding, using and respecting the diversity that international students and internationalization bring to the classroom and the need for inclusiveness that this entails:

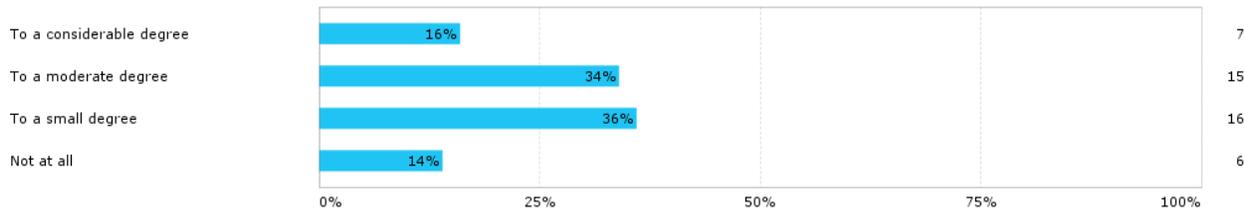
Yes, we are more attentive to didactic, linguistic and cultural differences, to making [the] university learning space more inclusive, to challenges and how other (more experienced) institutions deal with them.

Finally, partner representatives also mentioned specific key areas where their awareness of classroom issues had been raised. These were relevant for their local institutions and include areas such as the importance of maintaining high standards, the threat that English can represent vis-a-vis other less-well-known languages, management of the challenges of the multilingual and multicultural classroom, and the areas within individuals' own classroom practice that need to be improved.

Question 2.2 Because of IntlUni, have you or anyone else in your university started new initiatives or developments in the classroom?

Here the results are not as strong or as clear as the results concerning awareness raising. This may largely be due to the fact that the IntlUni project had not been completed at the time the impact and exploitation reports were submitted, and that the development of specific initiatives does indeed take time. This is shown in the quantitative data (figure 4) where only a few participants noted that IntlUni had influenced the starting of new initiatives to a considerable degree while the majority noted this to a moderate degree or less.

Figure 4:



In connection with this, it is important to recall the diverse contexts of internationalization across partner institutions; some institutions – but certainly not all – were able to implement changes rather quickly. However, in most cases, changes do take time and involve a coordinated response across various administrative levels as is shown in the following comment:

Yes, but... planning initiatives have thus far been piecemeal rather than networked across the institution. Once the principles and recommendations have been fully discussed within the Language Centre's Internationalization Working Group, it is hoped that representatives from across the disciplines and within the university hierarchy will be invited to rejoin, thereby making the Language Centre a focal point of sustainable, qualitative internationalization initiatives.

Nevertheless, in the 33 comments made by partners, quite a few initiatives can be observed. Several comments refer to how the contrasts between local academic and cultural expectations and those that international students bring with them may be taken into consideration. This is shown in the following comment:

First, I started to communicate academic requirements, course policy and standards more explicitly. Second, now I treat international students as a resource in my class and specifically refer to their perspectives and experiences. Third, I have added more international dimensions to my curriculum and teaching content as well as the learning outcomes.

Of further interest in this comment is the notion that internationalization can also mean adding an international dimension to the curriculum. Other comments also reflect on the need for including international students in the local classroom culture.

Finally, partner representatives noted some very specific changes in classroom practice; these include initiatives such as addressing student needs more clearly in the classroom, developing new teaching methodology, and making classes more student-centred, which are seen to be “slowly spreading over more courses”. One partner representative also indicated the importance of the IntUni examples of good practice in influencing the respondent’s own classroom practice:

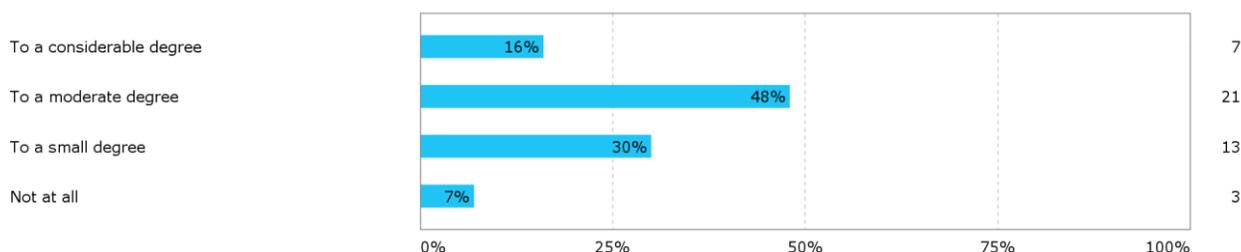
In my own teaching practice I have implemented some of the practices that were collected as examples of good practice from IntUni partner universities.

Again, it is worth reinforcing the point that examples from other partner institutions which can be developed locally have great value for activating change.

Question 2.3 Can you foresee potential changes being initiated in the classroom at your university due to the influence of IntlUni?

Due to the fact that the IntlUni project was only just nearing completion as the impact and exploitation reports were collected, the answer to this question can only provide some predictions about longer-term changes that are anticipated by the partners. The quantitative data bears out this possibility that the larger impact of IntlUni has not yet been seen. As can be seen from figure 5, while the majority of partners expect to see a moderate or considerable impact, more than a third only anticipate a small or no impact in classroom practices due to IntlUni.

Figure 5:



These findings are very much in line with the great diversity found across institutions where each partner university is indeed different and at different states of internationalization, and where partner representatives themselves have a different level of agency within their own organizations.

In spite of this diversity, comments from partner representatives to this question show that the impact of IntlUni may have a wide scope. For example, in the 36 comments made, a common response reflected on the potential for the IntlUni results and recommendations to be fitted into the processes of change that are currently underway at partner HEIs. For example, one partner notes:

IntlUni feeds into internationalisation activities and change-discussions which have been ongoing [here] for some time. There is no direct link between IntlUni and change here, but the project will become part of the landscape of influence and discussion which forms the background to change in this area.

IntlUni may thus play an indirect role in cooperation with already existing processes of change at the institutional level; or it may be part of changes happening within the entire educational system.

Other partner representatives emphasized the importance of examples in the process of change. One partner representative notes that “Thanks to IntlUni, these changes will be informed by the best practices found elsewhere.” Another one notes that examples of good practice will be inspiring on the short or long term. Again, it appears that examples of practice from other contexts can have a large impact. Furthermore, also mentioned as sources of change are the IntlUni Principles, which one respondent notes

will be used “as reference points next year to provide intercultural support materials to teachers and students”.

Several descriptions of specific potential changes in the classroom were noted by partner representatives. For example, one partner noted initiatives ranging from methodology for teachers, intercultural training for teachers and administrative staff, the development of testing schemes and the promotion of international curricula. IntlUni-inspired initiatives are indeed expected at quite a number of institutions.

Also mentioned quite frequently in the comments was the important role that the HEI administration plays in making new initiatives possible noting that it “depends on the action taken by the rectorate,” or that it depends “very much on whether we can get the university management to listen”. Another partner representative notes that after sharing the IntlUni final report with the director and vice president “certain initiatives can be taken throughout the university”. The comments make it clear that many initiatives in partner institutions depend on the participation of and cooperation with HEI administrators suggesting that a coordinated effort is indeed needed to affect institutional change.

Finally, one partner representative touched on the point that changes must be seen in a long-term perspective. Actions taken now might have a long-term effect across a given HEI:

Changes will happen but it will all take time. An example of this is that we are now developing partnerships between the different units involved in supporting teachers in didactic, intercultural and language skills. Furthermore, IntlUni has stimulated the discussion of an international focus (local addendum) to the University Teaching Qualification. This is a result of several projects, of which IntlUni is just one, but we see a trend of change in the culture of the university towards greater understanding and acceptance of the international classroom, and IntlUni is a contributing factor to this change in the culture of the university.

The above data suggest that the IntlUni project, including the initial questionnaire carried out, the collection of examples of good practice, and the development of the quality principles has had an impact not only in raising the awareness of those directly involved in classroom work, but also in wider circles of the HEIs. A number of initiatives have already been implemented, and there is a wide variety of anticipated initiatives which can be attributed the IntlUni project. As with the previous questions, this impact varies across partners and institutions depending on the degree of internationalization and the relative agency of the partner representatives involved.

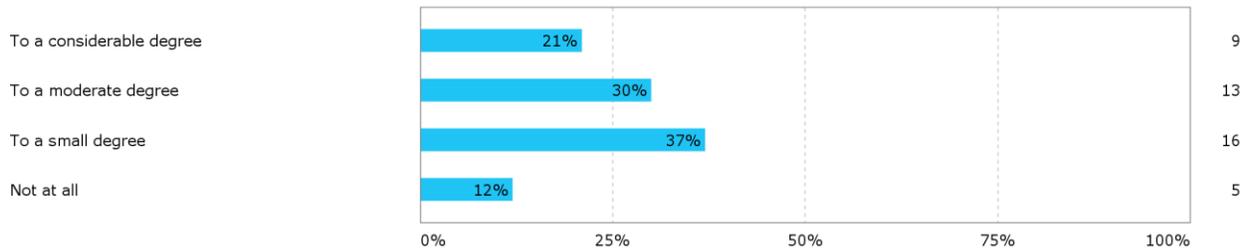
Beyond the classroom: the institutional level

The third part of the survey aimed to describe the impact of the IntlUni project on institutional changes. This part tried to identify changes at the organizational-conceptual level of the institutions taking part in the project. While partners were regarded as representatives of their higher education institutions as a whole, their particular spheres of influence might very well be limited to program, institute or faculty levels.

Question 3.1 Has awareness been raised concerning the multilingual and multicultural learning space due to IntlUni at your institution?

As can be seen in figure 6, the respondents felt that awareness at this level was raised to a moderate or small degree. The quantitative data does not give information on where specifically awareness has been raised, and the answers can alternatively refer to the university as a whole or to the level of faculty, department, programme or institute.

Figure 6:



When looking at the 31 comments made to this question, the diversity of the partner representatives and their individual agency to promote change becomes obvious. In order to raise awareness at the institutional level, the position of respondents in their institutions matters greatly, and agency is thus unevenly distributed. In the data, raised awareness is reported in different institutional units: a university board, universities, faculties, institutes, language centres or departments.

Some partner representatives feel that they have a limited range of influence. This is illustrated in the following quote:

It depends on how much of an influence we (The University IntlUni team) can have on the powers that be within the university. However, most faculties are autonomous and implementing policy across the board is not easy.

However, many answers show that awareness at the institutional level is perceived to be favourably influenced if high-ranking individuals within the hierarchy have been involved with IntlUni; and people at the governance level have clearly been reached in some partner HEIs. They range from people responsible for teaching, didactics, faculty development, international relations, and the international strategy, to upper management including Vice-Rectors or Rector's deputies. Moreover, some partner representatives are in a strategic position themselves and are able to directly raise awareness about the issues dealt with in the project, but whatever their positions are, respondents seem to agree – not surprisingly – that comprehensive change as a result of IntlUni need the involvement of high-ranking decision makers in the HEIs.

The diversity across the partner institutions is evident in this section as well. The openness of some HEIs to welcome the results of IntlUni is mirrored in the qualitative data; this group comprises HEIs that are at

an advanced stage of internationalisation as well as HEIs where internationalisation is a new phenomenon; in the latter case, IntlUni is playing a significant role in establishing this agenda at the university:

This is just beginning in the conversations that we are having right now concerning internationalization. For example, today we are considering admitting a group of foreign students and I was able to raise issues considering how we will support them both in terms of language and academic culture. Before, we would have considered these issues to be entire[ly] up to them.

Change processes are complex and need a framework within which these processes can develop; in this context, the IntlUni Principles can act as guidelines:

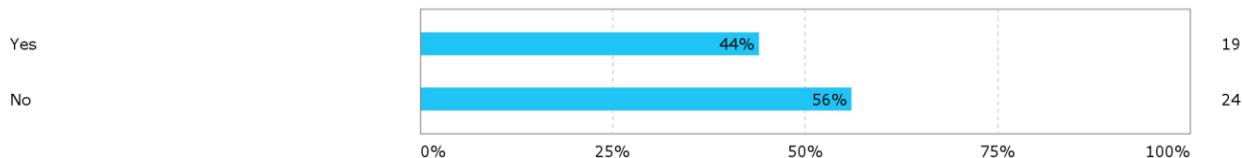
This is a large university and it takes time for awareness to spread. It remains a fragmentary process that we are seeking to influence through both top down and bottom up processes. The IntlUni principles are a reference point for the university, and a potential reference point for our faculty.

In their answers, partner representatives report a variety of factors that contribute to raising awareness at their institutions. The answers highlight the importance of reaching high ranked stakeholders in order to influence policies at the institutional level in very diverse settings. Changes in awareness are slow and IntlUni can help to provide a framework or a set of guidelines for the formulation of internationalization strategies.

Question 3.2 Because of IntlUni, have new initiatives or developments been started at your institution?

Partner representatives were asked to answer “yes” or “no” to this question, and as it can be seen in figure 7, there were slightly fewer positive than negative responses.

Figure 7:



The qualitative data comprise 27 comments. Some partner representatives report new initiatives because of IntlUni. These can be understood as examples of good local practice that mirror important aspects of the process of internationalization and can also act as models/case stories to be adapted to other contexts. These new initiatives address a range of different aspects:

- ✓ internationalization of the curriculum;
- ✓ the definition of clear learning outcomes;
- ✓ the revision of buddy programmes to better support international students;
- ✓ an increase in the number of international students accepted;
- ✓ the preparation of administrative and teaching staff for both incoming and outgoing students;

- ✓ plans for a language support centre for both staff and students;
- ✓ new initiatives in the area of language learning, e.g. increased number of classes, new structure of courses;
- ✓ work on the quality of teaching in an intercultural setting;
- ✓ conferences and seminars addressing internationalization and teaching in a foreign language;
- ✓ the development of a new internationalization strategy.

IntlUni provides a framework to measure the development of standards in internationalisation at the classroom level as they have been formulated in the IntlUni Principles. One HEI has thus undertaken research regarding the international classroom along these lines.

On institute level – [a] scientific cluster started a new research theme on the basis of IntlUni principles - to see if [the university] provides [an] inclusive learning space. The results will be used in [the] rectorate’s meeting and [at] seminars with EMI teachers.

At one partner institution remarkable changes have taken place due to IntlUni, which can be seen from several statements. The partner representative reports an increase of mobility in a language department, the establishment of an institution-wide practice to organise conferences and seminars related to “internationalization and teaching in a foreign language” and a push to intensify language training for administrative staff. The following quote illustrates a new openness towards international students prompted by the involvement with IntlUni:

My institution has accepted a 4-times bigger group of Erasmus Mundus students for the next year. This is thanks to our institution’s and teachers’ and my own, as mobility coordinator, increased readiness and preparedness resulting from IntlUni to handle a large group of students from remote countries. In general, my institution has been more open to international initiatives and more active in developing international contacts and working on the quality of teaching in an intercultural setting as a result of IntlUni.

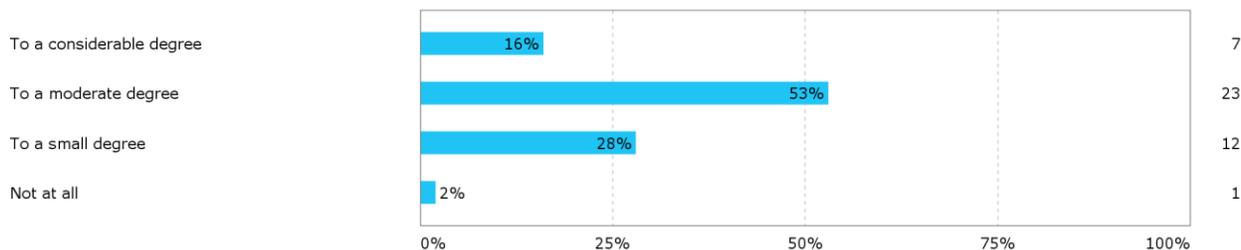
IntlUni serves as a framework or point of reference to look at projects not related to IntlUni at partner universities. In the text comments, reference is made to an international classroom project and a language and culture policy at HEI level. That is, initiatives already taking place where partner representatives are asked to offer advice because of their experience gained with IntlUni. Advice is, for example, requested regarding “English courses for lecturers of English as a medium of instruction”. Another partner representative has been asked to discuss the implementation of the HEI’s new internationalization strategy at different levels of the organization.

Some partner representatives do not report new initiatives, but more of them expect that by the end of the project, new initiatives will be initiated in their HEIs. The significance of the post-project phase is obvious. It is likely that after the publication of the IntlUni final outcomes, new initiatives will happen based on them. The initiatives already undertaken mirror good practice and good standards of internationalisation; institutional changes have been promoted at department and university level, and IntlUni has served as a reference framework for many initiatives and projects.

Question 3.3 Can you foresee potential initiatives being developed at your institution due to the influence of IntlUni?

As can be seen in figure 8, slightly more than half the partner representatives foresee potential initiatives to a moderate degree, and roughly every sixth partner foresees potential initiatives even to a considerable degree. These results show a predominantly positive impact, while also pointing out that some partner representatives are not so optimistic about new initiatives.

Figure 8:



The qualitative data comprises 36 comments. Generally, the partner representatives describe a rich mix of diverse initiatives that are to be developed at their institution due to the influence of IntlUni. Such initiatives cover the following topics:

- ✓ professional development/development of teacher training, especially supporting teachers addressing/coping with language issues; it is felt that young researchers who may teach through English for the first time need more teacher training;
- ✓ a quality assurance scheme and student surveys for all programmes taught in a foreign language;
- ✓ initiatives relating to the implementation of EMI-programmes are mentioned.

Obviously, initiatives such as workshops for teachers require funding, and one partner representative mentions this as a constraint; in some cases it is difficult to convince key stakeholders that this is necessary and should be prioritized.

Potential initiatives also address the preparation of staff and instructors for incoming and outgoing students and the potential creation of a language support centre for staff and students. These and other initiatives in relation to the international classroom suggest the need for further professional development for HE teachers.

Internationalisation in general is another topic that emerges from the comments. One partner institution plans to develop an internationalization strategy, and in this context the IntlUni principles will be discussed. Furthermore, internationalization of the curriculum through a richer methodology “expanding horizons and integrating internationalism, European and others” features prominently among the plans of another partner representative.

In order to facilitate a coordinated and proactive response to internationalization, one partner representative is thinking about instigating a debate at university level. The IntlUni recommendations would be provided to the people responsible for teaching and learning in order to support initiatives related to internationalisation. At another partner institution, IntlUni will serve as a framework for the implementation of a language policy, while yet another partner intends to use the examples of good practice gathered in the IntlUni project in his local context.

Partner representatives reflect on how change at the institutional level can take place. One partner representative expresses the idea that IntlUni can help him coordinate the approach of his arts department with that of other parts of the HEI, especially the science department that seems to be at a more advanced stage of internationalization.

One partner representative reports an institutional openness to implementing changes like this:

[For] the time being, there is a great interest in IntlUni, and we are awaiting final recommendations of the project to get colleagues and management reflect on the internationalisation process in our university and the development of our language centre.

In the impact and exploitation reports, partner representatives also stress that potential or current initiatives are not necessarily a direct result of IntlUni, but the work within IntlUni has served to confirm the quality of initiatives already started and has exerted a positive influence.

The legal context of HEIs varies considerably across Europe. There are statements reflecting how regional and national governments exert an influence on universities, making it difficult to determine the IntlUni influence:

Again, yes but ... There are institutional initiatives underway, but the direct influence of IntlUni is hard to quantify since there are manifold influences and language policy initiatives from national/regional government [that] often determine the need for change.

The aforementioned quote is in stark contrast with several statements from partner representatives at another HEI, who hope that the national ministry will implement the results of IntlUni across the board as the official way to go forward. It is obvious that exploitation of IntlUni results will vary according to institutional context and will have to take into account the given national or regional (legal) frameworks.

In conclusion, the initiatives foreseen address

- ✓ the development of professional capacities to improve teaching and learning in the international classroom;
- ✓ the use of IntlUni results to develop strategies for further internationalisation;
- ✓ the influence of regional and national legislation on the exploitation of the project results.

Finally, there seems to be a general optimism that the final documents and results will change awareness and the readiness to act on the institutional level.

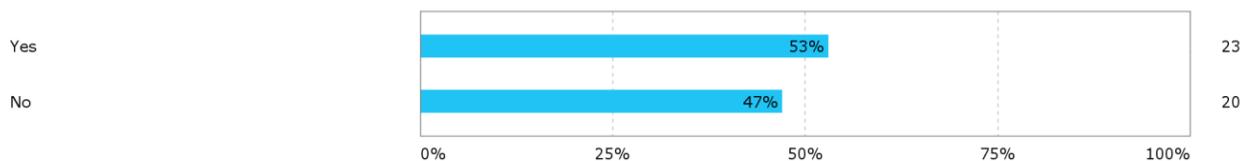
Wider networks and cooperation

In the final part of the survey the partner representatives were asked about their networking activities and further collaboration because of IntlUni.

Question 4.1 Have you, yourself or a colleague(s) become involved in new networks or other forms of collaboration as a result of your involvement with IntlUni?

The data in figure 9 show that 23 out of 43 respondents have become involved in new networks or other forms of collaboration as a result of their involvement with IntlUni. The 23 comments show a variety of ways to engage with colleagues and institutions.

Figure 9:



Some partners have started collaborating with professional bodies. For example, partners or their colleagues have become involved with the special interest groups of the European Language Council (ELC/CEL); other partners are involved with ICLHE (Integrating Content and Language in Higher Education) and with the ACA (Academic Cooperation Association). Some partners have submitted an application to the European Council for Modern Languages (ECML). Other projects seem to be underway as well.

IntlUni may help increase academic mobility of students and staff as one partner representative reports on plans to enter into a bilateral agreement with another HEI in IntlUni.

Furthermore, partner representatives from different partner institutions have been collaborating with each other. One partner representative contributed towards a quality seal for EMI teaching at a partner institution, while others jointly contributed to scientific journals, seminars, presentations or to international classroom workshops.

Several respondents stress the fact that IntlUni has resulted in many contacts across Europe, which are perceived to be useful and can lead to future initiatives. These contacts are seen at the same time as informal, but also forming a new strategic network. IntlUni has already prompted visits and invitations to universities and conferences.

Networking among colleagues is perceived to be invaluable and is expected to lead to opportunities for further collaboration after the end of the project. Partner representatives have been involved in previous projects with some of the same partner representatives who are now involved with IntlUni. This constant exchange of ideas is seen as a potential platform for creating new projects. Through IntlUni friendships have been established and partner representatives keep in touch.

Also within partner institutions, networking initiatives take place, as can be seen from the following quote:

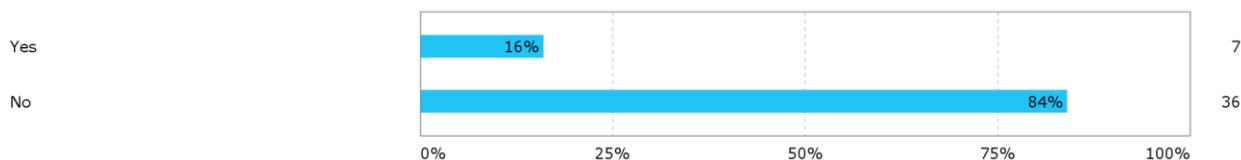
On university level I have established a network of teachers and administration involved in courses and programmes in a foreign language. In my institution I have expanded my network of collaboration on matters of internationalization.

In another partner institution the International Office now works more closely together with the centre for teaching and learning. These initiatives run parallel to IntlUni and have been partly inspired by IntlUni.

Question 4.2 Our work in IntlUni through dissemination of the aims, objectives or preliminary outcomes might have led others to start new initiatives. Are you aware of any such initiatives?

Less than one-fifth of IntlUni partner representatives affirm that dissemination about IntlUni has prompted others to start new initiatives as can be seen in figure 10.

Figure 10:



Eight comments were collected with regards to this question. One partner representative feels that future initiatives are still at the planning stage and that initiatives are not public yet. Another partner representative reports internationalising programmes in other departments at her university. Also for an HEI, which is not a partner institution, an international classroom initiative consisting of workshops and presentation of IntlUni results by IntlUni partner representatives is reported. One partner reflects on initiatives at different levels ranging from a PhD thesis at the individual level, a project at programme level, to an institutional network at the level of a partner institution. All these initiatives have used as input work carried out within IntlUni.

It is difficult to quantify the impact of dissemination and to establish the origin of new initiatives in a clear-cut way. Nevertheless, there is no doubt that dissemination of the aims and results will contribute to new actions. Along the same lines the coordinator of the project reminds us that in terms of impact and exploitation we are at the very beginning because these processes take time and a lot of dissemination is still happening, e.g. via the IntlUni final conference, the website and various other publications.

Conclusions

The partner impact and exploitation reports (survey responses) have illustrated the IntlUni impact on the personal, classroom and institutional levels, and they have made it possible to establish general trends, listed in the introduction to this report as the main messages in partner responses. In what follows below, these messages are illustrated by input to the impact and exploitation reports.

The impact and exploitation reports clearly show that IntlUni has created a heightened awareness of the diversity regarding internationalisation processes at partner institutions. Furthermore, the role partner representatives play within the internationalisation process varies considerably as does their ability to affect change. Even so, the student body with its linguistic and cultural diversity is increasingly understood as an opportunity rather than merely a challenge.

Local solutions are found at partner institutions to address the challenges and opportunities of the multilingual and multicultural learning space (MMLS) and the general internationalisation processes. The exchange of local solutions or good practices among partners has shown the potential for the adoption of practices and ideas in other contexts. Ultimately, solutions that were found to be successful in one context or even in the guiding principles, were also found to be valid across many other contexts when localized to meet the specific needs of each individual institution, program of study or classroom. The results of IntlUni can thus act as guidelines for successful internationalisation and high quality practice in the MMLS; the good practice examples and the IntlUni Principles are therefore considered invaluable in most partner institutions.

One very important point made repeatedly in the reports, is the need for further professional development of HE teachers and administrative staff. It is felt that courses should address the characteristics of the international classroom, including culture and language issues, and prepare lecturers to be able to perform well in the MMLS.

Partner representatives have extensively networked across institutions and within institutions. This has enabled them to exchange experiences and to gain valuable insights regarding best practice in the MMLS.

The IntlUni impact and exploitation reports have thus shown that there is already a considerable amount of initiatives underway in partner institutions. These initiatives show good practices and good standards of internationalisation and promote institutional changes aiming towards high quality learning and teaching in the MMLS.

The results of the IntlUni project can enable a coordinated and proactive response to internationalization within institutions if they act as a framework and as guidelines, reach high ranked individuals and if it is possible to generalize and leverage local practice. Many partner representatives feel that the exploitation of project results constitutes a huge opportunity to affect changes also after the end of the three-year project.

IntlUni partner institutions 2012-15

Representatives of the following higher education institutions have participated in the IntlUni project:

- Aarhus University, DK (IntlUni coordination and project management)
- Vienna University of Economics and Business, AT
- Vrije Universiteit Brussel, BE
- KU Leuven, BE
- Agricultural University Plovdiv, BG
- University of Lausanne, CH
- University of Cyprus, CY
- Charles University in Prague, CZ
- Freie Universität Berlin, DE
- University of Freiburg, DE
- European University Viadrina Frankfurt (Oder), DE
- Roskilde University, DK
- University of Copenhagen, DK
- University of Southern Denmark, DK
- Tallinn University, EE
- Pompeu Fabra University, ES
- Complutense University of Madrid, ES
- University of Jyväskylä, FI
- University Bordeaux, FR
- University of Szeged, HU
- Waterford Institute of Technology, IE
- Sapienza University of Rome, IT
- University of Trento, IT
- Vytautas Magnus University, LT
- University of Latvia, LV
- Radboud University Nijmegen, NL
- University of Groningen, NL
- Maastricht University, NL
- Oslo and Akerhus University College of applied Sciences, NO
- University of Warsaw, PL
- University of Minho, PT
- Babes-Bolyai University, RO
- Stockholm University, SE
- University of Ljubljana, SI
- Virtual University of Tunisia, TN
- Koc University, TR
- University of Essex, UK
- University of Southampton, UK



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