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# Internationalisation policies and international practises in higher education institutions

*A case study of five Norwegian higher education institutions*



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## *PREFACE*

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Petter Aasen  
Director NIFU STEP



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# Summary

This report examines internationalisation policies and international practises at higher education institutions. It investigates how the external environment of these institutions influences internationalisation policies and international practises. It also analyses how academic values in higher education impact internationalisation policies and international practises.

The analysis is undertaken by means of case analysis of data from five Norwegian higher education institutions which vary according to size, age, mission, range of disciplines and geographic location.

Higher education institutions formulate internationalisation policies and justify international practises with reference to external drivers as well as internal values and tradition. The organisations have strong international affiliations which currently match initiatives in international environments, such as EU initiatives, and in national policy reforms, such as the Quality Reform in Norwegian higher education. Recent regulations and national policy initiatives strengthen and stimulate international activities and internationalisation policies, which are justified to a large degree by internal academic values.

Academic, economic and solidarity arguments and the EU and the Quality Reform are important factors that the institutions must adjust to in their internationalisation policies and international practises. Internationalisation seems increasingly to be an organised activity within the organisations, which increasingly is directed and supported at the institutional level. This development seems to be influenced by external policies and arrangements that stem from the EU and the Quality Reform. However these “new” developments are justified by referring to “old” arguments of (internal) academic quality and global solidarity in addition to “new” arguments of increased competition. There are few reasons to argue that internationalisation policies and international practises are strongly decoupled. Internationalisation policies and international practises seem to be increasingly integrated into the same framework and are perceived as being related to external environments as well as to academic values. New and emerging features, such as increased competition, and long-standing institutional characteristics, such as traditions of global solidarity, are translated into the internationalisation policies and justifications for international practises.

Specifically, the analysis suggests the following:

- ***Multifaceted focus and justifications*** - There are differences in focus among the institutional internationalisation policies, but significant similarities are observed. The institutions emphasise international research collaboration as a main rationale for and building block of their internationalisation policies. As such, international research

collaboration is presented as “the floor” upon which their policies are built. Student mobility, an increasingly international education and internationalisation of the campus are the main focus of these policies. The analysis indicates that internationalisation, as ingrained in the academic culture, justifies the formulation of internationalisation policy in these organisations. In addition to academic justifications, global solidarity is an important aspect of these policies, primarily at the three universities. The economic justification for internationalisation in terms of increased competition does not seem to play a major role in the internationalisation policies of the institutions. However, the issue of competition is viewed in relation to the competition for students and funds. The higher education institutions perceive themselves to be in a competitive (mainly national) student market. It is believed that offering an international campus, an international education and an international perspective is a means of attracting domestic students.

- ***National policies combined with supra-national incentives*** - External environments in connection with supra-national and national policies influence the internationalisation policies of the higher education institutions. External environments are important points of reference for the internationalisation policies at the institutions. In particular, the EU framework programmes, mobility programmes and the current national reform of Norwegian higher education (Quality Reform) are perceived as impacting the internationalisation policies. However, the rationales for the internationalisation policies are not entirely based on these external influences. The internationalisation policies seem to be responses to environmental and external changes; however, they are also justified on the basis of academic reasons. In addition, academic values are not the only values that serve as a basis for internationalisation policies; the key actors also employ arguments related to economics and global solidarity to justify their internationalisation policies. Consequently, the institutional internationalisation policies do not support the idea that the policies are primarily impacted by external environments. The internal influence of academic rationales for increasing the academic quality of research and education through international relations is quite evident in the internationalisation policies.
- ***Intensified international research collaboration*** - International research collaboration in terms of cooperating and publishing internationally is strong and increasing. Several components of international research relations, such as publishing in international research journals, international co-authorship, other types of international collaboration and international academic travel, have increased in recent decades. Norwegian researchers co-operate and co-publish increasingly with European colleagues.
- ***Europeanisation of funding*** - Measured in terms of international funding, the European dimension of the international practises of the universities is increasing. The share of EU-funded research is considerably less at the university colleges.
- ***Increased standardisation of international relations*** - Increasingly, the higher education institutions standardise their international relations through formal collaboration agreements. The Quality Reform is viewed as contributing to this development since



funding is attached to the mobility of domestic students to foreign institutions with whom the Norwegian institution has established formal co-operation agreements.

- ***Student mobility on the agenda*** - Student mobility is high on the internationalisation agenda at the case institutions. The universities and university colleges seek to increase the number of Norwegian students studying abroad and international students coming to Norway.
- ***More international campuses*** - Increasingly, the universities and university colleges seek to internationalise their campuses by offering courses and degrees taught in English, disseminating information in English and making accommodations for foreign researchers and students coming to Norway.
- ***Formalisation of international relations*** - The higher education institutions formalise their international relations by establishment or maintenance of international offices in the organisations. There are two main formal structures in the organisations to handle their international relations either the international office is part of the research-related administrative structure or it is part of the educational administrative structures of the organisation; sometimes international relations are handled by both formal structures. Expectations of increased internationalisation can be said to be followed by administrative structures and procedures to handle these (new) practises.



# 1 Introduction

## 1.1 Research questions

Internationalisation of higher education institution is a fascinating topic. This is due to the dual character of these institutions: They are national institutions of great importance for several national policies issues, but they also have an international dimension, which relates to their role as a generator of knowledge. In knowledge generation, there is a strong norm of international orientation in which new knowledge is based on known knowledge – which at least as an ideal knows no boundaries. This dual character, i.e. national and international, is currently changing as the institutions confront environments that increasingly expect them to expand their international dimension.

In the past decade, increasing interest has been shown in an instrumental perspective of the internationalisation of higher education institutions. *To internationalise* higher education institutions is of great interest to both national and supra-national policymakers, and increased efforts in this area can be observed in both national policies and institutional strategies. Thus, internationalisation is high on the agenda of policymakers as well as of institutions.

This report contributes to the topic of internationalising higher education institutions by investigating the link between (institutional) internationalisation policies and international practices in higher education institutions. If higher education institutions are to succeed in implementing their internationalisation strategies, policies have to be implemented in practice. Consequently, internationalisation policies and international practices have to be linked. However, linking policies and practices in higher education institutions may be challenging. Are policies important for practices? Questions have been raised concerning the implementation of the strategies: Have the higher education institutions succeeded in increasing the international dimension of their various activities? The link between policies and practices has been seen as elusive.

There is neither a simple answer nor an uncontested means of analysing these questions. This report intends to take one step back from these questions and analyse those features which are perceived to influence institutional internationalisation policies and international practices. A discussion of such a question consists of addressing several dimensions of institutional policies and practices. Increased internationalisation raises the issue of organised versus unorganised international activities. It has been observed that the higher education institutions are increasingly encouraged to respond to supra-national policies in an organised way, including in the area of internationalisation. Secondly, it has been suggested that internationalisation is based increasingly on economic competition rather than on academic co-operation (Huisman and Wende 2005, Frølich and Veiga 2005, forthcoming). Increased competition, including in the area of internationalisation, might challenge the established co-

operation strategies in international research collaboration. Policies and practices in higher education institutions may be seen to be influenced by external (national and supra-national) policies as well as by the internal values of the academic community. Thus, there might be a tension between external and internal influences on internationalisation policies and international practices. Finally, these questions also address the issue of traditional versus contemporary forms of international relations in research and higher education (consult Gornitzka et al. 2003).

To investigate the link between institutional internationalisation policies and international practises, it is useful to examine, on the one hand, how the external environment influences policies and practises and, on the other hand, how internal values of higher education impact policies and practises. This research strategy is based on theses of how external environments and internal values influence policies and practises, and thus can contribute to an understanding of why the link between policies and practises might be weak. Consequently, the report develops an analytical framework based on organisational theory (notably institutional theory) combined with the sociology of organisations and sociology of sciences.

In this study, the term *international* is used to describe border-crossing activities and relationships that the organisation has with other countries. In the literature on research and higher education, the term internationalisation is used to describe transformations on three different levels. As macro change, internationalisation describes the changing environments in research and higher education policymaking, in research and higher education institutions and in research and teaching activities (consult, for example, Huisman and Wende 2004; Huisman and Wende 2005). As meso change, internationalisation refers to attempts to integrate an international dimension in research and higher education institutions (see, for example, Knight and Wit 1995; Wende 1996; Wende 1997). As a micro phenomenon, internationalisation describes international research co-operation and publications in international journals (consult Kyvik 2001; Smeby and Trondal 2005).

This report develops the topic of internationalisation in Norwegian higher education institutions by investigating how internationalisation is perceived and expressed at the institutional level. The term *organisational policies* is used in a broad sense to refer to intentions and plans of actions (Larsen and Langfeldt 2004). *International practises*<sup>1</sup> are investigated through descriptions of the international activities given by key actors concerning internationalisation in these organisations and also by quantitative information on publication patterns, student mobility, courses in English and international funding.

Specifically, we pose the following questions:

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<sup>1</sup> The term international practises refers to border-crossing activities as well as the informants' justifications of the border-crossing activities. Thus the term practises denotes both activities and their presumed normative justification.

- Which values are important to the organisations when they formulate their internationalisation policies?
- Which environments are important to the organisations when they formulate their internationalisation policies?
- Which values and environments are important to the organisations' international practises?

## 1.2 Organisational policies and practises

Internationalisation in higher education institutions may be analysed as a case of organisational change (Gornitzka and Maassen 2000, consult also Gornitzka 1999). Currently, these organisations are probably undergoing processes of change in which traditional internationalisation and emerging forms of internationalisation meet (Gornitzka et al. 2003). We develop an analytical framework based on a combination of old and new institutional theory, supplemented with concepts from the sociology of organisations and the sociology of sciences. The framework furnishes us with analytical terms which can be used to understand the relationship between policies and practises, traditional and emerging forms of internationalisation, and external and internal factors influencing these processes of change (March and Olsen 1989; Meyer and Rowan 1991; Scott 1995, consult also Olsen 1998). In order to understand internationalisation in these organisations, we also have to take into account their traditions and cultures, as they are described by concepts such as the “academic culture” (Clark 1983; Henkel 2000).

Two main analytical expectations may be developed concerning the relationship between internationalisation and higher education institutions. In the tradition of Meyer and Rowan (Meyer and Rowan 1991), organisations are viewed as dependent upon their external environments. Organisations have to fulfil the expectations of their environments, i.e. they have to be considered legitimate. In order to be perceived as legitimate, organisations strive to implement the expectations placed on them by their environments. However, the implementation usually is superficial, described as “window-dressing the organisation”, while actual organisational behaviour continues as before. This tradition of institutional theory would expect organisations such as universities and university colleges to meet the expectation of internationalisation in order to give the impression that they have adjusted.

The other main tradition in institutional theory stems from the works of Selznick (Selznick 1948; Selznick 1949; Selznick 1984 (1957)). In this tradition, it is argued that organisations are *institutions* rather than instruments, meaning that they are concerned with surviving and protecting their basic values and identities. In order to protect their values, organisations resist implementing changes based on values that conflict with theirs. These two main traditions thus give us different expectations as to how changes will be implemented in organisations: The Meyer and Rowan tradition would expect superficial implementation while actual

behaviour continues as before, while the Selznick tradition would expect implementation as long as the changes are not perceived as being in conflict with the organisations' basic values.

### 1.2.1 Academic organisations and justifications of internationalisation

Research and higher education are activities conducted in special kinds of organisations, i.e. universities and university colleges. According to Clark (1983), universities have a dual structure, i.e. an institutional (formal/organisational) and a disciplinary structure. The actual and physical structure is the formal steering structure of the university organised into departments, faculties and universities, while the disciplinary structure is the scholarly community of researchers, irrespective of their department, faculty or university. Clark distinguishes between different cultures, disciplinary cultures, institutional cultures (the culture of the actual organisation) and academic culture. Henkel (2000) describes the academic culture as being pervasive and independent of disciplinary specific features or university specific features. The academic identity refers to the community of researchers. The argument that these organisations are inherently international rests on the premise of borderless scholarly communities.

Presumably, however, there are competing loyalties and forms of logic (Olsen 2005: 30). Some are committed to the university as an institution ("cosmopolitans"), others to a specific university ("locals") (Gouldner 1957), or to a department, discipline or profession (Olsen 2005: 30). Several authors claim that there are disciplinary differences in the "universal" dimension of research (consult, for example, Kyvik and Larsen 1997; Hakala 2002). Based on bibliometric data among Norwegian researchers, there has been a move towards publishing in international scientific journals (see, for example, Wendt forthcoming, 2005). We do not yet have the full picture of the complex reasons for this intensified international academic communication. Our point of departure suggests that one driving force is the academic process of knowledge generation (i.e. based on academic values).

Our theoretical point of departure suggests that to understand the link between policies and practises in internationalisation, it is important to explore the academic values of the higher education institutions, which may help to explain the internationalisation process of these organisations. However, to gain an empirical grasp of our investigation, there are other studies that demonstrate the complexity of rationales for internationalisation. These rationales represent possible additional reasons that may help to explain the internationalisation processes in these organisations.

Concerning the question of which values are important to internationalisation, studies of internationalisation in research and higher education have elaborated a concept of different rationales of internationalisation, distinguishing between four rationales for internationalisation in research and higher education: political, cultural, economic and academic (Wende 2002a). The political rationale argues that internationalisation is a response to reconstruction, nation-building and economic and democratic reform through cooperation,

capacity building, knowledge transfer and the education of a local intellectual cohort to achieve modern and international standards. The cultural rationale justifies internationalisation by promoting mutual understanding and knowledge of different languages and cultures. An academic rationale focuses on internationalisation as a means of enhancing the quality of education and research. The economic motive for internationalisation is related to the international competitive power and position of a region, country, education system or individual university (consult also Frølich 2004a). Thus, empirically additional rationales for internationalisation with academic justifications have been found.

Several rationales for internationalisation have also been found in Norwegian higher education institutions. In 1999 a study was conducted of internationalisation at Norwegian organisations of research and higher education (Olsen 1999). An argument for academic quality was found to be the most significant rationale of internationalisation in Norwegian universities and colleges in 1999. In addition, political rationales of development aid and cultural rationales played a role when defining internationalisation at that time. When asked why the organisations had to engage in internationalisation, two main answers were given, both related to the public relations of the organisation (Olsen 1999: 22f). First, Norwegian organisations of research and higher education undertake internationalisation to ensure quality and increase competence within their own organisations. Secondly, and consequently, they engage in internationalisation to compete for researchers and students. International co-operation in research and higher education is seen as crucial for supporting the quality of research and education and for participating in disciplinary development. An international dimension in research and education is also seen as a means of increasing the quality of education. Ensuring quality through international co-operation is believed to motivate students and researchers. Researchers' international contacts are also an asset to the students. Some of the informants report that sending students to other countries results in returns for the learning site. The opportunity for students to study abroad is also an asset that attracts new students. Informants also state that they compete for students both nationally and internationally. In addition to ensuring quality and a competitive advantage, many of the informants mention that national policy expects the organisations of research and higher education to work on internationalisation. Some of the universities and colleges report that their expectations of receiving increased funding, especially from the EU and NUFU programmes, motivated them to work on internationalisation. International students on campus are seen as an asset to campus life, and recruiting students to Norway is a way of assisting in development aid. Many of the informants report that internationalisation also has a cultural dimension and stimulates learning about other cultures and traditions.

Consequently, it is not an easy task to develop a clear picture of the justifications that are important to higher education institutions' internationalisation policies and practises. However, these earlier observations of the mixed rationales for internationalisation of universities and university colleges give us a point of departure for our empirical investigation by suggesting that academic justifications are important internal reasons that can explain

internationalisation in these organisations, although it certainly is not the only rationale for increasing the international dimension of the institutions.

In addition to internal values, the external environment of the organisation in terms of regulative, normative and cognitive factors influence the policies and practises of the organisation.

### 1.2.2 Environmental influences

To investigate how external environments influence the organisations, we need an overview of the environments that could possibly be important to the organisations. As they are mainly publicly funded, governmental policies are important environments for Norwegian higher education institutions. In the past decade, higher education in Norway has undergone several comprehensive reforms<sup>2</sup>. The Quality Reform introduced a new degree structure (bachelor/master degrees), the ECTS and a new grading system (A-F), new commitments within quality assurance and evaluation, and a new incentive-based funding system (Gornitzka and Stensaker 2004; Frølich and Stensaker 2005). Increasingly, internationalisation has been emphasised as a major goal of research and higher education policy. With the Quality Reform in 2001, the focus on quality has been stressed as the underlying rationale for internationalisation. In this reform, internationalisation has been re-framed as a major instrument for achieving the general objective of improving the quality of higher education, in both its teaching and learning function and its research function (Gornitzka and Stensaker 2004: 86). In the Quality Reform, internationalisation is emphasised as a goal in itself and as a way of ensuring the quality in higher education and research in a much broader sense. The quality of national higher education and research should be measured by international standards, not in reference to national standards alone (Gornitzka and Stensaker 2004). Therefore, the Quality Reform can also be said to represent the Norwegian political response to the Bologna process (Frølich and Stensaker 2005).

As for the importance of a wider international environment for Norwegian higher education institutions, European co-operation is an increasingly important channel for the internationalisation of Norwegian higher education due to the importance of its participation in the EU education, training and research programmes, as well as the Norwegian commitment to the Lisbon Process, including the establishment of a European Research Area (ERA). The EU funds, framework programmes and network-building have already had consequences for academic contacts, co-operation and co-authorship, making Europe a more significant entity (Smeby and Gornitzka 2005). Norway participates fully in EU research co-operation and the EU education and training programmes (Socrates, Leonardo da Vinci, Erasmus Mundus, the E-learning programme, Euro pass) through the European Economic Area Agreement. In recent years, there has almost been a balance between outgoing and

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<sup>2</sup> This includes a merger within the college sector, a new law for higher education, new management and governance arrangements.



incoming students in the Erasmus programme, with Norwegian participation in these programmes peaking in the mid-1990s. Norway's financial contribution to and gain from the EU research programmes are substantial. Norway received almost as much in return as it invested in the Fifth Framework Programme (NIFU et al. 2004).

Consequently, both international and national policies in the environments of Norwegian higher education institutions are expected to be perceived as important when these organisations formulate their internationalisation policies and international practises. However, internal characteristics of these organisations are also expected to influence the policies and practises of the organisations due to these organisations characteristics as *institutions*. The influence of basic values on policies and practises are supposed to be seen in terms of which justifications the actors give explain the rationales for the policies and practises.

### 1.2.3 Analytical expectations

Based on the Meyer and Rowan tradition, we consequently expect external environments to play an important role in internationalisation policies in the organisations and for academic justifications to function as important frames of references when key actors talk about their internationalisation practises. However, based on the Selznick and March and Olsen tradition, we may expect internationalisation policies and international practises in the organisations to be justified with academic rationales, with less attention paid to the environmental factors.

## 1.3 Research strategy

Internationalisation in research and higher education institutions has been defined as the integration of an international dimension in the major functions of the institution (Knight and Wit 1995; Wende 1996). We build on such a conceptualisation of internationalisation and consequently seek to operationalise the two major activities of research and higher education institutions: research and education. To investigate which environments and which values influence internationalisation processes in these organisations, we investigate six main activities in internationalisation: collaboration agreements, international funding, research priorities, student mobility, internationalisation at home and the organisation of international activities.

*Collaboration agreements* are a means of establishing formalised relations with foreign institutions. The agreements are an instrument to facilitate both research co-operation and student mobility. The amount of *international funding* indicates the extent of the organisation's international relations. *Research priorities* potentially reflect the organisation's profile and international orientation. *Student mobility* indicates an international dimension in education. *Internationalisation at home* focuses on the efforts of higher education institutions to integrate international dimensions in teaching and learning. *Organisation of international relations* indicates the structure of these relations within the organisation.

Thus, we analyse these six areas of international activities and relations that the organisations could possibly be engaged in. These are often taken as indicators of internationalisation, but we argue they may also be described as instruments or tools by which the organisations may internationalise, and as such, analysing them may shed light both on the role that external actors (i.e. environments) play in conditioning and influencing the organisations along these dimensions and on how the organisations act on these tools to internationalise, thereby linking policies and practises.

The analysis is conducted by means of case analysis with data from five Norwegian higher education institutions which vary according to size, age, mission, range of disciplines and geographic location. The higher education institutions that form the empirical basis for our investigation are:

- University of Bergen (UoB), a relatively old, comprehensive research university located in a large city
- University of Tromsø (UoT), a younger university
- Agricultural University of Norway<sup>3</sup> (NLH), a specialised university located near the capital city
- Oslo University College (OUC), a specialised university college
- Agder University College (AUC), a university college located in a small town in a coastal area

The organisations' leaders become important sources of information as they transmit between external and internal expectations (Larsen 2000). Consequently, our informants are leaders of the organisations (rectors, vice rectors, directors and heads of international offices). Fourteen informants have contributed to our investigation<sup>4</sup>. Two of the interviews were background oriented; in the others we used an open (unstructured) method of interviewing, simply asking the informants what they do (practises) and what their objectives (policies) are concerning collaboration agreements, international funding, research priorities, student mobility, internationalisation at home and organisation of international activities. Fourteen of the interviews were conducted in person, one by e-mail correspondence and one by phone. The interviews lasted from roughly one to two hours. The in-depth interviews were recorded and transcribed; notes were taken during the telephone interview. The first interview was undertaken in October 2002, the last in March 2004. When analysing the interview material and documents, we have looked for those environmental factors and normative justifications that the informants refer to when they discuss their internationalisation practises and policies.

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<sup>3</sup> We use the name the Agricultural University of Norway (NLH) since data were collected before university status was given the University of Life Sciences.

<sup>4</sup> Three of the informants were also interviewed by Therese Uppstrom (consult Maassen et al. 2004). One of the informants answered us by sending policy documents. Thus, the empirical basis consists among other sources of data of 16 in-depth interviews.

Thus, the research strategy for mapping important environments and values has been inductive and explorative.

To enrich and validate the interpretation of organisational policies and practises, we have investigated different kinds of policy documents and activity reports. The written documentation consists of general strategic plans, strategic plans for internationalisation, European policy statements, documents presented to the board and the organisations' self-presentation on their websites. The written documentation dates from 1998 to 2004. In order to additionally validate the interpretation developed during the analysis of the qualitative data and in order to develop conclusions based on several data sources, quantitative data on funding were compiled from the Norwegian R&D statistics and bibliometric data were compiled from the ISI web of sciences<sup>5</sup>.

## 1.4 Limitations

The report is based on qualitative analysis of policy documents and interviews with academic and administrative heads in a small number of higher education institutions in Norway. The qualitative data are supplemented with quantitative data on funding, mobility, publishing, collaboration agreements and courses in English.

An important criterion for choosing these five institutions, after having covered the geographic landscape of Norwegian higher education, was their presumed high international profile as measured by the extent of their EU funding and student mobility. Thus, they probably represent some of the most internationalised higher education institutions in Norway. This selection process was guided by our research question that explores what internationalisation consists of and how internationalisation currently is perceived by these organisations. The empirical basis of the report thus raises several important questions:

- What is it we are reporting on?
- What would we have observed if the empirical basis had been different?

Research projects should be evaluated according to whether the research design is adequate for answering the research questions posed. Thus, we ask: Are 16 interviews and policy documents a good basis for reporting on perceptions of which environments are important when formulating policy and developing practises? Are qualitative data suitable for answering the question of which values are important to policy formulation and underlying practises? Our qualitative data tell us about the key actors' self-understanding of which environments are important and which values in fact count for policies and practises. Background such as this adds value by documenting the context in which the actors formulate their policies and act on them as well as the justifications they use. When analysing qualitative texts, a level of analytical "clarity" is achieved when additional information does not increase the complexity

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<sup>5</sup> Kaja Wendt and Stig Slipersæter compiled data on funding. Antje Klitkou compiled the bibliometric data.

of the emerging conclusions. Thus, when the material shows the argument for global solidarity in addition to the academic and economic justifications which were analytically expected, and when this three-fold picture was evident in all the cases, there is reason to conclude that a valid picture has been drawn. This picture is increasingly validated by the fact that it covers different types of higher education institutions, both universities and university colleges.

In this investigation, our aim was not to address the entire picture of internationalisation in Norwegian higher education institutions. The report contributes to our knowledge by presenting some validated observations based on a small sample of organisations which are considered to be interesting enough to warrant further investigation.

When analysing the justifications for internationalisation, we confront a number of basic dilemmas. These concern the terms *academic justification* and *economic justification* for internationalisation. We must stress that our informants do not speak of academic or economic justifications of internationalisation, neither in interviews nor in writing. Thus, these terms are our interpretations of what they convey. We have translated their explanations of why they engage in internationalisation policy and practises as academic when they explain their intentions and actions as being a result of several issues related to research or researchers. An academic justification for internationalisation is given when the reason is referred to as “research itself”. When it comes to economic justifications for internationalisation, this is a conclusion based on the actors giving reasons such as increased competition for students or funding. However, we do not investigate how these justifications are related to one another: Is not the question of academic quality also a question of economic competition? Is not the question of economic competition also a question of winning the academic competition? When unprompted, our informants do not discuss these questions of interrelated concepts. What seems striking is how “innocent” the justifications are: Internationalisation is about conducting, increasing and facilitating research, no matter what other aims might be achieved by this – such as engaging in economic competition.

This project sets out to analyse internationalisation as organisational change. However, this does not mean we intend to say that internationalisation as change is inherent. It is clear from our investigation that these changes are influenced by external environments of the organisation. However, these changing environments match the organisational justifications used to justify these changes. The legitimate (emerging) justification is an academic justification of change which underlines the inherent character of internationalisation in the activities that these organisations engage in. This is not to say that this is the only or the most profound reason to change – this is the reason they give when asked what they do and why. In these terms, this is the legitimate reason, and in order to formulate policy, it is important to know which reasons are seen as legitimate.

## 1.5 Structure of the report

The main part of the report is divided into two sections: Chapter II reports on the internationalisation policies of the case institutions, and Chapter III examines their international practises.

Specifically, Chapter II looks at the focus of and justifications for the internationalisation policies of the case institutions. The chapter starts with reporting on how ‘internationalisation’ is defined by the informants of our study. The chapter continues with an investigation of which justifications are evident in the internationalisation policies of the case institutions. The last part of the chapter investigates which external environments are perceived to influence the internationalisation policies. The aim of the analysis conducted in Chapter II is to investigate how and which external environments and internal values are perceived to influence the internationalisation policies.

Chapter III reports on the international practises developed by these organisations. First, it examines international research publications, international co-authorships and other types of international research relations that are seen. Secondly, the chapter reports on how international funding has developed within the organisations. Third, the cooperation agreements with foreign institutions are investigated. The fourth section of the chapter looks at student mobility. The fifth section of the chapter reports on what is called *internationalisation at home* and includes courses taught in English and other measures developed within the organisations to increase internationalisation on domestic campuses. The final section of the chapter reports on international offices at the case institutions. The aim of Chapter III is to investigate how and which external environments and internal values are perceived to impact the international practises engaged in by the organisations.

The final chapter of the report seeks to link the influence of the environment and values with internationalisation policies and international practises. Consequently, it discusses the external influence and the internal link of this external impact on internationalisation policies and international practises.

## 2 Internationalisation policies

### 2.1 Focus and justification of policies

The aim of this part of the analysis is to establish a context in which we can discuss the external environments that the organisations confront in internationalisation and the values upon which their internationalisation efforts are justified. To give us an empirical point of reference, we simply asked our informants to furnish us with their definition or understanding of what *internationalisation* is. However, the definitions of internationalisation furnished by our informants represent a minor part of our empirical material. We apply these definitions as a point of departure when delving into the organisations' justifications for their internationalisation policies. On the basis of these observations, we explore which values are seemingly important for our case institutions' internationalisation policies.

#### 2.1.1 The concept "internationalisation"

The informants ascribe a long list of meanings to the concept "internationalisation". We asked: Internationalisation may describe several features of research and higher education; what does "internationalisation" mean at this institution? The answers they gave can be sorted into four categories. Internationalisation is understood by our informants to be connected to research, education, solidarity and national policy.

Some of the definitions of internationalisation focus on *research*. The informants emphasise that research is inherently international. Research has always been dependent on international co-operation, and internationalisation means having an international academic network in which researchers can stay updated and follow the research frontier. In this sense, internationalisation is defined as international research collaboration. Internationalisation also means benefiting from an international research community that can contribute to Norwegian research. It is argued that internationalisation means evaluating research and other activities in a global setting. As such, these descriptions emphasise the academic justifications for internationalisation.

Other definitions focus on the *student* and the educational dimension of internationalisation. These definitions seem more pragmatic as they emphasise the different research and educational activities in internationalisation. The informants define internationalisation as the implementation of an international dimension of the study programmes by offering students and staff opportunities for international exchange and co-operation. Being international implies having many international students at home and many domestic students going abroad. These definitions also argue that internationalisation involves efforts to facilitate study programmes at home.

Thirdly, definitions of internationalisation that emphasise *solidarity* argue that, historically as well as today, internationalisation means cooperating with the countries in the South. These definitions of internationalisation make their argument by referring to values of solidarity. Internationalisation is defined as engaging in global solidarity.

Internationalisation is also defined by our informants as being linked to *national policy*. The informants argue that in recent years, internationalisation has come to imply notions of quality of the university or college. Internationalisation in this sense is perceived as being connected to current national policy reforms (Quality Reform). The reform is perceived as entailing an increased focus on quality and internationalisation as a tool to increase quality.

When it comes to different values and justifications for internationalisation, we observe that internationalisation is normatively embedded both in academic values and values of global solidarity. We also note how academic justifications are said to be linked to national policy as the Quality Reform furnishes the respondents with rationales to internationalise, i.e. increasing academic quality. In addition, internationalisation encompasses boarder-crossing activities. In short, internationalisation is defined by our informants as researchers and students crossing borders in order to increase the quality of research and education and to strengthen global solidarity. Thus, in their definitions, the informants employ academic and political justifications for internationalisation.

In the next section, we describe how academic justifications of internationalisation policies in the organisations are evident.

### 2.1.2 Academic justifications for internationalisation policy

Academic justifications are important to the internationalisation policies developed by the institutions. The analysis indicates that internationalisation, as ingrained in the academic culture, justifies the formulation of internationalisation policy in these organisations. This holds true for all our case institutions: universities, specialised universities and university colleges. Academic justifications support the internationalisation policies of the institutions and justify the use of a wide range of instruments to increase internationalisation, such as collaboration agreements, funding, profiling of research, student mobility, increased “internationalisation at home” and the way in which international activity is organised.

#### *University of Bergen*

One academic justification is quite evident in the argument for increased internationalisation at the University of Bergen. To fulfil the university’s goal of being a leader internationally, it is believed that a prerequisite for this is to participate actively in the international research community (UoB 2001). The main goal for UoB is to be a research institution of international quality and to be a leader internationally in certain academic disciplines. Research collaboration across universities, regions and nations is thus crucial to research development and research quality. Consequently, the university facilitates research collaboration with other

universities and colleges on a local, regional, national and international scale. This cooperation also is intended to reflect the university's responsibility for global research collaboration.

UoB's strategy is founded on long-term efforts in research fields in which the university can be a leader on the cutting-edge of international research. In terms of research priorities, UoB seeks to respond to global challenges and to further develop its research areas that hold special potential. They seek to support and attract leading national and international excellent researchers. Outstanding researchers are considered to be a means of increasing the quality of research as well as the university's budget. When profiling the university, its cooperative relations with other universities and colleges on a local, regional, national and international scale are one basis for analysing the strengths of the university (UoB 2001). UoB seeks to build on cooperative networks, both nationally and internationally, when assessing its research priorities. These cooperative relations are instruments for increasing research quality (UoB 2001). It is considered important to ensure the academic quality of its research by participation in national and international evaluations, by increased use of its international contacts, by expansion of the guest researcher programme and by increased international publishing. UoB emphasises that national and international collaboration relations are important to university research; they actually increase the quality of the research being conducted and are vital to the university.

Collaboration agreements are considered to be a means of facilitating research: It is argued that researchers already have established international relationships and are working internationally. Consequently, the university should not hamper these activities, but rather foster them, i.e. by means of establishing collaboration agreements. The aim of attracting international students and researchers who can contribute to the quality of the university is perceived to be an important driver for policy development for collaboration agreements.

The policy on student mobility is based on the recognition that student exchange is an instrument for developing research relations. Strengthening the relationship between research and education by engaging researchers as contact persons is seen as fostering these processes. For example, this was referred to when ERASMUS was integrated into SOCRATES with the aim of reducing the administrative burden on researchers and teachers (consult Wiers-Jenssen and Smeby 2001: 12). However, it is now viewed as important to strengthen the contact between researchers and the university administration so as to improve the academic quality of the established relations. Engaging in research relations with international masters and doctoral students increases international research relations; students are considered an important asset in these processes (UoB 1999). Attracting international researchers and students is thus considered of major importance in stimulating modern educational and research relations.



### *University of Tromsø*

Academic justifications for internationalisation are also present at the University of Tromsø. UoT emphasises that as a university, it is part of an international network of universities, and the university has both regional and international aspirations. It is an explicit ambition to develop top-level research and achieve international quality in certain disciplines. UoT strives to develop, maintain and disseminate research and education of high international quality (UoT 1998). The strategic plan for internationalisation has been developed as a means of achieving these goals. When defining internationalisation, the university emphasises that internationalisation is intended to respond to the challenges of globalisation and to increase the academic quality of research and education. It is argued that the university's efforts in the internationalisation of education and student mobility are to be embedded in academic quality and that they aim at strengthening all activities of the university (UoT 2001b).

The collaboration agreements should reflect student wishes, contribute to the development aid objective, include the best universities from all continents, reflect the university's competence and engagement in the Arctic areas, and reflect and encourage research and disciplinary international relations (UoT 2001b). The action plan for internationalisation at UoT underscores that agreements which support the research profile of the university should continue to be established.

### *Agricultural University of Norway*

Also at the Agricultural University of Norway (NLH), internationalisation policy is based on academic justifications. NLH states that it seeks to be a leading international education and research environment, with focus on the interaction between natural science, technology and social science (NLH 2002). However, it is emphasised that internationalisation is not considered a goal as such, but as an instrument for reaching the institution's goal of high-quality research and education at an international level. Consequently, NLH seeks to increase collaboration and exchange within the most internationally recognised disciplines. The strategic plan states that integrating international research questions into research activities is a means of achieving its main goal of becoming a leading international milieu for research and education. Stimulating international publishing is considered to be an instrument for achieving NLH's research goals. Research education at NLH is targeted toward educating researchers of high international caliber, and academic sojourns abroad are considered to be a means of achieving this (NLH 1999). Researchers from NLH are motivated to spend time abroad, and the agricultural university seeks to recruit more international researchers (NLH 2000). Increased national and international collaboration is considered to be a means of obtaining NLH's goals as a research university. Internationalisation at NLH will therefore contribute to NLH's competence-building in international fields, so that NLH is perceived as an attractive partner for universities and colleges abroad. Collaboration with universities in countries in the South is also considered to be an instrument for internationalising NLH. The goal is to exchange students and researchers so that they receive international input on their activities.

The strategic plan states that NLH aims to improve the conditions for student exchange with Norwegian and foreign educational institutions. Offering education of high international quality to international students is a means of achieving NLH's internationalisation goals (NLH 1999). Another goal is to have exchange agreements with universities and colleges with whom they collaborate and which are of high academic quality.

Increasing the international character of the campus is considered important in order to contribute to the "internationalisation" of the students who not go abroad during their studies (NLH 2002). They also acknowledge that student relations foster research relations.

### *Oslo University College*

We also discover academic justifications for internationalisation at the university colleges. At OUC the aim of internationalisation is to increase the quality of education and research. The argument is that through increased participation in international research and development and international mobility programmes, the educational programmes will be renewed and further developed (Maassen et al. 2004). OUC works systematically with international research collaboration and notes that international publishing often is considered to be a measure of quality. An overall goal of OUC is to participate in the international research arena. OUC aims to develop strong research milieus in the coming years. It is an institutional goal for teachers and researchers at OUC to be internationally informed and convey this knowledge through their teaching (OUC 2001a). OUC thus seeks a stronger relationship between education and research and development (R&D). OUC is experiencing an increased demand for efficiency and quality in research and internationalisation. The university college seeks to be recognised as an attractive national research participant. OUC is experiencing increased competition in research and anticipates that in a few years its budgets will partly be determined by its research activities. The institution acknowledges that production of knowledge is international in character and that the closer the research frontier, the more international the "production" process (OUC 2001b). Insight into international research development is to be integrated in R&D activities at the university college. This is perceived to contribute to increase the quality of the professional educational programmes. Knowledge of education, research, development and practises in other countries will contribute to further development of OUC's study programmes (OUC 2001a).

OUC states that it operates in a multicultural society and a global economy. Its graduates enter a labour market that on all levels requires international qualifications. It is believed that internationalisation of the college primarily involves the internationalisation of the people in the organisation: the students, teachers, researchers and administration. This will again lead to a strengthening of the international dimension of the study programmes. At OUC multicultural and international activities are strategically prioritised areas that are in a process of development. Consequently, an international orientation is to be further developed in research and education. More students and staff are to be active in international research

collaboration and mobility, both inside and outside Europe. Increased efforts in international co-operation and student and teacher mobility are prioritised areas in OUC's strategic plan (Maassen et al. 2004).

### *Agder University College*

Academic justifications for internationalisation are also evident at the next university college. AUC aims to establish international engagements on the same level as the best Norwegian universities. The university college aims to become an internationally recognised higher education institution on the local, national and international level. AUC aims to acquire university status by prioritising research, research education and vocational education. Freedom of teaching and research are considered basic values and goals. AUC will conduct research that is nationally and internationally recognised. Increased and ameliorated research collaborations are considered to be of primary importance at AUC (AUC 2000).

Consequently, the rhetoric of internationalisation as a means of increasing the academic quality of research and education is a major rationale of the higher education institutions' internationalisation policies, regardless of type of institution or geographic location. The international character of research activity is underscored as well, regardless of type of institution. We note that the policy documents were produced during the national process of writing the Quality Reform and that the interviews also were conducted during the implementation of the Reform at the institutions. The degree of correlation between the national and institutional rhetoric on internationalisation as an instrument for increasing academic quality is therefore neither clearly tied to a process in which the institutions mimic the national rhetoric nor to the ideology of research as inherently international. Thus, it is difficult to determine whether the academic justifications for the policies are a result of the national policy rhetoric or a reflection of the academic ideology of inherent, borderless communication.

In addition to the academic justification for internationalisation policies, a distinctive characteristic of the University of Bergen, University of Tromsø and NLH is a global outlook on international relations.

### 2.1.3 Global solidarity in internationalisation policy

The University of Bergen seeks to contribute to increased understanding and anticipation of the global challenges through research, education and dissemination. Global solidarity is thus a significant perspective in the university's activities. The university has experienced a dramatic increase in research and educational activities in higher education and research in the last ten to twenty years. New technology contributes to that research knowledge and research results are disseminated across borders faster than ever before. This trend is understood to imply that the university is increasingly dependent upon global developments. Consequently, it is argued that the university must make its mark in the national and international research

and educational community, whether it be through networks, collaboration agreements or research and education programmes. However, the university must also assume its share of the responsibility in addressing global problems and challenges. Achieving an international position and assuming global responsibility are perceived to require collaboration across scientific disciplines. UoB thus seeks to develop further its strong international engagement and activities; internationalisation is to be an integral part of the university's activities (UoB 1999).

The University of Tromsø aims to increase student mobility from countries in the South, which is seen as an instrument that contributes to increased internationalisation of the university (UoT 2001a). The university also offers students who want to study abroad the opportunity to study in countries in the South and consequently promotes sojourns in countries in the South and non-English speaking countries (UoT 2001b). UoT also prioritises contributing to development research in a global perspective (UoT 1998).

One goal of NLH is to be an interesting player in the international community, with a special responsibility towards countries in the South. Collaboration with international research universities and institutes, especially in NOVA, EU and CGIAR, and the development of strategic alliances with relevant partners nationally and internationally are viewed as a means of achieving NLH's international goals (NLH 1999). The goal of collaboration with countries in the South is to increase competence in these countries.

We observe how academic justifications and global solidarity at these universities to some extent are perceived as mutually reinforcing rationales for their internationalisation policies. Global solidarity is seen to a certain degree to contribute to increase academic quality, and academic quality is also perceived as entailing global solidarity.

In addition to academic justification and global solidarity, we observe a third rationale for institutional policies, i.e. an economic rationale related to increased competition.

#### 2.1.4 Increased competition as justification for internationalisation policy

Economic justification for internationalisation is evident in several of our case institutions in terms of perceived increased competition for students and funding.

The University of Bergen argues that to meet the challenges of global competition and to contribute to the development of global knowledge, development and maintenance of critical basic research are seen as necessary. UoB perceives itself to be positioned in a market with national and international competition related to both research and education (UoB 1999; UoB 2001). Thus, the strength of the university depends on its capacity to attract good students and researchers. UoB is experiencing competition for students in an education market which continues to expand. The University of Bergen also anticipates increasing competition for students because the number of domestic students is diminishing. At the same time, the

university is receiving more offers of long-distance education from international providers. Consequently, the university expects to participate more in a competitive education market. However, the institution's established advantage, i.e. high quality and competence, is perceived to be challenged by educational offers characterised by shorter study programmes and tailor-made competence (UoB 1999). With respect to competition from foreign providers of education that might establish themselves in Norway, it is believed at UoB that Norway is less vulnerable to competition from non-serious providers of education since the Norwegian system is too small and transparent. There is also a concern for this situation in developing countries. Where the university used to have a monopoly, it now faces competition from universities in other countries as well as from the colleges in Norway. With respect to competition, it was believed that the university should focus its efforts on areas in which it excels. This was seen as a competitive advantage, as well as a national responsibility (Maassen et al. 2004).

UoB recognises that research also is facing increasing competition for funding, and the university finds itself in a situation in which it is increasingly dependent on external funding, both public and private. The university believes that this situation challenges the basic values of the university regarding academic freedom in a community of researchers. National funding is not perceived as sufficient to support all activities of the university; consequently, funding from other sources is both necessary and desirable. External funding is perceived as strengthening basic research and relations with business. It is a stated goal to increase both national and international external funding (UoB 1999). An important rationale for policy on international funding at UoB is support for research activities. It is argued that the administration's procedures for facilitating EU-funded research projects, for example, are a means of enabling research opportunities. The strategy is funded under the assumption that to compete internationally in research, strong research milieus must be developed.

Also, several of the other case institutions are experiencing increased competition for students and funding. UoT expects increased international competition for students. It is argued that higher education has become a commodity in the international marketplace (UoT 2001a). OUC also acknowledges the competition for students and engages in collaboration agreements to recruit students. However, active recruitment of international students has not been a priority at OUC. A stronger international profile is also believed to play an important role in the recruitment of Norwegian students and employees. To better integrate the international exchange students both academically and socially, it is a goal at OUC to develop one or two English language semesters in each faculty in which international and Norwegian students attend the same classes. This is also believed to increase the number of international applicants (Maassen et al. 2004). AUC also experiences increased competition for students on a regional, national and international level (AUC 2000).

Economic justification for internationalisation policies is consequently also observable at the institutions. The institutions argue that it is necessary to develop an internationalisation policy

due to the increased competition for students and funding. This is not to say that the institutions generally perceive internationalisation as a means of increasing their funding as such, since there are no tuition fees. It is to say that increased international relations are seen as helping to increase their funds, both international research funds and the small amount of money attached to student mobility in the national funding model introduced by the Quality Reform. To recruit (international) students is also perceived to maintain the production of credit points as (national) students go abroad, thereby possibly contributing to a certain reduction of the production of credit points.

#### 2.1.5 Multifaceted focus and justifications

There are differences in focus in the internationalisation policies, but significant similarities are also observed. First, the institutions emphasise international research collaboration as a main rationale for and building block of their internationalisation policies. International research collaboration is as such “the floor” upon which their policies are built. However, student mobility and an increasingly international education and internationalisation of the campus are the main focus of these policies.

Academic justifications are important to the internationalisation policies developed by the institutions. The analysis indicates that internationalisation, as ingrained in the academic culture, justifies the formulation of internationalisation policy in these organisations. In addition to academic justifications, global solidarity is an important aspect of these policies, primarily at the three universities. Yet, in our cases, economic justification for internationalisation in terms of increased competition does not seem to play a major role in the internationalisation policies of the institutions. The issue of competition is perceived and reflected upon in relation to competition for students and funds. In our cases, all the higher education institutions perceive themselves to be in a competitive (mainly national) student market. It is perceived that offering an international campus, an international education and an international perspective is a means of attracting national students.

Thus, regarding the question of which values are important to the internationalisation policies developed by the higher education institutions, we have observed that academic justifications are most evident. They are combined, however, with values of global solidarity. This is most evident at the three universities. In addition, perceived increased competition as a rationale for formulating internationalisation policies is evident in all five case institutions.

The next section examines which external environments are perceived to influence the internationalisation policies. Our next point of departure in our analysis of institutional policies is to explore which environments the institutions relate to when they develop their policies, i.e. which environments they “see”.

## 2.2 Which environments are important?

We observe three main external actors which influence the organisations' internationalisation policies. The EU research programmes, EU mobility programmes and the Quality Reform are important points of reference when discussing important background for the organisational goals of internationalisation.

### *University of Bergen*

The EU, especially participation in the EU research programmes and the student exchange programmes, is an important part of the environment that UoB draws upon in order to increase the international dimension of the university. UoB is concerned with the need to maintain and strengthen research activities at the university. Important goals of the university's internationalisation policy are "quality and quantity" - by seeking out high-quality universities and colleges abroad and high-quality study programmes with which the university is interested in establishing collaboration agreements. These efforts are considered instruments for ensuring the quality of the students' sojourns abroad and for facilitating international relations in research activities. Further development of international collaboration and exchange agreements with foreign universities and increased participation in the European networks for research collaboration and student exchange are considered instruments for increasing the quality of research and education. International collaboration with universities and colleges on degree and exchange programmes is to be further developed, especially with European universities and colleges. The goal is to increase the academic quality and ensure the university's position as a university of international caliber (UoB 1999).

Increased student mobility is viewed as an instrument for stimulating the students' intellectual development and for providing an education which both society at large and the scholarly community expect. The number of students from countries in the South is also to be increased, justified with reference to the same goals of intellectual growth and high-quality education. Norwegian students are motivated to study abroad as part of their Norwegian education. Facilitation of grade and credit recognition is seen as another instrument for promoting increased internationalisation (UoB 1999).

In addition to relations with the EU, the Quality Reform currently is high on the institutional agenda and represents as such an important environmental factor that the university takes into account when developing its internationalisation policy. Ensuring the academic quality of the study abroad sojourns is seen as necessary since the Quality Reform emphasises increased student mobility. The Quality Reform is perceived as important background for UoB's policy on collaboration agreements. However, the university has traditionally been engaged in international collaboration, and recent national reforms have merely accentuated this policy. The university seeks also to participate actively in the national programmes of internationalisation, such as SIU and the programmes of the Research Council of Norway. In addition, it seeks to position itself in Nordic funding schemes. This strategy is an instrument

for pursuing the university's strategy of remaining an international university. Stimulating and supporting bilateral cooperative agreements is part of this strategy.

### *University of Tromsø*

In the view of UoT, internationalisation has been placed higher on the policy agenda both nationally and internationally. As a result of national and international education and funding programmes after 1990, the internationalisation of education and student mobility at the university increased (UoT 2001a). The university aims to be an international institution by developing international curricula and courses taught in English, and facilitating and integrating international students and researchers on campus (UoT 2001b). UoT seems to perceive the Quality Reform as an important factor that explains the university's increased interest in internationalisation. Frequent references are made to the need to increase the number of incoming students when Norwegian students are "obliged" to take a sojourn abroad. It is seen to be of major importance to develop study programmes taught in English which are believed to facilitate internationalisation at home and expected to increase student recruitment, both nationally and internationally. The university believes that national policy emphasises harmonisation of degree structure and credit transfer, which it expects will increase student mobility (UoT 2001a).

UoT argues that formal collaboration with foreign universities is gaining in importance, in addition to the traditional, more individually oriented co-operation projects. The university expects funding to be increasingly connected to formal co-operation agreements due to perceived intentions of the Norwegian government (UoT 1998). National policy to internationalise research and higher education, with a primary focus on formal co-operation agreements and participation in the exchange programmes, is presented as a major catalyst for internationalisation (UoT 2001a).

### *Agricultural University of Norway*

A main goal of NLH is to be an international leader in the strategic research areas of the university. National research policy is perceived to provide incentives to profile research at NLH (NLH 2000). The chosen strategic research areas are disciplines that are experiencing strong development, both nationally and internationally (NLH 2002).

The Quality Reform is also important input in NLH's work on its internationalisation policy. The goal that all students should have the opportunity to study abroad makes it important to ensure collaboration with universities and colleges of high international quality. The university also seeks to develop more masters programmes and courses taught in English (NLH 1999). Increased transparency for international students by information in English and education in English is an additional policy goal.



### *Oslo University College*

Also at OUC, the Quality Reform represents changing environmental conditions (OUC 2001a). The college has several professional study programmes, which are seen as hampering student mobility because they are too rigid. Consequently, changing this situation is a focus of the international strategy (Maassen et al. 2004). OUC seeks to provide every student who so desires with the opportunity to study abroad. Another goal is to increase the number of student exchanges by offering more courses taught in English.

The university college seeks to increase collaboration through the Research Council of Norway and international programmes through EU and NORFA, with the aim of ensuring the academic quality of research. At OUC an explicit goal is to work within the exchange programmes as well as outside them. Another goal is to formalise and develop co-operation with countries outside the EU. Consequently, co-operation with non-Western countries is to be further developed (OUC 2001a).

National policy related to the Quality Reform is considered important input to institution's strategic decisions concerning research collaboration. Because the university college seeks to increase funding, instruments are to be developed to support researchers in development of research proposals that may compete for both national and international funding (OUC 2001a). National funding from the Research Council of Norway is seen to be increasingly competitive (OUC 2001b).

OUC also works systematically with increased student mobility, so that the study programmes integrate sojourns abroad. It is a goal that incoming students from the EU and other countries is to be increased. All departments have been asked to set quantitative targets on student exchange numbers. The overall objective is that OUC will not hamper student exchange by lack of administrative and facilitative structures. OUC also seeks to increase the number of incoming students by offering courses in English, and academic English courses are provided for the staff. The institution recognises that the different disciplines at OUC have different conditions for student exchange, and therefore, an overall quantitative goal has not been set.

An overall goal of internationalisation is that students should be offered a study programme with an international dimension. Intensive courses in Norwegian for international students should also be developed. It is a stated goal that all study programmes should offer at least one course taught in English to increase study programmes for international students and to increase OUC's capacity for education given in English. Also, more teachers should practice their discipline in English, thereby becoming more active partners in international co-operation (OUC 2001a). Offering courses taught in English is an explicit goal at OUC, as is adapting the study programmes to facilitate study abroad. At OUC, students and staff are considered important participants in policy formulation on internationalisation at home. The new national funding regime is also perceived as important, as are the efforts of the staff to promote these developments.

### *Agder University College*

A “European agenda” is evident at AUC. The current strategic documents emphasise the importance of internationalisation at home, international research co-operation and participation of students and staff in European and other international exchange and co-operation programmes. AUC considers the various disciplines to be so different that they do not formulate goals in relation to collaboration agreements. They enter into institutional agreements in addition to the agreements at the faculty level, which are more concrete. AUC aims to increase exchange and research co-operation with the accession countries, especially Estonia, Lithuania, Latvia and Poland (AUC 2003).

Collaborative agreements are important in relation to student mobility. Agreements that make a sojourn of one semester possible for Norwegian students should have priority. AUC has a strategic plan for internationalisation which describes its goals in relation to student mobility (AUC 2000). The number of outgoing ERASMUS students should increase by 150 per cent (from 40 to at least 100) to contribute to the goal of sending 10 per cent of the full-time students on exchange. The number of incoming ERASMUS students should increase by 100 per cent (from 50 to 100) to create reciprocity in exchanges and strengthen the European dimension for home-based students. AUC aims to substantially increase its courses taught in English, improve the language competence of teachers and students on exchange and internationalise at home. AUC intends to introduce language courses in German, French, Italian and Spanish to raise home students' awareness of the importance of European language competence and prepare them for exchanges. English language courses for ERASMUS faculty and administrative staff are to be arranged. To foster internationalisation at home, AUC aims to receive a number of incoming ERASMUS teachers in order to give classroom teaching a European dimension, improve the quality of the degree programmes and help internationalise AUC for home-based students. AUC aims to introduce English-taught bachelor and master modules across all faculties in order to host European exchange students for at least one semester. English-taught course modules are to be increased, and an English-taught Masters of Management Programme is to be initiated (AUC 2003).

## **2.3 National policies combined with supra-national incentives**

Clearly, external environments in connection with supra-national and national policies influence the internationalisation policies of the higher education institutions. External environments are important points of reference for the institutional policies. In particular, the EU framework programmes, mobility programmes and the Quality Reform are perceived as impacting the internationalisation policies. However, the rationales for the internationalisation policies are not entirely based on these external influences. Academic rationales for internationalisation are a key to answering the question of why the institutions seek to formulate policies in the area of internationalisation.

Organisational policies raise questions of competition versus co-operation, external influence versus internal justifications, and traditional versus emerging forms of internationalisation. The informants observe increased competition for funding and students; however, international academic co-operation for “purely” scientific reasons seems to be the main justification for their policies. External influences, specifically the EU and the Quality reform, are important environmental features that are perceived to influence the policies, but these seem not to be perceived as conflicting with internal academic reasons for engaging in internationalisation. Traditional internationalisation in terms of global solidarity is still a main justification for the policies at the universities. Thus, we observe the way in which academic justifications intertwine with environmental influences to shape the organisational policies.

In this part of the analysis, we can conclude that values related to academic, economic and solidarity arguments are important in justifying the internationalisation policies and that the EU and the Quality Reform are perceived as the main environmental influences. Thus, the internationalisation policies may be interpreted as responses to environmental and external changes, although they are also justified on academic grounds. We observe, however, that academic values are not the only values used as a basis for these policy changes since the key actors also perceive economic and global solidarity arguments as important to policy formulation. Consequently, the lesson to be drawn from the analysis of institutional policies does not support the idea that the internationalisation policies are primarily impacted by external environments. The internal influence of academic rationales for increasing the academic quality of research and education through international relations is quite evident in the internationalisation policies.

The second part of our investigation concentrates on the internationalisation practises of the organisations in order to analyse the role of external actors and values in these practises.

## 3 International practises

How do higher education institutions establish international connections? What is it that influences their international practises? Are the international practises mainly influenced by internal academic values? These questions sum up the issues to be examined in this chapter.

The organisations' internationalisation policies furnish us with points of departure as we now turn to their international activities. Not surprisingly, the policy analysis suggests that internationalisation based on traditional academic co-operation is not surprisingly an important part of the justification for their policies. Consequently, we turn to an empirical investigation of the higher education institutions' international practises in terms of their international activities and the rationales for these activities.

### 3.1 International research co-operation

Based on the assumption that academic research traditions are important to international research co-operation, we begin this part of the investigation by giving a general picture of international research publications, international co-authorships and international research collaboration in general and at our case institutions.

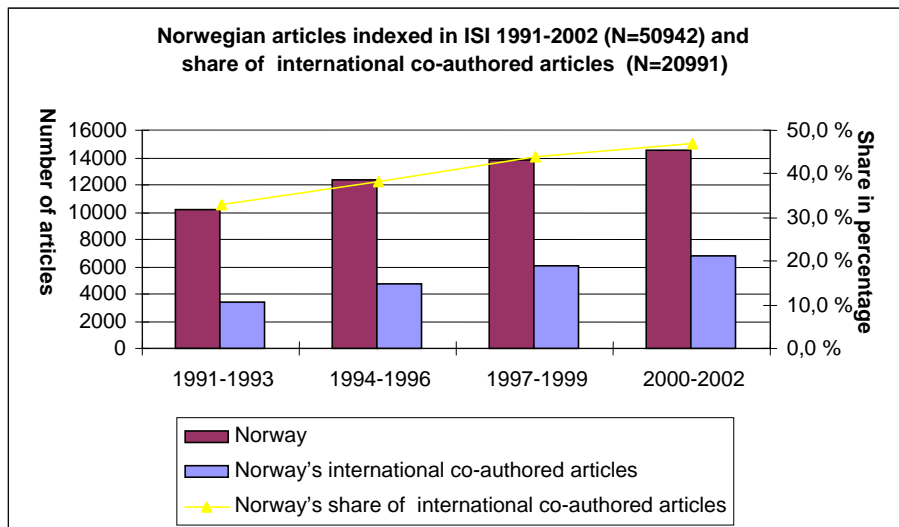
#### 3.1.1 International co-authorship

Overall, both international publications presented by Norwegian researchers and publications co-authored with colleagues in other countries are increasing; see Figure -1. In 1991 – 1993 about 10 000 Norwegian articles were indexed in ISI, and about a third of these were co-authored with colleagues in other countries. In 2000 – 2002 the total number was about 14 600, with about 6800 of these co-authored. The increase in the number of publications is 46 %. These publication data cover all types of Norwegian research publications and do not distinguish between the different types of research organisations<sup>6</sup>.

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<sup>6</sup> Data: ISI (NCR Norway 2002 / NSI Deluxe 2002) / NIFU STEP. We included only articles, reviews, notes and proceedings. Articles published in the Norwegian ISI-indexed journals are not included.

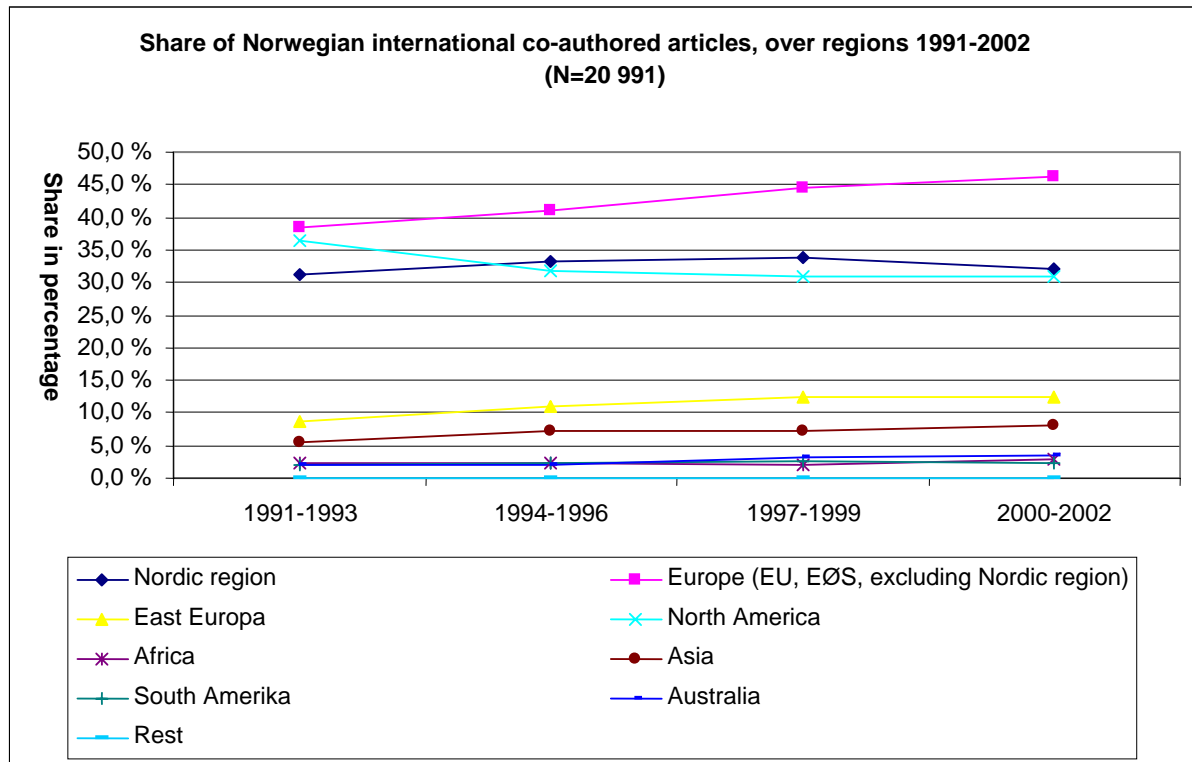
Figure 1 Norwegian articles with and without international co-authorship. 1991–2002.



All case institutions have experienced an increase in international research publishing in recent decades. The number of co-authored articles with foreign colleagues is also increasing. The University of Bergen increased its number of international publications as measured by ISI from about 1800 to 2600 from 1991 to 2002, which is an increase of 44%. The number of co-authored articles increased from 600 to 1200. The University of Tromsø experienced an increase from 810 to almost 1200 articles, which is an increase of 48%. The number of co-authored articles increased from 250 to 550. NLH's increase was from 320 to 630, which is an increase of 97%. The number of co-authored articles increased from 80 to 260. The numbers are small at the university colleges: OUC has about the same number of international publications in ISI, 36 in 1994 – 1996 compared to 46 in 2000 – 2002. The number of co-authored articles increased from 6 to 16. AUC has experienced an increase from 19 to 49. The number of co-authored articles increased from 7 to 23.

Norwegian researchers have also slightly changed their regional orientation from 1991 to 2002; see Figure -2. The data indicate increased co-authorship with European researchers and a decline of the relative importance of North America.

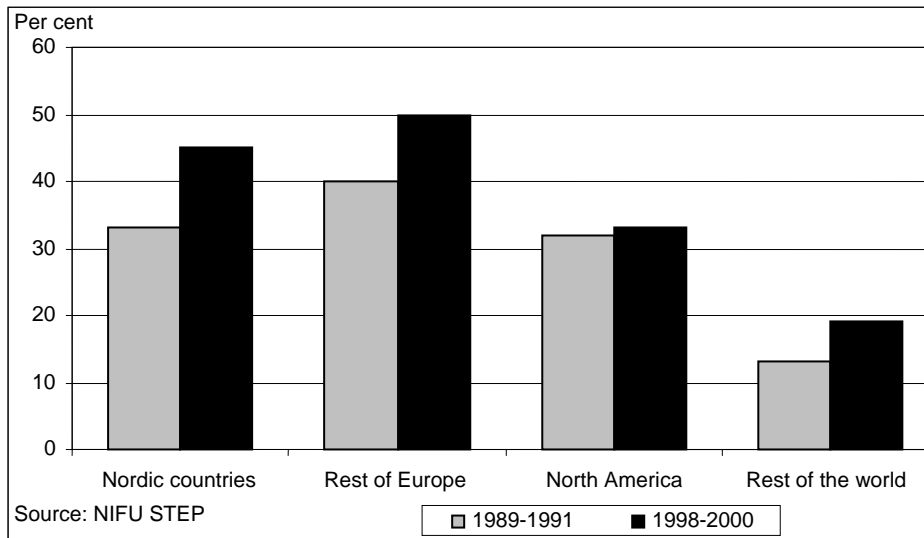
Figure 2 Share of Norwegian researchers' co-authored articles in the periods 1992–1996 and 1991–2002 across regions.



### 3.1.2 International research collaboration

There are also indications of Norwegian university researchers increasingly collaborating with colleagues in other countries (Smeby and Trondal 2001); see Figure 3, which display survey data. The development regarding geographical orientation is not quite similar to the patterns for international co-authorship shown in Figure 2, but the same relative decline of co-operation with North America and the increase of European co-operation can be detected. Figure 3 indicates that research collaboration with Nordic researchers and the rest of the world has increased.

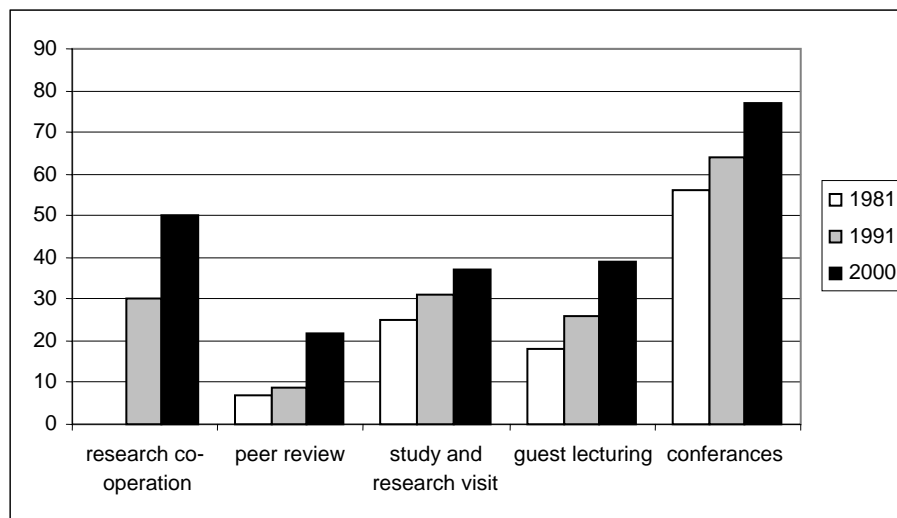
**Figure 3** *Per cent of faculty members having research collaboration with foreign scientists during the period 1989-1991 and 1998-2000, by geographical region.*



Data on research collaboration among faculty members at Norwegian universities indicate that Norwegian researchers undertook far more travels abroad in 2000 than in 1981. The total number of travels also had a greater increase from 1991 to 2000 than from 1981 to 1991. Research collaboration is increasingly directed towards regions outside North America; the orientation is both European and global.

Figure 4 indicates that all types of professional travels increased from 1989–1991 to 1998–2000. International travel by Norwegian university researchers is related primarily to conferences and research collaboration. In 2000, international research collaboration equalled research collaboration conducted within faculty members’ own departments (Smeby and Trondal 2001).

**Figure 4** *Per cent of faculty members who undertook at least one journey abroad related to conferences, guest lecturing, study and research visits, evaluation work and research collaboration in 1981, 1991 and 2000.*



Source: Wendt (forthcoming, 2005)

Norwegian university researchers have increased their journeys to all parts of the world from 1981 to 2000. The largest relative increase was to the rest of the world, while the category for the rest of Europe had the smallest increase in journeys for professional reasons (Smeby and Trondal 2001).

### 3.1.3 Intensified international research relations

Thus, the academic tradition of cooperating and publishing internationally is strong and increasing as measured by these data. Several indicators of international research relations, such as publishing in international research journals, international co-authorship and other types of international collaboration have increased in recent decades. A European dimension is quite evident in these patterns. Norwegian researchers co-operate increasingly with European colleagues.

Funding is of major importance to research, especially to be able to fulfil academic ambitions and traditions of being an internationalised higher education institution. In the next section, we return to these basics of research to look into which features are perceived to be important to their funding practises.

## 3.2 International funding

International funding is increasing in Norwegian research and higher education. The total expenditures on R&D at Norwegian universities increased by 27 % from 1991 to 2001. In the same period, external funding of R&D increased by 52 %. In 1981, external funding comprised about 20 % of total funding at Norwegian universities. In 2001 this funding had increased to 36 %. (See Table 1). Funding from abroad showed a 375 % increase. EU funding



is the primary source of this increase. Still, only 3 % of total R&D expenditures in 2001 came from abroad.

*Table 1 Relative changes in university expenditures on R&D in Norway 1991–1999, fixed 1991-prices.*

Year	R&D expenditures total	External funding	Funding from abroad
1991	1,00	1,00	1,00
1993	1,08	1,21	1,33
1995	1,07	1,10	2,37
1997	1,19	1,26	4,13
1999	1,30	1,38	4,89
2001	1,27	1,52	4,75

Source: NIFU STEP

These data document that EU-funded research projects are the main reason for the increase in international funding, a picture which is supported by data from our three university cases.

#### *University of Bergen*

At UoB, funding from abroad comprised 0.4 % of the university's funding of research and development in 1991; in 2001 the number was 4 % (NIFU R&D statistics). EU-funded projects contribute significantly to this development. Currently, UoB has EU-funded projects in the Fourth Framework Programme, the Fifth Framework Programme, including Marie Curie Training Sites, COST, INTAS, public health, cultural programmes and research documentation programmes. UoB has strategic funding to assist the research milieus in positioning themselves in relation to international funding sources.

#### *University of Tromsø*

At UoT, funding from abroad comprised 0.4 % of the university's funding of research and development in 1991; in 2001 the number was 5 % (NIFU R&D statistics). At UoT, it is believed that national funding will decrease, so international funding is a way of securing funding for research. Engaging in collaboration with partners of high international quality is a means of attracting international funding. These activities are seen as vital for ensuring research quality.

#### *Agricultural University of Norway*

At NLH, funding from abroad comprised 0.6 % of the university's funding of research and development in 1991; in 2001 the number was 4.2 % (NIFU R&D statistics). NLH seeks to ameliorate their capacity to facilitate researchers' efforts to attract international funding. Currently, the most productive efforts are conducted by talented, hardworking individual researchers. At NLH the Research Council of Norway plays an important role by allocating funding to individual researchers who want to go abroad.

### *The university colleges*

The university colleges have not engaged in EU-funded research to the same extent. In 1995, funding from abroad comprised 0.9 % of OUC's research and development; in 1997 the number was 1.7 %, and in 1999 it was 0.6 % (NIFU R&D statistics). OUC currently seeks to familiarise itself with the EU Sixth Framework Programme. It has hired special administrative staff and discussed actions to be taken with the Research Council of Norway. These activities are mainly conducted in the departments, and until recently, the institution has not made an effort to coordinate these. National research funding is difficult to attract, and consequently, OUC has oriented itself towards EU funding. The main motivation is to strengthen the research activities and the academic quality at the college. The research community is increasingly international, and the college's researchers want to participate in these developments. OUC recognises that international funding is important for attracting researchers and obtaining national funding. In 1999, 0.7 % of AUC's funding came from international sources. AUC reports that it tries to attract funding from abroad. Initiatives are made by the research milieus.

#### 3.2.1 Europeanisation of funding

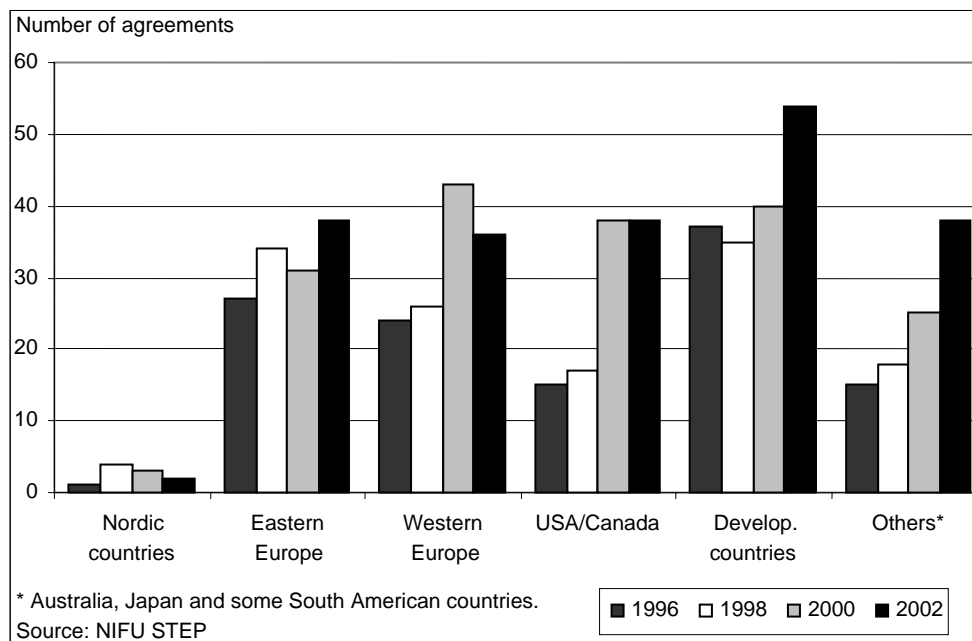
Consequently, as measured by funding, the European dimension of the international practises of the universities is increasing. The share of EU-funded research is considerably less at the university colleges.

Several measures have been implemented and encouraged in recent years concerning internationalisation in universities and colleges. These are measures such as formal co-operation agreements, student mobility and so-called internationalisation at home. In the next section of this chapter, we investigate these practises in the organisations by exploring how academic justifications and external environments seem to influence these practises.

### 3.3 Formal co-operation agreements

The total number of international agreements at Norwegian universities increased from 120 in 1996 to 205 in 2002 (Sundnes et al. 2002); see Figure 5. There are few Nordic agreements. The number of formal agreements with Eastern Europe, Western Europe and USA/Canada in 2002 is almost at the same level, while the number of agreements with developing countries and others has increased most over the period.

Figure 5 Agreements on international research co-operation at Norwegian universities. 1996–2002. Number of bilateral agreements.



### University of Bergen

At the University of Bergen a relatively early focus on the importance of attracting international scholars is reflected in the guest researcher programme, established in 1977, which invites international scholars to the university (Maassen et al. 2004). In 1998 the university had 22 formal co-operation agreements, 19 bilateral agreements and 3 multilateral agreements (Olsen 1999: 58). The university is presently engaged in more than 60 bilateral co-operation agreements with universities in Europe, America, Africa, Asia and Australia and participates in the EU programmes and mobility programmes in Northern Europe.

Collaboration agreements are seen as supporting three levels of activities: They intend to support and facilitate research by engaging in collaboration agreements. They aim at supporting exchange programmes by ensuring that universities and colleges participate in the exchange programmes, and they aim at communicating with other universities and colleges to further develop their own activities. Traditionally, collaboration agreements were established to support individually-based research activities. Currently, UoB is reviewing its portfolio of co-operation agreements to cheque whether there are “sleeping” agreements. UoB has recently created an overview of which agreements the university has, where new agreements are needed and where there is a student demand for agreements. Based on this overview delegations were sent to different universities and colleges all over the world (Maassen et al. 2004).

The most important reason for signing collaboration agreements is to support the university's researchers and students when they go abroad. Accentuated by national policy reform efforts, the institution also currently enters into agreements aimed at student exchange that will support and facilitate fruitful research relations. These activities also focus on the prioritised areas of research at the university. The international policy agenda in the 1980s motivated the university in its role as a vital societal institution to engage in important global and international problems of poverty and marginalisation (see also Forland and Haaland 1996). International developments in the 1980s are perceived as having motivated the university to place these problems high on the research agenda. General international developments are viewed as having stimulated these efforts. Later, developments in the EU and the establishment of its programmes stimulated international research development.

International trends stemming from the UN and EU have played a decisive role in UoB's engagement in international collaboration. UoB has co-operation agreements which have been signed that also to support universities in other parts of the world. Currently, an important factor is the national Quality Reform. It is important to the university to negotiate tuition fees in expensive countries so that its students might study at high quality universities and colleges at reasonable prices. The collaboration agreements are seen as an important means of reducing administration and bureaucracy when going abroad. Co-operation agreements are also seen as a way of strengthening research relations by establishing partner relations with foreign universities. In light of the Quality Reform, they are also seen as a means of stimulating new international relations.

#### *University of Tromsø*

Collaboration agreements are also important at the other universities and university colleges. In 1999 UoT was engaged in 21 NORDPLUS networks and 60 bilateral co-operation agreements. Through another Norwegian university (NTNU), UoT was engaged in EU exchange programmes (Dahl and Stensaker 1999: 68). In 2004 UoT had formalised co-operation with 35 universities and colleges in the Arctic/northern hemisphere, including Russia, Canada, and Alaska.

#### *Agricultural University of Norway*

As of December 2001, NLH had student mobility agreements with six Nordic, 44 European and eight North American universities and colleges. In addition, NLH had co-operation agreements with one university in Nepal and one in Uganda. Agreements at NLH are established in connection with student and research mobility/exchange and/or they are initiated by research collaboration.

In relation to development of an internationalisation strategy, NLH currently reviews its portfolio of agreements to cheque whether there are "sleeping" agreements. NLH believes that foreign universities and colleges are interested in collaborating. The agreements are seen as a

way of establishing research relations. Having international relations and international quality is seen as an asset when searching for research funding. Quality of education is also recognised as important to practise concerning co-operation agreements. Attracting international students is important to NLH to contribute to the internationalisation of the organisation.

The EU is perceived as giving/providing an important foundation for NLH's work on co-operation agreements, while it seeks to develop its own autonomous practices. The disciplines are also important drivers of these activities; no agreements are signed without their engagement. Research milieus of high quality have also high-quality co-operation agreements and the most extensive student exchange. This is seen as a sign that internationalisation is a matter of quality development. National reform efforts, i.e. the Quality Reform, are perceived as important recent drivers of NLH's activities in these matters. NLH seeks to develop activities in relation to development aid as well as to high-quality international universities and colleges. The Research Council of Norway is also perceived as an important driver due to the implications that international relations have for funding. Not participating in co-operation agreements is perceived to hamper the conditions in which research can be conducted. National policy and the new funding regime encourage NLH to engage in these activities. International co-operation agreements are also considered to be an important means of ensuring the academic quality of activities in its own organisation.

### *Oslo University College*

OUC has about 100 collaboration agreements, including EU-programmes and bilateral agreements. OUC participates in exchange programmes such as ERASMUS, LEONARDO and NORDPLUS. OUC has bilateral agreements mainly with the USA, South Africa and Australia. Even at OUC, it is emphasised that researchers have "always" had international relations. It is argued, however, that internationalisation of higher education started in the 1990s with the establishment of the EU exchange programmes and NORDPLUS. Until then, internationalisation of higher education was more or less a relationship between the student and the state. In the 1990s, the universities and colleges began to play a role in internationalisation.

Co-operation agreements at OUC are mainly related to student mobility, but some are connected to research. The institution currently signs many new co-operation agreements and seeks to make them known to the students. They also establish agreements with universities and colleges outside the programmes. OUC has established contact with universities and colleges in countries such as China, Africa, Australia, North America, South America and Canada. Rectors and deans travel abroad to establish contact with foreign universities and colleges with the aim of establishing collaboration agreements. They sum up three reasons for establishing co-operation agreements: the students' wishes and interests, national policy emphasising these activities, and strengthening of research, which is also perceived as fostering collaboration agreements. OUC also experiences great interest from competing

universities and colleges, and it seeks to take its own actions and set its own agenda in these affairs and establish collaboration agreements with interesting high-quality universities and colleges. It is also the institution's experience that researchers and teachers going abroad encourage students to travel. OUC experiences strong national policy drivers from the Quality Reform. Supporting and facilitating arrangements for students who want to go abroad is also seen as motivating these efforts. Establishing personal contact with collaborating universities and colleges is seen as fostering the quality of these relations.

### 3.3.1 Increased standardisation of international relations

Consequently, the case institutions increasingly standardise their international relations through formal co-operation agreements. The Quality Reform is perceived as contributing to this development since funding is attached to the mobility of domestic students to foreign institutions with whom the Norwegian institution has established a formal co-operation agreement.

Co-operation agreements are an important means of increasing student mobility, and in the next section we explore these activities.

## 3.4 Student mobility

In general, student mobility has been a major part of national policy intended to stimulate internationalisation in higher education institutions in Norway in the past several years (Gornitzka et al. 2003), and all our case institutions are engaged in student mobility.

Generally, Norway is a net exporter of students (degree students) and has a higher share of students abroad than most European countries, including the other Nordic countries. Some Norwegian universities have received students from developing countries for several decades through different programmes (Wiers-Jenssen 2003).

When looking into student mobility in terms of organised mobility programmes, notably the EU exchange programmes, an evaluation of the Norwegian participation in the Socrates and Leonardo da Vinci programmes reports that that Norwegian participation in Erasmus has stagnated during the last four years, i.e., fewer Norwegian students have travelled abroad as a part of their studies (Vabø and Smeby 2003). The number of incoming students to Norway has seen a slight increase, see Table -2.

*Table 2 Number of Norwegian outgoing and foreign visiting Erasmus students by host country.*

	Norwegian outgoing students		Foreign visiting students	
	2000/01	2001/02	2000/01	2001/02
Austria	31	23	62	57
Belgium	29	29	54	42
Germany	137	130	262	299
Denmark	49	55	24	30
Spain	176	194	118	135
France	169	128	132	171
Greece	10	13	6	22
Italy	47	43	128	115
Ireland	18	32	4	7
Netherlands	88	112	91	120
Portugal	11	20	20	26
Sweden	35	28	19	8
Sweden	17	9	13	14
United Kingdom	190	154	47	54
Total	1007	970	980	1100

Source: Vabø & Smeby (2003)

When investigating our case institutions, the issue of increasing the number of mobile students both to and from the institutions was mentioned by several of our informants. The institutions are concerned with ensuring that the students who go abroad arrive home with exams from recognised foreign institutions, and increasing student mobility is high on the agenda.

### *University of Bergen*

UoB seeks to increase the number of students going abroad on EU exchange programmes and through bilateral agreements. They use researchers as contact persons with foreign universities to tailor-make the sojourn to their students. They also work to improve their support functions for student mobility. Student mobility at UoB traditionally was related to the research milieu, and the university sought to establish collaboration agreements to support these activities. UoB recognises that it competes with international agents that recruit students to foreign universities, and UoB tries to adapt its student mobility programmes to combat these developments. Currently, the institution feels that the Quality Reform drives them to ensure the quality of the education that their students participate in abroad. UoB also considers cultural understanding and the individual “value added” that the students acquire by studying abroad to be valuable in itself.

UoB participates in the EU and NORDPLUS exchange programmes. In addition, many international students at UoB come from countries in the South. The university has a large group of Quota students, and it aims to increase this number. They have more than 20 masters programmes taught in English, many of which are designed especially to meet the needs of students from countries in the South. It also offers courses taught in English at both the

undergraduate and graduate level to meet the needs of students coming for shorter sojourns to UoB.

Though the current focus at UoB has been on outgoing students and the adaptation of ordinary programmes to allow for exchange periods, English language programmes are seen as an important tool for establishing good exchange agreements. These programmes are also seen as stimulating the development of joint degrees and programmes as well as the development of internationally oriented quality assurance systems regarding credit transfers. The university already has a large portfolio of English language programmes, but it wishes to profile these in a more strategic way to emphasise the strengths of the university and increase the international attractiveness of the institution. It is also believed that the university has the potential to develop more English language programmes. In addition to the importance of high-quality and relevant educational programmes, the system for receiving international students is seen as important. It is a challenge to find sufficient housing and resources for an introductory course on Norway and Norwegian language classes (Maassen et al. 2004). UoB also recognises that student mobility has declined; one possible reason is that students strive to complete their exams on time. Mutual international recognition of credits is not fully in place, and this is seen as a hindrance to student mobility.

#### *University of Tromsø*

UoT is also engaged in the EU and NORDPLUS programmes. In 2001 UoT had 8.5 % international students. The aim is 10 %. About 5 % of the Norwegian students went abroad. The university has participated in the Quota programme since 1998, and by this means has recruited students from countries in the South and Eastern Europe to masters programmes taught in English. The interest is increasing; in 2001 UoT received 648 applications for 29 student places. The university participates in NORAD'S programme in which five student places are reserved for students from countries in the South. The university participates in other national programmes aimed at student exchange and development (UoT 2001a).

#### *Agricultural University of Norway*

About 30 % of the NLH students study abroad as an integrated part of their studies. However, the number of exchange students from abroad at NLH is significantly smaller. NLH has about 2500 students, of which 150 are from countries outside Norway. In 2001, no new student mobility agreements were established with Nordic or European universities and colleges, but two new agreements were signed with universities and colleges in North America. NLH is experiencing increased competition for domestic students and views student exchange as necessary for competing for students. NLH also acknowledges that Norway, as a small country, needs international stimuli both in research and education. The student exchange programmes are considered important drivers of their international activities



### *Oslo University College*

OUC participates in the EU programmes and NORDPLUS. The institution is enlarging its portfolio of co-operation agreements and motivates students to study abroad. They have international coordinating staff in the departments who works with exchange students and collaboration agreements. The international office facilitates these activities and has administrative staff with special responsibility for the ERASMUS, NORDPLUS and LEONARDO agreements. The international office works with housing and social support of incoming students, allocates funds for social arrangements for incoming students, and applies for additional Quota fellowships. OUC recognises that if its students attend study programmes at high-quality universities and colleges abroad, this will contribute to improving the quality of education at OUC as well. Consequently, ensuring the quality of the courses students attend abroad through co-operation agreements is considered important. Also, national reforms with the new funding regime are considered important for its work with student mobility. OUC has experienced a decline in student mobility, possibly resulting from more students holding part-time jobs as well as a general atmosphere of uneasiness after 11 September. They also acknowledge that improving conditions for student mobility helps to improve the quality of its own study programmes and that offering an international campus is important in the competition for students.

In 2001, 340 students at OUC spent a period abroad, 217 of them for a period longer than three months, while 126 international students came to Oslo University College, with 114 of them staying for more than three months. In 2002, 103 students came to OUC and 194 travelled abroad. Currently, OUC sends more students that they receive. In 2001, 50 academic employees spent a period longer than one week abroad, and nine visiting scholars came to the college. This is an increase over the previous year. In 2002, seven courses were offered in English at Oslo University College. The aim is to increase this number. In Spring 2003 several new master programmes were being planned, and it was seen as natural that all or parts of these programmes would be taught in English (Maassen et al. 2004). The majority of mobile students travel to or from Europe, though Australia and the USA are increasingly popular destinations for Norwegian students. The students that travel for shorter periods, often in connection with specific projects, go to Africa, Asia and some to Eastern Europe and the Baltic states. The college had 11 quota students in 2001. Leonardo is also an important network for the study programmes that require internships.

### *Agder University College*

Also, AUC students are encouraged to study abroad, either by taking an integrated part of their study programme with Socrates/ NORDPLUS partners in Europe, with partners in the Unites States, Australia and Asia or by continuing their studies abroad after graduation from Agder University College. It is also an added benefit to AUC that the students go abroad and that international students on campus contribute to an international milieu. The national funding scheme is considered important to AUC because it directs attention toward the balance of incoming and outgoing students.

### 3.4.1 Student mobility on the agenda

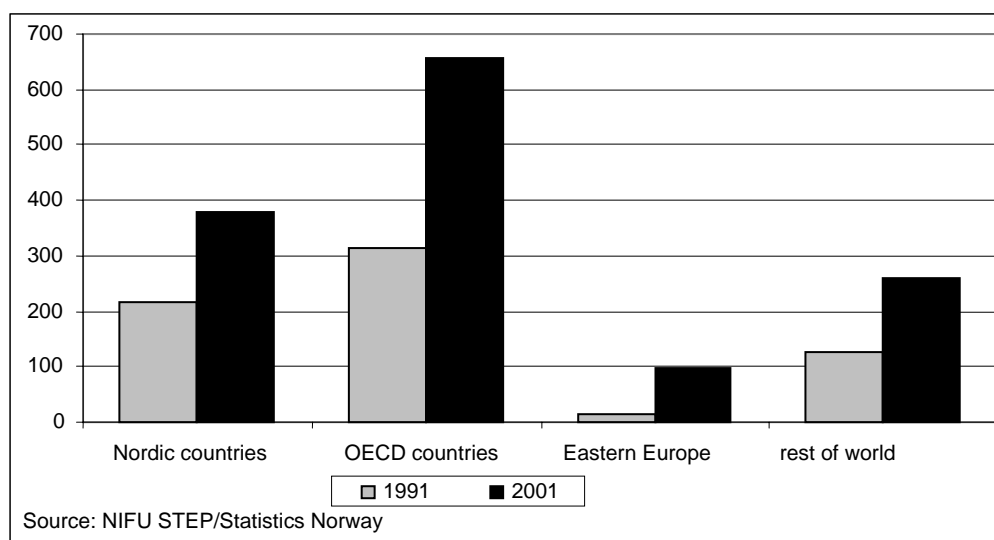
Consequently, student mobility is high on the internationalisation agenda of the case institutions. The universities and university colleges seek to increase the number of mobile students both going abroad and coming to Norway.

## 3.5 "Internationalisation at home"

When investigating internationalisation policies in the case institutions, we observed that several of the informants were concerned with the issue of attracting foreign researchers in order to increase internationalisation at the Norwegian institutions.

Generally, Norwegian research and higher education organisations increasingly recruit researchers from other countries. In 1991, 10 % or 670 persons who had their first registered citizenship in a country outside Norway held an academic position, including R&D activities, at one of the four Norwegian universities. In 2001 the share of persons who had their first registered citizenship in a country outside Norway had increased to 16 % or 1 400 persons. In absolute numbers, the highest increase from 1991 to 2001 was among the OECD countries (NIFU R&D statistics); see Figure 6.

Figure 6 *Total academic staff at Norwegian universities by first registered citizenship in 1999 and 2001. Number of researchers.*



However, attracting foreign researchers is only one of many activities related to internationalisation "at home". These activities concern measures intended to increase internationalisation at the local university or college campuses and include measures such as establishing courses and degree programmes taught in English, recognition of degrees and credits from foreign institutions and a more general accessibility of the organisation to non-Norwegians through dissemination of information in English.

### *The universities*

Establishing courses taught in English is a major task at UoB. UoB has more than 20 masters programmes taught in English, and many other courses are taught in English as well. All together, more than 20 master degree programmes are taught in English, in addition to several other English-taught modules. The following model for the degree structure has been adopted from the Bologna Process: bachelor degree (3 years) + master degree (2 years) + PhD (3 years). In a few subject areas, students enrol for a five-year integrated degree course (master). Medicine and Psychology are exempt from this degree structure. In practice, comparable study programmes and credit systems are considered important for facilitating student mobility (Frølich and Stensaker 2005). UoB has currently no overall strategy for internationalisation at home; however, many study programmes have courses taught in English. UoB provides support for incoming students, which includes making information, websites and policy documents available in English. UoB emphasises that attracting international students is a prerequisite for international collaboration and research relations.

NLH currently has nine masters programmes taught in English. NLH provides assistance to incoming students, including for their integration at campus. Courses taught in English are considered important in this respect. The institution is currently working on establishing new masters programmes taught in English. NLH experiences differences among different research disciplines concerning how “natural” it is to teach courses in English. National policy efforts, i.e. the Quality Reform, in combination with initiatives by teachers, are important to their practises in this area.

### *The university colleges*

The university colleges also implement measures to increase internationalisation at home. Concerning harmonisation of degree structures, it is recognised that it is important to be familiar with the content of foreign courses and study programmes so that students can take courses abroad which fit in OUC’s study programmes (Frølich and Stensaker 2005). At OUC in January 2003, the Faculty of Business, Public Administration and Social Work offered 12 courses taught in English. At the Faculty of Education and the Faculty of Engineering, the number was four each. The Faculty of Health Sciences had three courses taught in English; the Faculty of Nursing had two, and the Faculty of Fine Art and Drama and the Faculty of Journalism, Library and Information Science had one course each. OUC is currently working to increase the number of courses given in English to support the incoming students, having reserved strategic funding for these efforts. The institution also recognises that not all disciplines are inherently international. OUC also is developing masters programmes taught in English. OUC believes that its activities in this area are related to general societal development in terms of increased internationalisation, and it emphasises that internationalisation of the campus is a prerequisite for internationalisation in general. International emphasis in study programmes is considered important for increasing the quality

of the education. Efforts to internationalise the campus is also seen as being influenced by the Quality Reform. It is considered important to continue these activities. For the time being, Agder University College does not offer any degree programmes taught in English. However, a recent increase in courses taught in English and German has encouraged the hosting of exchange students (AUC 2003).

### 3.5.1 More international campuses

Increasingly, the universities and university colleges seek to internationalise their campuses by offering courses and degrees taught in English, disseminating information in English and making conditions favourable for foreign researchers and students who come to Norway.

The international practises do require some administrative structure, the higher education institutions have all set up international offices. In the next section, we investigate these arrangements.

## 3.6 Organising internationalisation

All five higher education institutions have established an international office.

### *University of Bergen*

UoB has had an international office since the 1960s. Currently, the office is part of the research administration department. The Office of International Relations deals with issues relating to international programmes for research and education. The office provides information on EU-funded activities, PhD research training sites (i.e. Marie Curie Training Sites), research infrastructures, the NUFU programme, staff exchange programmes and the guest researcher programme. The Marie Curie Training Sites (MCTS) at the University of Bergen gives young researchers pursuing doctoral studies in EU member states the opportunity to undertake part of their doctoral studies in Norway and to benefit from working with internationally recognised research groups in their specialised areas of research. The University of Bergen invites European scientists to apply for short-term visits to conduct specific research projects/parts of research projects.

NUFU supports co-operation between universities, university colleges and research institutions in Norway and developing countries. The co-operation functions in accordance with the needs and priorities of institutions in developing countries, and aims for the enhancement of competence within research and higher education at these institutions. Co-operation programmes are carried out by the individual institutions. Central elements of the co-operation are issues such as long-term commitments and agreements between the institutions, equality in partnerships and decentralised implementation of activities in co-operation programmes. The programme is now in its third five-year period (2002 - 2006). Funds for the institutional co-operation are provided through an agreement between the

Norwegian Council for Higher Education and the Norwegian Agency for Development (NORAD).

Student mobility activities at UoB, however, are the responsibility of the education department. A special administrative group in the department is responsible for both incoming and outgoing students. The main tasks of the group are planning and facilitation in order to promote increased student mobility, development of exchange agreements with universities and in geographic areas considered important to UoB, advising for decision-making bodies related to student mobility at UoB, assisting faculties, departments and study programmes concerning development of part-time studies abroad, information and supervising students who want to study abroad through the formal agreements established at the university, recruitment of international students to UoB, information and advising for incoming students before arriving in Bergen, the Quota agreements, development, coordination, reporting, student and staff mobility and the portfolio of agreements in relation to Socrates, Erasmus Link and NORDPLUS. The office is also responsible for the development, coordination and establishment of new formal agreements, and student mobility in bilateral agreements. Finally, the office deals with housing and courses in Norwegian for incoming students to the university.

The university had an international action plan connected to the strategic plan; however, at present, internationalisation is considered to be an integrated part of the general strategy of the university. UoB has earmarked its own strategic funding to stimulate research in prioritised areas, and it has reallocated positions to prioritised fields. It also applies for national funding from the Research Council of Norway to develop proposals to the EU. UoB has emphasised international activities over many years. Currently, it is developing a system of evaluating the results of different aspects of internationalisation. UoB recognises that international activity and the organisation of these activities have developed as a consequence of historical developments and national programmes of internationalisation.

#### *University of Tromsø*

University of Tromsø also has a relatively old formal structure related to international practises. In 1993 UoT established an international office, and it has had an international student adviser since 1986 (Dahl and Stensaker 1999: 68). Currently, international affairs are part of the Department of Administrative Affairs (research and education administrative affairs). The Department of Administrative Affairs facilitates sojourns abroad for both students and staff. The department administrates admission of international students, establishes and monitors formal agreements with foreign institutions, and presents issues to decision-making bodies in international issues. The department also assists with EU-funded projects.

### *Agricultural University of Norway*

NLH has an international office that facilitates student and teacher exchange. The international office is part of the main administration in the Department of Administrative Affairs. The office provides support to the management of the university and departments in achieving the goals of the university strategy for internationalisation. It shares information regarding the international connections, policies and plans of the university, and responds to and channels international communication as appropriate. The office facilitates, negotiates and monitors exchange agreements and institutional links with international partners. Finally, the international office works with other university units and student organisations to build and enhance the international campus. Administration of EU-funded research projects, however, is the task of the research administrative department. They have a research administrative office that manages the EU research contacts and national international programmes. Currently, NLH is working on a strategic plan of internationalisation, which aims to make the infrastructure more efficient.

### *The university colleges*

OUC has an international office and international coordinators in the departments. Internationalisation is seen as an important issue in OUC's strategy of improving quality in education and research. The international office is responsible for co-ordinating agreements and programmes on international co-operation as well as advising students, staff, administrative personnel and faculty. Oslo University College has adopted an action plan for internationalisation which aims to strengthen the field of international co-operation. The study programmes and courses will be given a stronger international emphasis and character, and conditions will be made favourable so that students, staff and administrative personnel alike can have international experiences through exchange periods as well as through teaching and research co-operation. The international office co-operates closely with all the faculties and their international co-ordinators. OUC recognises that international activities are driven by the teachers and researchers of the organisation and has by consequence developed a decentralised structure. OUC has developed an action plan valid until 2004.

AUC has an international office and a strategy committee. The international office is part of the Department of Education Administrative Affairs and facilitates student mobility. These organisational structures are seen as fostering student mobility and international research collaboration.

### 3.6.1 Increased formalisation of international relations

Increasingly, the case institutions formalise their international relations by establishing and maintaining an international office in the organisation. Our investigation documents two main formal arrangements in the organisations to handle their international relations: either the international office is part of the research administrative structure or the education administrative structures of the organisation; sometimes international relations are handled by

both formal structures. These structures are mainly administrative structures in the organisations. Expectations of increased internationalisation can be said to be followed by administrative procedures and structures to handle these (new) practises.

### 3.7 External and internal influence on practises

These data on international practises give us a broad picture of the institutions' international relations. Based on patterns in academic publishing and travelling, international practises are increasing. The share of international funding is increasing, mainly due to EU-funded projects. The formal co-operation agreements are increasing. Student mobility is an ongoing activity that is placed high on the agenda. More courses taught in English are being developed, and the international offices have functioned for several years.

Concerning the issue of policies versus practises, international practises are justified by referring to academic, economic and solidarity arguments, and both the EU and the Quality Reform are important environments that the institutions adjust to. However, internationalisation seems increasingly to be an organised activity of the organisations which more often is directed and supported at the institutional level (consult also Frølich and Stensaker 2005). This development seems influenced by external policies and arrangements, both stemming from the EU and the Quality Reform. However, these “new” developments are justified by referring to “old” arguments of (internal) academic quality and global solidarity, in addition to “new” arguments of increased competition. Thus, there are few reasons to argue that policies and practises in terms of justifications are strongly decoupled. Consequently, internationalisation policies and practises seem to be increasingly integrated into the same framework and perceived as related both to external and internal features of the organisations. In addition, new and emerging factors such as increased competition and long-standing institutional characteristics such as traditions of global solidarity are translated into the internationalisation policies and justifications that the organisations develop in internationalisation.

## 4 Linking policies and practices in internationalisation

The aim of the analysis was to investigate the importance of organisational environments and academic traditions in internationalisation issues in these organisations. Based on the analytical framework, we developed two main expectations. First, we expected external environments to play an important role in internationalisation policies in the organisations and academic justifications to function as important frames of reference when the key actors discussed their internationalisation practises. Secondly, we expected internationalisation policies and practises in the organisations to be justified with academic reasons, with less attention paid to the environmental factors. Neither of these clear-cut expectations took precedence over the other when we reviewed our material.

### 4.1 Internationalisation policies and practises

First, the expectation that internationalisation policies are mainly influenced by the external environment while international practises are mainly based on academic justifications is not clearly supported. External influence on internationalisation policies as well as international practises is evident. Adjustment of organisational policies to EU policies and actions is evident in all the organisations and in different internationalisation policies. EU policies are of primary importance to the organisations' internationalisation policies, and they are most visible in their influence on funding and mobility policies. Several of our informants argue that the experienced decline in national funding encourages the organisations to look for international funding. However, it is not only pragmatic reasons that drive these practises; it is also argued that support of the researchers in their international relations contributes to the academic quality of their research. Notably, this argument is employed regardless of the share of international funding the organisations has since the university colleges' share of EU funding and the universities' share are quite different. The share of EU funding and funding from international sources overall is relatively lower at the university colleges.

Co-operation agreements are described as an important instrument for internationalising universities and colleges. Participating and engaging in the different EU exchange programmes and establishing (bilateral) co-operation agreements with universities and colleges outside the EU programmes are seen as major activities connected to these agreements. Universities and colleges ask their researchers to establish contacts at foreign universities and colleges in collaboration with administrative staff and rectors. It is seen as important to revitalise the agreements already established and to establish new agreements. Co-operation agreements aim to facilitate the mobility of both outgoing and incoming students, going aboard as well as for incoming students, and they seem to be important to the higher education institutions as a means of increasing and ensuring the quality of the students' sojourns abroad. The agreements seem to have gained importance since several of the



organisations report that they have recently chequed or are currently chequing whether there are “sleeping agreements”. Thus, both EU policies and national policies are perceived as important influence on the organisations’ practises concerning establishment of formal agreements of collaboration; however, intentions of global solidarity and stimulating international research relations are also distinct rationales.

A variety of activities concerning student mobility have been documented, primarily different forms of exchange relations with a sharp focus on issues of quality in education. Multilateral exchange is a major activity in student mobility. Bilateral exchange is also a crucial activity in student mobility, and establishing bilateral agreements of student exchange is part of these efforts. A third way of facilitating student exchange and the organisations’ work on these tasks consists of supporting student exchange by building on and establishing personal contact between researchers. Several of our informants argue that working at home with facilitating student exchange is necessary for enhancing internationalisation. Ensuring the quality of study programmes that students attend abroad is perceived as crucial. Establishing courses in English is also necessary for internationalisation, and of course, supporting students who want to go abroad is part of these efforts. The view is also that it is important to match the student recruitment agencies operating in Norway and to offer better quality. In terms of student mobility, these practises seem strongly influenced by both EU programmes and the current national Quality Reform. However, we also note how an academic argument for student mobility is present. The organisations are concerned with ensuring that the students who go abroad undertake a “quality stay” in which students visit recognised universities and return with increased academic knowledge.

Internationalisation at home involves developing study programmes taught in English for both domestic and international students. Disciplinary differences in the nature of international study programmes are also described. Activities in this field also concentrated on making arrangements for researchers and students coming to Norway. Other activities include the integration of Norwegian students’ experiences from abroad into their home institutions, allocating the institution’s own resources and establishing a connection to the strategic plan. The general picture is that these practises are largely driven by the Quality Reform, which is seen as a main reason for engaging in these “translation” activities in the organisations. Several of our informants reflect on the fact that internationalisation at home is an important measure for increasing the opportunities for students who cannot go abroad to take part in a more international education.

Establishing an international office is important as it is a widespread practise among the institutions. Activities concerning the organisation of internationalisation also focus on improving the infrastructure that supports international relations. It seems that traditionally international activities related to research have been administered by the research administrative department at the central level of the organisation, and student mobility activities have been part of the education administrative structure. The formalisation of

international activities seems largely to be influenced by external environments of the organisations; however, we also find informants who reflect upon the fact that these administrative structures actually are intended to facilitate the international relations that the researchers and the students engage in.

## 4.2 The external influence

The importance of the Quality Reform gives the impression that these organisations still are nationally oriented in terms of national policy, which represents a major factor concerning internationalisation for these organisations (consult also Frølich forthcoming). Consequently, it seems that a blurring of national borders in terms of reducing the impact of national policy has not yet occurred in the Norwegian organisations. We may conclude that the current national reform in many ways strengthens international relations practises already established. It is also demonstrated that national actors, mainly national policy authorities and the Research Council of Norway national research council, are perceived as influencing practises related to all dimensions of internationalisation in the organisation, i.e. both research and education-related practises. When looking at practises, such as establishing courses and programmes taught in English, are these influenced by European policies or national policies? The perceptions of the key players at the institutional level are that these practises for the time being are influenced to a larger degree by national policy. The Quality Reform, which promotes exchange through established collaboration agreements, influences practises as observed, for example, by the fact that the institutions review their portfolio of agreements, revitalise sleeping agreements and establish new agreements. Another example is student mobility, which has become more important due to the fact that national authorities have attached funding schemes to these activities. The new degree structure is also nationally promoted and influences practises; i.e., the implementation of new study programmes which allow for student exchange.

Thus, the Quality Reform seems to represent the lens through which internationalisation is perceived and thus determines many of the interpretations that institutions make about this development. The Quality Reform is perceived by our case institutions to be the most important driver at present for internationalisation of higher education in Norway. The close correlation between issues related to internationalisation and the Quality Reform makes it difficult to differentiate sharply between European and domestic influences on the current policy in Norway (consult also Frølich and Stensaker 2005). However, the impacts of the national reform on internationalisation policies must not be exaggerated; as we have observed, “old” justifications and actions taken before the reform play a major role in how internationalisation is implemented in the organisations’ policies.

Consequently there are not clear-cut differences between international and national influences on the organisations’ policies. This may be a consequence of path-dependency, where both historical and current international and European developments are locked in and framed by

the current national reform in Norwegian higher education. What we observe, however, is three different, yet interrelated conceptions of which rules, norms and cognitions constitute and justify internationalisation. Concerning path-dependency, we observe that the academic justification for internationalisation is referred to as being important both in a historical sense and at present. Global solidarity is also considered to be a historical justification for commitment to internationalisation in Norwegian higher education. In addition, EU initiatives, such as student exchange programmes and financing of research opportunities, play an important role. Currently, the national reform seems to frame and foster internationalisation in Norway, and it seems that these different developments and justifications for internationalisation do not compete with, but rather strengthen each other.

### 4.3 The internal link

In addition to the influence of external environments, we have observed that academic justifications are important for internationalisation policy. The analysis indicates that internationalisation, as ingrained in the academic culture, is used to justify the formulation of internationalisation policy in these organisations. Academic quality in terms of international relations is a main justification; this justification seems thoroughly integrated in both research and education in the case institutions.

Academic justifications seem important as rationales for internationalisation policies in our case institutions. Academic justifications relate to the definition of internationalisation as a means of increasing the quality of research and education. However, academic justifications of internationalisation also describe how internationalisation is inherent and ingrained in research activities. International relations are described as basic and natural activities, which also are necessary for defending the institution's status as a university (consult University of Bergen, University of Tromsø and the Agricultural University). As such, internationalisation is actually a prerequisite for the university label. Academic justifications for internationalisation in terms of basic identities and characteristics of a university are evident, in addition to the local/regional mission of one of the universities. At this university, we also note how the argument that internationalisation increases quality is quite evident. An academic profile of internationalisation policy is evident also at the specialised university. Thus, all three universities, despite their geographic locations and research profiles, clearly use profound academic arguments to justify their internationalisation policies.

However, academic justifications are evident also in our other cases. At one of the university colleges (Oslo University College) the weight is placed on increasing the quality of study programmes, while international research co-operation is increasingly seen as being on the horizon. The institution's location in a multicultural city combines with its international and academic ambitions. Academic justifications for internationalisation are also seen at the second university college (Agder University College), which aims to establish international engagements at the same level as the best Norwegian universities.

In addition to academic justifications, global solidarity is an important feature of Norwegian academic internationalisation. Global solidarity is evident in the internationalisation policies, primarily at the universities. We also observe how the issue of quality combines with the issue of global solidarity. Academic quality and global solidarity seem to a certain extent to be envisioned as two sides of the same ambition. From the informants' definitions of the term internationalisation, we saw that political justifications for internationalisation is another important type of justification used, which is also clear when we review the internationalisation policies of our case institutions.

We also anticipated that internationalisation policies at our case institutions could be influenced by the academic rationales for the national policy of internationalisation; however, we also observe a political justification for internationalisation policy.

It appears that the economic justification for internationalisation policies in our organisations centres on perceived increased competition, mainly for students and funding. Thus, internationalisation becomes necessary to compete for national students and funding.

Consequently, the investigation of rationales used to develop internationalisation policies in the organisations reveals a threefold picture of values which are important reasons used in policy formulation. We have detected a mixed picture which nuances our expectations: Economic reasons to internationalise as well as academic reasons to internationalise are evident in our policy analyses. We observe a mixed picture of three main arguments for internationalisation. However, when comparing the national policy justifications in Norway to the justifications given in the research and higher education institutions, we observe that in 1999 the institutions justified internationalisation with reference to academic, political and cultural reasons (Olsen 1999), while national policy seems to have moved from justifying these phenomena with cultural and political reasons to referring to economic and academic reasons (Gornitzka and Stensaker 2004). According to indications in our informants' definitions of the term internationalisation, at the institutional level today we find that academic reasons are primarily used, but political reasons are used as well. One interpretation is that at the institutional level the justifications remain the same while policy argumentation shifts. From this perspective, today's academic justifications at the institutional level can be seen not just as a response to the normative shifts of environments, but as a persisting characteristic of these organisations' common identity.

How, then, do these organisations manage to promote internationalisation policy or strategies based on academic justifications and political (global solidarity) and economic (competitive/market based) reasons? Do these reasons not conflict? We have seen in earlier studies how different and seemingly contradictory justifications are referred to in university discourses (Frølich 2004b). This study also includes specialised universities and university colleges, and the argumentation is still seemingly internally contradictory, and the

organisations seem rather homogenous in their justification of internationalisation policy. If we compare this with the earlier study from 1999, we observe that then, as now, the academic justification seems most prominent. At that time, the political justification was also important, as it seems to be today. What seems to have changed is the importance of the economic justification, in the sense of competition for both researchers and students. Concerning the ability to handle seemingly contradictory expectations and to argue in a seemingly contradictory manner, this was previously observed in studies of higher education institutions where it is observed the way in which earlier expectations are buried as layers in the institutional web of these organisations (Bleiklie et al. 2000).

#### 4.4 Conclusions

We started our investigation of values and environments which influence internationalisation policies in these organisations by employing two expectations. On the one hand, external expectations are important to these organisations by furnishing them with guidelines on how to be perceived as legitimate (i.e. by fulfilling the external expectations embedded in regulations, norms and cognitions). Consequently, the organisations strive to reflect these expectations by formulating policies that echo the demands of the environments. From this perspective, it becomes necessary to respond to EU and national policies in order “to dress up in an international outfit”. On the other hand, we expected these organisations to formulate autonomous policies and to formulate internationalisation policies justified by reasons related to academic quality, traditions and identity. This expectation is due to the organisations’ internationally oriented academic tradition and their robustness, thus enabling them to behave in an autonomous way. However, the empirical investigation gives a more mixed picture concerning the influences of internationalisation policies. We observe that policies are not just embedded in academic values, but both solidarity and economic values play a distinct role when arguing in favour of internationalisation. These values are all important, and they provide the rationales for responding to the EU research and exchange programmes and national policy measures.

The case study suggests that the organisations formulate internationalisation policy and justify international practices with reference to both external drivers and internal basic values and tradition. These results may be interpreted as related to the fact that these organisations, in spite of their national character, have strong international affiliations, which currently match initiatives both in international environments such as EU initiatives and national policy reforms in research and higher education. We observe how recent regulations and national policy initiatives strengthen and drive activities and policies which are strongly justified by internal values. As such, the external changes become a mirror of opportunity to promote academically based international activities by these key actors.

Further investigations of internationalisation policies and international practices should relate these findings of the academic staff’s perceptions of which external environments actually

influence their international practises. The relationship between competition and academic quality and international “benchmarking” as a sign of academic quality also deserves further investigation. Finally, the effect of institutional internationalisation strategies on the academic quality of an institution would be interesting to investigate.

# INFORMANTS

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