

BEST PRACTICES IN INTERNATIONAL EDUCATION

A report highlighting initiatives of:

- **The University of Arizona**
- **Dubai Knowledge Village**
- **Education New Zealand**
- **Griffith University**
- **Hessen and Queensland Departments of Education**
- **Leiden University**
- **The University of Tasmania**
- **Tübingen University**

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PUBLICATION NOTES

Release Date: 31 May 2007
Cover Design: Illuminate Consulting Group
Print: Jungle Printing, Palo Alto, CA

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FOREWORD

This report was created by ICG to accompany the Thought Leader Session on 31 May 2007 in Minneapolis on the occasion of the 2007 NAFSA Annual Conference.

The report has been compiled with the intention to illuminate current best practices in international education regardless of geography, institutional provenance, or thematic focus. Case studies therefore reflect a wide range of initiatives and experiences. Indeed, some case studies are only qualified success stories but were included because they offer larger insights into what is required to be a successful international education institution.

ICG would like to thank all individuals and institutions who contributed to this report as part of the case studies by agreeing to interviews, supplying data and information, and assisting otherwise.

Please note that the “About” sections in this report were authored by the institutions covered in the case studies.

Questions about the report itself should be directed to Dr. Daniel J. Guhr at ICG.

Daniel J. Guhr, Ph.D.
Managing Director

May 2007

CASE STUDIES

THE UNIVERSITY OF ARIZONA: RELYING ON QUALITY TO RECRUIT INTERNATIONAL STUDENTS

Summary

UA is a large public research-intensive university in the United States. In the past it easily attracted thousands of international students because of its reputation for high quality. The combination of 9/11 enrollment effects, insufficient resources for international recruiting and admissions operations, and the emergence of international competitors have resulted in UA losing nearly a quarter of its international enrollment since 2002. UA is currently exploring options to remedy the situation.

Point of Departure: Declining International Enrollments

Traditionally, UA has been one of the US' largest recruiters of international students (ranking 25th in total international student enrollments in 2005). In 2006, UA enrolled 2,297 international students. Despite these sizable numbers, UA finds itself in a challenging position. From 2002 to 2006 international enrollments declined by nearly one quarter. In contrast, the corresponding figures for the US show an enrollment decrease of only about three percent.

The principal reasons for UA's situation are threefold. First, traditionally strong sending countries, including Hong Kong, India, Japan, the UK, and China, have experienced substantial enrollment declines – more than 30 percent since 2002. Second, sending countries affected by post-9/11 visa issues exhibit strong enrollment losses since 2002: Enrollments from the UAE, Pakistan, and Indonesia dropped more than 60 percent. Third, important growth markets, such as China, India, and Vietnam, either have declined, have shown little growth, or contribute only small numbers to UA's international enrollment. UA thus underperforms both in comparison to the general trends in US international student enrollment and – even more pronounced – in comparison to global trends.

Enrollment Performance Drivers

UA has no comprehensive, university-wide recruiting strategy or central coordination of international recruiting efforts. Indeed, the overall institutional support for such activities is low. One reason is that UA's organizational structure is fairly devolved, so that many of the international recruiting activities originate from faculties and individual faculty members. In this sense, UA employs a classic bottom-up model.

A second factor is the public nature of UA. Many state universities in the US, including UA, face persistent pressure from their governance boards to focus on providing state residents with a reasonably priced undergraduate education. Postgraduate education faces less political pressure – partly because universities would not tolerate undue interference in this area – but also receives relatively less direct state financial support.

As a consequence, UA, like its peers in the US, has had to find extensive external funding for its research activities and postgraduate education programs. For example, UA is the leading recipient of research funding from NASA. In turn, funding opportunities for well-qualified

international postgraduate students tend to be substantial in international comparison, though of course not at the same level as some elite US graduate programs offer. As a positioning result, a program's or faculty's research reputation tends to dominate international recruiting efforts.

Perspectives

Vision

For UA, international recruiting is about supporting research quality, not about generating tuition revenue streams. This position is driven by two factors. First, tuition receipts from international students are not a prime motivation – if any – for international recruiting. Rather, UA tries to recruit talented international (postgraduate) students with competitive financial packages in order to allow faculty members to recruit students who can contribute to successful research funding applications.

Strategy

The absence of a coordinated and comprehensive international recruiting strategy has resulted in UA increasingly losing traction. International student recruiting patterns and trends clearly hint at larger positioning problems in many increasingly competitive recruiting markets. UA has begun to counter this development with still smallish recruiting efforts and attempts to create research-based partnerships (e.g., with China).

Outlook

UA's devolved, bottom-up approach to international recruiting – coupled with a lack of a distinct market position, proper resourcing, and a unified strategy to engage the decline in international enrollments – has resulted in UA losing critical international talent.

A critical test for UA's success in becoming more competitive both in relative and in absolute terms will be decisions that modulate or even break existing administrative and positioning patterns while allocating more resources to recruiting.

A sign of first success of multiple small initiatives is that after years of consistent and substantial decline, 2006-07 international enrollment figures are slightly up – albeit without the benefit of a concerted recruiting strategy.

Information

The University of Arizona's website can be found at www.arizona.edu. For further information on the case study please contact Dr. Kirk Simmons, the Executive Director of the International Affairs Division, at simmonsk@email.arizona.edu.

ABOUT THE UNIVERSITY OF ARIZONA:

The University of Arizona (UA) was established in 1885 as the first university in the Arizona Territory and holds the position as the only land grant institution in Arizona. The first classes convened in 1891 with 32 students, among which was the University's first international student. Now in its second century of service to the state, the UA is currently ranked 14th among public research institutions in the United States. The UA embraces a three-fold mission of excellence in teaching, research and public service. The annual budget of the University exceeds \$1,400,000,000, of which \$470,000,000 is dedicated to research.

The UA offers 334 fields of study at the bachelor's (123), master's (117), and doctoral (85) and first professional level (9). Student enrollment exceeds 37,000 with over 8,500 students enrolled at the post-baccalaureate level. The University comprises 18 colleges and 12 professional schools. The main campus is located in Tucson, Arizona, a city of 750,000 inhabitants, situated just sixty miles north of the Mexican border. A new branch campus of the UA College of Medicine is located in Phoenix, Arizona, and the UA South campus is located in Sierra Vista, Arizona.

Academic programs such as entrepreneurship, management information systems and pharmacy rank among the top ten in the United States. The College of Optical Sciences, the Department of Astronomy and the Department of Hydrology and Water Resources rank among the top in the world. The UA is number one in the nation in space science research. It is the first university to lead a NASA mission to Mars. The Phoenix lander is scheduled to launch in August 2007 and be operational on Mars in 2008. UA students with senior standing have the unique opportunity to operate equipment and cameras on the current Mars rover missions as a part of their undergraduate academic experience.

The UA has a long history of international engagement in teaching, research and student exchange. In 1952, the first international student advisor was appointed to assist a growing number of international students. For the 2006-2007 academic year the University enrolled over 2,400 degree-seeking international students representing 128 countries.

During the same period more than 1,600 UA students studied abroad, many taking advantage of exchange partnerships with 117 institutions worldwide. The University hosted over 750 visiting professors and research scholars from 85 countries during the most recent academic cycle. The latest survey of international activities found that more than 1,200 UA professors are engaged in some form of international teaching and research at institutions in a range of countries across the globe.

N.B. This description was supplied by the University of Arizona.

DUBAI KNOWLEDGE VILLAGE: DEVELOPING QUALITY TERTIARY CAPACITY

Summary

Dubai Knowledge Village (DKV) operates as a linchpin in Dubai's long-term plan to develop a knowledge economy. Since its inception in 2003, more than 200 education and training providers have settled in DKV, and student enrollments have grown to more than 9,000, with an enrollment goal of 14,000 students. DKV's development approach has been concerted, driven by commercial reasoning, and realistic in an environment in which disproportionate resource allocation has become commonplace.

Point of Departure: Developing Quality Tertiary Capacity

When founded, DKV was charged with both attracting human capital and retaining local students. The latter point is of substantial economic importance, as the Middle East has traditionally experienced a talent outflow in critical skills areas such as engineering and medicine, with negative consequences for regional innovation and business development capabilities.

Another driver for the development of tertiary capacity in Dubai has been the effect of 9/11 on mobility of Gulf States students into the United States. Compared to enrollment levels in 2000, about 40 to 55 percent fewer students were enrolled by 2005. DKV specifically aims to serve the needs of the region as an alternative destination.

DKV serves as an infrastructure hub and service provider for more than 200 organizations and individuals to create and disseminate knowledge. Quality control in general has been a main theme at DKV. One quality baseline requires that any university applying to DKV must fulfill specific quality standards, such as a rating in the Top 20 in its home country. Another requirement is that any branch campus has to demonstrate that its accreditation, syllabus, and teaching methods are identical to the home institution's.

DKV has been successful in recruiting students. In its first academic year, 2003-04, 2,500 students enrolled in DKV-based university programs. In the second academic year, that figure had risen to 6,000 students. In the third academic year, enrollment rose to 8,000. Once the new university cluster, Dubai Academic City, has been completed, about 14,000 students will be studying at DKV-based universities, of which 90 percent are expected to be international students. By 2010, the Dubai government aims to recruit more than 35,000 international students (in all educational categories) annually.

Building Brand Awareness

Since 2003, DKV has invested heavily in building a global brand. Brand-building includes leverage measures such as active participation through papers, presentations, and marketing presences at major educational conferences such as APAIE, AIEC, EAIE, Going Global, ICEF, and NAFSA. During 2006, DKV staff also visited approximately 30 universities in North America, Singapore, Australia, and the UK.

As a result of these activities, DKV has become a well-known participant in the international higher education landscape in countries with Anglo-Saxon education systems. DKV is also profiting from the generally increased educational attention paid to the Gulf region. At this time, however, DKV has not yet achieved a self-propagating, distinct, global education brand identity. Such an identity is the outcome of years if not decades of brand-building. DKV will likely require another decade to achieve a worldwide reputation.

Insights

Vision

DKV is an integral part of the Dubai government's 2010 Master Plan to shift its economy toward a knowledge-based economy. DKV is an ambitious venture, given the Gulf region's past lack of success in building and maintaining top-quality higher education capacity. The Dubai government was aware of this situation, as is evident from planning documents, and consequently devised a market-centric, service-oriented vision for DKV. This vision and its implementation have served DKV well so far.

Strategy

DKV has pursued an integrated, quality-focused, business-oriented human capital capacity development strategy. A stated goal is the region-wide training of a workforce for technology and service jobs. The Dubai government has floated the idea of issuing work permits on the basis of studies at DKV. DKV expressly has not pursued a research-led higher education build-out, nor has it built its brand through costly links with elite universities such as MIT or Cornell, though its two agreements with Harvard certainly fall into this category.

Outlook

DKV's long-term plan is subsumed under the rollout plan for Dubai Academic City, which is currently under construction. A future planning question is how DKV will balance the need for workforce training – which is a vocational or tertiary function – with its stated goal to develop into a high-quality academic contributor. Another planning issue is whether DKV will or should be able to meet Dubai's workforce and education requirements comprehensively, or whether it should focus on other development parameters.

Contact Information

The Dubai Knowledge Village website can be found at www.kv.ae. For further information on the case study please contact Dr. Kazim Ayoub, the Executive Director of DKV, at akazim@tecom.ae.

ABOUT DUBAI KNOWLEDGE VILLAGE

Dubai Knowledge Village (DKV), launched in 2003, places the Middle East on the map as a destination for learning excellence. Its one kilometer long picturesque campus provides a ready environment for a variety of knowledge-based entities including training centers and learning support entities. This thriving knowledge community was founded as part of a long-term economic strategy to develop the region's talent pool, to accelerate its move into a knowledge-based economy.

Benefits for Dubai Knowledge Village partners include 100 percent foreign ownership, 100 percent freedom from taxes, 100 percent repatriation of assets and profits and effortless visa issuance procedures. DKV also offers first-rate facilities for the use of its knowledge partners and their students including serene landscapes, a food court, sports grounds and a gym. Its partners include diverse nationalities such as Australians, Indians, Pakistanis, Iranians, Russians, Belgians, English and Irish. DKV has over 300 partners which include training centers, professional centers and HR companies. DKV is totally focused on professional training and learning support services.

Dubai International Academic City (DIAC)

Based on the higher demand on higher education, Dubai Knowledge Village has launched Dubai International Academic City (DIAC) located in the Dubai Academic City is the world's only Free Zone dedicated to higher education. A regional base for premier international higher education institutions, DIAC is the world's first dedicated tertiary cluster development. Spread across an area of 25 million square foot, the DIAC campus provides an environment of vitality and inspiration for students and faculty.

DIAC partners also enjoy special privileges like 100 percent foreign ownership, 100 percent freedom from taxes, 100percent repatriation of profits and effortless visa issuance procedures for students, faculty and staff. DIAC offers a self contained environment with world class facilities for recreational activities including restaurants, cinema, gym and sports grounds. A well appointed hostel accommodation provided within the campus allows for a well rounded educational experience.

There are currently over 20 international universities of higher learning from diverse regions including Australia, India, Pakistan, Iran, Russia, Belgium, UK and Ireland operating out of DIAC, catering to over 9,000 students. These include The University of Wollongong in Dubai, from Australia, Middlesex University Dubai Campus, from UK and S.P Jain Centre of Management Dubai, from India among others.

These institutions offer programs that range in duration from one year to four years. Major academic programs on offer include engineering, computer science, fashion and design, biotechnology, environmental studies, quality management and business management programs.

N.B. This description was supplied by Dubai Knowledge Village.

EDUCATION NEW ZEALAND: MARKETING A SMALL NATION

Summary

New Zealand has punched above its weight in international student recruiting, aided by a high-quality secondary schooling system and a relatively homogeneous, quality-oriented higher education landscape. Given the country's small size and remoteness, Education New Zealand (ENZ) faces persistent challenges to position New Zealand in an increasingly more competitive recruiting landscape. It has done so successfully by aligning domestic stakeholders and by developing a best-practice positioning approach.

Point of Departure: Finding Smart Approaches

New Zealand is a successful recruiter in the international education arena. Yet by comparison with most competitors, New Zealand is small and thinly resourced in both an individual and collective sense. Furthermore, New Zealand benefits little from the halo effect of internationally recognized brand names, and its international education offering is also driven by the nature and structure of education provision within the country.

Overlying this situation has been a national tourism promotion policy that tends to highlight qualities such as space, a green environment, and New Zealand as a recreational paradise. Although these are admirable sentiments, they do not necessarily suggest that New Zealand is also a sophisticated provider of high-end services such as education. Against this backdrop, New Zealand has to find smart approaches to build recognition as a choice education provider.

Re-branding Project

A specific, generic education brand for New Zealand has been seen as essential to aid international recognition of the country as a leading educator. The "New Zealand Educated" brand has been vested in ENZ since 2005. It will have to win the support of national educators, as they are critical messengers for the brand. It also has to be relevant to its target audience, and it must convey the way in which the country can respond to varying educational aspirations. Critically, it must be sustained by reality. A focus of the development, therefore, is to eschew the use of catch phrases, and instead to invest the words "New Zealand Educated" via imagery and commentary with a resonance and relevance that will differ across geographic and sector interests.

Alignment of Public and Private Policies

All educational institutions in New Zealand are granted relatively wide autonomy. Nevertheless, they have to conform to a variety of nationally mandated standards relating to areas such as quality assurance, curriculum, and pastoral care. Institutions in New Zealand are in large majority state owned as opposed to privately owned. In this respect, although they are individually autonomous, they have to respond to a variety of government policies. For the most part, international education operations are also the province of government-"owned" providers. The 1989 Education Act gives government-owned providers considerable latitude concerning how they can individually undertake and manage international education operations.

In this overall environment, the policy matrix across government departments and agencies is complex. The objectives of government stakeholders in areas such as education policy, trade development, foreign policy, and immigration policy all affect institutions. For ENZ to succeed, an effective alignment of public and industry policy is crucial, as is an alignment and connectedness among government stakeholders themselves. ENZ has worked with lead government stakeholders, such as the Ministry of Education and New Zealand Trade and Enterprise, to achieve a coherent responsibilities matrix that recognizes government and industry equally and that sets out relevant and agreed areas of responsibility in overall industry development.

Insights

Vision

The Vision of the International Education Industry is “New Zealand is an International Educator of Choice.” In pursuing that vision, ENZ recognized that both industry and national objectives have validity and must be convergent and mutually supportive, and that maximum progress can be best achieved by building trust, working together for progress, and developing connectedness and collegiality within both industry and government.

Strategy

The Education New Zealand strategy is a simple one – pragmatic progress. ENZ recognized that there are no silver bullets and that individual stakeholders on all sides will have objectives that are not always aligned but that nonetheless are imperatives for them. Building and maintaining a constructive relationship environment and prioritizing continuous engagement are at the core of ENZ’s strategy. In the global positioning of New Zealand in education, the strategy is again simple: to make New Zealand a destination of choice for people contemplating or involved in international education.

Outlook

A combination of national and personal aspirations, a commercialization of education, an increasingly connected and in many ways cosmopolitan world, a fast rate of change in what constitutes relevant education, and a bewildering global matrix of education policy development make education a fascinating environment. For a small country not to just stay abreast of education but to stay in front of it and be internationally relevant to it is a big challenge. But it is a challenge that ENZ is confronting in a concerted, cooperative, and thoughtful manner.

Contact Information

The Education New Zealand website can be found at www.educationnz.org.nz. For further information on the case study please contact Mr. Stuart Boag, the Director of Communications, at stuart.boag@educationnz.org.nz.

ABOUT EDUCATION NEW ZEALAND

Education New Zealand (ENZ) is the peak body for international education in New Zealand. It is an industry owned Trust, and is governed by a Board comprised of elected industry representatives. The Board is voted via an Electoral College comprising of identified sector bodies, with a voting power equivalent to the size of the sector.

Education New Zealand has the following mandated objectives:

- Advocate on behalf of the industry
- Generically promote New Zealand as an international educator of choice
- Manage collective industry resources (collected by Government via the Export Education Levy)
- Manage Government initiatives (such as International Scholarships and Innovation Funding)
- Provide communications input, support and advice both nationally and internationally

Education New Zealand has a permanent staff of 13 based in Wellington. It does not have offshore offices and staff, but in practice operationally tasks staff working for the Governments trade promotion agency New Zealand Trade and Enterprise under an innovative strategic services agreement and alignment of objectives.

ENZ does not have members as such. Education Institutions that are legally entitled to have international students are deemed to be 'members' of the ENZ Trust. They do not pay membership fees. This model was moved to in 2003/04, when the Government determined that its preference was to interface with a united industry through a single representative on macro industry matters, and that any industry body would have to demonstrate that it enjoyed a broad industry mandate if it was to be the chosen instrument for management of collective industry resources. Accordingly, sectoral support for Education New Zealand is independently audited on an ongoing basis to satisfy both Government and industry stakeholders that ENZ is acting with a strong collective mandate.

ENZ uses as its basic guiding document the Pan Industry Strategy developed in 2004 and updated during 2007 as the 'Industry Medium Term Statement of Strategic Intent'. Broad policy decisions are taken by the Board, whilst more operationally focused strategic decisions are informed by a comprehensive industry consultation process via task specific Industry Reference Groups covering promotion, research and professional development. Ad-hoc consultation groups are also convened around specific programs and developments (such as the brand evolution). An ongoing suite of e-communications, institutional/regional/sector specific visits and workshops and an annual International Education Conference convened by ENZ helps with both consultation and dissemination. Management of Government projects is undertaken via direct contracts with the Ministry of Education. A comprehensive program of marketing activities together with publications, collateral and e-based strategies (such as the portal website) are undertaken in support of the promotion outcome.

Whilst not a government agency, ENZ works very closely with key Government stakeholders including relevant Government Ministers to help drive alignment across policy priorities and to ensure that the priorities of industry are recognized and understood.

N.B. This description was supplied by Education New Zealand.

GRIFFITH UNIVERSITY: THE IMPACT OF BRANDING AND RANKINGS ON RECRUITING INTERNATIONAL STUDENTS

Summary

Griffith University has become known for delivering branded, commercially applicable degrees in innovative ways, thus attracting increasing numbers of international students despite the University's lack of a globally ranked position. This performance trend was turned on its head in 2006 after Griffith abandoned some of its branded degrees. A quick revision of this positioning mistake resulted in the University again experiencing international student enrollment growth.

Point of Departure: A Lack of Ranking versus Branded Degrees

Griffith University, located just south of Brisbane, is less than 35 years old. In 2005, more than 33,000 students were enrolled in Griffith's five campuses, including about 6,500 international students. Total staff headcount stood at 3,500.

Categorizing Griffith's academic performance in rankings requires a differentiated perspective. Griffith is not ranked in any of the major international research rankings (Shanghai, THES, *Newsweek*). This puts Griffith in a disadvantaged brand position with regard to the 16 other Australian universities ranked in the 2006 Shanghai ranking and the thirteen Australian universities ranked in the 2006 THES ranking.

Griffith, although not ranked internationally as an institution, is home to a number of well-regarded degrees, for example in the tourism, hospitality, and ICT fields. In this sense, Griffith recruits international students with branded degrees. The quality of these degrees is acknowledged by funding bodies (scholarships), agents (recruiting support), and subject-based rankings that amplify Griffith's own marketing and recruiting operations.

Recruiting International Students

Griffith is a very large recruiter of international students, with enrollments topping 6,500 in 2006. Given the importance of the financial contribution of non-Australian students to Griffith's budget – 20 percent of overall university income – it is no surprise that recruiting international students is an important strategic objective for Griffith.

Overall, Griffith has done well. International enrollment has increased substantially, from 2,545 students in 1999 to 6,548 students in 2006, while the share of international students increased from 10.6 percent to 22.5 percent. A number of sending countries – China, India, Japan, South Korea, Hong Kong, Canada, and the USA – saw both overall and relative sustained growth.

In 2006, the Top 5 countries of origin were all in Asia and accounted for more than 50 percent of all international student enrollment, up from a share of about 33 percent in 1999. This rise was almost exclusively based on the increase in Chinese students. In contrast, Norway and Sweden, which had accounted for more than 21 percent of international student enrollment in 1999, dropped to a combined share of less than six percent in 2006. Since 1999 Griffith's student body thus has become much more international, albeit less regionally diverse.

Griffith's international student enrollment growth rates until 2006 were higher than overall growth rates for Australia (Australia data in parentheses): 22.2 (15.6) percent for 2003, 18.0 (10.1) percent for 2004, 13.0 (7.4.) percent for 2005, and -0.1 (5.4) percent for 2006. In a sense, Griffith had been on a catch-up trajectory.

2006 marked a reversal of Griffith's past recruiting success. A principal reason for the decline was the change in degree titles Griffith instituted in 2005. For example, the well-known Bachelor of Tourism was re-titled Bachelor of Commerce (Tourism). The change confused both agents and funding bodies, who either withdrew or lessened their recruiting support. The change amounted to abandoning the branded, ranked degrees that Griffith relied on to position itself in the recruiting market. Without a clear brand position, Griffith suffered a steep decline in recruiting success.

Insights

Vision

Griffith's strategic plan for 2006-2010 states: "Griffith ... will be acknowledged as an outstanding university that combines the best university traditions and values with the innovation necessary for success." The strategic plan also reaffirms Griffith's goal of reaching Top 10 status in Australia by 2010. In light of existing performance data, this goal appears ambitious.

Strategy

Griffith has been well known for its expertise in recruiting international students. It positioned itself as an innovative and flexible provider in an attractive, semi-tropical location. This message contributed to Griffith's initial recruiting success in Sweden and Norway.

On the other hand, Griffith built strong positions in a number of medium-sized – and less competed-for – markets, such as Canada, Japan, Taiwan, and Zimbabwe. Griffith thus pursued a strategy of recruiting in generally well-performing markets while establishing strong recruiting positions in some less-competed-for markets as well as niche markets such as Zimbabwe.

Outlook

Griffith's 2006 enrollment numbers stand in contrast to the overall trend in Australia, which saw an increase of about five percent. Griffith reversed course and re-instituted the well-known degree titles of pre-2005. International enrollment figures for 2007 are up again, hinting at the success of this measure while underscoring the need for a well-defined brand position.

Information

The Griffith University website can be found at www.griffith.edu.au. For further information on the case study please contact Mr. Chris Madden, the Pro-Vice Chancellor International, at c.madden@griffith.edu.au.

ABOUT GRIFFITH UNIVERSITY

Griffith University, established in 1971, is one of Australia's leading universities. It has over 3,200 teaching staff, and 34,000 students including more than 7,000 international students from over 114 nations.

Griffith University is the ideal location to combine study with a great lifestyle. With five campuses in the dynamic Brisbane-Gold Coast region you have ready access to capital city social, cultural and recreational facilities and the attractions of the State's top surfside tourist destination. The university is also proud to claim Australia's largest music school, the Queensland Conservatorium, and Queensland's oldest art institution, the Queensland College of Art. Study in a clean, secure and attractive environment. Enjoy the friendly community atmosphere, access the first-class facilities and wide course choices of this major government-funded university.

Griffith University offers more than 500 undergraduate and postgraduate courses including: Intensive English Language courses; Pathway Programs (Foundation and Postgraduate Qualifying Program); Asian and International studies; Aviation; Commerce/Business; Creative Arts (Theatre, Writing, Animation, Graphic Design); Dentistry and Oral Health; Education, Applied Linguistics; Film & Television Production; Fine Art and Photography; Health, Nursing, Psychology, Leisure; Humanities, Journalism, Communications; Information Technology, Multimedia; International Business/Banking & Finance; Law, Criminology and Criminal Justice; Marine Biology, Wildlife Biology and Ecotourism; Medicine and Pharmacy; Music and Music Technology; Physiotherapy and Exercise Science; Science, Environmental Sciences, Engineering; Tourism and Hotel Management.

The International Office has dedicated international student advisors who provide: Pre-departure information, an international student orientation program and support during orientation, on-going social, personal and welfare support; and a farewell program on completion of studies.

University services and facilities include: Academic support, accommodation, bookshops, campus security, clubs and societies, child care services, computer laboratories, counseling – careers and employment, disabilities services office, food outlets, legal service, library and computing services, medical and health services, recreational and sporting facilities, religious/spiritual advice, and studio facilities.

Griffith University manages and endorses a number of scholarships for postgraduate students. The majority of these scholarships are for Research Higher Degree students and vary in terms of eligibility, length and benefit.

N.B. This description was supplied by Griffith University.

HESSEN AND QUEENSLAND DEPARTMENTS OF EDUCATION: HESSEN AND QUEENSLAND UNIVERSITIES

Summary

The Hessen-Queensland Agreement is one of the few examples of successful, self-sustaining state-to-state educational exchange agreements. Now in its third operational year, it covers more than eighty students as well as administrators and academics. The close alignment of stakeholders in both Germany and Australia has resulted in an unusually deep degree of international cooperation in pursuing exchange initiatives and activities.

Point of Departure: Creating a Structure for a State-to-State Exchange Framework

The cooperation between universities in Hessen, Germany, and Queensland, Australia, is one of the most active international education agreements at a state level. The agreement itself is supported by the Department of Education, Training, and the Arts, Queensland Government, and the Ministry for Higher Education, Research, and the Arts, Hessen Government (HMWK). The agreement includes all institutions of higher education in the states of Queensland and Hessen.

The Hessen-Queensland Agreement goes back to March 2002, when a group of senior academics and international directors from Hessen met with senior management from Queensland universities to explore establishing a state-to-state relationship. Their visit was prompted by a significant number of bilateral agreements that already existed in general, and the relationship between Queensland University of Technology and Fachhochschule Frankfurt am Main in particular. The latter served as a catalyst for the discussion of an umbrella arrangement.

The Hessen-Queensland Agreement was signed in September 2002 by the vice-chancellors or presidents of participating universities to promote opportunities for the exchange of students and staff. The progression to the current agreement grew out of recognition of the benefits of establishing a state-to-state relationship to enhance mutual engagement.

The broad objective of the agreement is to promote cooperation in teaching, research, and service to the community through exchange of students, staff, and knowledge. A Hessen-Queensland Universities Group was formed to implement mutually agreed programs. Program activities include exchange of students; exchange of academic staff (faculty); exchange of technical and administrative staff; exchange of academic materials; joint research and publications; joint organization of conferences, seminars, and other academic meetings; joint organization of special technical or administrative programs; and joint production and delivery of courses and programs.

In December 2005 a Queensland delegation traveled to Hessen to meet their counterparts. The visit included a meeting of the ministers of education, as well as the signing of the Implementation Protocol. In March 2007 a senior delegation of presidents, vice presidents, academics, and international directors from Hessen visited and toured Queensland universities to discuss further engagement, particularly on research.

The Agreement in Numbers

From 2004 until today, the program saw an active, annual exchange of 36 Hessen-to-Queensland semester students and 46 Queensland-to-Hessen summer program students, which is almost full capacity. Barriers to growth in the numbers of Queenslanders studying in Hessen in regular semester-based programs include the cost of living and limited availability of courses taught in English. One approach to address this issue has been to offer internships in Hessen-based companies, though the positions available – currently three internships – are limited.

In 2007 the program will see another exchange. Two Queensland administrators will go to Hessen to report on internships, and Hessen administrators to Queensland to study student services. Faculty exchanges – driven by the institutions themselves – have profited from the structure of the framework introduced by the agreement.

Insights

Vision

The agreement focuses on organically developing relationships through a broad governmental treaty framework. Its vision is to solidify, expand, deepen, and develop the relationships between Hessen and Queensland universities, with a clear focus on mobility of students, researchers, and staff.

Strategy

The agreement was put into place and now operates as part of a multi-institutional framework agreement. By building on existing institutional relationships, the departments assured themselves of genuine participant interest. Universities in both states profit from the departments' leadership in having created and now maintaining this framework.

Outlook

Important success factors have been the active support of the agreement by principal stakeholders in both Hessen and Queensland. As long as these stakeholders endorse and develop the program, it stands to reason that success will continue. Given the organic nature of many initiatives under the agreement, it seems likely that the program eventually will attain a self-propelling dynamic.

Contact Information

The Hessen and Queensland Universities website can be found at www.queensland.hessen.de. For further information on the case study please contact Ms. Laurel Bright, the Head of International Services and Programs in the Queensland Department of Education at laurel.bright@deta.qld.gov.au, or Ms. Erika Müller-Blaß, the Director of International and European Affairs in the Hessen Department of Education at e.mueller-blass@hmkw.hessen.de.

ABOUT HESSEN AND QUEENSLAND UNIVERSITIES

The objective of the Hessen-Queensland Program is to implement the collaboration between institutions of higher education in the states of Queensland, Australia and Hessen, Germany. The intention is to promote the exchange of students and staff between Queensland and Hessen. It is supported by the Ministry for Education, Queensland Government and the Ministry for Higher Education Research, and the Arts, Hessen Government.

Under the Hessen-Queensland Program Queensland students are offered the opportunity to study at a university in Hessen for one or two semesters. The students gain experience in studying and living in Germany and have the chance to give their studies a European dimension. Courses held at Hessen state universities are free of charge to Hessen and international students except of fees for welfare services and regional public transportation (Semesterticket). The program does not provide for travel, visa, medical and living expenses in Germany.

Hessen has twelve state institutions of higher education, comprising five universities, two art academies and five universities of applied sciences (Fachhochschulen). They are all participating in the Hessen-Queensland Program. The courses are taught in German, however an increasing number of universities offer courses taught in English.

Participating Hessen universities are: Fachhochschule Darmstadt, Technische Universität Darmstadt, Fachhochschule Frankfurt am Main, Johann Wolfgang Goethe-Universität Frankfurt, Hochschule für Musik und Darstellende Kunst Frankfurt, Fachhochschule Fulda, Justus-Liebig-Universität Giessen, Fachhochschule Giessen-Friedberg, Universität Kassel, Philipps-Universität Marburg, Fachhochschule für Gestaltung Offenbach am Main, and Fachhochschule Wiesbaden.

The participating Queensland universities are: Australian Catholic University, Bond University, Central Queensland University, Griffith University, James Cook University, Queensland University of Technology, the University of Queensland, the University of Southern Queensland, and the University of the Sunshine Coast.

The academic year in Hessen starts with the winter term in October. Semester dates of universities (Universitäten) are:

- Wintersemester (WS): Mid October until end of February
- Sommersemester (SS): Mid April until end of July

Semester dates at universities of applied sciences (Fachhochschulen) are:

- Wintersemester (WS): Beginning of October until mid February
- Sommersemester (SS): End of March until mid July

The Hessen International Summer Universities (ISU) will take place between June and August. ISU classes are taught in both English and German with mandatory German language classes at all levels.

N.B. This description was supplied by Hessen and Queensland University.

LEIDEN UNIVERSITY: TUITION-BASED COMPETITION

Summary

Leiden is considered one of Europe's leading universities. Like most continental European universities, it charged little or no (doctoral level) tuition in the past. Over the past couple of years, Leiden has engaged in a comprehensive re-positioning exercise. A core pillar has been the alignment between brand, quality, and international tuition fees, resulting in Leiden bracketing itself at substantially raised tuition fee levels with peers such as King's College and the University of Melbourne.

Point of Departure: Quality, Ranking, and International Positioning

Leiden, The Netherlands' oldest university, is considered a leading research university. In 2006, all three major international rankings (Shanghai, THES, *Newsweek*) placed Leiden between ranks 72 and 90. Leiden's focus on English publishing and teaching – Leiden switched more than five years ago to English at the Master's level – has benefited the university in all rankings. Today Leiden offers the most English-language degree programs in Europe outside the UK.

Leiden has become well known for its proactive and public approach to internationalization. For many years, international staff at Leiden extensively presented at international conferences and assumed leadership in international associations. As a result, Leiden has become an acknowledged thought leader in international higher education.

Leiden's international positioning strategy is driven by quality considerations, as well as to some degree by income considerations, mainly from non-EU students. In this regard, Leiden pursues international recruiting policies similar to leading UK universities, such as the LSE. Leiden is also pursuing a holistic, academically driven approach to international recruiting. Examples are the active pursuit of agreements with governments and scholarship organizations as well as recent attention to creating an international alumni network.

Tuition-based Competition

Tuition-based competition is a centerpiece of Leiden's international recruiting efforts. Tuition-based competition is a concept based on aligning brand status with published tuition fees as well as funding opportunities. In the past, Leiden, like most other continental European universities, charged international students comparatively low fees.

After extensive analysis by the International Office, Leiden set international student (non-EU) annual tuition fee ranges between USD 14,500 and 21,300 for Master's Degree programs. An important consideration was to peg pricing at a level supported by Leiden's brand, but also relative to pricing levels chosen by competitors.

In a general tuition fee analysis ICG conducted, the Universities of Arizona, Leiden, and Melbourne as well as King's College were identified as Leiden's peers on the basis of their status as high-quality research universities, their international student enrollment levels, and their close ranking in the 2006 Shanghai ranking (Leiden = 72, Arizona = 76, Melbourne = 78, King's College = 83).

From this analysis, five learnings emerged. First, domestic tuition fee rates differ substantially among these four universities. Professional degrees in the USA (e.g., Arizona) tend to be substantially more expensive than in other regions, especially Europe.

Second, universities that have focused on tuition income for a long time show elevated domestic tuition fee levels for non-professional degrees (e.g., King's College and Melbourne) relative to either public land grant universities (Arizona) or "late-comers" (Leiden).

Third, international tuition invariably exceeds domestic tuition. The analyzed spread (not including medicine) is 2.5 for Arizona, 3.2 for King's College, 3.9 for Melbourne, and 8.4 for Leiden (2006). The spread level itself is of course driven by the domestic tuition levels and in this instance the freedom or lack thereof to set domestic tuition rates at the institutional level.

Fourth, notable differences in the approach to international tuition fee levels emerge. Arizona's international tuition rates, with the exception of law, tend to be far more modest than the other three universities' rates. This difference is based on the talent acquisition focus at Arizona and a lack of an income-based recruiting approach. By contrast, both King's College and Melbourne seem to attempt to extract maximum purchasing power from international students.

Fifth, Leiden seems to have pegged the pricing of its graduate programs for international students rather well to its brand position. Its tuition rates are always lower than rates at King's College and Melbourne, but they exceed non-professional international tuition rates at Arizona.

Insights

Vision

Leiden's vision is driven by its aim for recognition as an internationally well-regarded, research-intensive university in Europe. Leiden's self-imposed focus on Europe is noteworthy, as many of Leiden's peers proclaim a global agenda. Leiden, in contrast, seems quite focused.

Strategy

Leiden is pursuing its vision through emphasis on specific science and research areas of international excellence, a focus on collaborative relationships, talent acquisition measures, and the pursuit of a long-term, academic quality-based brand build-up.

Outlook

Leiden has increased the intake of international students over the last couple of years. Applications for master's degree programs have risen especially sharply: Increases have run at 25 percent in 2005/06, 20 percent in 2006/07, and 48 percent for 2007/08.

Contact Information

The Leiden University website can be found at www.leiden.edu. For further information on the case study please contact Dr. Robert Coelen, the Vice President International, at r.j.coelen@leidenuni.nl.

ABOUT LEIDEN UNIVERSITY

Leiden University is the oldest university in the Netherlands. It was founded in February 1575, as a gift from William of Orange to the citizens of Leiden who had withstood a long siege by the Spaniards, thus saving the entire region from Spanish occupation. It was the first university in the Netherlands where freedom of belief and religion was practiced, as reflected by the university's motto, Praesidium Libertatis, Bastion of Liberty. In this atmosphere of freedom of speech, philosophers like Spinoza and Descartes were able to develop their ideas.

The university has nine faculties: Arts, Archaeology, Creative and Performing Arts, Law, Leiden University Medical Center, Mathematics and Natural Sciences, Philosophy, Social and Behavioral Sciences, and Theology. The Faculty of Creative and Performing Arts was established in collaboration with the College of Higher Education of Fine Arts, Music and Dance in The Hague.

The faculties offer almost a hundred Master's Programs, most of which are taught in English. The Master's Programs at Leiden University distinguish themselves by the strong relationship between education and research. The broad range of topics in the Master's Programs provides students with an opportunity to study almost every conceivable aspect of their subject.

Leiden University does not have a central campus but is woven into the city itself. University buildings can be found in different locations in the city, especially in the middle of the old centre and close to the Rapenburg, a beautiful Leiden canal on which banks the university began. The university's main library, with two million books and fifty thousand magazines (of which 4,000 are in digital form), is also located close by.

Every year, international students from all parts of the world choose to study at Leiden University. In this way we do our part in improving international knowledge exchange and stimulating understanding, tolerance and respect for each other's cultures.

Leiden, with its 117,000 inhabitants, is conveniently located in the political, cultural and economic heart of the Netherlands. Amsterdam, Rotterdam, and Utrecht are half an hour away by train; The Hague lies at a mere fifteen minutes distance. The North Sea, with its scenic beaches and sand dunes, is only eight miles to the west of Leiden and is easily accessible by bus or by bike.

Some 17,000 students, of whom about one-tenth come from abroad, and 4,000 staff members of the university make Leiden a very lively and entertaining place and a true student town. It is a beautiful and historic municipality with many 17th century houses; its city centre is criss-crossed with boat-lined canals, which are bordered by red brick roads. Leiden has a wide range of delightful cafés, as well as a variety of international restaurants. It is also a museum city, boasting a total of twelve museums. In short, Leiden is a small and friendly town, but with all the conveniences of a large city.

N.B. This description was supplied by Leiden University.

THE UNIVERSITY OF TASMANIA: STRATEGIC TALENT ACQUISITION

Summary

The University of Tasmania is a small yet well-regarded research university. At a central level, it has narrowed its active international recruiting to a few Asian countries and based its position on a low-cost value proposition. In contrast, the Faculty of Arts has taken a “strategic talent acquisition” approach that focuses on quality, networks, and research links with Europe and North America. Recent enrollment gains from North America have already partially validated this approach.

Point of Departure: Challenges to International Student Recruiting

UTas finds itself in a challenging position. Tasmania is the state with the lowest per capita income in Australia. The absence of strong industrial, financial services, or technology companies makes the acquisition of private research sponsorship difficult. UTas continues to fight the outflow of young Tasmanians, who move to the major mainland cities.

The number of international enrollments at UTas has risen notably over the last 15 years, accounting for about 18 percent of all enrolled students in 2006. But the distribution of international students has remained heavily centered on Asia. UTas struggles with three factors that affect its international recruiting. First, Tasmania is not a destination for students seeking the typical Australian lifestyle experience. Second, UTas cannot compete with the financial resources of leading Australian universities. Third, UTas does not carry the brand prestige of Australia’s leading universities.

As a result, the International Office at UTas has positioned the university on comparably low tuition costs and low cost of living, especially in the vital Asian recruiting markets of China, Malaysia, and Singapore. The reliance on Asia as the dominant recruiting region has raised questions with regard to the sustainability of this approach, not least because of the university’s strong research relationships with Europe and the US.

Strategic Talent Acquisition at the Faculty of Arts

In 2007, the Faculty of Arts began a strategic talent acquisition project. In the past, the Faculty has recruited a comparatively small share of international students: only 142 of a total of 3,143 students hailed from overseas (2005 data). The Faculty’s 4.5 percent international student enrollment compares unfavorably to 17 percent for the university as a whole and, for example, 43 percent for the Faculty of Business.

Given the Faculty’s diverse academic profile, it is not surprising that its strong international recruiting markets deviate from the University’s main international student recruiting markets. Moreover, the Faculty’s distinct recruiting needs have not been well supported by the International Office’s focus on Asia. The Faculty thus was forced to define a specific recruiting strategy focusing on markets populated by students interested in the subjects the Faculty offers.

The aim of employing a strategic talent acquisition approach therefore was threefold: First, to gain visibility into promising international recruiting markets that are currently neglected or under-served (market intelligence). Second, to enable the Faculty to act on this information by rolling out targeted marketing and recruiting activities (go-to-market plan). These activities will center on using faculty members and their international relationships as well as alumni in principal target regions for recruiting purposes. Third, the Faculty aims to reap the financial benefits from increased enrollment of international students while, as a side benefit, improving the quality of its student body and deepening its relationships with international partners (investment and quality rationale).

Insights

Vision

The University's strategic direction and vision was defined in the 2003 EDGE plan. It realistically positions the university in select strong science and research areas while building on a variety of local, national, and international networks and communities in light of limited financial resources. Recruiting talented international students is a critical – albeit not well supported – component of this vision, and the Faculty of Arts' Strategic Talent Acquisition project supports the overall strategic objectives of UTAs.

Strategy

A talent-focused recruiting approach is a deviation from common practices at UTAs, especially with regard to the International Office. Therefore, the Faculty of Arts has developed an approach that builds on its specific academic strengths, existing faculty networks, targeted international marketing activities, and alumni. This approach is underpinned by a low-cost, leverage-based approach.

Outlook

The Faculty of Arts will roll the Strategic Talent Acquisition project out over the course of the 2007/08 recruiting cycle. The focus on Europe and North America has already been validated by strong increases in US students enrolling. Overall results are expected to become evident in the fall of 2008.

Contact Information

The University of Tasmania's website can be found at www.utas.edu.au. For further information on the case study please contact Ms. Tracey Thomas, the Faculty Manager of the Faculty of Arts, at tracey.thomas@utas.edu.au.

ABOUT THE UNIVERSITY OF TASMANIA

The University of Tasmania

Tasmania is Australia's stunningly beautiful island state. Founded in 1890, the University of Tasmania is one of the oldest Universities in Australia; offering world leading sciences, a creative art and music environment and a wide choice of interesting subjects in many fields of undergraduate and postgraduate study, including oceanography, the environment and Antarctica.

The University is ranked in the top 10 universities in Australia for research and boasts links with 20 specialist research institutes, cooperative research centres and faculty based research centres; all of which are regarded as nationally and internationally competitive leaders.

With a student population of 16,000, including approximately 2,000 international students and 1000 PhD students, the University offers an encouraging and collaborative environment for a study abroad experience. Class sizes are generally small and lecturers and tutors can be consulted without difficulty. The University offers a pleasant, enjoyable natural environment for study.

The University has two campuses for Study Abroad students to choose from - one in Hobart and the other in Launceston. Both campuses are set in beautiful landscaped grounds a few kilometers from the city centre and most students are able to live within walking distance of their campus. Tasmania is a place of natural beauty. The magnificence of the high country is reflected in the jagged mountain peaks, pristine lakes and raging rivers. The East Coast, with its brilliant white beaches and aqua blue water, will simply stun.

The Faculty of Arts

The Faculty of Arts consists of ten Schools encompassing the Humanities, Social Sciences and Creative Arts. It offers a broad range of flexible undergraduate and postgraduate programs in an academic setting that draws on outstanding natural landscapes, fascinating historical sites and lively social activity. During their studies, students can also choose to participate in activities that place them at the centre of contemporary life: they can engage in lively debate in a local philosophy café, develop skills in a community radio station, broaden their horizons with an overseas study exchange, and be stimulated by poetry festivals, theatre and music performances and topical visual art exhibitions.

Particular highlights in teaching include small class sizes with easy access to academic staff, a world class Journalism and Media Laboratory, personal studio space for students of the creative arts, a music concert hall, high-tech language laboratories and close teaching links with local industries and the community including internships.

The Faculty has a strong research focus. In 2007 it was awarded the highest ever recorded grant for Liberal Arts in Australia. Research strengths are in areas as diverse as criminology, mental health, environmental regulations, regional security, medieval history, narrating convict lives, music composition, linguistics and applied ethics.

N.B. This description was supplied by the University of Tasmania.

TÜBINGEN UNIVERSITY: A NETWORK APPROACH TO INTERNATIONAL RELATIONSHIPS

Summary

The Tübingen Family Meeting (TFM) is a prime example of a focused, network-centric approach to deepening international relationships, both between Eberhard Karls Universität Tübingen and its partners and between the university's partners themselves. The TFM, now in its 17th year, has shown remarkable staying power while spawning other networks and embedding Tübingen in a global knowledge society.

Point of Departure: Networking in a Knowledge Society

Universities are part of a globally networked knowledge society as well as drivers of it. Being a part of this knowledge society differs from the higher education partnerships that formed the backbone of international relations in the past. New approaches are required. Business as usual is unlikely to offer continued success. Operating as an active player within the knowledge society thus requires new ideas to remain relevant.

Tübingen, by bringing together its institutional partners annually, developed a model where it not only connects with its partners, but also encourages its partners to connect with each other – in effect facilitating the development of new networks.

Tübingen Family Meetings – A Creative Way of Networking

A core feature and vital asset of the TFM is rooted in the location of the meeting. Members of partner institutions of Tübingen are invited annually to the Heinrich-Fabri-Institut in Blaubeuren. Blaubeuren is a small town of approximately 12,000 inhabitants, about 50 miles east of Tübingen. The institute was founded to promote education among women working in a rural environment; the school buildings were eventually taken over by the University and turned into a conference center.

The conference center itself was named after Heinrich Fabri, an abbot at the local Benedictine monastery between 1475 and 1495. Fabri was a crucial figure in the university's history, serving as the papal envoy to Rome to receive the permission of Pope Sixtus IV for the foundation of the University. Today the Heinrich-Fabri-Institut is designed to serve interdisciplinary academic exchange. It is used as a forum for seminars, conferences, and language courses for international students.

The secluded setting of the Heinrich-Fabri-Institut – nobody can easily leave for another venue after a seminar or discussion – fosters intense study and exchanges, making it an ideal setting for the TFM. Tübingen's Department of International Relations has built a comprehensive service package around the TFM program, covering guests from their arrival at Stuttgart Airport.

The TFM serves a triple purpose. First, Tübingen uses the meeting to bring partners up to date on relevant developments in the city of Tübingen, the state of Baden-Württemberg, and Germany. Second, Tübingen learns from the other family members about developments at their

institutions and in their countries. Third, the TFM offers an opportunity to establish cross-links between participants and their institutions.

A core element of the TFM is the involvement of the Family members in the program. A brief session on “What’s New in Tübingen?” is followed by contributions of participants, who present their insights into recent developments in international higher education or national structures of higher education. The Department of International Relations attaches great importance to the fact that there is no pressure on any of the participants; the TFM is supposed to take place in a relaxed, collegial atmosphere.

Invitations to the TFM are directed to international partners and colleagues who have participated in earlier meetings, or to individuals at the partner institutions with whom the Department of International Relations has the most frequent contact – without deferring to existing hierarchies. The outcome is an interesting blend of people working in different fields and at different levels of international academic exchange. The mix is an important element of motivation and inspiration within the meetings.

Insights

Vision

The exchange of students has been a strong suit of Tübingen since the very beginning of its international academic involvement. Therefore the vision for the TFM was to foster the existing links by creating an excellent social experience, encouraging positive emotions, and building up mutual trust in a pleasurable environment.

Strategy

A central strategic goal was to facilitate the self-propagation of the TFM through the creation of adjunct partner networks, thus enhancing the network value of the TFM itself. Several partner institutions have picked up the TFM concept, primarily in South Africa, where members have developed their own style of Family Meeting.

Outlook

The TFM has proven its use for Tübingen. Given its role in integrating the University into a global knowledge society, it will be increasingly important as a network facilitator as well as an intelligence-gathering tool for Tübingen.

Contact Information

The Tübingen University website can be found at www.uni-tuebingen.de. For further information on the case study please contact Mr. Wolfgang Mekle, the Vice Provost for International Affairs, at wolfgang.mekle@uni-tuebingen.de.

ABOUT TÜBINGEN UNIVERSITY

In 1477, Eberhard, Count and later Duke of Württemberg, established the founding tenets of the University of Tübingen, which the institution has followed to this day. Attempto - "I'll try it": This was Count Eberhard im Bart's motto after he returned from his pilgrimage to Jerusalem in 1468, instructing the new University after its foundation in 1477 to "help dig the well of life and eternally enable all corners of the world to drink comforting and healing wisdom and thereby extinguish the pernicious fire of human ignorance and blindness".

Tightly interwoven with the University's history is the "Evangelisches Stift", founded in 1536 as a Protestant Seminary to which many famous names have added distinction. Johannes Kepler studied here in 1587; other members included the poets Hölderlin, Hauff, and Mörike and the philosophers Hegel and Schelling.

By the beginning of the 19th century Eberhard Karls Universität experienced an impressive academic upswing, and, through its eminent professors became well known beyond the borders of Württemberg. After a Catholic Theology and a State Economics Faculty had been added to the original four in 1817 Tübingen became Germany's first university to establish a Faculty of Natural Sciences in 1863. The first University Hospital was installed in 1805, in the "Alte Burse", which is the oldest building of the University, constructed in 1478 and still in use today.

Tübingen's contemporary appearance is characterized by 22,000 students living in a comparatively small city of 85,000. While the majority of the liberal arts departments and institutions are located in the old part of Tübingen, the modern Science Centre was built on the hills overlooking the town. The University's academic reputation is determined by the research achievements of more than 450 professors and about 2,000 academic assistants.

Today research is predominantly financed by the State of Baden-Württemberg and the Federal Government. Additional funds and donations add up to another EUR 70 million. The University, with almost 10,000 employees, is the biggest employer in the region and has a budget of about EUR 650 million. The University Hospitals turnover alone makes up for more than half of that amount. An additional EUR 25 million is spent on building and construction.

Faculties include: Protestant Theology, Catholic Theology, Law, Economics and Business Administration, Medicine, Philosophy and History, Social and Behavioral Sciences, Modern Languages, Cultural Sciences, Mathematics and Physics, Chemistry and Pharmacy, Biology, Geosciences, and Informatics.

The achievements of Tübingen's scientists are demonstrated by the establishment of Collaborative Research Centres such as Linguistic Data Structures; Methods and Algorithms for Simulating Physical Processes on Super Computers, Stem Cells and Antigen Recognition in the Haematopoietic System; Recognizing – Localizing – Acting; and War Experiences.

At Eberhard Karls Universität, interdisciplinary approaches embrace questions concerning the history of the occident as well as the conditions of life in modern society. The University's research is carried on in close cooperation with the Max-Planck-Institutes. The University Office for Research Contacts makes the results of research accessible to an interested public and acts as a mediator between society and the University.

N.B. This description was supplied by Tübingen University.

ATTENDEE LIST

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Confirmed attendees as of 20 May 2007 in alphabetical order (by last name):

- Nuria Alsina, Pontificia Universidad Católica de Chile
- John Andersen, Københavns Universitet
- Britta Baron, University of Alberta
- Veronica Boulton, Bond University
- Mette Brandenburg, Aarhus Universitet
- Laurel Bright, Queensland Department of Education
- Stuart Boag, Education New Zealand
- Scott Bowman, James Cook University
- Rebecca Brown, University of Virginia
- Robert Coelen, Universiteit Leiden
- Pete Campion-Spall, Imperial College London
- John Eriksen, Bryant University
- Carlos Ezcurra, Pontificia Universidad Católica Argentina
- Tim Fowler, University of Southern Queensland
- Lars Fransson, Uppsala universitet
- Wayne Gonion, University of Tasmania
- Daniel Guhr, Illuminate Consulting Group
- Andrew Holloway, University of Auckland
- Valerie Hoogstad, Australia Catholic University
- Izak Human, New Zealand Ministry of Education
- Yasmine Inauen, Embassy of Switzerland in the United States of America
- Nico Jooste, Nelson Mandela Metropolitan University
- Ayoub Kazim, Dubai Knowledge Village
- Julia Kruse, University of North Carolina at Chapel Hill
- Puay Swan Kwek, National University of Singapore
- Markus Laitinen, Helsingin yliopisto
- John Lie, University of California at Berkeley
- Francis Little, Auckland University of Technology
- Christopher Madden, Griffith University
- Debora Martarelli, Universität Zurich
- Wolfgang Mекle, Universität Tübingen
- Raoul Mortley, Bond University
- Erika Müller-Blaß, Hessisches Ministerium für Wissenschaft und Kultur
- Nigel Percival, University College London
- Shane Quick, Waikato University
- Rob Rabel, Victoria Wellington University
- George Saad, Dubai Knowledge Village
- Anja Seitz, Stanford University
- Bonnie Shelley, Cornell University
- Kirk Simmons, University of Arizona
- Giancarlo Spinelli, Politecnico di Milano
- Tracey Thomas, University of Tasmania
- Sarah Todd, University of Otago

Confirmed attendees continued:

- Niklas Tranaeus, Svenska Institutet
- Wedigo de Vivanco, Freie Universität Berlin
- Brett Walker, Bond University
- Jo Wheeler, King's College London
- Pierre Willa, L'Université de Genève
- Kay Wolfs, Central Queensland University
- Mike Woods, New Zealand Ministry of Education

ABOUT ICG

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- Internationalization Strategy
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ICG is organized as an international expert network. Since its inception, our group has grown to encompass 29 members in the USA, Europe, and Australia. Our members have been educated, taught, and researched at institutions such as Cambridge, Harvard, Oxford, Stanford, UC Berkeley, UC San Diego, and Yale. ICG's members have published more than 70 books and 650 journal articles.

More than half a dozen ICG members have gained experience by leading international offices, career centers, as well as academic units and research centers. Another half dozen ICG members have been trained in leading consulting firms such as the Boston Consulting Group and PwC.

Select Clients

- Public agencies: Australian Government Department of Education, Australian Trade Commission, Education New Zealand, German Academic Exchange Service
- Universities: University of Arizona, Free University Berlin, University of Bonn, Frankfurt University, Imperial College London, King's College London, Monash University, University of Melbourne, University of Oxford, University of Queensland, University of Tasmania

Select ICG Reports

- *Trends, Strategies, and Best Practices in International Student Recruiting*. Illuminate Consulting Group and Education New Zealand: Belmont, 2007, 94 p.
- *Market Research in the Education Sector of Western Europe*. Illuminate Consulting Group and Australian Government Department of Education: San Diego, 2006, 170 p.
- *Opportunities for Australian Education Providers in Europe, the Middle East, and Africa*. Illuminate Consulting Group and Australian Trade Commission: San Diego, 2005, 232 p.
- *International Academic Development Work*. Illuminate Consulting Group and DAAD: San Diego, 2004, 29 p.

