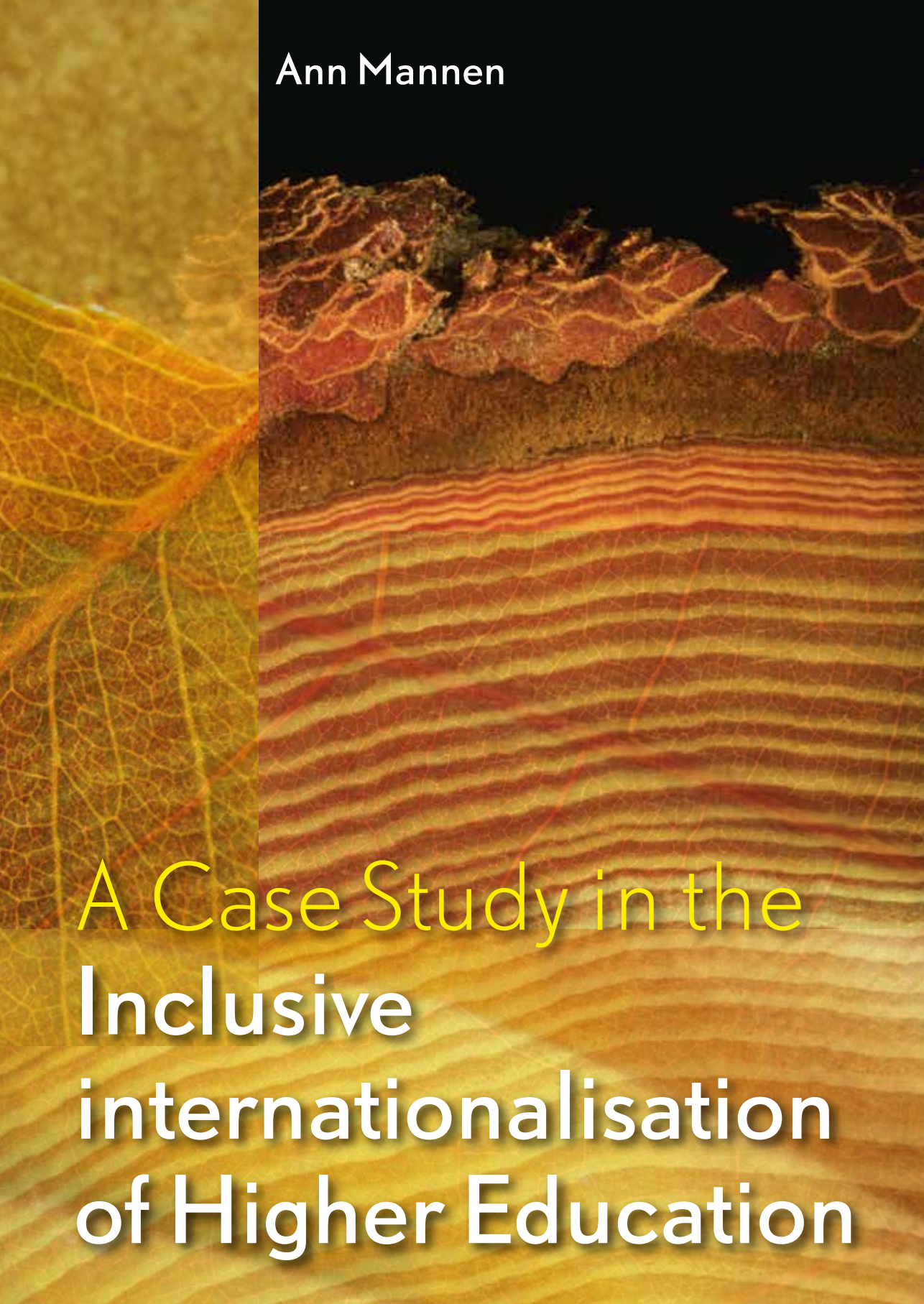
Ann Mannen
A Case Study in the
Inclusive
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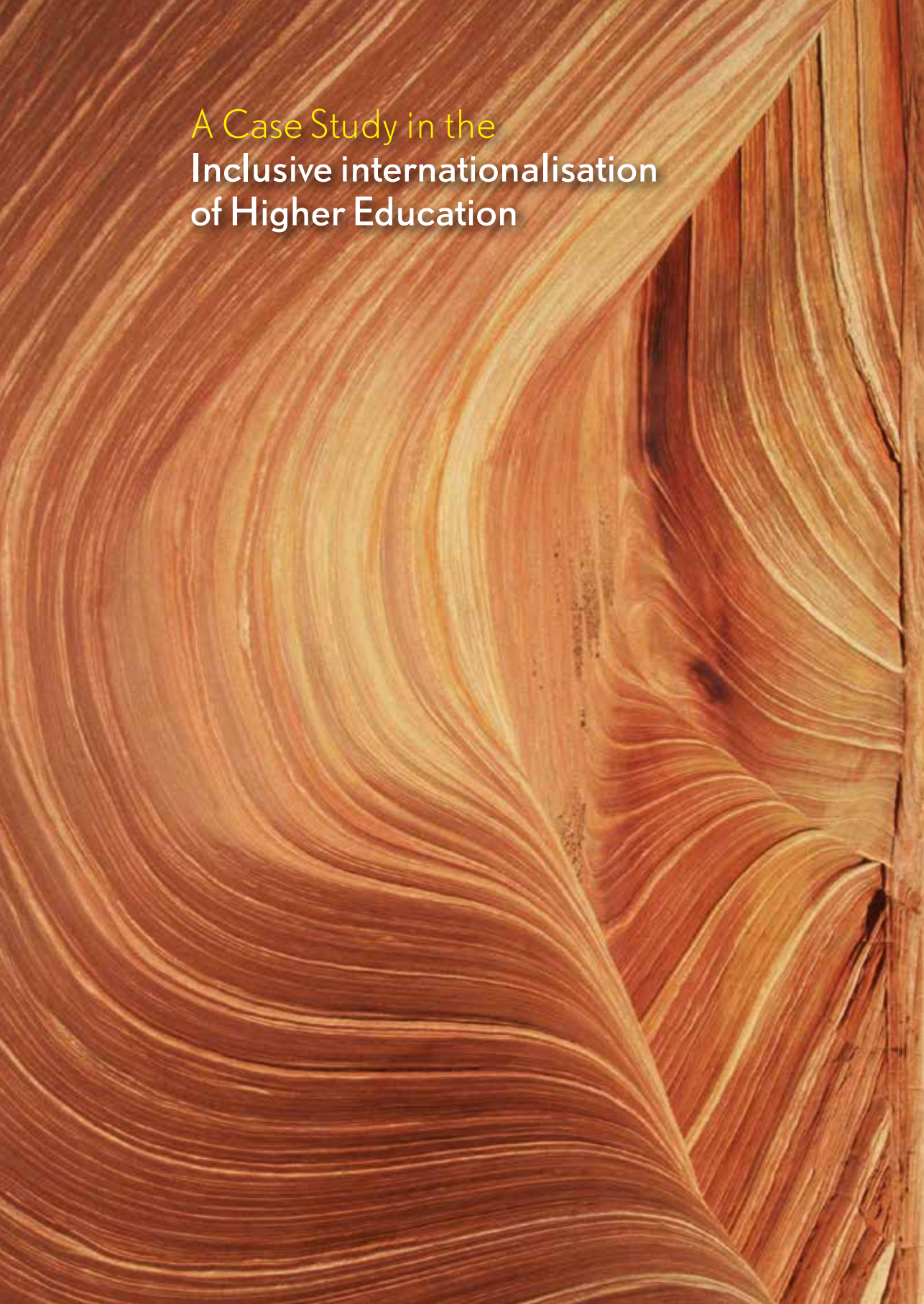

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Colophon

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A Case Study in the Inclusive internationalisation of Higher Education

Een casusonderzoek naar de Inclusieve internationalisatie van Hoger Onderwijs

(met een samenvatting in het Nederlands)

Proefschrift

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CONTENTS

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And finally, thanks to our dearest daughter Tamar, her partner Bart, our granddaughter Isabeau who brings a lot of joy to our lives, and my life compagnon Helmut, for all of their patience, inspiration and care. Special acknowledgements to my beautiful mother Rita Naloop who taught me never to give up, my father Jozef Mannen for his encouragement and my dearest brothers Steve and Armand and sister Monique, living and working in Surinam, Curacao, China, Los Angeles and the Netherlands: and dedicated to their work with joy, resilience and an attitude of service.

Finding a suitable preschool and primary school for our granddaughter in Amsterdam-Zuid (Amsterdam South), a borough where most schools have waiting list, took a lot of searching. As her grandparents, we were overjoyed – as were her parents – three years ago when our granddaughter was offered a place at the 'Europa school', a school where internationalisation is a key priority in education. Now, three years later, I make an analogy with the school's ideology and my own ideology about inclusiveness and internationalisation in higher education.

It has taken me a long time to decide on the design of my thesis. The theme of the case study is close to my heart, and the illustration of an amaryllis bulb represents this closeness. For years, I have been giving my co-workers an amaryllis around the time of graduation. When I present it to them, it is still an insignificant tuber with roots. Some of my colleagues laugh when they see it, because it is such an ugly thing. It is not until later that a green shoot sprouts out of the soil, which will produce the most beautiful, colourful flowers imaginable. For me, the amaryllis is synonymous with the many forms of talent development that are hidden within inclusive internationalisation of higher education. I took the bulbous plants with me to the campus in the MENA region as a gift in my capacity of interim Executive Dean. The caretaker planted them in some soil and the amaryllis bulbs grew into plants with a height of up to five foot. They provide the environment with a permanent splash of colour. And so the beauty of the amaryllis connects two different worlds, and the flowers act as a bridge between them.

Ann Mannen
Bern, april 2018

To our granddaughter Isabeau

PREAMBLE

WHY THE INCLUSIVE INTERNATIONALISATION OF HIGHER EDUCATION?

I want to walk you through what this thesis is all about. Hereby, I want to tell you why I have written this thesis – that is, what it is that makes the subject matter so important to me. And I want to explain how I proceeded – that is, introduce the iterative inductive approach to writing a case study that I have employed here.

This thesis is about something I am passionate about. As a person with origins in the Caribbean region who has lived most of her adult life in Northwest Europe, but has (work) experience in the Middle East, Asia and Africa, my (professional) life story is one of internationalisation. I often refer to myself as a '*grensganger*'[1] or as a 'person working at the margins/frontiers'. The overlapping voices and phases to be found in this research are very much indicative of this status, as well as perhaps reinforcing it.
For many, globalisation is a theory, something one dreads and/or a(n) (out of control) socio-economic force, but for me it is the reality of my existence. While I have been a lecturer and administrator at what is essentially a provincial Dutch University of Applied Sciences, that institution has opened branch campuses on three continents. While the focus of most of its Dutch faculty and students has remained fairly local; the institution has gone global. I have leapt into that breach between the local and the global; trying to link one with the other. For me, the globalisation of higher education demands cross-cultural acceptance, inclusion and a growing awareness of difference and the ability to deal positively with difference. I set out on this project, convinced that inclusive awareness of difference requires experience of other, experience of one's-self and reflexivity. And I still believe that. But the research project has revealed to me many complexities about inclusiveness and difference that I was not (or much less) aware of at the start. This thesis is the case record of a lecturer and Dean's voyage of pedagogical experience. I started out to develop practices of inclusive internationalisation of higher education and I am now committed to just that. But in between times my awareness of the issues and problems of inclusive internationalisation of higher education in the contemporary context has shifted very significantly. The object 'inclusive internationalisation of higher education' has stayed the same; but what I think that object is all about and what its issues are has changed. It is that development of awareness, positioning, context and definitions, which I invite you to follow me when discovering it in this case study.

1 Grensganger (translation: Border Crosser): someone who works in one country and lives in another country and returns on a regular basis to his homeland. Bleich & Van der Wal (1990) use the term '*Grensganger*' to refer to workers with another country of origin than that of the Netherlands.

When I started this research, my concept of 'research' was fairly traditional. I saw colleagues, doing very traditional positivist research. I saw other colleagues at my Polytechnic writing PhD theses that were auto ethnographic, poststructuralist in their philosophical position, and often (rather) anti-institutionalist. The former did not suit me. I feel a great obligation to the institution where I work and where I have significant responsibility (as Head of Department and Dean).
But I do want to explore new ground and get personally engaged in my research with practice. So from the beginning I felt a methodological quandary. I wanted to be 'objective' as a researcher but involved as a practitioner. I saw that the internationalisation of my institution of higher education was taking place with very little involvement or commitment from the vast majority of the faculty or students (in the Netherlands). I was strongly committed to internationalisation and to the inclusive goals that the university voiced.

I believe that acceptance, respect and awareness are crucial to wisdom, peace and human growth. I knew that some colleagues were very critical of internationalisation; but I embrace it wholeheartedly. I want to meet the Other; I want inclusion. But as a researcher I want to report accurately and responsibly on what is happening. I did (and do) not want my beliefs to undermine the credibility of my research. So as the researcher, I have wanted to keep a certain distance from the subject of the research. I want the reader to be able to trust the information presented here. But as you will see, as the project developed, I realised that what I most essentially have to tell you (my reader) about, is how my awareness of the issues involved has changed (in an exemplary manner). Thus I started the research, thinking that my thesis would be about lost or missing voices of faculty and students in internationalisation. My role would be as an educational leader and change agent to intervene and to give voice to the (now) silenced. And I indeed did do a number of things that helped to give voice to silenced faculty, and administrative staff, and students, at the branch campus in the Middle East. And in the case history that follows, I will report on this.

But I realised fairly quickly that my case was about educational leadership (my own) in a situation of (more or less) inclusion. And I quickly discovered that it was one thing to adhere to the principles, beliefs and goals of inclusive higher education, and a very different thing to be working on the ground. It is not exactly ground-breaking to assert that theory and practice are rather different. And more important for this research, the published literature has been enormously slanted to ideas and underlying philosophy, and has been very thin indeed on practice. The books say in effect 'this is what you should achieve', and then walk away, leaving implementation to take its own course. But I was in the field trying to make things happen. I was never just an ideologue of inclusive educational internationalisation, but first of all an educational practitioner of inclusive internationalisation.

My research portrays learning-in-practice. Its lessons are all about implementing (or trying to implement) inclusive educational internationalisation. I have discovered as practitioner that the object: inclusive internationalisation of higher education, looks very different when I try to live it than I'd expected. I can identify my university's (UASNN: University of Applied Sciences North Netherlands) aspirational level with regards to internationalisation by referring to Rosenau's categorisation:

Types of Globalization	Characteristics
Insular Local	Secluded; no sense of "contact" with "others"; (little or) no contact with globalization
Resistant Local	Know globalization is there but see it as threat, negative, dangerous to their life-world
Exclusionary Local	Have experience of global(ization) / cosmopolitanism, but no longer involved ('safe haven' dwellers)
Affirmative Local	Is (strongly / principally) locally situated, but pro-globalization in attitudes
Affirmative Global	Pro-interaction / relationship on global scale: cosmopolitan; often professional elite(s)
'Critical' Global	Acknowledge globalization & being part of it, but critical of (hyper- and/or post-)capitalism & global consumerism
Specialised Global	Follow specific agenda --- have focused goals in the global; utilitarian (use global)
Territorial Global	Use global to further own local (self-)interest(s)

Table 1: Types of Globalizations (Rosenau, 1990)

UASNN aspires to be a 'critical and global specialist', which is an admirable aspiration, but one which I believe my case will amply demonstrate is not our (shared) reality. How I have developed from a follower of the educational ideology of (critical and global specialist) inclusive higher education, to an experienced hand at internationalisation, is documented in this case history. I assure you, I have not become a cynic or fallen into despair. My passion for inclusive educational internationalisation remains strong. But my focus now is much more on educational practice and on the educationalist's need to know herself in her international working context.

I now, more than before, champion reflexive knowledge as practical, necessary and realistic. And I realise that the sort of pedagogical idealism that got me started (and to which I was committed) has a motivational value, but in its refusal to address practice is also dangerous. The case history that follows is a history of practice and that is a very different sort of book than what I read or understood five years ago. I have come to embrace pedagogical practice as my knowledge model and in this book I demonstrate that change. Thus, on one level this is a case history of inclusive internationalisation of higher education and on another it is a case history of a paradigm shift from (idealistic) pedagogy ideas to a pedagogy of practice. Thus there are two sorts of lessons to be drawn from this thesis. One is about the internationalisation of higher education, and one is about pedagogy as a field of study. Of course the two strands are intertwined. The first brought me to the second.

As my work as a pedagogical professional (Dean / Head of Department) to further the inclusive internationalisation of higher education developed, my perspective and insights developed. How I now see the inclusive internationalisation of higher education is fundamentally different than how I saw it at the beginning of this research. The case history that follows will introduce you to a lot of grounded data about educational internationalisation. The data --- and the experience that backs it up --- has had a transformative effect on me. As I experienced internationalisation and ex- as well as inclusion, my higher level abstractions have changed; I have developed from an **educational idealist**, someone committed to **implementing inclusive polyphony**, to someone who sees (all too often) a **dominance of cacophony**. The case history that follows changed me, as my repeated examination and analysis of my data confronted me with assumptions, ideas and events that differed from what I initially expected.

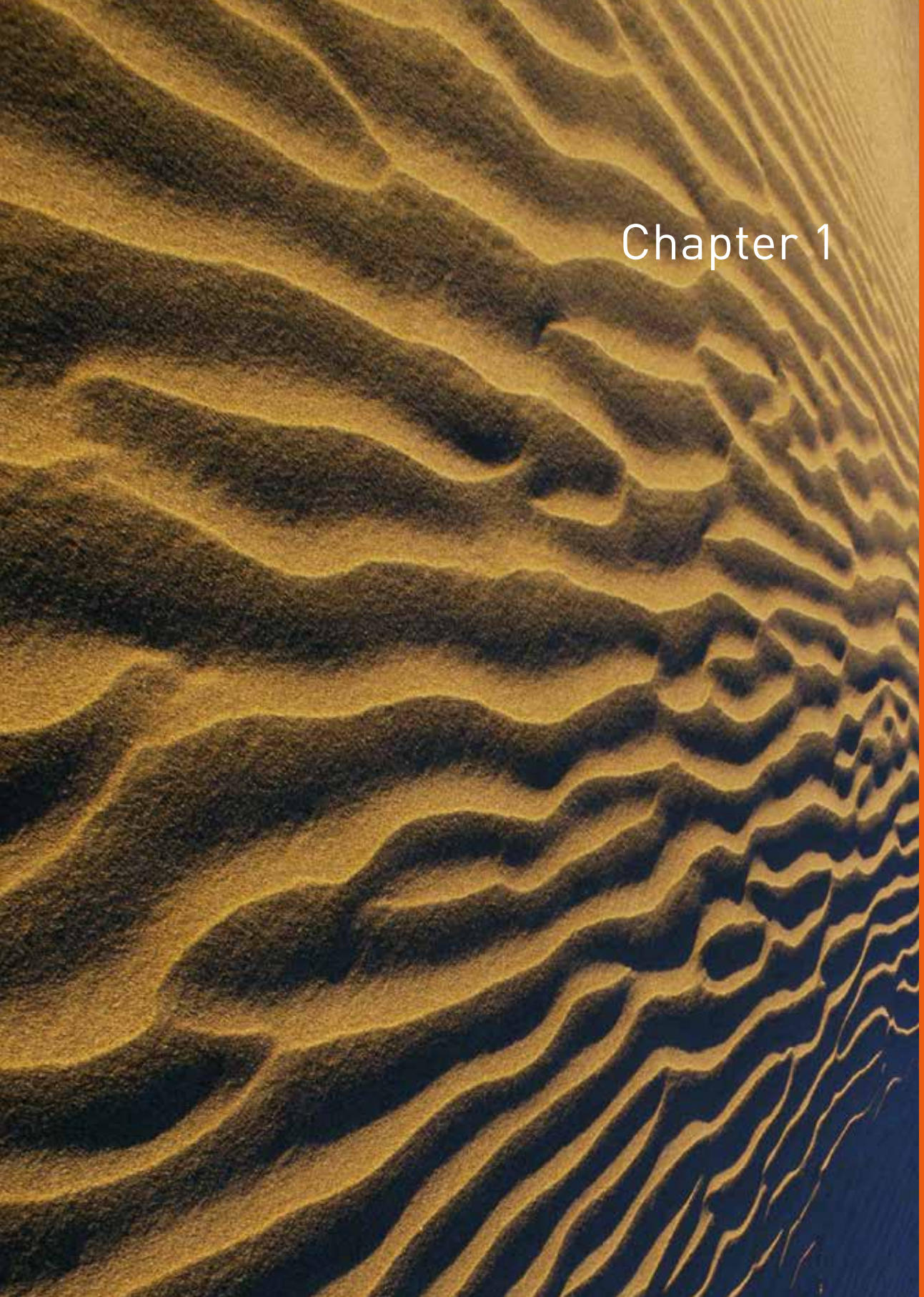
Thus, put succinctly, my research question is:

What does an in-practice case study of inclusive internationalisation of higher education reveal about the concept, its (non-)implementation, and about pedagogy?
The contents of the thesis include a Section One on my personal and professional engagement with inclusive internationalisation of higher education, and an outline of my research methodology. Section Two is defined in terms of my three themes: Idealism, Polyphony and Cacophony, and describes my case study and some events and their interpretation that have lead me to see the internationalisation of higher education as cacophony. Section Three presents the framework of inclusiveness in internationalisation of higher education and the idealism of it and the conclusions focused on the lessons learned.

- Chapter 1: how I came to this research is explored further;
- In Chapter 2: I describe my methodology and data sources;
- In Chapters 3, 4 and 5: I present the case study, and;
- Chapter 6: contains my analysis and my reflexive conclusions.

SECTION ONE
THE REASON FOR RESEARCH

The first part of this thesis presents the framework and scope of my inquiry into the inclusiveness of internationalisation in higher education. I begin with my personal history to both offer insights into why this subject is important to me, and to show how I came to conclude that the topic of inclusiveness in internationalisation was crucial. Then, I provide a detailed description of the methods that I used to examine the topic to render a meaningful understanding of the issues. My approach is exploratory and multi-methodological.



Chapter 1

MY PERSONAL AND PROFESSIONAL ENGAGEMENT WITH THE INCLUSIVE INTERNATIONALISATION OF HIGHER EDUCATION

PERSONAL HISTORY

As a nine-year-old girl, I left Suriname and arrived in the Netherlands on the 23rd of December 1967 with my mother, my eight-year-old brother, and my sisters aged four and six. We stayed at the house of a friend of my mother's in the 2e Atjehstraat in Utrecht and slept on camping beds in the living room. After the Christmas holidays, we went to school in a neighbourhood where there were many migrants from Turkey and Morocco. During school breaks, my eight-year-old brother and I would play outdoors with a group of Turkish and Moroccan children or we would hang out near the heater in the hall of the school. When I came to the Netherlands, it was winter and very cold and wet. My school was in an old building, which was cold and draughty. I found myself staying away from the other kids, preferring to be by the heater. It was a warm and safe place for me to play, and sometimes others would play with me there; but I was generally always on the side lines, observing everyone else.

When I went to secondary school, we lived in Overvecht but I attended a school in Kanaleneiland. At this school, we also gathered by the heater with students from Suriname, Turkey, and Morocco. We moved to Wageningen; and at the Wagenings Lyceum, the heater was the favourite place for our group from Suriname and Indonesia. As a student, I mostly got on well with the other students from Suriname and the Antilles. At break time, we also worked together at a table near a heater. During primary and secondary school, my involvement with Dutch peers was mostly at school or in their homes. I did not often invite my peers to our own home because we were different. My mother was divorced, a working mother. I had to eat my lunch at school and they called me a 'sleutelkind'[2].
After school, I had to look after my brother and sisters and assist with the housekeeping. We were members of a national Surinamese club with all kinds of activities. We travelled to see all kinds of places in the Netherlands, and enjoyed Surinamese arts and culture.

A recurring theme in my educational history in the Netherlands is the heater in the hall. When I was a girl and stayed at the side of the room near the heater when it was break time or before or after school, it was warm there and I had a good view of the room—at least what there was of it in front of me on the left and on the right. I would sometimes be there with my peers (people from other ethnic (non-Dutch) backgrounds) and my brother and sisters. No matter where I was at school or at home, I could always be found at the edges of the room by the heater; and as the heater is always attached to the wall of a room, I was always at the border (or brim) of the group, the frontier.

2 In the Netherlands, most children go home to eat at lunch time. A 'sleutelkind' (key child) is a child who has a key to their own house because his or her parents are working and not at home waiting for them after school.

The educational system was a journey for me because it was different from that of Suriname's. In Suriname, we were expected to listen and reproduce what the teacher said. This was a challenge because I cannot memorise texts or sit quietly in a classroom for long periods of time. In the Netherlands, I was forced to participate at school. I was required to open up my mind, reflect, observe, and offer my own insights on texts and images.

PROFESSIONAL ENGAGEMENT

For fifteen years, in my professional capacity, I have experienced the implementation of internationalisation in higher education as if it were a five-star hotel with a front office and a back office – where students are considered guests and lecturers are the front office employees. Just like in a five-star hotel, we strive for all work processes – as well as the methods of education and management – to be standardised. But the question comes up: who is in the back-office? Who cleans the toilets and scrubs the stains out of the carpets in this new international educational ideal? Is it also the faculty? Are they both the front office and the back office of the hotel? What about the administrative staff? The concerns of administration, management systems, and control have extended beyond the management offices and now occupy a significant portion of time for the faculty. Likewise, the notion of being a *grensganger* is reflected in the various voices (idealism/managerialism, pedagogical and researcher) and phases (idealist, polyphony/dialogism, and cacophony) represented in this thesis.

For me, the story of Omelas (Le Guin, 1973) reflects my personal and professional educational history. According to Ursula K. Le Guin in her short story *The Ones Who Walk Away from Omelas*, Omelas is a sweet and peaceful city with lovely parks and delightful music. It is an ideal and magical place. However, it is a place with a dirty little secret. In the basement of one of the buildings there is a small broom-closet with a locked door and no windows. A small child is locked in this room. The little girl looks to be about six; but given her long term confinement, the child is nearly ten. Occasionally, the door opens and people from the town look in. The child used to cry out, "please let me out. I will be good!", but the people never answered, and now the child just whimpers. Everyone in the town knows that the little girl is there. Some of them understand why, and some do not; but they all understand that their happiness, the beauty of their city, the tenderness of their friendships, the health of their children…it all depends wholly on this child's abominable misery (Le Guin, 1973).

The girl in the basement is an apt metaphor here. There is an ideal, but there is also something hidden – perhaps something shameful or negative, like in the town of Omelas. The internationalisation of higher education can be seen in the same light in

some respects. Is it fully inclusive? Or is there someone (or many people) locked in the broom closet in the basement, enabling the dream to be realised through their misery? Is there a hidden secret that takes away the pride and glory of realising the dream of internationalisation and the ethics that goes with it?

I am looking for answers to these questions in this research and in my thesis of inclusive internationalisation. I suspect there is a little child in the basement (or something of the sort) but I cannot know who she is or know anything about her until I understand how the process of educational internationalisation is experienced by me and by the members of my organisation. I therefore need to dig deeper under the surface which, at first, looks so nice and ideal. The little child in the basement could be me in my roles and responsibilities as Head of School and Executive Dean, the staff, or the students and all the other people involved in the process of internationalisation.

THE CONTEXT, PLACE & TIME

2000-2004

In the beginning, I experienced internationalisation as a lecturer and continuously experienced a certain level of resistance from many students and staff towards it. Their resistance was directed towards students with an international background. At first, it was directed towards the Chinese, Nepalese, Pakistani, and Eastern European students, as it was assumed that they had problems with English and were at a disadvantage when it came to studying in the Netherlands. The influx of international students had an impact on the students because the difference was sometimes very notable which led to exclusion and often negative review. Later, there was resistance because the staff felt that they themselves were not capable of teaching their classes in English. Instructions in the various departments were initially in Dutch. Instructors were excellent in their professional fields, but their English was sometimes at the level of secondary vocational education. The assumption was that the international students should be introduced to the professional field at the operational level in Year 1, at the tactical level in Year 2, and at the strategic level in Year 3. With the support of the instructors, all departments of the in-house training company, its services, products and facilities were directed and operated by the students. Second-year students directed first-years, and third-years directed second-years. It seems that students and staff were not really prepared for international students. The analogy of the basement in Omelas (Le Guin, 1973) fits alarmingly well with the negative images of the students and lecturers of the training course in 2000.

2004-2010

From 2004, I experienced internationalisation as Head of Department of Economics. In 2004, as Head of the Department, I had to ensure that the modules of the first year were also offered at the International Branch Campuses (IBC's) in Asia, the MENA region and Africa. When too few students registered in Asia, we started a recruitment action in order to have first-year students from the Netherlands spend a year of their studies in Asia without thinking about the consequences for the organisation, the management, and the quality of education.

When I became Dean of another training course in 2007, the introduction of the English stream of this course led to a lot of resistance and questions from the participation council – a formal organisational body where the staff and students have the ability to give feedback and approve policy. The current success of this programme is partly due to the start of the English stream which we implemented at that time.

2010-2015

Indirectly, I have been involved since 2000 as the year coordinator and education manager of other training courses. In the first years, the educational method was developed by a team from the commercial department of the university. My director and the Executive Board often visited the International Branch Campuses of in Asia, Africa, and the MENA region. From 2000 to 2010, I had no responsibility and no real organisational role in relation to internationalisation policy. Since November 2010, I have experienced internationalisation as Head of the Department of Economics. I have been directly involved with the training course in the MENA region. I have experienced internationalisation, but I am not a theoretical specialist. I am working under the concepts of the company I represent in terms of their ideals, the policies that result, and the performance perceptions that come from these ideals being put into policy. Living and working at the branch campus has increasingly led me to the realisation of how little I know about the internationalisation context of my work.

BEING A GRENSGANGER

I have been crossing borders into different worlds throughout my entire life. On the one hand, this causes pain; but on the other, it can also be a source of empowerment. In his book '*Het Cijfer Zeven*'[3] , rabbi and journalist Chaim Potok (1990) writes the following about pain: "He who loses his child to a different culture will suffer a life full of grievous pain". In an interview in Vrij Nederland, Stephan Sanders describes the feelings of his friend Anil Ramdas who committed suicide on his 54th birthday: "He did not belong, neither in Suriname, nor in the Netherlands. He travelled from

3 Het Cijfer Zeven: The Number Seven

Suriname via motherland Holland to the greater motherland of India. There he discovered he was mainly Dutch. In Holland they saw him as Surinamese, while in Suriname it was the other way round. In the end, he did not belong anywhere" . (Verbraak, 2013) My history resembles that of Anil Ramdas. We lived in Ghana. They considered me 'white'. The same loneliness as Anil Ramdas hits me after our return to the Netherlands in 1986. After my first migration to the Netherlands in 1967, I did not experience a culture shock. However, in 1986, I felt all of the phases of shock described by Stuart Hall (1980): denial, anger, and adjustment to home. I see myself from the perspective of a *grensganger.*

Being a migrant is a running theme that I experience daily in the implementation of my roles and responsibilities. In fact, my private and professional life intersects more with that of my colleagues in the MENA region, and less with my colleagues in the Netherlands. In the MENA region, the team consists mainly of expats. In the Netherlands, most staff and management are locals. In the MENA region, staff pulls together privately. Most of them live in the same compound opposite the campus. Like me, most of the staff has a religious background. They are Muslim, Hindu, Christian, or Buddhist. Every Friday, the Christians go to their churches in one compound or they live on a compound with other Christians. In their free time, they are often with people from their own country or those who share a same hobby. In my free time at the IBC in the MENA region, I don't have encounters with co-workers or students – simply because I must avoid favouritism and feel that I need distance in order to understand certain engagements and social actions. I stay in a hotel with all the facilities I need; this is cheaper than renting an apartment. I meet people from all over the world and women like me working as expats. I have two jobs, and work from 8:00-20:00 to cover my responsibilities at the main campus and the branch campus. Moreover, I can avoid daily chores that would make my time in the MENA region even more exhausting. At the IBC in the MENA region, we are all expats and labour migrants. The main motive for working there is economical. Employees receive a salary without paying taxes. On the other hand, they have to arrange their own pension and occupational disability plans.

An important difference is that I have a Dutch passport and am in a different position than my expat colleagues either in the MENA region or in the Netherlands. I come from a former Dutch colony and this has had an impact on my secondary socialisation, my identity, my position in the Netherlands, and my relationships with others. From a young age, I developed coping skills in order to keep my balance in a world that has few anchor points in common with my own. Living in the Netherlands has the anchor point of my family and friends, the landscape and the seasons that I love. When I go to Suriname, where I was born, the sounds, smells and flavours – as well as my family members – give me a sense of belonging. For me, coping is not a theme because I interact with my colleagues at the branch campus and the international students in the Netherlands and at the branch campus in many different ways.

My personal and professional engagement with inclusive educational internationalisation is also rooted in the experiences that I have had with women in the Netherlands, Europe, and the world between 1980 and 1995. During the 4th World Conference on Women in 1995 in Beijing, I realised up close how women draw attention to that which furthers their autonomy or empowerment. The fifteen years of intensive contact with women worldwide has taught me the importance of sharing our experiences and the wealth of our diversity – as well as of discussing power, powerlessness, and the need for cultural empathy. Mullard and Essed's 4D model[4] (Mullard, 1982; Essed & Graaff, 2002) gave me the tools to understand and deal with personal and professional interactions. Jack Whitehead, Mark Potts and Steven Coombs (2014) inspired me with their notions of living global citizenship and cultural empathy. In a presentation at the British Educational Research Association Conference (2013), they once identified three transformations in learning. The first transformation was the recognition that we as educators could influence others; the second was the emergence of the notion of living citizenship; the third was the synthesis of the concept of cultural empathy to form our notion of living global citizenship.

My personal reality is that I experience the process of educational internationalisation from the side lines yet gain as a *grensganger.* The book by Anet Bleich and Geke van der Wal (1990) with ten stories of migrants, refugees, and people from former colonies published by AMBO (an organisation for international development in the Netherlands) called g*rensgangers* inspired me because the subjects all had one thing in common: they were engaging and interacting from the side lines. They chose when to assimilate, integrate or isolate, or take a position from the side lines in engagements and social actions. I recognised this in my own behaviour. For teachers and peers, I was always a barometer of the emotional temperature in the classroom even when I did not speak a lot. They could see my facial expression and body language.

Being a *grensganger* is a recurring theme for me. At preschool in Nickerie, Suriname, I couldn't manage to write between the lines when I was five years old. The teacher punished me by flicking me on the fingers with a ruler. I still can't write neatly. I still find it challenging to perform my work within fixed guidelines. I function best as a *grensganger* between different cultures. I do not experience the pressure to withdraw. I am on the side lines and I am often a spectator. My coping skills in my educational

4 Organisations can have four different views when implementing diversity management: Deficit; Difference; Distance or Discrimination-free (4D). Source: Essed & Graaff, 2002.

history were to assimilate, integrate or isolate myself. This position gives me the freedom to choose to participate or remain on the margins.

I learned from a young age to help others in how they communicate with me, and to ask them how they feel, what their needs are. I have always perceived that my strengths are my ability to sense and deal with differences in behaviour and values, my sensitivity to processes and structures that promote power and powerlessness, and my awareness of my own power and powerlessness. I have 'position power' (French & Raven, 1959) in my role as Head and Interim Executive Dean. French and Raven propose that legitimate position power comes from the title and status as represented in a hierarchical organisation. I sign the salary slips, invoices, give (joint) permission on whether someone can take leave, and co-sign whether someone can leave the country in the MENA region. The most difficult part of my job is dealing with what others call informal power; employees who think of things behind my back, discuss them, and only involve me in the last phase when I have to sign a letter or invoice. At those times, I feel like the Mayor of a city sitting in a glass house without any contact with his citizens – and there are a lot of stones lying around in the streets. These may involve complaints from students that I discuss with the students, the programme managers, and the members of the Exam Committee; or students who make a lot of noise and try to force us to let them graduate.

There is a link between the story of Omelas (Le Guin, 1973) and the internationalisation of higher education. Every day, I contribute to and live the ideology of internationalisation with many happy moments. The layers of drama linked to the 'basement of internationalisation' are rooted in my personal history with internationalisation. The people involved are sometimes victims, sometimes rescuers, and other times perpetrators chasing people (the Drama Triangle of Karpman, 1968). Victims withdraw, try to prove themselves double, or do battle. With a deep longing to give the girl in the basement of the story of Omelas the same benefits as the other inhabitants of the building, I fix all of the drama in the process of internationalisation.

UPHEAVAL IN EDUCATIONAL INTERNATIONALISATION

In February 2011, after an article on the front page of a renowned Dutch newspaper about the quality of the international branch campus programmes, and multiple accusations of fraud, and a resulting investigation, I found myself at the centre of the relationship between the main campus and the IBC's – especially in relation to the IBC in the MENA region. I felt like the little girl in the basement in Omelas (Le Guin, 1973) held hostage by the consequences of a situation that I had not caused, but which I was expected to solve.

ARTICLE IN A DUTCH NEWSPAPER, 22 FEBRUARY 2011

BY MERIJN RENGERS AND IANTE SAHADAT

←TRANSLATED FROM DUTCH AND ANONYMISED→

Teachers and students of* UASNN in the Netherlands *have heavily criticised the international branches of the college. This is evident from discussions with various sources at the school.

The education inspectorate is currently investigating whether UASNN *has invested public funds in the establishment and management of branches in* Asia, *in* the MENA region and in Africa. *Initially, the inspectorate also investigated the financing and organisation of the international activities of a number of other colleges. On Monday, State Collaboration coordinator Zijlstra (Education) made it known in a letter to the Dutch House of Representatives that the investigation is focusing only on* UASNN.

QUALITY OF COURSES

The criticism concerns the quality of the courses offered at the international UASNN *locations, among other things. According to those involved, many teachers at the branches in* Asia *have a very poor grasp of English. Moreover, the study programme (which includes a course in massage) is a joke.*

In one case, it is said that an Asian teacher even asked students to submit a drawing as a graded assignment, because he was unable to read European script.

UASNN *does not agree with the criticism of the proficiency of its foreign teachers. "They speak good English. This is a selection requirement and they receive further training where necessary," says a spokesman. "Upon inquiry, it appears that students were asked to submit a drawing as part of an exam. This was the layout of an area, which would logically be clearer in a drawing than it would be in a written description.*

EXORBITANT TRAVEL BEHAVIOUR

Another point of criticism of various (former) teachers concerns what they describe as the exorbitant travel behaviour of the board and senior management of UASNN. *"On occasion, the former Chairman of the Board would be seated in first class, while the rest of the* UASNN *staff were travelling to the same location in the back of the plane," says a teacher. "That kind of thing makes people jealous. People danced on the tables when the* former Chairman of the Board *moved to a football club this summer."*

CORRUPTION

Other (former) teachers indicate the corruption at IBCMENA [the international branch campus in the MENA region], *where the rich Arab students from the oil state supposedly hired people to take their exams and complete their assignments, on a large scale. They believe that, as a Christian college,* UASNN *should not be active in "a country that is thoroughly corrupt".*

Various stakeholders also suggest that UASNN *wasted money in attempts to set up a private university in* Germany. *The allegation is that the college used public funds for the foreign private project. According to them, when it appeared that, due to German legislation, the school could not be managed directly from the Netherlands, it was decided to put the plans for the German branch on hold.*

The spokesperson of the college says that there are no known indications that students at IBCMENA *try to "piggyback" more than elsewhere. He states that a final decision on the opening of a branch in* Germany *has yet to be made.*

The school says that they will await the inspection report, which is expected to be completed in May.

My research has taken place during a very specific time frame. The newspaper article (translated above) formed the inciting incident. Because of the newspaper article, The University of Applied Sciences North Netherlands (UASNN) faced a government investigation of procedures and systems. As you can imagine, this was a crisis situation. While as an educational idealist I was a firm believer in inclusive internationalisation, when during the crisis situation the appeal was made to me to step in as interim Dean in the MENA region, I felt I could not decline. From September 2014 to December 2015, I took the job at the branch campus in the MENA region, with the idea that I would be practicing "inclusive internationalisation".

My University of Applied Science was formed by the merger of several polytechnics in the Netherlands into one University of Applied Sciences (which at the branch campuses is called University, without the 'applied sciences' designation). Originally, the concept of internationalisation at UASNN was developed out of a need to branch out and rebrand – to evoke a new, attractive image in comparison to other polytechnics in the region. Internationalisation first emerged as a viable market-driven option to attract new students. With only four similar courses in the Netherlands, UASNN had a strong position in its area of education. UASNN ventured into the world of internationalisation and opened several branch campuses in Africa, Asia and the MENA region. UASNN developed an innovative plan for home campus students to travel to the branch campuses, providing them with an international educational experience, and offering the branch campuses with necessary lines of revenue. In the field of Dutch polytechnic education, all of this was a unique very innovative selling point.

Though UASNN is a government-subsidised institute of higher education, on the Dutch campus there is a training company that is operated as a private, for-profit institution. This company is, in effect, indirectly owned by the university. The university makes use of the facilities of its training company. Under Dutch law, very strict 'Chinese walls' have to be, and have been, maintained between the government-subsidised educational institution and the private for-profit facilities. The branch campuses are not allowed to be subsidised with the use of public Dutch funds. In the case of the International Branch Campus (IBC – one of the international branch campuses of the UASNN University of Applied Sciences) in the MENA region, the branch campus is owned by a holding company. The UASNN provides the holding company with the curriculum, accreditation, and all the academic know-how needed to run the university. Like other universities, the public partner is responsible for the regulation of accreditation and the awarding of Dutch degrees, while the private partner in the MENA region serves as the financier of the operation. In this situation, the private partner has a significant amount of power due to political and cultural rules/norms in the region. While the opening of the branch campus and the developing of the split structure was a creative and inspired idea, the resulting power structure has generated situations of complexity – and even sometimes conflict.

Thus UASNN is a public entity that must coordinate with a private for-profit entity in the MENA region. The two may have very different objectives along public/private lines and need to find solutions that can meet the agendas of both. There is also cooperation between three Dutch universities of applied sciences who are jointly responsible for the MENA region economics programme (for which I was Head of Department). Thus the context of the economics programme at the IBC in the MENA region includes the two basic partners, and also three Dutch Universities of Applied Sciences that have all contracted to contribute to the economics programme. In addition, we have to abide by Dutch inspection regulations as well as local (MENA region) regulations and procedures. At the IBC we run three different programmes (majors), which answer to three different departments at the Dutch mother campus. Finally, students from the MENA region have been obliged by the Dutch government to study a year in the Netherlands to get their degrees, demanding close coordination, however there tends to be little alignment and communication between those involved.

The degrees awarded at the branch campus are Dutch accredited undergraduate degrees. A major threat to UASNN emerged when questions were raised in the Dutch national press regarding the quality of the education – specifically, the quality of the bachelor's senior theses being produced at the branch campus. The article in the Dutch press brought this issue into the spotlight when the education at the branch campus was maligned as subpar. The academic attitude and integrity of the students attending the campus was called into question. An inquiry by the Dutch Ministry of Education was launched; and as a result, the campus did not accept new first year students for several years. In response to the accusations regarding the validity of the degrees, the operation of the branch campus was put under the microscope. At the branch campus, there were two majors, of which the BEcon was based on an agreement between three Dutch polytechnics. When the quality of the programme was called into doubt, the question became crucial: who exactly was responsible for granting the BEcon degree? The three polytechnics together had to agree on a joint policy for the granting of BEcon degrees at the IBC in the MENA region. The two other polytechnics that were formerly silent partners, suddenly had to clarify their positions. Furthermore, in an attempt to implement quality control, UASNN clarified their exam regulations, implementing third party external assessment as a safeguard for the quality of the theses submitted at the branch campus. At this time, a professor from the American University of Paris was brought in, to be the independent assessor for all of the Bachelor's theses for Economics and the BEcon degree at the IBC in the MENA region.

The power distribution between the public and private partners is a crucial factor at the branch campus in the MENA region. Simply put, UASNN holds a very specific power: the ability to grant Dutch accredited European bachelor's degrees; while the holding company is responsible for paying the staff and the teachers at the IBC in the MENA region. Every month, the Executive Dean has to submit the payroll for the IBC in the MENA region to the holding company for approval and payment. This gives the holding company significant power. From the other side, UASNN sells its services to the holding company. Opening a campus in the MENA region provided the UASNN with the opportunity to accumulate money over time. The private partner pays the UASNN for the programme to be available in the MENA region, the UASNN delivers an accredited Bachelor's degree; and through the possibility for Dutch students to study abroad at the different branch campus, a certain number of students are able to attend the school at the branch campus.

While both entities were poised to benefit from this joint venture, the everyday running of a western higher education facility in the Middle East has proven to have numerous challenges. A big challenge is that although the IBC in the MENA region exists to deliver a Dutch curriculum and a Dutch Bachelor's degree, the faculty working at the campus have next to no experience with Dutch higher education.
The branch campus has seen four Heads of Department in the last 1 5 years – all with different management styles, different nationalities, and different interpretations of how the campus should be run. For example, my predecessor focused very heavily on IT-driven education, requesting that all staff be provided with iPads; but the weak infrastructure, lack of IT professionals on campus – as well as the lack of proper software to ensure internet safety – made this vision somewhat problematic. In addition, the facility that houses the university is substandard for the local situation. A complicating factor is that one of the degrees is not popular amongst staff at the branch campus. In the curriculum for this course, hands-on work is required; and there is resistance against performing this type of work. In contrast, the Economics course has proven to be much more popular at the branch campus.

A major challenge surfaced when the Dutch Ministry of Education responded to the national press's critique of UASNN, making it a condition that Dutch degrees would not be awarded unless students studied in the Netherlands for at least one year. When the Dutch Ministry of Education made this decision, the viability of the branch campus was challenged. It is extremely rare – if not unheard of – for universities with campuses on foreign soil to require that students study in the country awarding the degree (i.e., the American University system has campuses in Paris, Cairo, Beirut, etc. and awards American degrees without requiring even one day of study on American soil); and the cultural context of the IBC in the MENA region made this choice an extremely challenging one. The effect of the required year in the Netherlands is detrimental to student enrolment numbers at the branch campus. Culturally, some women are not permitted to travel or live alone. The regulation made it impossible for some to continue their education at the branch campus. Also, it is important to note that several of the students were already employed by local companies, and were unable to take a leave of absence for one year to live and study in the Netherlands. Even those students who were able to attend the year abroad in the Netherlands faced many cultural and financial challenges.

Upon reflection, it seems clear to me that the push toward internationalisation by UASNN was grounded in the institution's strategic position. While UASNN was characterised by an ecumenical approach, and although they believed that higher education for all was of great worth, the internationalisation was strategically driven. There were lecturers at the main campus who saw internationalisation as a valuable opportunity for cosmopolitanism, tolerance, and the development of cultural awareness.

There was a profound resistance towards internationalisation and the inclusion of international students at the main campus. For instance, there were no preparations made to receive IBC students in the Netherlands, even though these students were coming from the "same" programme at a different international campus. There was a policy of internationalisation that needed to be implemented, but the policy itself was not fully developed, and it was not really supported by many. Its implementation seemed unable to meet the aspirations of "inclusive internationalisation". Despite the problems that internationalisation produced, we can consider that the strategy was a success. UASNN attracted many students thanks to it.

However, my interest has always been in the frontlines of internationalisation. I began my research to reveal the lived experiences of internationalisation. Understanding inclusiveness in the internationalisation of higher education is what is important to me. Whilst in a learning process, one is sometimes dependent on others; and at other times, one works independently; and sometimes, we depend on one another. I am actively looking for anything that contributes to inclusion in education. In this, Jack Whitehead's concept of living global citizenship (Whitehead, 2008) reflects my ideology of inclusiveness in international education. Specifically, Whitehead's consideration of living theory and the development of a culture of inquiry to transform learning in various educational settings offer some insights into how inclusiveness in the internationalisation of higher education may be possible. Inclusiveness based on Whitehead's model entails the development of a community of practice built around shared goals and mutual interests.

In the context of my inquiry on the inclusiveness of internationalisation in higher education, I understand inclusiveness to be two things:

- Inclusion is a negation of exclusion. Inclusiveness means ensuring that all students, faculty, and staff have a voice and are a part of the decision-making process – as without that, inclusiveness is not possible.
- Inclusion is a positive affirmation. Students, faculty and staff should be empowered to involve their voices in the discourse of education and internationalisation.

I believe that the second form of inclusiveness was not possible without the first (that the positive affirmation of inclusiveness is not possible without the negation of exclusion). My main motivation for writing this thesis was my profound desire for people to benefit fully from their education. I strongly believe that internationalisation is something that goes beyond the management and administration of the university: that it must be embedded in the classroom – in both the interaction of faculty and students, and in the interactions of students with each other. It is crucial that our

pedagogy encourage, support and achieve the various necessary interactions. All of this implicates me: in whether I fulfil my role as a Head of Department and in whether I am capable of directing, organising, and facilitating the education in such a way that all those involved benefit fully. But my role has been as educational (middle) manager. In the Netherlands I was Head of Department; that means I was responsible for the successful delivery of programmes. It is a fairly operational form of leadership. I did not set university policy or sit much in the plush offices of the top administrators. My work was with lecturers and students.

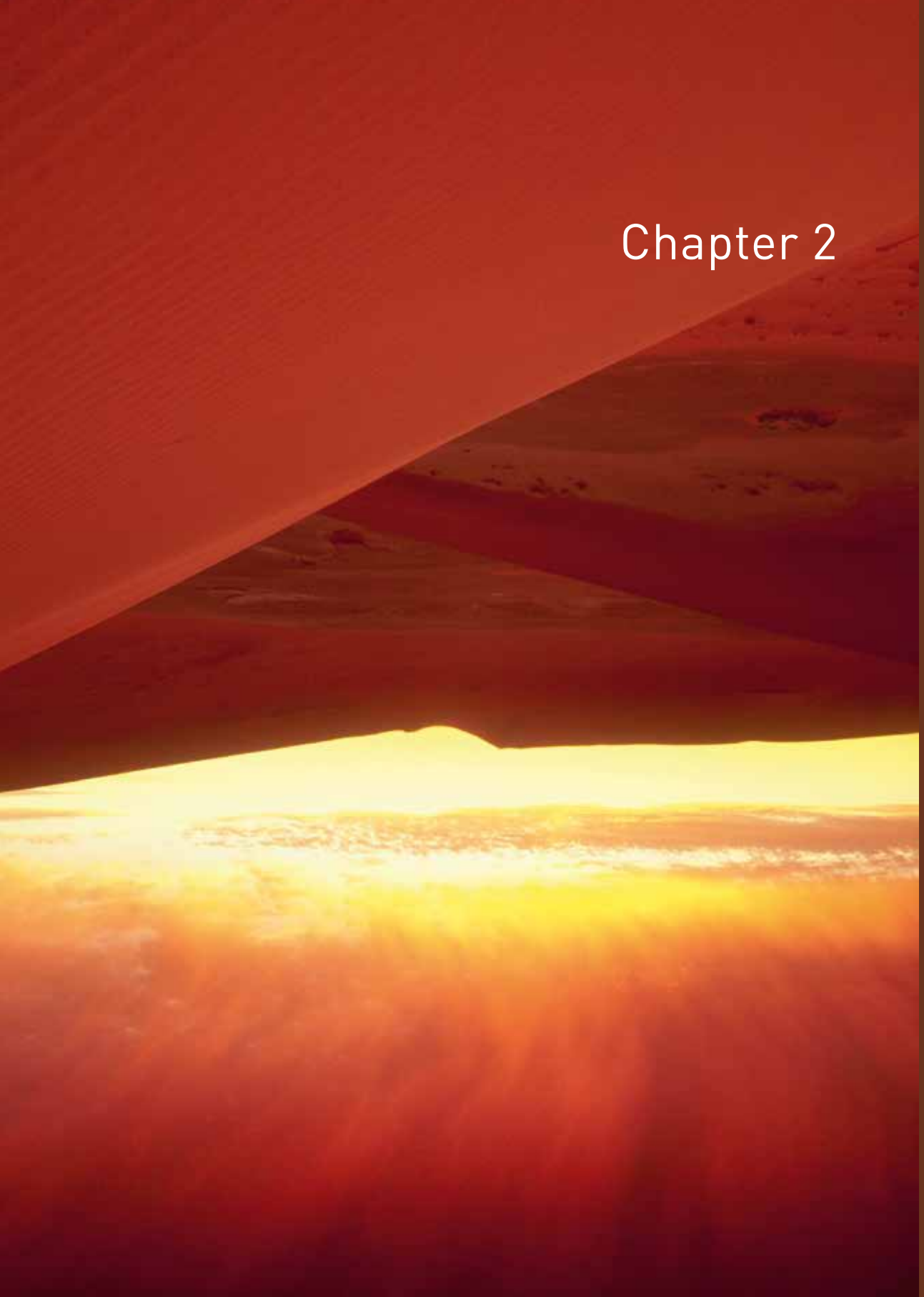
These were the conditions, when in September 2014, I accepted a temporary deanship to serve as an interim manager of the MENA (Middle East and Northern African) region branch campus of a University of Applied Sciences (UASNN). I believed that inclusiveness could be the basis of my work between: 1) administration and students, 2) faculty and students, 3) administration and faculty, and 4) the international branch campus and the main campus. It was my conviction that inclusiveness in the internationalisation of higher education was of paramount importance. It was also my conviction that, in the literature concerning 'inclusive internationalisation in higher education', the voices of the students, the faculty, and the line managers were largely left out. I believed that inclusiveness required a significant presence of relatedness or polyphony, from the policy development stage through its implementation, and on to continuous improvement efforts. 'Inclusive Internationalisation' I believed (and still believe) is ethically driven and based on the premise of being free of discrimination.

I started out thinking of my research as the documentation of the differences and tensions between the players in my university in terms of the shared goal of the inclusive internationalisation of higher education. I aimed to chart steps to encourage better communication and more inclusiveness. I saw my Deanship as an opportunity to support inclusiveness and my researcher role as a possibility to display inclusiveness in practice. I started out thinking that I knew what inclusive higher education was, and motivated to implement it, and to do evaluation research to display results. But as researcher, I was committed to show what happened as impartially as possible. And that commitment has led me to profoundly revise my ideas. From the beginning it was clear that I would need to write a case study.

This thesis explores what happened to my inclusive perspective on the internationalisation of higher education when in the specific context already indicated I attempted to implement it. In order to assess the success or failure of my effort, I thought that I needed to compare my impressions and participant observations, with

more neutral and independent external data. Thus I arranged for the thorough individual and group interviewing of faculty, line administrators and students, at both the branch campus and the main campus, where I also held a senior position. I realised early on that as the Executive Dean of the branch campus, that interviews held directly with myself would inevitably be seriously influenced by my own position. Hence, I arranged for the interviews to be conducted by a neutral party under the directorship of the external thesis examiner of my Polytechnic who had no line responsibility or contact with the people with whom he was directing the interviews. In this thesis, you will find the results of those interviews, you will find the external examiner's reflection on the results, and you will find my interviews and collected data, as well as my reflections on all of these. I will introduce the story of Omelas: a child locked in the basement so that those above may prosper (Le Guin, 1973) as a metaphor for what really happens in practice with some of the higher-level abstractions of inclusiveness in the internationalisation of higher education.

A key aspect of this thesis are the voices of my different roles and evolving understanding of the problems of bringing greater inclusiveness to the internationalisation of higher education: (i) I began the research as a managerial idealist. By this I mean that I believed that as a manager I could implement the 'good'. I embraced 'inclusive education' as an ethical 'good' something to strive for, to champion and to stand for. And I believed that as a Head of Department and Acting Dean I could take action furthering that 'good'. Secondly, I was (and am) a pedagogical professional. I am not a VC (vice-chancellor) or senior policy maker at great distance from practice. I have and have always had my feet in the clay. If there is exam fraud, I have to face the lecturers and students; if there are salary negotiations, I have to give the good and bad news; if there is a short-fall in enrolment, I (for instance) have to try to launch short courses to make up for the hole in the budget. Thus I do not teach much, but I am close to daily practice. And here I am a researcher. That has been a very new role for me; and a journey of exploration and discovery. All the material collected for my research has been examined via inductive thematic analysis, which forms the backbone of my research approach. That analysis revealed three episteme of practice and awareness, which will play a crucial role in organising my case study; namely: (i) idealist, (ii) dialogic/polyphonous, and (iii) cacophony.



Chapter 2

RESEARCH METHODOLOGY

Keywords:
Research position / Methodology / Empirical research / Methods / Critical qualitative research study / Inductive thematic analysis / Multiple case study Inclusive educational internationalisation.

This research is a cross-national case study of inclusive educational internationalisation, with data collected from multiple perspectives, analysed with inductive thematic analysis. Data collection took place from mid-2014 through to the end of 2015. I have used three data sources: (1) documents that reveal my institution's perspective on inclusive educational internationalisation; (2) my observations as participant observer; and (3) data (interviews & focus groups) collected at my instigation by external observers. From the beginning it was clear that I would need to write a case study. According to Braun and Clarke (2006), an inductive approach means that the identified themes are strongly linked to the data themselves. (Patton 1990) Repeated reading and (re-)organising on my data has led to my conclusions.

CASE STUDY

Robert Yin's book *Case Study Research* (2nd ed., 1994) is the widely accepted 'gold standard' of case research and therefore I turn to it as a methodological starting point. Yin begins his text by arguing that case study is appropriate to answering 'how' and 'why' questions. For instance, issues of frequencies or incidence can better be approached via other methods. My question is: "How and why is or does inclusive internationalisation of higher education become inclusive?" Case history, according to Yin, is the appropriate research method when access is exceptional and contemporary events are at issue. While prescriptive texts do exist calling for 'inclusive internationalisation of higher education', there is (next to) no prior research 'on the ground' describing deans, faculty, administrators and students actually trying to implement it. As Dean, I had the opportunity to study the phenomena *in situ*. I could directly observe, acted as an observer-participant, had access to ample documents, and could extensively interview. Furthermore, and essential, I could arrange for focus groups and individual interviews conducted by external neutral researchers.

As Yin warns, a case research takes a lot of time and energy to complete .(Yin,1994) I was in the field for more than a year (on and off); I spent at least one week out of three for more than a year at my university's overseas branch campus (in the MENA region). In five different visits, the external researchers spent approximately a month in the MENA region. And data was collected at the main campus in the Netherlands; involving from the external researchers an additional approximately month of work.

As Yin states:
A case study is an empirical inquiry that (i) investigates a contemporary phenomenon within its real-life context, especially when, (ii) the boundaries between phenomena and context are not clearly evident. (Yin, 1994:13)

I started this project convinced that 'inclusive educational internationalisation' was: (i) ethically desired; (ii) that I knew from my context via policy documents and current academic literature what it was; and (iii) that my job in the MENA region was to actualise it in regards to the educational work floor (i.e. the faculty, line administrators and students). My assumption was that inclusive internationalisation of higher education had not yet been sufficiently implemented and that my appointment as acting Dean of my university's branch campus in the MENA region would give me the opportunity to further its implementation. My concern in a sense was: 'How and why can inclusive internationalisation of higher education (better) reach the faculty, line-administrators and students?' And there was no research to be found that addressed my question. Thus my study was exploratory.

I knew from the start that I would need to address contextual conditions: How did branch campus faculty, administrators and students see their context and 'internationalisation' as a theme? I would also need to examine attitudes at the mother campus from the perspective of their relevance to the branch campus. The administrators at the mother campus have to address many issues concerning the branch campus – how did they see this? Faculty and students at the mother campus who had to work with their counterparts in the MENA region; how did they see that? And as students from the branch campus increasingly were required to come to Holland; how did all involved experience the interaction? Thus I wanted to know, in the relations on many levels, did inclusiveness flourish or not? Therefore my research was not experiment-directed at all, since the complex context was crucial and could not be simply controlled or restricted. In effect, the phenomena of inclusiveness and the context could not really be distinguished.

As Yin (1994:13) indicates: my research involves (i) a distinctive situation of many variables; (ii) relies on multiple sources of evidence which I triangulate to distil convergence of conclusions, and (iii) benefits from distinguishing early on how the literature (theory) defines 'inclusive' internationalization of higher education. Yin focuses on validity and reliability. 'Construct validity' is established by making sure that you are really studying what you say you are studying (Yin,1994). In my case I set out to study inclusiveness in internationalisation of higher education: thus did differing hierarchical levels (senior management, line-management, lecturers, students) on different sites (in this case, the Netherlands and the MENA region) 'walk the talk'. Were they 'inclusive' – i.e. open, respectful, unprejudiced, culturally sensitive, able to value difference, constructive, not judgmental, bigoted or racist – in their interactions? And I have respected 'reliability' by having data collected on all key issues not just via myself as observer-participant but also by qualified external researchers.

Yin (1994: 38-39) recommends single case studies when the case is extreme, unique and revelatory. My research has been done as a single case with two perspectives. My university has other branch campuses, but I did not have comparable access to them in terms of the amount of time I could spend there or the research facilities available. Furthermore, the branch campus in the MENA region was the university of applied sciences' biggest branch campus and its identity formed a critical case for the university of applied sciences.

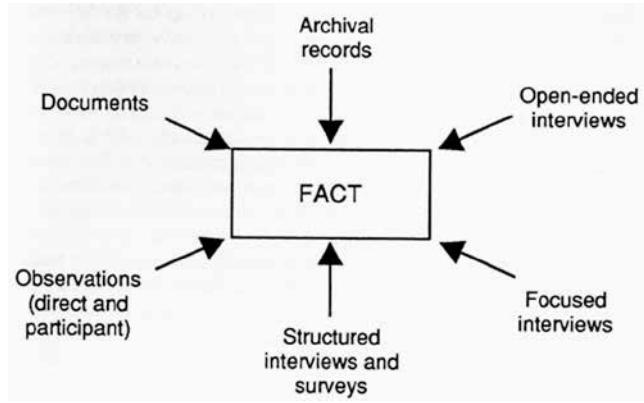
The question of whether inclusive educational internationalisation really is realisable played itself out more in regards to IBCMENA than to the other branch campuses. When I started my project I did not anticipate that the case would be as extreme or revelatory as it became. At that time, the Dutch government changed the rules of degree accreditation whereby the branch campus students had to spend a full academic year in the Netherlands in order to get their degrees. Hereby was the relationship between the branch and the mother campuses much more intertwined than before. I was Dean when this decision had to be implemented for the first time, which put a lot of pressure on the relationship(s) and was extremely revelatory of attitudes and practices. The nature of the relationship came in for critical testing as enforced student movement (from the MENA region to the Netherlands) was implemented and the mother university had to play a role in whether or not to grant the BA degrees to branch campus students and how to deal with issues around exams (had all legally required exams been completed; had cheating occurred) in the branch campus.

Yin (1994: 56) stresses that the researcher(s) have to:

- Ask good questions;
- Be good listeners;
- Understand the issues at hand;
- Be unbiased.

I am confident that the research meets the first three criteria. By way of the fourth criteria, it is likely that the reader will discover whilst reading this research that my judgments about inclusiveness have changed quite dramatically through the research process. Thus insofar as I began the work with assumptions and a point-of-view (which I describe), I came to revise these on the basis of events and the research data.

Ultimately Yin presents case study research in a diagram:



A good case examines its theme or issue from these perspectives. With the exception of the 'Structured interviews and surveys' in my research report you will find all of the above:

- Documents; i.e. policy documents, minutes of meetings, PR materials, etc. are all used.
- Archival records; in the sense of student or faculty records, they are only used in a generalised form; for privacy reasons it is not appropriate to quote individual records in a way that the person can be recognised.
- Open-ended interviews; the external interviewers began their interviews by asking "What does inclusive educational internationalisation mean to you and your work?" and proceeded with follow up questions from there.
- Observations; occurred as I was observer-participant and as the principal external interviewer wrote reflections on the research site and research that are included in the research report.
- Focused interviews were held by the external researchers.

Yin (1994:92) emphasises triangulation; here between myself as observer-participant; the concept (theory & policy) of inclusive educational internationalisation; and the data generated by external researchers. I am confident that I have met this requirement. Missing from Yin's overview is research (self-)reflexivity. I believe that a case researcher should be aware of herself as part of the research case and should question her own feelings, sentiments and reactions. Reflexive awareness I believe is also a necessary quality in the criteria for case research.

In this thesis, I speak as a researcher who has the role of being an educational administrator. As you might expect of a Head of Department of an economics department, I am an educational practitioner and not a pedagogical academic. I started out in this research project motivated by pedagogical idealism. I found my university of applied sciences' embrace of 'inclusiveness' something to champion. The university's mission statements and the literature and expert meetings held to support the 'inclusiveness' position met with my enthusiasm. In the case you will see what happened to the faculty I managed as well as to myself when I set out to implement the university's goals. Thus I was an idealist who set out to translate the ideals into practice. Thus I was an educational manager (a Head of Department) who will report here in my research on what happened. And as a researcher I investigated circumstances, change and events much more thoroughly than I would have ever done as a mere Head of Department. The thesis is a case study of the inclusive internationalisation of higher education in practice. As such, it is a thesis in the tradition of the educationalist (teacher)-as researcher. I am researching, here, my own practice as a Head of Department. And as the teacher-as-researcher movement would want (Carr&Kemmis,2003) my appraisal of the pedagogy of inclusive educational internationalisation as well as my ideas about my own practice evolved (and changed) dramatically via the research process.

Bent Flyvbjerg (2006) lists some misunderstandings about the case study, in which he actually explains why a case study can help answer my research questions. In summary according to Flyvbjerg:

- good social science is problem-driven and not methodology-driven;
- intensive, in-depth case studies usually result in the conclusion that their preconceived notions, assumptions, concepts and hypotheses were incorrect and the case material compelled to revise the hypotheses on essential points;
- single-case studies also are multiple in most research efforts because ideas and evidence can be linked in many different ways;
- looking at individual cases within case studies may not prove anything, but offer the hope of learning something;
- social sciences produce context-dependent theories and the case study is particularly suitable to produce this knowledge and experience.

For researchers, the closeness of the case study to real-life situations and its multiple wealth of details are important in two respects. First, it is important for the development of a nuanced view of reality, including the view that human behavior cannot be meaningfully understood as simply the rule-governed acts found at the lowest levels of the learning process, and in much theory. Second, cases are important for researchers' own learning processes in developing the skills needed to do good research. (Flyvbjerg, 2006: 6)

METHODOLOGY: EPISTEMOLOGY

Table 2 below summarises how the basic beliefs of alternative paradigms (Guba & Lincoln, 1994) make the impact of the different stances of researcher on the ontology, epistemology and methodology of a research visible. (Guba & Lincoln, 1994)

Item	Positivism	Postpositivism	Critical Theory et al	Constructivism
Ontology	Naive realism – "real" realism but apprehendable	Critical realism – "real" realism but only imperfectly and probabilistically apprehendable	Historical realism – virtual reality shaped by social, political, cultural, economic, ethnic and gender values; crystallised over time	Relativism – local and specific constructed realities
Epistemology	Dualist/objectivist finding true	Modified dualist/objectivist; critical tradition/community finding probably true	Transactional/subjectivist; value-mediated findings	Transactional/subjectivist; created findings
Methodology	Experimental/manipulative; verification of hypotheses; chiefly quantitative methods	Modified experi-mental/manipulative; critical multiplism; falsification of hypotheses; may include quantitative methods	Dialogic/dialectical	Hermeneutical/dialectical

Table 2: Basic beliefs (Metaphysics) of Alternative Inquiry Paradigms

Source table 2: Table 6.1 in: Lincoln, E.G. & Guba, Y.S. (1994). *Paradigmatic Controversies, Contradictions, and Emerging Confluence*. Chapter 6 in: Denzin, N. K., & Lincoln, Y. S. (Eds.). (1994). *Handbook of qualitative research*. Thousand Oaks, CA, US: Sage Publications, Inc.

The inclusive internationalisation of higher education is the 'object' of my research. As I believe is already clear, this is an 'imperfect object' that can only be known from many (perhaps conflicting and certainly complicated) perspectives. Thus a multi-methods approach is appropriate. I am very aware of the divide between myself as a researcher and the study of the researched. As an observer-participant I straddle the two positions and I have been very concerned about that. There is text in my research wherein I am the researched; sometimes undertaken by me being interviewed by others, sometimes (in effect) situated in circumstances where 'I interview myself'. I have tried to make 'falsification' crucial to my research. Which ideas or concepts of inclusive internationalisation have withstood the test of the case and of implementation? I acknowledge that my research is in post positivist terms methodologically difficult because, though longitudinal and including much data collected by others, it is based on the period wherein I was the Interim Dean.

But I have taken many measures to try and reduce the possibilities of subjective error, projection or prejudice. And as you will see, my ideas changed dramatically across the period. I do not accept today the same things that I subscribed to at the beginning of the research.

On the one hand, my research is a longitudinal study of a case of internationalisation in higher education. Data is presented that reflects more than a year of my interaction with implementing inclusive internationalisation in higher education. In terms of my own conclusions, from my observer participant's position; I understand what happened and my role in it, as an (quasi)experiment in internationalisation. Extensive interview data and observations by outsiders, as well as my own participant observation, forms my data set. However, my stance as a practitioner/researcher brings about several questions regarding how one can interpret the meaning of this research and the degree to which the results of the research can be generalised. The specificities of this case study regarding the context (place, time and persons involved) limit the generalisability of this research. It also highlights the problematic aspects of the internationalisation of higher education and inclusiveness of the subjects to this process. If the relevance to other situations is limited, the question of inclusiveness and internationalisation cuts across situational specifics.

In terms of epistemology, modified dualism dominates here. I assume that the interviewers and the interviewees are two different parties, with the interviewers' task to identify key aspects of the attitudes and positions of the interviewees. I tried to keep my value orientation under control and to bracket it in terms of much of the data in order to be able to report more neutrally about as many stakeholders in the Polytechnic as I could. I am not an 'objectivist' in the sense that I realise and state that this is one case (with two inter-related sites) and not in any sense a study of all internationalisation in higher education. But I believe that my conclusions may be to a significant degree generalisable, but my research can only be seen as (possibly) exemplary for 'inclusive globalisation of higher education' without me (and/or others) having done broader comparative investigation.

DATA COLLECTION

Originally, it seemed to make sense that I would use some form of quantitative methodology. Data derived from surveys, performance measurements, and meetings was readily available. Performance audits were routinely conducted to ensure that this data was both reliable and valid. Access to research data and participants was not a problem; and hence, a quantitative, positivist approach was appealing to me. This approach ended up being very short-lived for a variety of reasons. The biggest problem that I encountered was that of bias (which may be due to the ideological components regarding internationalisation). The use of surveys or other quantitative instruments (such as performance audits) might lead to some spurious correlations and results because of this ideologically oriented bias.

My first attempt at quantitative methodology was to count keywords in fifty pages of complaints from students, staff, faculty and Exam Committee members when we first had students from the branch campus in the Netherlands. This did not result in any significant research leads.

I then considered utilising action research – where I would ask the teachers how they think, feel, and experience internationalisation. Action research entails four steps. First, there is a phase of assessment where one asks the target group what they would like to change, improve, and reform. Then there is the dialogue phase where the researcher presents his/her assessment of what is needed. Third, an agreement is reached with the target group as to what specific goals or targets will be pursued; the change is then implemented. Fourth, there is an evaluation of the results of the change. However, the top down decision-making structure at UASNN is incompatible with the action research model. Accountability in the UASNN model requires that teachers meet the pre-agreed learning targets and goals. In such an accountability system, the teachers do not have the power to significantly change practice as they go along. Thus, the action research model which assumes that teachers can reform what they want to change runs up against the principals of accountability as defined by UASNN. Therefore, to perform all steps of action research was not an option in my context.

I also considered implementing an action learning strategy, wherein I could boost teacher involvement and learning by exploring what it actually means to experience internationalisation inclusively. When I was named Interim Executive Dean at the branch campus, it became evident that I would focus my exploration of inclusive educationalinternationalisation on my own surroundings. In the relationship between the main campus and the branch campus, I had the agency and ability to explore and implement inclusiveness. This developed into an exploration of inclusive educational internationalisation as enabled by my agency at the branch campus within an action-learning model, wherein I reflect upon my effort to construct more inclusive educational internationalisation. But through the utilisation of action learning, I would become the subject and the teachers and support staff the objects of the study. Thus, a performative contradiction. The idea of inclusion is based upon the concept that we are all equal, but the action learning research design would lead to a subject/object divide at just the wrong place. I see the positivist division researched / researcher is less problematic because I was also 'researched'; though a (social) constructivist would criticise this aspect to my research.

There is potentially an inherent problem here with the concept of 'inclusive educational internationalisation', meaning that the person who says: 'inclusive educational internationalisation' is always the subject and the rest of the participants are always the objects. The issue of a performative fallacy is not just epistemological, but also pragmatic. May inclusion be impossible in the contemporary education situation where accountability plays such a prominent role? In the context of operating under UASNN's quality control and decision-making structure how much inclusion can actually be achieved? I wish to set these issues aside for now, and re-examine them in my conclusions.

I decided that I needed to engage with students, staff, and faculty at both the main campus and the branch campus and look at how the internationalisation-related policy documents and their foundational ideology were manifested in the utterances and interactions of those subjected to them. Hereby the research resulted in a multi-method case study of inclusive internationalisation in higher education, where the research falls into the tradition of "the teacher-as-researcher" – with a single case study with two sites. However, in this case study, the "teacher-as-researcher" is somewhat modified to be a "dean-as-researcher"; so in this case, the classroom itself is not the primary object of study (but, of course, is an important aspect of the university). Hence, the thesis should be considered a single case study (Yin, 1994), which uses multiple methods (sometimes more self-reflective, sometimes more 'distancing'), in the 'teacher-as-researcher' tradition. (Kemmis & Mc.Taggert,1982, Elliott, 1991, Nias, 1989 and Whitehead, 2008)

Initially, I used a variety of data sources to study the university of applied sciences' policies and practices of internationalisation. I started out thinking of my research as the documentation of the differences and tensions between the players in my university of applied sciences in terms of the shared goal of the inclusive internationalisation of higher education. I aimed to chart steps to encourage better communication and more inclusiveness. As part of this process, I explored internal and external policy and audit documents drawn from the many internal and external audits in 2013. The analysis of these reports ended up having a strong influence on the material to be presented in the next chapter. Hence, while I may gain many insights into the echo chamber of internationalisation presented in these reports, there were really very few insights into my primary questions and concerns:

1 Is it possible for higher education institutions to implement inclusive educational internationalisation; and if so, how specifically might this implementation take place?
2 Have I been successful in implementing inclusion in my temporary role as Dean of a polytechnic in the Middle East and in northern Europe? Why or why not?
3 What lessons for the pedagogy of inclusiveness can be learned from my case study?

I ended up doing my research at the branch campus and at the main campus of the UASNN – the two places where I simultaneously held positions. In both cases, my research into the internationalisation of higher education took part *in situ*. Observation and interviewing was all held in the university of applied sciences buildings, and was coupled to the daily routines and work of those studied. I have studied the everyday and the participants' attitudes to the everyday. All interviews addressed daily routines and everyday attitudes. I wanted to know what the faculty and administrators thought about their jobs in terms of internationalisation, as well as what they thought of one another. I was not trying to research educational philosophy or theory; on the contrary, I was looking at what it means to those directly involved to work in a complex, distributed, and cross-national context. I made use of interviews and observations focused on attitudes. Critical incidents are reported on that illustrate faculty, administrators, and student attitudes in practice. But I wanted to use the record of attitudes collected in interviews and observational data also from a broader perspective. This is because I was focused on what all parties thought about inclusiveness of internationalisation in their educational setting. I realised that my research participants would give me 'socially desirable' answers on occasion, but I wanted to know what they would say about working in internationalised higher education. I wanted to hear their voices about their work. I was convinced that the line-workers (faculty, administrators and students) were singularly absent in the books on

the internationalisation of higher education. Thus, I set out to hear their voices. I realise that there may well be inconsistencies between what they say and what they do. I will mention that issue when I think it is pertinent in my data. But my goal was to collect silenced voices and to let the silenced speak out. And my research approach was directed towards that goal.

Thus what data did I collect and where? I adhered directly to the notion that I should "gather whatever data are available to throw light on the issues that are the emerging focus of inquiry" (Hammersley and Atkinson, 2007). Information was collected regarding the lived experience of internationalisation theory, policies, and practices. The primary challenge involved focusing on issues that offer insights into the question of inclusive educational internationalisation, examining the ideals that may be achieved with such a model, and measuring my effectiveness in implementing such a programme through my own management activities. The complexity of routine organisational discourse on these matters resulted in a significant amount of discursive data and practices. The next list was reached after an extensive process of evaluation – both by me and the external researchers described below. The variety of methods that are present in the development and analysis of the thesis include document analysis.

DOCUMENT ANALYSIS

With a review of policy papers, reports on internationalisation, and meeting minutes. Below is a list of the data sources that is examined:

1 Critical Reflections Economics Course 1, Course 2 and Course 3 2013
2 Critical Reflection UASNN 2013
3 Reports on visitation trial and visitation Course 1: 2013
4 Reports visitation trial and visitation Course 2: 2013
5 Reports visitation trial (visitation was not made because it was no longer permitted) 2013
6 Report NQA Course 1 – 2013
7 Report NQA Course 2 – 2013
8 Report NQA Course 3 – 2013
9 Report NVAO UASNN – 2014
10 Department of Economics: Operationalisation of the Internationalisation strategy – 2013
11 MINT report Course 1 – 2013
12 MINT report Course 2 – 2013
13 MINT report Course 3 – 2013
14 MINT report UASNN – 2013
15 Internationalisation note 2012-2013 Department of Economics
16 Benchmark Course 3 on content in the Netherlands – 2011
17 Benchmark Course 3 on content in the Netherlands – 2012
18 Internationalisation: Policy, Strategy, and Implementation, May 2013 – UASNN
19 Guide on Trial 3 Internationalisation – 2013

OBSERVER PARTICIPATION

Aspects of my observer participation:

- Taken from journals reflecting on the research process presented throughout the thesis text by me and by the External Examiner (a Professor from the American University Paris) in his research reflections presented;
- Reflective texts about my experiences with all the actors at the main campus and the branch campus;
- Email conversations with three staff members about the quality of the education both in the Netherlands and in the MENA region;
- Written transcripts of meetings with the Director of Branch Campuses and Economics students in the Netherlands to introduce the branch campus to the team of Economics in the Netherlands;
- E-mails and minutes of meetings with staff members and students that were convened regarding the cheating scandal that unfolded in 2015.

I compared my experiences and perceptions with the feedback that I received from the interviews with faculty and staff at the IBC and the main campus (as well as with myself) that were conducted by neutral external researchers during the 2015 academic year – the year where I was acting as the academic Dean at the IBC while maintaining my position as Head of Department at the main campus.

I have had three roles: (i) an educational idealist who believed in the agenda of inclusive internationalisation in higher education as defined in and by my university of applied sciences who was out to implement inclusiveness; (ii) an observer-participant submerged in the daily on-going running of an IBC dedicated to good communication, openness and polyphony; and (iii) a researcher pouring (over and over again) over my data, trying to understand its themes and import. As researcher, via thematic analysis, I came to identify the first role as idealism; the second as polyphony; and the third as cacophony. But I am getting somewhat ahead of myself here. The third theme only emerged, as stated, once I was fairly far in my data analysis and you (the reader) have yet to be confronted with that data.

INFORMAL INTERVIEWING

Discussions with students, faculty and staff outside of a formal interview context, completed by both me and the external researcher throughout the data collection period of January 2015-December 2016. Notes are made from the 35 individual conversations with the staff at the IBC in the MENA region about their tasks and experiences at the branch campus; and about what took place according to them in 2011 when the staff satisfaction declined. Minutes were made from the group meetings with the students and staff of the main campus of UASNN in the Netherlands and the branch campus after receiving 50 pages of various complaints. These meetings consisted of:

- Three meetings with students visiting from the branch campus while they were studying in the Netherlands.
- Meetings with the Exam Committee of the main campus.
- Meetings with staff members of the main campus.

Semi-open Interviews

Seven interviews in the MENA region and three interviews in the Netherlands completed by the external research team, lasting approximately 45 minutes each. Only one of these interviews was planned as an individual interview, the other two one-on-one interviews were a result of invited participants not coming to the focus groups. Involved here were:

1 A Programme Manager
2 Main campus UASNN student
3 Main campus UASNN student

We note that 34 students from the main campus of UASNN were invited to participate in the focus groups. In total, six students from the main campus were interviewed either one-on-one or in a focus group. A staff member stated: "I am not sure why the students did not come. I think maybe they do not see this as important and they would rather spend the hour doing something else. Also, a lot of our students do not use their UASNN email and would rather use their personal emails, so it's possible they did not receive the invitation." Extensive notes were taken of all interviews, which have been anonymised and analysed. The opening questions for each interview were: "How have you experienced the process of internationalisation in your role? How do you feel about the internationalisation process?" Additional questions of clarification about specific statements were asked during the course of the interview, allowing participants to be able to elaborate or discuss the issues important or relevant to them in their experience.

INDIVIDUAL INTERVIEWS AT THE IBC IN THE MENA REGION

Seven in-depth interviews were conducted that lasted approximately 1 hour each. As with the focus groups, the interviews began with a general question. However, many of the individual interviews were used to clarify concerns that came up during the focus groups. Hence, the questions that were posed in the individual interviews included a more specific prompting of topics. The individual interviews were conducted to ensure that sensitive topics could be discussed more freely without the presence of others. The individual interviews consisted of the following:

1 Member of the Administrative Staff
2 Member of the Administrative Staff
3 Programme Leader
4 Academic Faculty member
5 Programme Leader
6 Academic Faculty member
7 Member of executive management team

Because all of these interviewees were part of my own 'team' and answered to me in relation to their jobs, the interviews conducted by the external researchers were also independent of me and my role as a manager. What is more, the research participants were guaranteed anonymity and confidentiality. All participants were informed that all identifying information would be expunged from the data, making it impossible for me to know who said what, and therefore allowing the participants an opportunity to freely express themselves. Three individual interviews were conducted that lasted approximately 45 minutes each. As with the focus groups, the general question format used at the branch campus was also used at the main campus. Only one of the interviews was planned as an individual interview; the other two one-on-one interviews invited those focus group participants who were unable to attend the meeting.

FOCUS GROUPS

Five focus groups ranging from 3-6 participants in the MENA region and eight focus groups from 2-11 participants in the Netherlands, lasting approximately 1 hour each. The questions put to the focus groups were the same as for the semi-open interviews. The general question format used in the MENA region was also used in the Netherlands, namely: "What does internationalisation mean to you?" List of focus groups:

1 IBCMENA September 2104 students – 3 participants
2 IBCMENA February 2015 students – 11 participants
3 IBCMENA September 2014 students – 11 participants
4 Curriculum committee – 6 participants
5 UASNN main campus 3rd year students – 4 participants
6 Administrative staff – 3 participants
7 Central support staff – 2 participants
8 Exam Committee – 2 participants

FOCUS GROUPS AT THE IBC IN THE MENA REGION

There were five focus groups, lasting approximately 1.5 hours each. The focus groups involved questions of a general nature, using terminology that was not specifically defined so that the answers were unprompted. Each focus group started with the same question: "What stands out for you in your experience of (working for/attending) an international university, what experiences have stood out for you?" This initial question was enough to keep the group in conversation for the entire duration of the meeting. Follow up questions for the sake of clarification were more specific, and may have included specifically prompted topics. The focus groups:

- Executive Management Team – 3 participants
- Programme Leaders – 3 participants
- Faculty – 6 participants
- Administrative Staff – 4 participants
- Students – 2 participants (this is not seen as a representative sample)

FOCUS GROUPS AT THE MAIN CAMPUS

There were eight focus groups. The interviews lasted approximately 1 hour each. The same general question format used at the branch campus was used at the main campus, namely: "What does internationalisation mean to you?" Due to proximity and timing concerns, the data collected at the main campus was collected over two different visits spaced six weeks apart.

THE FOCUS GROUPS:

1 Visiting students from the IBC in the MENA region arriving September 2014 – 3 participants
2 Visiting students from the IBC in the MENA region arriving February 2015 – 11 participants
3 Visiting students from the IBC in the MENA region arriving September 2014 – 11 participants
4 Curriculum committee – 6 participants
5 UASNN 3rd year students – 4 participants
6 Administrative Staff – 3 participants
7 Central support staff – 2 participants
8 Exam Committee – 2 participants

In this thesis, I explore – as both a professional and as a researcher – the issue of inclusive internationalisation with the case study of my involvement with the branch campus of UASNN in the MENA region. I have documented my 2014-2015 tenure as the Executive Dean of the branch campus. My goal has been to explore the idea of inclusive educational internationalisation. My inquiry regarding inclusive educational internationalisation emerged through my own experiences as Head of Department at the main campus and Interim Executive Dean at the branch campus. As a result, my inquiry has influenced and has been influenced by my own reflections and experiences. This offers an opportunity to explore the questions I have about internationalisation in a systematic way – both as it has been reported by others, and as it has been experienced by me.

I did not do the interviews or lead the focus groups myself. This was because those participating in the research all fell under my managerial responsibility – either as Head of Department, (interim) director of the branch campus, or programme director. I felt that the subjects of the research was too strongly influenced by a hierarchical relationship to myself for interview data produced directly with me to be valid. Thus, two external researchers conducted the interviews. I made sure that neutral interviewers, who did not share my perspective, conducted extensive research in the MENA region and in the Netherlands. Thus the research presented here includes my observer participant work, but much more neutral interview (individual and focus group) data. The use of an outside research team to explore with me the themes present both at the site of the main campus and the site of the branch campus, offer a point of comparison and verification of the participant observations that I collected myself. Open first questions were used with the interviewed (such as, "What does internationalisation mean to you?"). Concepts like 'inclusiveness' or 'cosmopolitanism' were not part of the spontaneous language of the researched. In the research, I have tried to not put words into other people's mouths. I wanted to know what front-line practitioners experienced during the internationalisation process.

As stated, I asked about their attitudes more than descriptors of their behaviour. But I tried to collect, as closely as possible, their natural language – not text prompted by my ideas or concerns. Of course, interviewing demands a sort of performance from the interviewed. The interviewed always try to ascertain what the interviewer wants to hear

and to (more or less) give the interviewer what she (he) wants. But since what I wanted was for the researched to talk about working in an internationalised environment.

The focus is usually on a few cases, generally fairly small-scale, perhaps a single setting or group of people. This is to facilitate in-depth study. (Hammersley and Atkinson 2007:4)

My research centres on two sites, both of which are part of one organisation. As I was trying to study situations and people that one could (reasonably) get to know, I was restricted in scope. Depth was far more important to me than breadth.

DATA ANALYSIS: INDUCTIVE THEMATIC ANALYSIS

Now that the scene is set with regards to the case study, the question of analysis becomes important. For my research on UASNN at the main campus and the branch campus, I decided to make use of *inductive thematic analysis*. According to Braun and Clarke, an inductive approach means that the themes identified are strongly linked to the data themselves. (Patton, 1990) The authors claim that this form of thematic analysis bears some similarities to grounded theory. (Braun & Clarke, 2006)

In inductive thematic analysis, if the data have been collected specifically for the research via interview or focus groups, the themes identified may nonetheless bear little relationship to the specific questions that were asked of the participants:
Inductive analysis is therefore a process of coding the data without trying to fit into a pre-existing coding frame or the researcher's analytic preconceptions. (Braun & Clarke, 2006)

Meanwhile, the ideas of thematic analysis also offers a method for identifying, analysing, and reporting patterns (themes) with data. In 1978, McCall and Simmons defined thematics – the questions of "who, where, when, and what" in specific defence of thematic analysis. (McCall & Simmons, 1978) Likewise, Silverman (2011, 2013) offers insights into how the use of the "who, where, what and when" serves as the basis for the thematic analyses of the various data. The thematic analysis investigation reveals what lecturers, staff and others at the main and branch campus experience as 'internationalisation'.

The researchers used an audio recording device for the interviews (particularly with focus groups), and hand-written notes to capture their own reactions. The external research team reviewed the data at the end of each day of data collection with a member not present during the data collection assisting them in the identification of themes. They produced anonymised summaries of the interviews and focus groups that they had held. They took care that I could not attribute the material shared with me to any individual.

The data set was vast and the researchers needed to find a way to organise their processes of analysis. From this necessity, they began labelling their data. There were too many trees (bits of data), and this endangered their ability to see the "forest" (the big picture). (Glaser & Strauss, 1967) Data needed to be grouped together and labelled. And the labels needed to be robust and precise. If there were too many labels, the information would remain chaotic; if the labels were too few, their use would be too reductionist. The labels must be reasonably substantial and rigorously specified, so that multiple researchers are able to code the data in the same manner. In this way, it is demonstrated that the data labelling is rigorous and not just happenstance. Thus, the researcher needs labels that permit one to construct an interesting analysis; however, the labels must be robust – not too many and not too few. (Glaser & Strauss, 1967) Secondly, a mature or successful labelling system must be able to sustain the addition of any new data without crashing (i.e. being unable to understand, absorb, understand that data).

New data fed into the research should not disrupt or falsify the labelling system. Early on in the research, the labelling system will (almost always) change multiple times and be inadequate. (Glaser & Strauss, 1967) The researcher will discover that her labelling system has too few or too many categories in it and/or that there is an overlap in the categories. Too few labels will become reductionist and too many labels will be confusing. Imprecise labels will lead to confusion and vagueness. Over time, as the labels change and develop, the input of more data will no longer destabilise the labelling system. The labelling system will be adequate to the data, and this is called 'closure'. (Glaser & Strauss, 1967) The labelling system must be accurate and explicit enough so that more than one labeller can use the same system and achieve the same results. This demonstrates the clarity of the categories and of their use. The research techniques of inductive thematic analysis that have been used to examine internationalisation and work attitudes at UASNN in the Netherlands are the same as those that were used in the MENA region (see Chapter 6). For Chapter 5, the collection of data entailed a series of focus groups and three individual interviews. Originally this involved the use of computer coding, which proved to be ineffective in identifying relevant themes, hence that approach was abandoned in favour of inductive thematic analysis.

The data were labelled in an iterative process of analysis – first by the external researchers and then by myself. The researchers left the interpretation process (i.e. the drawing of conclusions) to me. I then categorised the statements and defined the themes that I felt were crucial. Thus, I re-structured the material into themes and issues. The data is presented in this thesis in its thematised form. The method of data analysis centred on 'thematic analysis'. The data was analysed to see what themes, sentiments or concepts would show up with the greatest frequency. Once the themes had been identified, it was looked at how much agreement/disagreement the researched expressed in regards to the dominant themes. The interview and focus group data was repeatedly examined to identify common themes and to reach saturation in the analysis.

Eventually, examining the research notes did not produce any additional themes or key concepts. The researchers collected large amounts of data describing the work situation and attitudes of the researched. Through the analysis process my 'themes' became more and more abstract. In the end, I divided the data into three over-arching themes: idealism, polyphony and cacophony. Though the themes are not exclusive, one theme dominates in each phase of the data and thus of the thesis. Section One matches my perspective during the first phase of research, which was deeply influenced by the discourse of the polytechnic where I worked. A defined and fairly small number of scholars write about the 'globalisation of higher education'.
And these scholars were invited to visit the Poly and to contribute to its policy statements. Their articles and book (chapters) fed directly into the rhetoric of my institution and were clearly mirrored in the policy documents of the Polytechnic. These beliefs and policy documents, in turn, were accepted by myself as relevant and even true. I was motivated by this rhetoric to take on the Deanship in the Middle East. I believed that the globalisation of higher education could contribute to harmony and respect between peoples of different cultures. I was an 'international humanist' or a 'cosmopolitan' and it was with this idealism that I set out on this project. My presentation of the literature of the 'internationalisation of higher education' is framed in these terms.

But once I accepted the job, I realised that the idealistic concepts and the resulting policy documents really had nothing to say about their implementation. What I was motivated to do had been written about, but how to do it was not. So I set out to make 'inclusive globalisation of higher education' a local reality in my work and context. This phase of my research, the results you will find in Section Two. My goal was to address the varied voices of the branch campus and its relationships to the local holding company, the local government, its faculty and administrators and its students, the Dutch home campus, the Dutch government, the Dutch faculty, administrators and students, as engaged stakeholders with whom I needed to dialogue. Thus, polyphony. During this stage of my research I assumed that I could really talk to all these parties; i.e. that they were identifiable and knowable. Of course they could (and probably would) have differing perspectives on what was happening; but I assumed I could know their points of view and I believed that conflicts were solvable/reconcilable. Thus polyphony accepts difference, but assumes that there is a single dialogical possibility of relatedness. The reality may be complex, but it can be known. Differences can be distilled to a dialogic process. In my methodology there was some constructivist influence, in the sense that I realised that the various parties to internationalisation had separate voices and perhaps self-interests, but in polyphony a meta-level is assumed wherein difference can be reduced to a single dialogical truth.

The third phase of my study, presented in Chapter 5, became the high level term for the bundle of interconnected themes. I had to abandon the idea that all parties can find one another and/or that 'inclusion' is an operational possibility. The specific constructed realities created one disjointed and conflict strewn whole. There is an elementary touch of historical realism here because my shifting position came in reaction to experiencing more than a year of internationalised education. I discovered that some issues were naively easy to address but in reality that no one was really willing to address them. My awareness of how the branch campus was in the grip of repetitive processes of exclusion grew as, over time, I saw how problematic (non)solution worked.

Hence, I have organised the data along the lines of three meta-level themes that I find do justice to the research object of the case study: *Idealism*, *Polyphony*, *Cacophony*. This thesis thus presents three themes of how participants in a university of applied sciences with an international branch campus construct the internationalisation of higher education.

THESE ARE IDENTIFIED IN THIS THESIS AS:

- idealism ('inclusiveness as proposed by a small set of academics and policy experts');
- polyphony ('attempted inclusiveness through honouring the relationships among the faculty, staff, and students across campuses');
- cacophony ('frameworks and theories all attempt to define internationalisation, many voices arguing how to implement it').

THE PROBLEM OF TRUTH CLAIMS

My methodological process and data analysis – along with the data collected and interpreted by the independent external researchers – allows for me to frame my truth claim only insofar as the thesis represents experiences from 2010-2015 and the reported experiences and perspectives of the faculty, staff, and students at the moment that data were collected. I am not trying to "prove" whether or not inclusive educational internationalisation is or is not possible in all cases. Rather, I am attempting to gain understanding into some of the underlying theoretical and practical concerns with such a process. The end goal is to offer other education managers further insights into internationalisation policy and how inclusiveness may or may not be a part of this normative process and I am not testing hypotheses.

Moreover, my research assumes the importance of pedagogy and the experience of teachers and students as being the key concern. However, there are some implications on what can and cannot be claimed as being probably true if we arrive at examples where the importance of education is not the primary concern (or even a concern at all). Some students may not want to learn and some teachers may not necessarily be interested in teaching. A similar concern goes for managers -- some of whom may not be concerned about 'education', but rather about other priorities (finances, their own careers, etc.).

Likewise, there is the problem of students that are not interested in having a "good" education – meaning that they care about learning while they are at the university of applied sciences. Inclusiveness in this context assumes that students are at the university of applied sciences to learn. However, there are most likely cases where students are there for other reasons: because they only want the credential regardless of whether they learn or not, or their parents are making them do it, or they have nothing else they could do. What claims can one make about inclusiveness if the subject does not have any interest in being included in the first place?

Indeed, there are several constraints regarding the truth claims that one can ascribe given the context and methods. However, it uses multiple methods that are sometimes more self-reflective, sometimes more distancing.

The analysis of data involves interpretation of the meanings, functions, and consequences of human actions and institutional practices, and how these are implicated in local, and perhaps also wider, contexts. What are produced, for the most part, are verbal descriptions, explanations, and theories; quantification and statistical analysis play a subordinate role at most. (Hammersley and Atkinson, 2007:4)

CONCLUSIONS

The goal of the case study is to examine the inclusiveness of internationalisation of higher education in practice from my changing practitioner perspective. In order to explore this, I relate experiences of staff, faculty, students and content from policy documents and other materials, as well as my own experiences. This data, via thematic analysis, have revealed the meta-themes of: idealism, polyphony and cacophony and their constituted lower-level themes as can be seen in Section Two.

SECTION TWO

IDEALISM, DIALOGUE/POLYPHONY AND CACOPHONY

There now follows a report on the idealistic rhetoric of inclusiveness to which I have been exposed, focusing on the specific group of theorists who exerted the most influence on the internationalisation policies within my university of applied sciences. And in the chapters thereafter (4 and 5), I present my data on the practice(s) of inclusive educational internationalisation as I experienced them in the field; focusing on how my perspective changed.

POLICY DOCUMENTS AND MY ‘IDEALISM’

In this chapter I set out to clarify the ideological context within which I operated. 'Inclusive educational internationalisation' was defined as a 'good' internal to itself; i.e. not as a way to get a job, become wealthy or compete with other universities, but as a 'virtue' well worth pursuing. What I point to here is a complex of beliefs, of 'goods', that were stated in UASNN's policy statements and fed by visiting scholars and references to their work. This was the belief system that was more or less taken for granted in my context. These beliefs reached me without me being aware that they could be typified as an 'ideology'. What I mean by that is that the 'beliefs' presented as a sort of 'utopian' vision of educational internationalisation – i.e. without supporting facts, details, cases or specifics. Put a bit self-critically or (perhaps) cynically: 'I drank the Kool-Aid' i.e. I uncritically agreed, believed in the ideas, was convinced. I was not, at that moment, a practitioner of the internationalisation of higher education, I was a believer. The crux to the case study presented here is what happened to me when I left being a 'believer' and became a practitioner. Thus the case study is all about implementing (or trying to implement) inclusive internationalisation of higher education. Stated below are what was 'common knowledge', 'accepted belief', and 'our shared vision'. The belief system was not meant to be questioned or doubted – it was a 'shared good'. Writing this chapter was curiously very difficult. Just because these contents were at the time so self-evident and so unquestionably just, they were like the water that this fish (myself) swam in. I wasn't really all that aware of where they came from, how their delivery was programmed, or what the rhetorical goal was of their presentation. But to write the chapter, I had to select some voices and a few texts (quotes) as representative. Thus I read and re-read the materials of the time. I had the policy documents; I had the recommended articles; and I had documents produced by the visiting lecturers. From that material I have distilled the chapter that follows. Thus, what follows was the ideological context from which I began my practice of inclusive internationalisation of higher education.

MY INITIAL CONCEPT OF INTERNATIONALISATION

On the 20th of June 2000, when I started to work as a manager at UASNN, the Executive Board had already given the official go-ahead for the Global Campus Project, which resulted in the 'Route International'. The name 'Route International' is catchy, with a rich, historical background as a metaphor for internationalisation. The inspiration dates back to the Renaissance, when young men – mainly from the UK – would go on their 'Route International' especially to Italy and France. Young, upper class men would travel for their cultural and intellectual development.

The *Route International* was made to complete their education, to acquire manners and languages and to attain an understanding of the politics of other countries, their economies, geography and history. (Kennedy, 2014)

According to Professor James Kennedy's presentation about the Route International at the UASNN graduation day on the 26th of January 2014, J.W. Goethe was the most well-known participant of the Route International. In his travel writing *Italienische Reise,* Goethe (1796) described his Route International experience. The trip to Italy was a childhood dream of Goethe's, which he took at the age of 37, and which had a big impact on him. He started his journey on the 3rd of September and travelled from Carlsbad to Verona, Venice, Ferrara, Naples, Sicily and Rome.

On the 1st of November 1786, Goethe wrote the following from Rome:
The compelling desire to see this country had too long been maturing within me. Only now that it is satisfied will I gain back my love for my friends and fatherland and does my return become desirable, all the more so because I have the certain feeling that I do not take so many treasures with me for my own possession and use, but that they will service as a guideline for myself and for others throughout life. (Goethe, 1786)

In Italy, he was able to rekindle his interest in art and science. He completed literary work, did research in the area of botany; and while drawing and observing, he immersed himself in ancient art and its history. Inspired by Goethe and his contemporaries, three directors of the economics courses of the UASNN[5] and the Executive Board developed their own version of the Route International. (UASNN, 2000) Instead of a journey to Italy, the main stops of the UASNN Route International would be the IBC's, which are spread out over various continents. Their motives were not those of Goethe and his contemporaries – namely, to be inspired by art in all of its forms. With the start of the Route International, the directors and Executive Board assumed that values like meeting, understanding, and mutual respect would be given an important new meaning, for both students and lecturers. This belief stemmed from the conviction that the specific educational concept of problem-based learning would offer the UASNN students and lecturers the opportunity of meeting students from the country where the IBC was located, and would allow them to get to know their mores and values. It would also contribute to mutual understanding and respect and – they were convinced – would strengthen the basis for a sustainable society. Finally, the UASNN wanted to use the Route International to realise its mission as a (at that time) Christian educational institution for educating young people, and to allow them to develop into responsible and peaceful world citizens. The transfer of knowledge from the specific, educational, and value-based UASNN curricula to the international sites would contribute to this process. (UASNN, 2000)

For the UASNN, promoting student and lecturer mobility through the Route International was a way of distinguishing itself from the other higher education institutions in the Netherlands. Where other institutions offered students the possibility

5 More specifically this concerned the predecessor of one of the universities, the current university arose after the merger of three polytechnics and was rebranded UASNN in 2008.

of foreign exchange programmes and internships abroad, the UASNN went one step further with the Route International. All sites – both those abroad and in the Netherlands – should together constitute the Route International (UASNN, 2000). The components of the programmes completed at the different sites would be credit granting in the UASNN degree courses. The added value for students was that by participating in the Route International, they would increase their knowledge and experience in different places and encounter environments that they would otherwise not have access to. The policy paper 'Route International 2000' stated that the courses at all the UASNN sites would meet the same quality requirements – as guaranteed by a comprehensive programme of quality assurance (UASNN, 2000). The international sites were set up by the UASNN in cooperation with local partners. These foreign sites would be fully equipped for the arrival of UASNN students. The degree courses offered there, developed by UASNN employees in the Netherlands, would be fully equivalent to the curricula offered at the main campus. Thus the students could have an international educational experience without prolonging their study.

UASNN claimed to be a pioneer in the *internationalisation* of higher education. But what did that really mean? A text that circulated at UASNN:

For some people, it means a series of international activities such as academic mobility for students and teachers; international linkages, partnerships, and projects; new international academic programs and research initiatives. For others it means delivering education to other countries using a variety of face-to-face and distance techniques and such new types of arrangements as branch campuses or franchises. To many, it means including an international, intercultural, and/or global dimension in the curriculum and teaching learning process. Still others see international development projects or, alternatively, the increasing emphasis on trade in higher education as internationalization. Finally, there is frequent confusion about the relationship of internationalization to globalization. Is internationalization the same as globalization? If so, why, how, and to what end? If not, then how is it different or what is the relationship between these two dynamic processes? Thus, "internationalization" is interpreted and used in different ways, in different countries, and by different stakeholders. (Knight, 2008:1)

Despite the questioning tone of this statement, the UASNN tried to do it all, without worrying about 'globalisation'. Faculty and student mobility, branch campuses, curriculum initiatives, etcetera, were all developed. Perhaps because UASNN was born from what had been a Christian Polytechnic, the ethical element of meeting and accepting the Other prevailed, and the social-economic issues of 'globalisation' were never addressed. The rhetoric was decidedly ethical and apolitical.

Most of these authors are the heads of a department of internationalisation at a university of applied sciences or they are employed as professors or researchers at a university of applied sciences. They all seem to assume that:

…universities have been international institutions from their medieval European origins, attracting students and faculty from many countries. The rise of nationalism and the nation-state after the Protestant Reformation focused academy inward. Later, the emergence of the Third World from colonialism in the mid-20th century stimulated the establishment of national universities. Now academy has regained its international scope and direction. (Altbach & Knight, 2007)

The idea of progress from narrow not so ethical goals, to genuinely ethical intent, has been a common theme of the internationalisation literature. From this perspective, the social-economic or political analysis of the internationalisation of higher education is retrograde. One can see this structure of thought in De Wit's work (2010). He was (is) a major voice in the thought about internationalisation at UASNN. He identifies four broad categories of rationales for internationalisation: political rationales (particularly dominant after the Second World War and during the Cold War), economic or "trade" rationales (predominant since the globalisation of our economies), social and cultural rationales (mutual understanding and community building), and academic rationales (cooperation in research, benchmarking and search for status). De Wit's historical context, rationales, and objectives are shown schematically below (de Wit, 2010):

	Historical context	**Rationales**	**Expected results**
Internationalisation	1. Particularly dominant after the Second World War and during the Cold War	1. political rationales	1. to foster peace and prevent war
	2. Predominant since the globalisation of our economies	2. economic rationales	2. trade
	3. European economic and political integration process	3. social and cultural rationales	3. mutual understanding and community building
	4. Deep-rooted tradition as international institutions.	4. academic rationales	4. cooperation in 5. research, benchmarking and search for status.

*Note: no prerequisites of internationalisation at organisational level are integrated

Table 3: Historical context, rationales, and objectives of internationalisation De Wit (2010)

Thus in the discourse prevalent in UASNN, the focus of the strategy in internationalisation should have changed from "supporting universities in developing countries by providing scholarships, equipment and advice" (Wit, 2011), to trade during the past five years; and the focus ought to be moving towards comprehensive internationalisation. Comprehensive Internationalisation was increasingly the 'buzz word' but it was also 'the real goods'. (Hudzik 2011) It was the most applicable and complete concept for implementing an internationalisation strategy in higher education. It included organisational prerequisites and offered a potential framework for implementing internationalisation.

John Hudzik (2011) stated the following in a report for NAFSA (the Association of International Educators), which I read:
'Comprehensive internationalization' is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire education enterprise. It is essential for it to be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility. 'Comprehensive internationalization' not only impacts all of campus life; it also affects the institution's external frames of reference, partnerships and relations. The global reconfiguration of economies, systems of trade, research and communication, and the impact of global forces on local life, dramatically expand the need for 'comprehensive internationalization' and the motivations and purposes driving it. (Hudzik, 2011:6)

Important themes are: commitment, the infusion of international and comparative perspectives, effects on the entire education 'enterprise', and externally driven needs. The commitment and involvement of everyone involved seems necessary to implement comprehensive internationalisation (CI) in a university of applied sciences. Although the author underlines that a culture shift is necessary to realise this, the framework of comprehensive internationalisation does not describe how commitment and involvement can be gained. The impact of the trend of comprehensive internationalisation lies within the hands of the university of applied sciences itself. It supposedly is not driven externally. (Dunnett, 2011) The fact that Hudzik (2011) mentions the importance of the faculty in relation to the internal drive for internationalisation indicates that the faculty itself would have to be transformed. Moving towards a Comprehensive Internationalisation strategy requires moving towards a focus on a complete and inclusive organisation. (Zwarts, Dunnett & De Wit, 2011) According to Hudzik (2011), this move towards comprehensive internationalisation called for the inclusion of all of the people involved in the process.

In order to 'translate' comprehensive internationalisation into practice, the conditions of internationalisation had to be formulated. Comprehensive internationalisation called for the integration of internationalisation within all aspects of education.

Motive	**Objectives**	**Expected results**	**Prerequisites**
The global reconfiguration of economies, systems of trade, research and communication, and the impact of global forces on local life, dramatically expands the need for 'comprehensive internationalisation' and the motivations and purposes driving it.	'Comprehensive internationalisation' is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education.	It shapes institutional ethos and values and touches the entire education enterprise.	It is essential for it to be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility. 'Comprehensive internationalisation' not only impacts all of campus life but the institution's external frames of reference, partnerships and relationships.

Table 4: Comprehensive Internationalisation: motives, objectives and expected results (Hudzik, 2011)

In the broadest sense, comprehensive internationalisation (CI) appears to be a well-intended response to a growing sense of the educational mandate of the university of applied sciences. It must be implemented at all organisational levels, and it "impacts all of campus life" – as well as "its external frames of reference, partnerships and relations". (Hudzik, 2011) It seems that the necessity of its implementation is presupposed in the theory of Comprehensive Internationalisation. The nitty-gritty seems not to be a concern, even though CI needs to be "embraced by institutional leadership, governance, faculty, students, and all academic service and support units". (Hudzik, 2011) CI, in terms of why and how, seems a matter of faith; but the roles of actors, like students, lecturers and staff, in inclusion is not worked out in any concrete detail. Illustrations of dialogue are missing.

Internationalization at the campus level remains rooted in a number of tried and true approaches, but is also evolving in new directions – and facing new challenges. Student mobility remains a bedrock component of the internationalization agendas of most institutions. (Rumbley & Altbach, 2014)

Hans de Wit and Uwe Brandenburg (2011) make similar observations in their article '*The End of Internationalization*':

a We have to move away from dogmatic and idealistic concepts of internationalization and globalization.
b We have to understand these concepts in their pure meanings-not as goals in themselves but rather as means to an end.
c We have to throw off the veil of ignorance and ask ourselves; why do we do certain things, and how do they help in achieving the goal of quality of education and research in a globalized knowledge society.
d We should carefully reconsider our preoccupation with instruments and means and rather invest a lot of time into questions of rationales and outcomes. (Brandenburg & De Wit, 2011)

Thus here we see that 'instrumentalism' is attacked in the name of 'principles'. In relation to the process of the comprehensive internationalisation of higher education, the prerequisites of realising an inclusive university of applied sciences should be that CI is shaped in such a way that the diversity of the community is recognisable and integrated. But what that meant in practice, how it could be translated into concrete goals, remained misty.

The voice that made the biggest impression on me was that of Essed (2002). She refers to four approaches or models of interethnic relations or diversity: Deficit or Deficiency (referring to the lack of qualifications of minorities), Difference (cultural diversity seen as a source of conflict as well as enrichment), Discrimination (a focus on the structural exclusion of minorities based on social justice arguments), and Diversity (diversity as business strategy). This is based on the so-called 4-D model of qualifying four different approaches to ethnic integration developed by Mullard (1982) with regard to multiracial education in Britain. The model of Essed was used to construct an ethical framework, connecting it to culture change, aiming at enhancing the process of inclusiveness towards a discrimination-free workplace. Essed (2002) stresses the importance of recognising and dealing with exclusion.

The four paradigms of this 4D model assisted me in understanding comprehensive internationalisation from an inclusive perspective. These four paradigms have acted as lenses for my understanding of the lecturer's experiences with the shift from 'trade' to 'comprehensive internationalisation'.

THE DEFICIT PARADIGM

"The deficit paradigm as a stream of thought focuses on what are considered to be development gaps between the dominant group – the norm group – as compared to the values and traditions among the ethnic minority groups." (Essed, 2002)

In this vision, differences in cultural context cause different starting positions. Most of the differences are unilaterally attributed to 'others' – natives and non-natives – and are experienced or classified as a deficit. An organisation which uses the deficit vision assumes that certain groups have a shortage in knowledge or skills and will use instruments to eliminate this deficit (language programmers, for example).

THE DIFFERENCE PARADIGM

The difference paradigm is deterministic in identifying cultural difference as a main factor for positioning newcomers. Cultural difference is seen as a potential source of conflict as well as a source of enrichment. Knowledge and understanding of different cultures is taken to be the key for countering prejudice. Neglect occurs on the basis of (often unconscious) unequal treatment and discrimination. Striving for 'equal treatment' does not mean that everybody should be treated the same way, but that conditions are created to enable people with different starting positions to gain similar results. Questions management could ask: "Is there unequal treatment? If so, how can we break through that inequality?" From this point of view, organisations conclude that different groups do not get the same opportunities. Instruments in their diversity policy aim at approaching people from diverse backgrounds in an equal way in order to enhance opportunities for equivalent results. For example, a tool applied at selection procedures is to make names, birthplaces and birth dates of the candidates invisible.

THE PARADIGM OF DISTANCE

The paradigm of distance identifies structural exclusion as a central problem. Distance arises if 'being different' is taken for granted and is judged as such. Differences are considered as established facts; and people are treated as a separate group with specific characteristics based on these supposed differences. Obviously, the established culture's values are the most dominant. The management should ask in this respect: "Is there room for 'other' qualities and for mutual insertion?"

THE DISCRIMINATION-FREE PARADIGM

The three paradigms mentioned above – as well as their connected management styles – take the differences between groups of people as a starting point. This does not fit in a 'discrimination-free' view. A 'discrimination-free' view includes the same opportunities, rights and obligations within the workplace for everyone (in spite of gender, ethnic or religious background, age, disability, sexual orientation or social circumstances). From this discrimination-free approach something new can develop based on equality.

(1)

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Reviewing the themes in the policy documents, speakers and background materials (mainly articles) that circulated at the time, 'cosmopolitan diversity' emerges as the key theme. There may be multiple perspectives regarding the reasons, rationale, strategies and benefits of internationalisation, but there is a certain aspirational sentiment of cosmopolitan diversity in the "different ways, in different countries, and by different stakeholders" it is propagated.

De Wit's framework is very appealing from a macro-level management perspective. A generalised context is briefly stated, a core strategy is defined, and it is presumed that the end objective is attainable if the strategy is implemented. If the strategy fails to realise the projected gains, it is not the fault of the strategy itself, but it is the fault of the organisation for failing to properly implement it. It is unlikely that we will blame the "political rationale" and the associated objectives and frameworks, if an internationalisation process in higher education fails. Most likely, the higher education system responsible for implementing it failed to do so properly. Hence, cosmopolitanism as something definable, actionable or concrete eludes us. There is little consideration of whether the local environment has the abilities, resources or provides the context to follow the suggested policies. As a policy consideration at a regional, national or multi-lateral level, De Wit's models have an attractive descriptive power; but as the basis of a meso-level or micro-level implementation strategy, the theory becomes more problematic. De Wit seems to address the question of internationalisation from a high level of abstraction without actually taking into account the question of the objectives of higher education or of the people being educated, who seem to be peripheral to strategic considerations.

De Wit makes the criticism that theories about the internationalisation of higher education contain too little "Why" demands that define why we are engaged in internationalisation in higher education and what we hope to achieve in terms of education and human development. Are we entering into internationalisation simply for the sake of being international? Are we doing it to achieve strategic objectives to which education is incidental? Are we doing it because of some broader concern about globalisation? De Wit's theories have been extremely influential in the development of strategy and policy within the context that I work. At the same time, the theories and strategies (and the resulting policies) do not offer much insight concerned with the question of "How?" nor do they address the question of inclusiveness. De Wit and the NVAO write about intercultural competencies, but do not seem to define them in a meaningful operational sense.

POLICIES OF INTERNATIONALISATION

"I, and UASNN, did not operated in a vacuum. National educational policy played a role in what
we thought we should be doing." (Plasterk, 2008a)

In 2008, the Dutch Ministry of Education, Culture and Science produced their vision and statements on internationalisation and then published them, along with their core objectives and outcomes in *Internationalization Agenda – The Boundless Good.* (Plasterk, 2008a, 2008b)

The core of the strategic agenda is leading; it's about quality. Internationalization adds to the quality of our higher education, our research, and our science ánd demands quality to be attractive to foreign students, teachers and researchers. A high quality is the best means of strengthening international reputation. (Plasterk, 2008b)

The report describes the measures the Dutch government had taken and would continue to take to enhance internationalisation among students, researchers and institutions; while also giving an additional impetus to the further improvement of the quality of higher education. (Plasterk, 2008b) In 2010, the Education Council of the Netherlands stated on their website:

The internationalization of education is not easy to launch. There are many activities in this area, but it does not yet officially belong to the key activities of mainstream education. Institutions will only do "something" about internationalization if they can free up time and money for this -- in addition to their regular tasks. There are differences between the sectors: higher education has a long tradition of internationalization compared to other sectors. (Education Council of the Netherlands, 2010)

While it is heartening to see acknowledged that the difficulties of internationalisation have been recognised, and that the organisational changes in terms of structure and culture required to implement a policy of internationalisation are extremely difficult to navigate — as well as being extremely costly in terms of time and resources. But no additional funding was forthcoming! The guiding principles of the Education Council of the Netherlands included the following:

a Europeanisation and internationalisation of the teaching content.
b International orientation and experience of pupils and students.
c Enhancing the Dutch position in the international education market.
d Mastering a foreign language. (Education Council of the Netherlands, 2010)

As a lived experience in my organisation, the second objective seems to have taken precedence over all the others. Likewise, one of the reasons why so few universities of applied science have established branch campuses is that the first and third elements require significant investments without a guarantee of meeting the goal of the principle. And throughout all the policy making; the actual instructors and students are never heard.

Despite the motivators and guiding principles, it is the framework for assessment that has the greatest influence on UASNN's own policies. In order to be accredited, the guidelines regarding programme accreditation and internationalisation for the Dutch and Flemish Accreditation Organisation (NVAO) must be met. (Wit, NVAO, 2010) The NVAO framework for the assessment of internationalisation as a distinctive (quality) feature consists of six standards – Vision or policy on internationalisation; Learning outcomes; Teaching and Learning; Staff; Services and Students – and each of these standards has one of more criterions. (Wit, NVAO, 2010)

For years, internationalisation has functioned as an important curricular and financial strategy for many Dutch institutions of higher education. Through internationalisation, universities of applied science are supposed to contribute to the strengthening of the economic position of higher education in the Netherlands, in Europe and in the world (as well as to strengthen their own financial positions). The process of internationalisation is also considered as a strategic answer to globalisation issues. (Altbach & Knight, 2007) With regard to research into internationalisation in higher education, De Wit (2011) has stated that:

…most of the research available on academic mobility and international education seems to be occasional, coincidental, sporadic and episodic. (Wit, 2011)

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(2)

Thus UASNN propagated an idealistic vision of inclusive (or comprehensive) educational internationalisation, but was functioning in an outcome driven culture. On the one side there were the ideals, but on the other, there were constant demands for results. And what lay between the two was (at best) misty.

De Wit (2010) and Hudzik (2011) were key informants for UASNN. De Wit had supported the NVAO (the Netherlands and Flanders accreditation body) in defining a quality framework with assessment criteria for universities of applied sciences. Comprehensive internationalisation as it relates to inclusiveness in internationalisation is a focus in Hudzik's work. De Wit's message to UASNN (Wit, 2011) was that it was a misconception to see internationalisation as a synonym for studying or completing an internship abroad. In particular, he asserted that the policy of the European Commission over the past 25 years has merely contributed to mobility. (Wit, 2011) But, that mobility is just a tool to promote internationalisation, rather than its main objective:

…that mobility should be more embedded in the internationalization of education. We should explicitly measure whether these added values are developed in students. (Wit, 2011)

In a publication in 2011 with Uwe Brandenburg, he summarised the history of internationalisation in the following paragraph:

Over the last two decades, the concept of internationalization of higher education has moved from the fringe of institutional interest to its very core. In the late 1970s up to the mid-1980s, activities that can be described as internationalization were usually neither named that way nor carried high prestige and were rather isolated and unrelated (…) In the late 1980s, changes occurred: Internationalization was invented and carried on, its importance ever increasing. New components were added to its multidimensional body over the past two decades, moving from simple exchange student programs to the big business of recruitment, and from activity impacting on an incredibly small elite group to a mass phenomenon. (Brandenburg & Wit, 2011)

De Wit argued that internationalisation was being approached inadequately, as a specific task carried out by a peripheral office and as an "add on" to core university of applied sciences activities, which were more focused on and assessed within a locally oriented context. According to De Wit (2011), none of the university of applied sciences' policy documents defined "Why?" He claimed that in much of the literature, meanings and rationales are confused — a rationale for internationalisation is often

presented as a definition of internationalisation. At a macro-level, he concluded that the main focus is on capacity building, increasing mutual understanding (*Ethos approach),* enhancing the economic position (*Activity approach*), and attracting highly educated and supposedly desirable "knowledge migrants" for economic performativity. At a meso-level, the choice for internationalisation was motivated with the expectation of getting a more internationally competent profile (*political motives*). *Socio-cultural and academic rationales* (to prepare students to work in an international context) were also be an important motive with regards to the internationalisation strategy. (Wit, 2010)

The following is the rationale of De Wit (2010) and OECD regarding internationalisation as pinpointed towards UASNN:
Capacity building, which is the key focus in OECD, is rooted in UASNN's vision: serving to make a better world. This reveals its basic international orientation. UASNN's mission is to unleash potential in students, staff and surrounding committees, which means that UASNN wishes to educate world citizens and has its heart in the world. (UASNN, 2011)

In the Netherlands (Boer & Croon, 2010), four universities of applied sciences targeted increase in their intake of foreign students in their strategy. These universities of applied sciences assumed that in addition to being advantageous for their region's economic focus, such an increase would contribute to the international orientation of business, and to a cosmopolitan attitude for employees. (Wit, 2010; OECD 2010). The following quote clarifies the cosmopolitan orientation:
Employees with a cosmopolitan orientation speak one or more foreign languages and are able to cooperate with colleagues from other countries and cultures. They have to know what the international developments and trends are in their professional field, and how to react to that with innovative products. (Boer & Croon, 2010)

Supposedly, Staff members have sufficient international experiences, intercultural competencies, and language skills to make the achievement of the intended international & intercultural learning outcomes possible. (Wit, 2010)

UASNN supposedly has come a long way as internationalisation has been a key area of focus for more than ten years. UASNN's pioneering approach on internationalisation supposedly is evident in its network of International Branch Campuses (IBC's) and in its unique Route International concept. Internationalisation is one of the three pillars of UASNN's institutional strategy. Internationalisation, thereby, is supposed to realise substantial added value for education and research at UASNN. Past strategies and activities, as well as internal and external factors, inform future strategic and tactical decisions.

The importance of internationalisation for UASNN follows from the vision: 'Serving to make a better world' – which translates into the mission statement to: "unleash potential in students, staff and surrounding communities." From an internationalisation perspective, this translates into the following vision on internationalisation at UASNN: To prepare our students and staff for an international and changing environment by exposing them to a wide range of meaningful international experiences in the Netherlands and abroad, allowing them to build a strong foundation of skills, knowledge and adaptability that will last a lifetime. (UASNN, 2011)

According to the Department of Economics' (DE) management team, internationalisation is in UASNN's DNA. (Management team meeting DE, June 2014) Quality education is the starting point; internationalisation leads to a common learning process. Everyone becomes an expert; it is the result of working at UASNN. (Management team meeting DE, June 2014)

But the negative newspaper article (see Chapter 1, page 12), threw everyone into panic. Suddenly, internationalisation was an institutionally life-threatening item. If the government's accountants could find state funds flowing to the IBC's, or the Ministry of Education's inspectors could prove that degrees granted overseas were substandard, UASNN would be pilloried in the press. Internationalisation had always seemed to be a bigger and bigger advantage- now it was suddenly a dangerous item.

As a response, UASNN invited four external experts on internationalisation: Frans Zwarts (ex-Rector Magnificus, RUG), Professor Stephen Dunnett (Professor & Vice-Provost for International Education, State University of New York at Buffalo and an expert on global branch campuses), Professor John Hudzik (who served as Dean of International Studies and Programs at Michigan State University), and Hans de Wit (Professor of Internationalisation at the Amsterdam university of applied sciences, with a PhD in the field of internationalisation of higher education) to form an 'expert panel' to review our policies and provide us with feedback. Further, the Expert Panel was chaired by Professor Dr. Frans Zwarts, and Drs. Cees van der Klip (independent international consultant for education and management) provided feedback on the report. (Zwarts, Dunnett & De Wit, 2011) UASNN's Board of Governors instructed the expert panel to formulate recommendations for future internationalisation of UASNN. The Panel assessed UASNN's strategy of internationalisation and proposed (further) 'comprehensive internationalisation' as its solution.

In the months of September, October, November and December 2011, several meetings were organised with representatives of all schools, services, and the professional field. In its Critical Reflection of 2013, the Board of Governors wrote the following about the investigation:
The college was open and transparent about the course of the investigation into the internationalization activities from the start, both internally and externally. The stakeholders were informed from the start about the investigation and the standpoints were explained in detail. In doing so, a committee of leading scientists from the Netherlands and abroad acted consciously and proactively in assessing policy and quality assurance of the internationalization activities of UASNN and giving advice on this. The recommendations of this so-called expert panel were: to recruit international students, to look for opportunities for internationalization within the courses, to build up the foreign institutions, to roll out adequate programme's over there, both for the initial courses and searching for constructing forms of cooperation with international partners, learning from their experiences and finding a good way to integrate this within the Dutch education system. All this had the character of entrepreneurial development, controlled experimentation and a concrete approach. (UASNN Board of Governors, 2013)

The Expert Panel:
UASNN's internationalization policy has evolved in line with developments elsewhere, moving away from a more commercial to an integrated and comprehensive educational approach of internationalization focused on enhancing the quality of the teaching … (Zwarts, Dunnett & De Wit, 2011)

The Expert Panel came to the conclusion that UASNN was developing from an isolated and commercially oriented approach, to a more integrated educational approach, in which the internationalisation of the curriculum and the mobility of students and staff were forged into a whole. This integrated and educational approach deserved further development in all three of the internationalisation domains. Particular attention was needed to coherent strategy development and implementation of internationalisation at home, in the curricula of internationalisation and interculturalisation. In internationalisation, mobility and internationalisation abroad, UASNN needed to focus mainly on the development of participation and of its programmes.

The panel was also positive about the policy of: 'Shared responsibilities and shared benefits' developed in 2011 which described existing and new procedures, appointed actors, and indicated further development (UASNN, 2013):
The internationalization policy of the university of applied sciences differentiates this institution from others in the Netherlands, and indeed it could be called a unique and defining feature of the university of applied sciences. UASNN is the only Dutch Institute of Higher Education (HEI) that delivers education at IBC's and as such has taken on a unique pioneering role within the Dutch Higher Education System. (Zwarts, Dunnett & De Wit, 2011)

The Expert Panel spoke of the development from a so-called 'aid' and 'trade' model to a so-called 'comprehensive internationalisation' model. UASNN's IBC policy was still (too) focused primarily on increasing the mobility of Dutch students, and emphasised a skills-based approach advocated by Knight (Altbach & Knight, 2007). As its motivators, 'The Interculturalisation and Internationalisation Policy of Higher Education in the Netherlands' was being followed, which states:
We must improve the international skills of Dutch graduates. This can be done by having them follow part of a course abroad or through the use of the international classroom. (Education Council of the Netherlands, 2005)

Dutch students can also gain international experience in the Netherlands: by taking a course with foreign students, being taught by international teachers, offering international curricula and with the help of ICT, working with foreign students on assignments. (Education Council of the Netherlands, 2005)

As well as attracting students, we will also further develop the international orientation by enabling joint degrees and offshore education, by improving the international experience of the teaching staff and by further introducing Bologna agreements. (Education Council of the Netherlands, 2005)

The cultural values of inclusiveness are not highlighted in these documents. Thus are values of inclusion and the development of a non-discriminatory mind set crucial to the internationalisation effort or not? There seems to be an uneasy balance in the rhetoric between humanistic and pragmatic goals.

Looking more closely at the internal dynamics of internationalisation at UASNN I see, on the one hand, standardisation as a key theme, and on the other, indifference/opportunism. While five years ago I also saw these tendencies, I always emphasised the inclusive goals above the more negative attitudes. The aspiratory 'good's' prevailed for me far above the limiting voices. According to the policy of UASNN, the aim of internationalisation is to maintain and increase the quality of education. But in order to guarantee the quality of education, a lot of standardisation takes place, in the form of audits, forms, and work plans. For instance, a 'quality desk' where all educational

products are assessed, is the most important link between the parent school and the IBC. This begs the question of who is responsible for the quality of education. Is it the lecturers in the Netherlands or the lecturers at the IBC? Or the lecturers of the IBC and the Netherlands, together?

Moving from 'aid and trade' towards 'comprehensive internationalisation' has a number of consequences that include many aspects of education. According to the 'comprehensive internationalisation' model, standardisation of the curriculum is crucial in order to guarantee the quality of education in the Netherlands and also at the International Branch Campuses, UASNN indeed has standardised many processes. The curriculum, quality review and assessment procedures, have all been set down in policy documents. The most important link between the 'mother' school and the IBC's is the motto: "What is here, must also be there, unless the law does not allow it." This can be regarded as leading to a process of McDonaldization (Ritzer, 1993), where standardisation is supposed to lead to uniformity. In 2011, when the expert panel proposed a renewed policy on internationalisation, aiming to present all internal stakeholders with concise and clear policy guidelines concerning internationalisation, and to provide a concrete frame of reference within which internal stakeholders would be able to set goals for their own unit or department, a step in effect was taken towards still more standardisation. (Zwarts, Dunnett & De Wit, 2011) Thus, paradoxically enough, the call for Comprehensive Internationalisation excluded more people than it included in the setting and developing of UASNN's policies.

Lecturers in the Netherlands may claim to be concerned about the quality of education at the branch campus in the MENA region. But in an e-mail sent to me by lecturers in the Netherlands, their prevailing attitude is all too clear:

Of course we will welcome them (the foreign students). After all, the decision has already been made. (email, J. 2015)

They knew that they would be welcoming a large group of students from the IBC in the MENA region that September. As coordinators, it was likely that they would be the first staff members to welcome and support these students. Or will and do they, do that? Actually, I had been the only person who did it. How do we prepare faculty to meet the needs of the foreign students. Immediately the desire of Dutch lecturers to travel shows its head:
Do we travel there to have a short course with them to prepare them for their visit. I have great ideas for this, but you can also put this into a wider context and have intensive sessions with them about their expectations and so on. We do not need more than a week. (email, J. 2015)

In April 2014, in discussion with a lecturer from the IBC in the MENA region, I had to admit that the duties, roles and responsibilities for welcoming her students at the Dutch campus were unclear. She was concerned about the girls who were not used to working with boys, and the assertive and sometimes aggressive behaviour of Dutch students. She was unhappy that too little attention was paid to the educational socialisation of the students from the branch campus, and that no one seemed to attend to the pressure that they are sometimes under from their parents if things do not go well.

When I asked another colleague what internationalisation meant to her, she replied: 'International and intercultural cooperation and real-life cases.' She did not know what UASNN's international policy was, but she had a very clear image of what she wanted and how she wanted to operationalise international policy. She just didn't know how to align her wishes and needs with UASNN's policy, as well as that of the Dutch government's. She didn't know the policy, didn't use assessment mechanisms, and looked only at the educational needs of the students from her perspective, but she was working towards fulfilling those needs. All of this occurred without expert panels, strategies, and performance indicators on internationalisation.

It seems that the Expert Panel did not consider the role of the lecturers, in maintaining the quality, design, development, implementation and evaluation of education, in any meaningful way. As the idea of internationalisation gained more traction on the campus, a few faculty members opened themselves up to the benefits of the idea. Internationalisation was adopted as a strategic policy with no consultation or conversation with the faculty. The teachers were given few opportunities to voice opinions or raise questions about the internationalisation policy, though it could have a big impact on their everyday functioning. The lecturer did not feel supported by the top-down imposed strategy. The result is that there was and is a lack of effective commitment to the strategy. This was indeed acknowledged by the Expert Panel. They concluded:
The experts observed that there is insufficient mobility of UASNN faculty and staff at the various IBC's. By the same token faculty and staff from the various branch campuses should have an opportunity to visit, teach or work at the home campus, even if only for short periods of time. (Zwarts, Dunnett & De Wit, 2011)

Not only were there problems with faculty involvement; student involvement was just as big (if not bigger) 'black hole' in the policy implementation. "Generating revenue" (OECD, 2004) and an economic rationale ('trade' model of internationalisation) were really the central themes at UASNN. The main focus was on economic growth and success. According to the expert report, UASNN was moving from 'trade' to

'comprehensive internationalisation' (Expert Panel, 2012). In the 'aid' vision, transferring knowledge to International Branch Campuses (IBC's) was the main aim. During this phase, the curriculum was developed by a small team at the main campus to be offered at the four IBC's. The 'aid' vision evolved to 'trade' Growth (generating revenue) was central to the strategic plan – as well as being stated in all policy documents. It was just assumed that:
…the increase of international students will increase the intercultural and international orientation of lecturers. (Strategic Plan, 2008-2012)

But student satisfaction ratings of staff show a different picture. In the International Student Barometer of I-graduate (2011) -- a survey that investigates how higher education institutes are doing in terms of academic issues, student living conditions and student support for international students – the student satisfaction in relation to the quality of the faculty of UASNN is very low. The survey was taken by a large sample of international students around the world (40,458 students); and of the 65 worldwide institutions participating in this survey, nine were in the Netherlands. There were 3,524 international students surveyed in the Netherlands, about 10% of whom had studied at UASNN. The expertise of the UASNN lecturers was ranked as the lowest of all of the institutes surveyed: 65/65, and 9th out of nine in the Netherlands; and the English speaking ability of our teaching staff was rated the lowest of all institutes surveyed in the Netherlands. The results of the International Student Barometer 2011 are similar to what I observed in the field. Seemingly, for many lecturers at UASNN, the process of internationalisation has not been unconditionally successful. The description of Prof. Dunnett (2011) of the process of internationalisation for lecturers at his university (Buffalo: USA) is comparable to the situation of lecturers at UASNN:
Internationalization was something of a one way street: it was typically limited to us receiving international students on our campuses. Faculties were not very international in their teaching or scholarship. (Dunnett, 2011)

The Expert Panel realised that there was a problem of inclusion:
The internationalization policy of the university and the development of its branch campuses abroad was strongly supported on the mother campus. Nevertheless, there are some faculty members who are sceptical of the motivations for this policy, as also is the case in the broader higher education community of the Netherlands. (Zwarts, Dunnett & De Wit, 2011)

In the absence of a good grounding for international cooperation, our human interactions are likely to be mediated by the thin norms of market exchange, in which human lives are seen primarily as instruments for gain. (Nussbaum, 1997: 80) When the process of McDonaldization is applied to education, local and individual character and knowledge, disappear. Ziguras & McBurnie (2008) argue that:
Offshore branch campuses are against the interests of the national (home) public. Here, the assumption seems to be that TNE (Trans National Education) is a form of modern colonialism, is steered from outside, is designed from the frame of reference and hence the needs of the 'exporting country' and hinders the autonomous development of a national education system. (Ziguras & McBurnie, 2008)

I see this reflected in the assumptions and opinions about the impact of UASNN's internationalisation strategy on lecturers, as reported in the article in the Dutch newspaper. In response, the Dutch educational inspection investigated a number of issues regarding internationalisation.

Typical criteria during my fifteen years' worth of experience as a manager at UASNN are all about standardisation:

- responsibilities and powers are centralised;
- the success of organisations is determined by efficiency and standardization;
- coordination takes place through rules;
- the organisation develops by learning from its mistakes. (Tillema, 2013)

I have had to deal with departments and services that were centrally managed. At the branch campus and at the main campus, I was responsible for the implementation of standardised performance indicators regarding the internationalisation strategy of UASNN. The indicators were highlighted in my annual plans. I had to realise the planned goals every year. How I achieved these objectives and what my challenges were in achieving them was not a topic of conversation with my colleagues. Results and risks dominated the discussion. The risks are often the reason why changes took place. I sometimes experienced the documents, handbooks, and checklists as marching orders for establishing the rights and duties of the people involved in the process of internationalisation. One example is that the checklist for starting a new major at an International Branch Campus has no criterion about educational content. The ideals were stated and the policy documents are were full of powerful statements, but the 'educational machine' was all too factory-like.

(3) TAKING STOCK

In my context of UASNN no critical voices were ever presented towards the ideals of comprehensive internationalisation. Insofar as there was critique it all had to do with implementation. Senior management decided the goals and the faculty felt left out and not empowered, and unable to pursue the 'good' as it had been defined. In critical educational studies there are, of course, voices like Jack Whitehead's (2008), who maintain that theories of internationalisation contain a worldview that is consistent with the dominant neo-liberal discourse of development, which roughly sees the Global North as providing solutions to the problems of the South. But such issues were never raised at UASNN. I need to stress that Whitehead actually has a positive view of the post-colonial perspective to development, where the focus of partnership is not just on economic development but also on the issues of (in-)justice and power relations. According to Whitehead, partnerships need to negotiate their terms of reference through jointly identifying and articulating the shared key values of all participants. We need to develop cultural empathy: understanding different cultural contexts and celebrating difference as part of the essential design of any partnership project (Whitehead, 2008). He argues that intercultural competencies haven not been adequately defined and lack cultural empathy. Cultural empathy is defined as: *"The ability of an emerging global citizen to appreciate other cultures and societies and move towards a common shared set of values and understanding"*. (Coombs, Potts & Whitehead, 2014) Cultural empathy entails both social policy and an act of humanity; and when it is combined with our notion of living citizenship, it helps us to define what we mean by living global citizenship.

But we spent our time more on internal and external audits, assessing our performance according to the prescribed frameworks, than on relatedness. But even if we put the pressures of assessment to one side, after all it is more a problem for department heads and the administration than for the lecturers, what do the lecturers experience of internationalisation? Internationalisation supposedly is not a separate activity or an end in itself, but is interwoven with teaching and research, and contributes to the enhancement of the academic work. (UASNN, 2011) However, the move from 'aid' to 'trade', to 'comprehensive internationalisation', has remained unrecognisable for the lecturers. This is of note as the involvement of the lecturers in the comprehensive internationalisation model should be more extensive than in the 'aid 'or 'trade' model. This raises the question of how UASNN's policies have involved the lecturers' experiences, attitudes and behaviour in the implementation of the strategy. From the 2009 employee satisfaction survey, it becomes clear that UASNN lecturers are loyal to the organisation, but less loyal to UASNN's mission and vision strategies (internationalisation being one of them). In order to realise the ambition of internationalisation, UASNN has employed foreign lecturers. The position of these lecturers, as knowledge migrants in the Netherlands, is (often) unstable. And at the foreign UASNN sites there is almost no 'tenure'. According to Benhabib (2004), knowledge migrants have little or no rights, which has serious consequences for their political and economic integration. Political integration refers to those practices and

rules, constitutional traditions and institutional habits, which bring individuals together to form a functioning political community (Benhabib, 2004: 121). Lecturers at UASNN who are knowledge migrants often have little contact with the local Dutch community. And its 'cultural community' is often not theirs making their sense of 'membership and belonging' quite weak (Benhabib, 2004: 121).

The need that employees connect remains, but it is often little fulfilled. Innovative ways to create connection may be needed, but are not always present. New forms of cooperation, development, and identification are desirable; but not necessarily achieved (Kirkpatrick, 1985). The willingness of employees to innovate and change depends on communication and their involvement with change. Employees must have the feeling that their interests and concerns are being taken into account. A weaker connection between management and employees has a strong negative influence (Kirkpatrick, 1985:140). A strong organisational culture, including standards, values, and expectations can help (Boot, 2009); but UASNN is the product of recent mergers and is often characterised by strong departmental autonomy; not to mention the satellite campuses.

I am committed to an action learning perspective, wherein improving your own life and the life of others plays a central role. According to Jack Whitehead (2008), this means that you are a part of a transformation process as an 'editor'. In terms of UASNN, how much of the exam and testing structure is so rigid that inclusion in designing your own teaching has been made nearly impossible? As the curriculum is entirely developed at the main campus, implementation is one-sided. What is to be done with aspects of a Dutch curriculum that are irrelevant in the context of the IBC in the MENA region? At UASNN, when one looks back at the different meanings and visions of internationalisation, the focus is primarily on administrative processes – and not on the educational and lived reality of the participants. Inclusive educational internationalisation requires a facilitated and reflexive implementation. A process that does not include the people involved is bound to create conflict with those who are subjected to it.

There are clearly problems with inclusion, rotating around the development and implementation of the curriculum, and the quality controls that are applied to the curriculum. Internationalisation is often associated with the outings of a select few, such as the members of the international office or the members of the Expert Panel – who are only indirectly related to the branch campuses and the students on the "Route International". As Head of the Economics Department, I am one of the select few. Only a small group of theorists and executives actually have much mobility under the internationalisation policy. Amongst the students, those on the Route International (20% of students from the main campus) travel. Student from the Branch Campus must spend a year at the main campus in the Netherlands as an obligation. This, of course, is not the same thing.

Thus I wholeheartedly embrace the 'good' of inclusive educational internationalisation, but I see many pitfalls in its implementation.

CONCLUSIONS

Having examined the policy documents of my university of applied sciences and its Public Relation (PR), I believe that these official sources tell an idealised story that has little bearing with what the people on the work floor think, feel, or experience. The policy documents are based on 'expert' opinions – which the university of applied sciences has (literally) repeatedly brought in. In the next chapter I examine the books and articles on inclusive internationalisation in higher education, both as academic sources and as sources for the policy documents and PR clichés, with which I have so often been confronted. The 'formal communication' revealed much less about what internationalisation entails than the more informal observation, discussion and interviews have done. In the (more) official materials it is assumed that internationalisation is inherent to the polytechnic programme; and that a normative process that has already been defined (as far as these reports are concerned) drives it. Once I accepted the job of Dean in the MEAN region, I realised that the idealistic concepts and the resulting policy documents really had nothing to say about their implementation. What I was motivated to do had been written about, but how to do it was not. So I set out to make 'inclusive globalisation of higher education' a local reality in my work and context.

When I announced that UASNN was planning to open a new Economics course in Asia, I immediately received two e-mails from lecturers who were interested in working in Asia for a while. A lecturer spoke to me in the corridor to say that she was going to Asia and asked if she could help me with anything. In the beginning, it was only a small group of managers who were travelling from the Netherlands to the satellite schools. It was not seen as being worthwhile to send lower-level operational staff to the branch campuses, and particularly not to send MENA region staff to the main campus. The line staff at the main campus, the students at the branch campuses, the faculty and staff at the branch campuses, and those students at the main campus that do not partake of the study abroad, are largely excluded from internationalisation.

The tendency in the policies at my university of applied sciences and in the rhetoric all about me concerning the internationalisation of higher education is to lionise cosmopolitanism. But the rhetoric really is voiced by strategic top administrators and other senior officials. Most of the rhetoric is responding to the question: 'Why should a university of applied sciences have internationalisation in education as its strategy?' And the voices of internationalisation go on to claim that the strategies can and should be implemented, from both a theoretical and a practical perspective. The key concepts of the experts have been translated into government policies (of accreditation by the Ministry of Education, Culture and Science). The university of applied sciences in turn translates them into policy statements and then into performance indicators. And it is then expected that the Deans, Heads of Department and lecturers will (somehow) implement the strategy. The strategic voice of management dominates and the voices of those actually responsible for making all of this happen are silenced. There are policy manuals and directives, but no advice on how to proceed. And buy-in from lecturers and students is never addressed. There are tools to make an international scan – i.e. an international barometer to measure the satisfaction of international students. However, how I as a manager can implement the policies, or facilitate and accompany lecturers and students in their development in an international and intercultural context, is not described in any policy document or publication. In addition, the underlying politics of internationalisation have created a fractious environment of privilege and disenfranchisement.

The policies are not about developing the talents of lecturers and students, but rather about what is expected of them. These expectations include the development of skills and knowledge in order to function professionally in an international/intercultural environment, but how this is to be achieved and what my contribution as a manager should be, is not clear. Could it be that we are still too focused on the trade perspective with little operational engagement beyond it? Or are we traumatised by the charges of a perceived lack of quality? We have international students and the rhetoric of internationalisation is all about me. But internationalisation somehow does not seem to be part of who we are.

Thus I think to see that insufficient attention has been paid by the policy makers to the people subjected to their policies. The policy documents focus on systems at a high level of abstraction, focusing on strategy, and mention little the people that are needed to implement the ideas. And the strategies operate in such a way that they are difficult to reconcile with the daily realities of internationalisation, as lived on the campuses. A ceaseless circulation of theories, without clear operational insights or cross-cultural understanding, only serves the consultants and experts. Real comprehensive internationalisation requires that line-managers, faculty and students are directly involved.

In my search for inclusive educational internationalisation, I have been deeply influenced by the internationalisation rhetoric. It may all be a daydream; but we need to daydream about what a better world could look like. A daydream is a reality defined through wishful thinking. In Swart's *The Strategy of Hope* I see the interconnectedness between Utopia and hope (Swart, 1995). In my opinion, hope is a force that can be aroused – irrespective of gender, social status, skin colour, or personal beliefs. The

function of this power is not only that it will induce us to reflect on the past and present, but that it will also stimulate an expectant attitude about the future Utopia. This relationship to the future can only be found if we take daydreaming seriously. Discrimination-free education, while perhaps achievable, requires a lot of hard work to make any progress.

The inductive thematic analyse of the policy and documents led to the following themes:

1st order themes	2nd order themes	Aggregate dimensions
Theories of internationalisation	Inclusion	Belief
Cosmopolitan diversity	Ethical 'goods'	
Macro level strategic management	Lack of political rationale	
Policies of internationalisation	No implementation guides	Exclusion
Standardisation	Contradictory	
Comprehensive internationalisation	Who is responsible?	
	Students are peripheral	

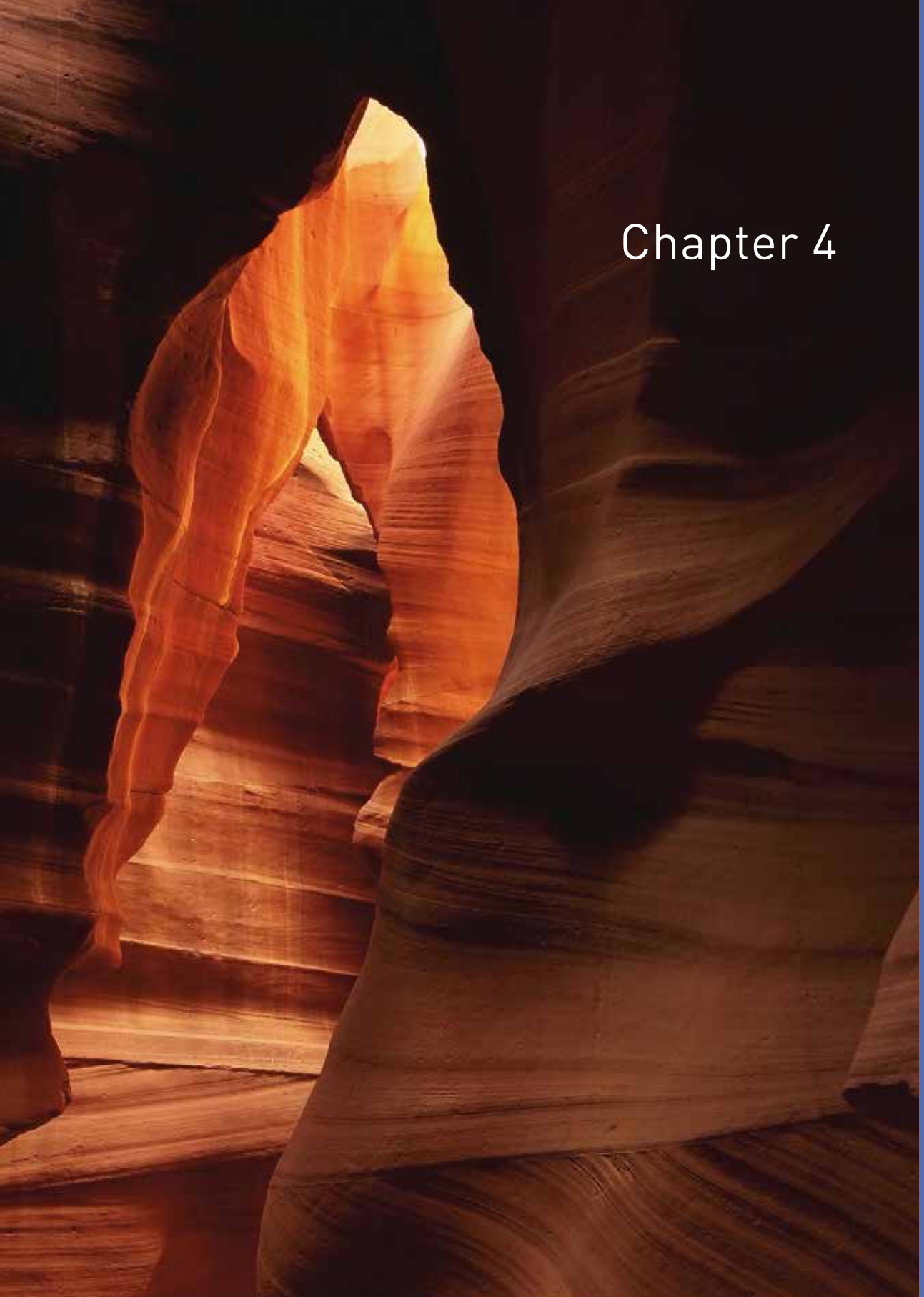
Table 5: Thematic analysis of the theoretical and policy context of internationalisation

The first order themes in table 5 are descriptive interpretations of the materials studied. The second order themes display a more theoretical understanding of the data, iterated between the 1rst order themes and an evaluative, more conceptual, perspective. In the last column, the second order themes are aggregated into yet more abstract dimensions. The available theories and policies appear to be beliefs, not the reality in the international classroom, and lead to exclusion rather than inclusion. UASNN's internationalisation policy and that of the local, regional, national, European and International governments in recent years, has focused on: 'at home', 'abroad', and 'mobility'. The reality is that government sets the goals for the universities; and the university of applied sciences administrations set the goals for the lecturers and students. Comprehensive internationalisation would really have to focus on student and faculty personal, professional, and civic development. But we are held accountable for 'internationalisation' in terms that do not address individual development. There is really little inclusiveness in the current practices of internationalisation.

This is my paradox; I believe in the 'dream', but I do not see that implementation is being realised. I have been bitten by the bug of 'comprehensive internationalisation' – a concept (or at least a phrase) that I have heard in UASNN over and over again. I gave the 'dream' a content of my own – prejudice-free cosmopolitan education offering what I personally have always missed, real inclusiveness. Thus, despite all my concrete objections and awareness of paradoxes, 'I drank the Kool-Aid'. I have been fundamentally moved and formed by the internationalisation rhetoric of UASNN. The policies and discussions, the evaluations and pronouncements have had their effect on me. The claims and counter-claims, the projects and criticisms, the ideals and evaluations have influenced what I think about and how I think about it. Despite my dissatisfaction about the current reality, I have become a 'believer' in the ethical and educational necessity of internationalisation. My actual practice may have been limited to trying to deal with a certain student who was not functioning adequately, but even in this very small-scale example, issues of privilege, respect, solidarity and care are evident. The policy rhetoric may have been deeply flawed and its top-down approach paradoxical, but I have still been deeply formed by it and that is why when the opportunity presented itself I became the Dean of the Middle East satellite campus. Here was my chance to do what I felt the rhetoric talked about but did not do.

There does exist a certain commitment to inclusive internationalisation of higher education in the material that I have analysed. Policy statements intend (or pretend) to be about something *explicit*, but they do so through *implicit* and abstract content, which makes implementation so very precarious. Take, for example, a mission or vision statement. These statements are often treated as a text defining what an organisation or a project is all about. However, these statements are not really about definitions as much as they are about making something happen, such as legitimising the leadership, securing the organisational investment in the 'Route International', or compelling faculty to teach courses in English. All of the policy documents were part and parcel of the making change take place. In this sense, attributing an explicit definitional and substantive quality to policies can act to conceal the implicit context of a change that is to take place.

I had a longing for the various voices to really be heard. This the underlying reason for my attempt at polyphony to make difference visible, implementing inclusive internationalisation of higher education.



Chapter 4

ATTEMPTING INCLUSIVENESS IN INTERNATIONALISATION

In Chapter 3, I focused on the ideals of inclusive internationalisation of higher education as they were (and were not) adopted as policy and the vision of UASNN – this forms a sort of 'Phase 1' of my case exploring the internationalisation process. I was optimistic about the ideas and policies, and I believed that I could (better) implement the abstract frameworks of the current policy. My goal was to manage in a manner that was inclusive of the voices of faculty, staff and students at the IBC. This chapter focuses on the problems of that implementation from my perspective as the Acting Executive Dean at the IBC. I present the data available to me as a participant observer: i.e. in job satisfaction surveys; results from internally funded research; and my notes & perceptions as participant observer. The central theme is the relationship among the faculty, staff, and students at the branch campus, and how the branch campus relates back to the main campus in the Netherlands. Data will be compared and contrasted and – as described in Chapter 2 – analysed with inductive thematic analysis.

The IBC in the MENA region offers undergraduate education that is practice-based, practical, and directed towards getting 'hands-on' jobs. For some of our students, we are a unique opportunity for social and professional advancement. I saw my job as facilitating the cohesion necessary for the IBC to succeed. In the next section, I describe my efforts to develop cohesion and inclusiveness. I first want to describe my engagement with inclusive internationalisation of higher education. As I have already indicated, there was an agenda in the intellectual and policy environment that I inhabited, for inclusive educational internationalisation. That agenda matched my socio-ethical convictions; but the agenda came with a highly abstract ideological text and little practical description.

I wish to explore my experiences as Head of the Department of Economics in the Netherlands and as interim Head of Department in the MENA region from the 1st of August 2014 until the 1st of September 2015. Thus I held two positions, on two different campuses, at once. I did this so as not to formally become an expat in the country of the satellite campus, but it meant that I travelled fortnightly to the Middle East and made use of the difference in weekends (Saturday-Sunday, versus Friday-Saturday), working six days per week. As head of the Department of Economics in the Netherlands, and later as Interim Executive Dean at the branch campus, I was committed to exploring and implementing a culture of inclusiveness where all individuals involved in the university of applied sciences' community had an audible voice. Together with the staff and teachers, I wanted to develop shared agency, taking responsibility for our own, shared existence, within the educational community. This was the main focus of my work and my research.

My observer-participant data is drawn from my research diary and research notes. It is based on what I saw, did, felt, believed and observed. It is framed by my conviction that I had taken the job as an Interim Executive Dean in the MENA region to be practicing "inclusive educational internationalisation". Hereafter I will present a summary of the points of interest and critical incidents related to my period of research; thereafter I will go into more detail in regards to the themes I have identified in the data.

A WORKING DAY

The notion of the *implicit* nature of policy to conceal objectives and to shepherd change appeals to a managerialist agenda. My position is managerial, but I am also an educational professional and a researcher. There is a distinct relationship between the idealist and the managerialist in this case study. As a manager, idealism is my daily work (mission, vision, strategy, etc.) insofar as I am charged to create alignment between the stated goals of internationalisation and the university of applied sciences' educational results. As a *grensganger*, the role of a reflexive researcher helps me to see the gap between the policies and the reality. The voices are missing from the actors involved and from my typical working day:

In the morning, I start a term report discussion on the third trimester of 2013. In the report, I must be accountable to the Board of the university of applied sciences for the results of the annual plan for 2013. The annual plan for 2013 contains the agreements for which I am ultimately responsible as Head of Department in the area of education, research, internationalisation, Human Resource Management (HRM) and finances. In a framework letter, the Executive Board sets out the annual frameworks and performance agreements, including those related to the internationalisation that the Department of Economics (DE) has to achieve. The performance agreements of the framework letter are the focus of the annual plan of the DE. Three times a year, I report to the Executive Board in writing on the realisation of the performance agreements of the annual plan of the DE. During each term's discussion, the Executive Board is supported by the HRM Executive, the Finance Executive, the Director of Education Support and Research (ESR), and UASNN's quality manager. I write up the term report together with the account managers in HRM, finance, education, marketing, three team leaders, the Academic Dean, the quality manager, and the office manager of the DE. The Participation Council (PC) and the 5 course teams discuss the term report. In an annual quality report, I report about the process, the points for improvement, and the outcomes of the performance agreements on internationalisation.

After the term report discussion, I have a meeting with the Management Team (MT) of the DE about HRM issues. When it comes to internationalisation, it's all about creating an inventory of who is taking the Cambridge English course and how employees will be facilitated in taking this course. In addition, a university-wide course on intercultural sensitivity is offered, focusing on dealing with differences. The Management Team consists of the three team leaders of the courses at the branches in the Netherlands, the Academic Dean, the account managers, and the office manager. Every week, we have a two-hour meeting through a conference call with the MT members of the courses in the Netherlands. In term 3 of 2013, agenda points of the MT related to the process of internationalisation included the special features of internationalisation, the plans of action following the MINT (Mapping Internationalisation) scans of the courses, and the intercultural and international learning outcomes in the curricula of the DE.
Another point on the agenda is the preparation and guidance of the 21 students of the IBC in the MENA region, who – according to the inspectorate – must take 60 EC in the Netherlands in order to be granted a valid BEcon diploma.

After the Management Team meeting, I have an appointment with the chairman of the Executive Board and my direct superior. On the subject of internationalisation, we discuss the inspection report about the dissertations of the IBC in the MENA region, the preparation for the certification at the branch campus, the dilemmas regarding quality monitoring of education at the branch campus and the plan of action following the MINT scan, the participation in the study abroad of Dutch students (which is low), the NSE (National Student Satisfaction inquiry) results of international students, the influx of international students, and the funding of international students.

In the afternoon, I also have a discussion with the collaboration coordinator of the Exam Committee of the Department of Economics. The Exam Committee determines whether the diplomas that we issue in the Netherlands and at the IBC in the MENA region meet the legal requirements. At the end of the day, I talk to a lecturer about how we can make a connection with the research on internationalisation of the Department of Economics at the branch campus with the research questions of the small and medium enterprises (SME) in the Netherlands. During breaks, I prepare for the Advisory Board meeting of the Economics course with members in the professional field. The subjects of the Advisory Board meeting are the international and intercultural learning outcomes of Economics course. Every course of the DE has an Advisory Board with approximately seven members who reflect the work field of the course. On this same morning, I receive a letter from the NVAO (accreditation organisation), which has decided that a cluster assessment on the Economics course will take place. In August 2013, the Economics course received a positive assessment following an accreditation. The special feature of internationalisation was not honoured at the time because the Department of Economics did not have a vision in the area of internationalisation. I am preparing for the informal discussion with the directors of UASNN and another university of applied sciences—who are exploring what areas both universities can work in together. Internationalisation is one of the topics. Video recording and graduation gowns have to be arranged for the certification of students of one of the courses of the DE on Thursday.

At the end of the day, I create a schedule with my collaboration coordinator for the meeting of the Board of Directors of the Department of Economics. The Board of Directors and a few lecturers of the Economics course at the branch campus are concerned about the welcoming and guidance of the Economics students who will come to study in the Netherlands for a year in September. In the minutes, we agree how the team leaders will be informed about the agreements regarding the influx of students from the Department of Economics in the MENA region into universities in the Netherlands. I cancel the meeting with my Head of Department colleagues the next day due to the Advisory Board meeting. My colleague, the Head of the International Branch Campus, participates in this biweekly discussion in which he informs the Heads of Department about the developments, dilemmas, and reports of the IBC's. A meeting is planned with the Heads of Department and the Head of the IBC in the MENA region about the realisation of the inspection agreements with the chairman of the Executive Board. I have received an invitation and the programme for a discussion with the General Managers (GM's) of the International Branch Campus, who will be in the Netherlands next week.

A working day at the branch campus as Interim Executive Dean resembles a working day on the main campus as Head of the Department of Economics. In addition, I also meet with parents, students, government representatives, and professional representatives on a daily basis.

TIMELINE
SEPTEMBER 2014
My first week at the branch campus: a staff member was suspended because he changed the grades of a student, contrary to the supporting documentation. I also started the negotiation of salaries and administrative alignment with our local partners (human resources, IT, and finance) both in the MENA region and in the Netherlands. I deleted from the organisational chart a layer of middle management called the "operations management department" that included all of the administrative staff except for the Executive Dean. I made the organisation flatter.

I received complaints in long letters from two staff members about educational logistics, the lack of organisation, and the lack of integrity and ethics of some staff.

The first batch of students (60 EC[6] requirement) from the branch campus started to study at the main campus in the Netherlands, as required by the Dutch Ministry of higher education for international campus students to receive a Dutch degree. Almost immediately, I received 50 pages of complaints from UASNN students and staff in the Netherlands about students from the branch campus in the MENA region who had just started their studies at the main campus. They were complaining about an assumed lower academic level of the MENA region students.

In my first month, I experienced much adhocracy (Mintzberg, 1989), with chaotic processes involving what should have been daily operational and management concerns. I prepared a work plan with a focus on improving communication and alignment with the staff, students, and the departments at both the main campus and the branch campus. This was accompanied by external pressure on the IBC in the MENA region from students and parents.

Meanwhile, I was confronted with several students at the branch campus who could not afford to pay their fees.

OCTOBER 2014

I had my first board meeting at the IBC in the MENA region with main campus staff, branch campus staff, and the local partner's staff. It was here that I experienced what I have come to refer as the "drama triangle", wherein any movement of one party results in upheaval in the other two.

I thought that my time as Executive Dean would be short-lived, but when the Proposed Executive Dean (chosen out of fifty possible candidates) was not approved as the new Dean for the branch campus by the local partner, I had to continue on as acting Executive Dean.

Meanwhile we had a visit at the branch campus in the MENA region of the Dutch Ambassador.

NOVEMBER 2014

This month was spent addressing operational concerns and issues in regards to the facilities. There were two students in the IBC programme that could not graduate because of incomplete exam re-sits.

DECEMBER 2014

A significant amount of effort was spent this month on defining the criteria to assess exemptions to the requirement of branch campus students studying one year in the Netherlands.

We also had two major incidents of test fraud, impacting both the branch and the main campus, involving multiple formal inquiries.

JANUARY 2015

Fallout from the test fraud in the prior month intensified as I received a formal student complaint, with a legal threat, about the requirement of students to retake the exam. Inquiries about test fraud resulted in individual conversations with 30 students and 10 staff members.

We had a visit from external researchers to speak with faculty, staff and students about their experiences at the IBC and their impressions about the relationship with the main campus.

FEBRUARY 2015

A visit by the Supreme Council of Higher Education at the IBC. We received more complaints.

During this month I also issued a final warning to a lecturer who had left the tests on his desk in plain sight of students, which had resulted in the test fraud incident in December. We received complaints about the invalid tests.

MARCH 2015

We launched a 100 day project to realise the planning objectives for March 2015-June 2015 with the team at the IBC in the MENA region. We also prepared the re-sits of the invalid tests with staff of both the main campus and the branch campus.

CHAPTER 4

6 EC means European Credits

APRIL 2015

This month I experienced significant external pressure from the students and their parents because of the test fraud incident. I also received quite extensive pressure to fire the staff member who was the suspected cause of the exam leak.

MAY 2015

Once again we found ourselves preparing the re-sits for the invalid tests. However, through this process the relations between the two campuses improved.

We held our second board meeting at the IBC in the MENA region. Also this month was our graduation ceremony with the theme being 'vision of the future'. It was also a celebration of 15 years of the IBC in the MENA region.

JUNE 2015

I held 35 individual conversations with staff in which I collected information about their objectives and their feelings in regards to inclusiveness and their future plans.

JULY 2015

I received a complaint from the Supreme Education Council regarding accountability, as no person in a position of authority at the IBC in the MENA region was capable of signing documents.

We held after celebrations with Faculty and Staff at the IBC in the MENA region and experienced a moment of unity.

AUGUST 2015

I spent much of this month preparing for a visit by the Head of Sites to the IBC in the MENA region. I noticed that the results of our management initiatives were beginning to be visible. I also witnessed how credit (for successes) is pulled up and accountability and responsibility are pushed down in educational management. It appeared that much of my work was credited to others.

SEPTEMBER 2015

Finally a new Executive Dean was hired by the local partner; officially he started in January 2016. The first group of twenty-three students arrive back at the branch campus from the main campus.

THE THEMES OF MY PARTICIPANT OBSERVATION

The above timeline of experiences will be elaborated further in the subsequent sections of the case. I have thematised the participant-observation data (mainly drawn from research [diary] notes) into: power relations, communication, blaming, managing by walking around, criticism of educational quality, limits to authority, cheating and belongingness.

BLAMING

At the branch campus, I as a participant observer, I felt that there was a very strong culture of blame and shame. When staff and faculty would talk about their workload, i.e. the content of what they were supposed to be doing, and their relationship to the local partner, or their relationship to UASNN, it took the form of a stream of blaming. They incessantly talked about someone else doing something wrong, bad, or devious. Blaming was an excuse for the perceived inability to perform: "Marketing does not do their job so we do not have enough students", or "The main campus does not provide the curricular materials so we cannot teach". Other common utterances involve: "The Dutch are not here", or "We do not have any contact with the Dutch", or "The Dutch are rude", or "It is impossible to learn anything from them", or "They are unreachable, and they are unprepared and/or unprofessional." It is always the fault of the other that something cannot happen, or that something bad has happened. Such blaming often involved how the required curriculum related to teaching. One faculty member: "The modules are in a constant state of flux and change. We have issues that arise when we are trying to use the module books. The books are sent late, sometimes halfway through the module, and this is a problem because some of the content goes against the National Law and then we do not have time to adapt. And we keep being told we are not allowed to change the content anyway." Why things cannot happen is always the fault of others, outside of the branch campus faculty/staff. For the first time in my career, I received labels such as "autocrat" and have heard people claim that I "don't communicate", or that I play political games. Blame and shame create opposites. At the IBC in the MENA region, we see these oppositions expressed across many different categories:

- Main campus vs. branch campus
- Support staff vs. academic staff
- Third floor (managers) vs. second floor (staff)
- Students vs. faculty
- Expats vs. locals
- Nationals vs. other nationalities

The impact is an atmosphere of "us" against "them", without it really becoming clear who "them" (or "us") is: Is it the support staff? The students? The government? UASNN in general, or the main campus? The outside world? Gossip, as a part of blame and shame, increases the lack of trust: it is the "other" who does something wrong. Blaming leads to a lack of self-accountability. It doesn't matter if you are a student, support staff, faculty, manager – the problem is the fault of the other. Why is it like this at the IBC in the MENA region? Is it because the faculty, students and administrators, are afraid of punishment, of being blamed and shamed? At the branch campus, failure or being blamed does have some severe implications: if you are punished, you might be forced to leave the country or – even worse – lose your job and not get an exit permit so you cannot leave the country! The latter is the big fear of all expats in the country: being stuck without a job, with no money, and no ability to leave the country.

If we look at blaming and shaming, we see that North Western Europeans try to avoid it through how they organise their activities. (Knight 2011:41) Our rule-driven culture is about ensuring the validity of our diplomas (that the diplomas cannot be bought by those that have not earned them, and that UASNN is not 'a degree mill'). There is a 10 page code of conduct that was given to staff that goes in to so much detail that it is hard to follow. There are codes of conduct hanging in every classroom for the students. But all the 'rules' can become prison-like and encourage finger-pointing.

LIMITED AUTHORITY

A cheating scandal defined a large part of my experience in the MENA region. When the comprehensive exams administered at the end of the 1st, 2nd, and 3rd year at the main campus were first introduced at the branch campus, a feeling of threat and resentment ensued. In the rules and regulations of UASNN, one has to have passed these exams in order to graduate. Thus, for students at the branch campus to legally receive their Dutch bachelor's degrees, they also had to pass these exams. While the tests had regularly been administered on the Dutch campus, the students at the branch campus had never faced this requirement, bringing about feelings of anxiety and fear when the requirement was implemented. In the Netherlands, it had long been the case that the students had to complete these comprehensive knowledge exams at the end of the 1st, 2nd and 3rd years. By showing the required progress on the exams between each year, the students gained the right to pass from one year to the next. Thus, if a student did not perform adequately on these exams, especially at the end of the 3rd year, they were blocked from continuing onwards. At the IBC in the MENA region, the comprehensive exams had never been administered, and, in fact, faculty in positions of responsibility had told the students that they would not have to take the exams. But when a cohort of students at the branch campus was about to graduate and receive the Dutch accredited bachelor's degree, the question of the exams became urgent. Despite resistance and protests, the exams were administered at the branch campus. In order to calm the students, they were offered extra tutoring to help them succeed on them. But when the exams were graded, what emerged were scores that were statistically impossibly high. In fact, the scores were massively higher than we had seen in the past 10 years in the Netherlands. This brought into question the possibility of fraud. A formal investigation was launched by me and the Exam Committee – as well as an independent investigation, which was headed by the HR department. The outcome of the two investigations was that negligence had occurred on the part of one teacher, who had left the answer sheet to the exam in view on his desk. And there had been a lack of integrity on the part of one student, who had taken a photo of the answer sheet and shared it with her classmates, leading to the test being declared invalid.

Given the fact that there were no written rules as to how to handle such a crisis, we had to develop processes as we went along. The entire university of applied sciences faculty at the branch campus had to be mobilised to prepare for the re-sits. We offered the students written and oral exams with two examiners from the Netherlands; and one oral exam was offered through conference calls with an examiner in the Netherlands. Of the nine students that threatened to sue the university of applied sciences, seven passed the test and two did not show up to take it. They would have to go through the board of appeals before they could go to court. I had relinquished my position to my successor before this occurred. It was very threatening because if one is sued one cannot leave the country until the matter is solved. I could have been trapped in the country. What indeed was a big crisis became a team effort for all of us. We put into place very strict test procedures in order to prevent future repetition. Oddly enough, the problems that we experienced at the branch campus have now also happened at the main campus.

I believe that I acted as a catalyst to make the internal structures function, by interacting with all of those involved, encouraging collaboration, and giving support to a process of developing shared values and vision. The biggest challenge was to re-culture the school, as I felt that the staff and students were like the child in the basement in the story of Omelas. The story of Omelas, a child locked in the basement so that those above may prosper (Le Guin, 1973), is a metaphor for what really happens in practice with some of the higher-level abstractions of inclusiveness in the internationalisation of higher education. This also brings up one of the fundamental assumptions required for inclusiveness in the internationalisation of higher education: that education, learning, and pedagogy are important to all of the actors. The cheating incidents

highlight that there may be students who are not interested in effective learning, or that there may be teachers who are not interested in effective teaching. One wonders if inclusion is possible, or even relevant, in these cases.

The most prominent example of my responsibility (and the limits of my ability to assume that responsibility) emerged amidst this test fraud scandal at the branch campus. It was during this crisis that my responsibility and my position of exclusion came to the forefront. While the investigation was one of inclusiveness (that is, I spoke with all of the students and faculty involved), the Exam Committee refused to meet with students and parents to explain the reasoning for the test being deemed invalid. I had to chair the meetings on my own – with the help of two colleagues – and to report to everyone present the decisions of the Exam Committee. Also, it was my responsibility to issue a final warning to the teacher who had been careless with the test answer sheet. Despite my philosophy of inclusion, this crisis was highly confrontational with the students taking legal action against the decisions of the Exam Committee. Seen from the perspective of the Dutch Exam Committee, there was no way to grant the Dutch Bachelor's degree without the students having passed their comprehensive exams. But seen from the perspective of critical pedagogy, there were questions to be raised about the validity of the comprehensive exams. It was indeed appropriate to raise the question about the use of a Dutch exam in relationship to another country's culture. De Vita (2003) argues that assessment by a European examination may not be a culturally fair indicator of ability when applied outside of Europe. Anyanwu (1998) has discussed the risks of offering a mono-cultural model of internationalisation with ethnocentric views embedded into the curriculum and examination procedures. There is here a risk of ideological manipulation occurring through the promotion of a western focus on problems and solutions (Anyanwu, 1998:18). Although my responsibility resided in the ability to discipline (to a certain extent) students and staff in my departments, it was diluted when the actual educational issues came into question. I did not have the ability to alter the Dutch exam requirements being applied at the IBC in the MENA region. Only the Dutch Ministry of Education has this power, and on an operational level, the Exam Committee. I could only provide support and attempt to implement interventions that would lead to cultural sensitivity in regards to faculty and student.

There really had been little to no contact between the students and faculty at the two campuses. When the crisis emerged around the (in the Netherlands) required annual exams; the communication was polarised. People in positions of authority had told the students at the branch campus that they did not have to take the exams. The students really had a point. But the rules clearly said that to get the Dutch Bachelor's it was required to show progress on the exams. Both sides became polarised and were unwilling to see the other side's perspective. For inclusion to be possible, even at a minimal level, each side needs to understand at least some of the perspective of the other. The findings of the paper *Inter-ethnic Relationships* (Lancee & Dronkers, 2011) indicate that diversity in various contexts can both build various aspects of trust or undermine these, which seemed the case here.

POWER RELATIONS

The field of power within UASNN's main campus is complex. A large number of people are involved in decision-making: the Board of Directors, an external board, the Heads of Departments, the executive staff, Exam Committees, curriculum committees, etc. Each part of this hierarchical system has its own claim to power and responsibility. In particular, as the Executive Dean at the IBC in the MENA region, I had to liaise with the holding company, the director of branch campuses, the Board of Directors, two partner polytechnics, the executive staff at the main campus, as well as faculty and staff at the branch campus. Liaising with so many different parties could be seen as a limitation of my role. However, speaking, negotiating and getting agreement with many partners everyone was my source of power. (Tillema, 2013)

Perspectives regarding work and compensation at the branch campus, the main campus, and in the holding company differ. As opposed to the main campus, education at the branch campus has to be facilitated in a private context. There are very different factors at play between these two contexts; and I think that the main campus staff is not sufficiently aware of the private context of the branch campus, while the branch campus staff is not familiar with the public context at the main campus. One of the first discriminatory issues at the branch campus that became apparent was the discrepancy in salaries between people doing the same work – as well as the sometimes delayed payment of salaries. The staff at the branch campus has access to public health facilities, but they do not want to face long waits at a public hospital and would rather go to a private clinic.

As one of my first tasks, I began working with the staff to hear their concerns. The ambitions and career background of the staff impressed me a lot. Most of the staff members wanted a higher position and/or a higher salary. It was a young team, comprised of people aged 30-40. They are well-educated and have a broad set of prior job experience and skills. I am sceptical about my ability to match what they want and what we as an organisation can offer them. We are not a research university of applied sciences, and are not very academic in the traditional sense. We are a small team at a branch campus. We cannot offer everyone a high-level management position. We cannot pay them all the type of salary they would aspire to. In my role as a

manager it was a challenging situation since my goal was to be inclusive and to provide non-discriminatory outcomes – while also being careful that my strategy was not one of indulgence. With a standardised rule for such things, we could eliminate a source of constant negotiation and many of the concerns about inequality. I was able to allocate salaries in a fair, just and transparent way. While I was able to help make a change regarding salaries (salaries were increased), I still received requests for housing and other allowances on a daily basis.

Earning more money is often the main desire for people that work at the IBC in the MENA region, but satisfaction and working conditions are still important to job satisfaction. Much of what the faculty and staff complained about are "housekeeping" or "organisational hygiene" issues. This appears to be a key underlying factor behind the culture of blame and shame that had become so pervasive. Educational ideals relating to working at a senior research university cannot be satisfied by the IBC. But we can go a long way towards resolving some of the entrenched problems, by being clearer about what we are as an organisation, and by being realistic and upfront about what we can offer in terms of salary, benefits, and working environment. Likewise, we cannot hire people primarily to do research. The IBC is a teaching institution, as is the main campus in the Netherlands. The professional identity of the IBC needs to be grounded in teaching. We are a university of applied sciences (originally referred to as a 'Hogeschool'). In my short tenure at the branch campus, I think that taking care of urgent hygiene issues and providing institutional clarity was the best that I was able to do. There were too many faculty and administrators and too limited a budget to solve the problems with promotions.

In my role as Dean at the branch campus, I met with all members of my staff in order to discuss the responsibilities and expectations for each individual. And, as already noted, I helped to ensure that all staff members were aware of matters concerning the organisation. I encouraged and expected participation from all individuals as a means of inclusiveness. I adhered to my own rules: for me, praise for accomplishments is a necessary part of inclusion; for me, each member of faculty is responsible for sharing their knowledge and making their expertise available to their colleagues. Knowledge sharing is an important aspect of inclusiveness.

MANAGEMENT BY WALKING AROUND

Re-considering the interventions implemented at UASNN outlined in this chapter, I realise that my form of inclusion involved engaging in a certain style of management – management by walking around (MBWA). That is, I engaged in an unstructured approach to hands-on direct participation in the work related issues of my staff. This is in contrast to a rigid and distant style of management. Employing this management style has meant that I engaged with my staff through informal meetings and interactions in their work area and listened to their suggestions, complaints, and concerns. Through MBWA, I am able to observe and keep an eye on the goings on in the organisation. While this management style provided me with the opportunities and interactions to implement the interventions that I felt were beneficial to the community regarding educational inclusiveness, I am not convinced that full-inclusiveness can be or will ever be achieved in this context. According to the management theorist Henry Mintzberg (1985, 1989), an organisation's structure emerges from the interplay of the organisation's strategy, the environmental forces it experiences, and the organisational structure itself. When these fit together well, they combine to create organisations that perform well. When they don't fit, then the organisation is likely to experience severe problems. In terms of Mintzberg (1989) UASNN is a machine bureaucracy and the holding company tries to look like one, but is really an entrepreneurial organisation (those with power can do whatever they want, when they see fit). The holding company of the branch campus in the MENA region is a family owned business. In such a family business, traditional business motives can be eclipsed by family dynamics and the agendas of specific family members. (Gersick, 1997) Meanwhile, as a mission-based educational institution, UASNN may appear as a classic Machine Organisation, or perhaps in some regards as a Divisional organisation. But the branch campuses really have nothing to say in the decision-making; the 'divisions' just do not have enough weight to really count.

Despite the impediments to inclusiveness, some of which I have already described, I am convinced that as Head of Department I could have a significant (authorial?) role to play. Managing by walking around and talking frequently with the lecturers and support staff in my departments could I believed create a culture of participation, openness, and mutual understanding. In this period I believed that polyphony was something to strive for so that everybody felt that their voice was included.

BELONGING

Key to my concept of inclusiveness is the feeling of 'belonging'. I have been exploring 'belonging' for as long as I can remember. There are two places where I have found solace and a strong feeling of belonging: my family and my religion. My husband, daughter and granddaughter are the most important aspects of my life. It is in my family that I feel safe, comfortable and at ease.

The significance and priority of their safety and security is crucial to me. Another central aspect of my life is my religion. I am a practicing member of the Bahá'í Faith

— a religion rooted in the belief that all of humankind is one. My faith also requires self-reflection and being of service to humanity – both of which I attempt to carry out in my daily life.

My career has allowed me to provide a service to humanity, and has also encouraged my self-reflection – as I must consider all the outcomes and impacts of all my daily decisions. My family and my faith are my roots in the world. I have found a place to belong in the community where I live in The Hague. As there is a large population of expats, in The Hague I am a misfit amongst misfits. Similarly, when I travel to the MENA region I am an expat among expats. With staff from India, Lebanon, Morocco, Canada and numerous other countries, we are one. We are all outsiders in a place where only the country's own citizens have full rights. It is our differences that unite us and at the IBC in the MENA region my relationship with staff developed into one of mutual respect. I felt 'responsible' for the branch campus for years (even before my appointment as interim executive dean) in terms of education; but in spending time in the country, in the culture and with the people, I developed a different sense of responsibility.

An issue that I had no control over due to government rules and regulations, is that when staff members want to leave the country on holiday, or if there is a family emergency in another country, they must apply for an exit visa; and there have been instances when these exit visas were not granted in time, leaving the staff member trapped in the country. Without the consent of the holding company, my staff was not able to leave the country; they were locked inside with no key to free themselves (government wanted to change this law at the end of 2016). I had no power to change this; and it was a problem that made me incredibly uncomfortable – not only for my staff, but also for myself. While I felt at 'home' with my staff at the branch campus, I took the necessary steps to ensure my own safety and freedom – a move that no doubt excluded me from my staff. The most notable exclusionary aspect was that I did not surrender my passport when I entered the country. However, if I were subjected to a lawsuit I would not have been able to leave; and so I would be in the same position as all of the staff at the branch campus. I sometimes feel excluded at the main campus due to my minority status, and feel more included – in some ways – at the branch campus due to having the same status.

Self-reflection, as aforementioned, is a cornerstone of my religious faith and is therefore a day-to-day – and sometimes minute-to-minute – occurrence in my life. Throughout the writing of this thesis, it has been a necessity for me to reflect on my 'self'. Not only do I reflect on the 'self' I know when I am at "home" with my family in The Hague, but I also reflect upon the 'self' I exude at both campuses. I believe that the presentation of this 'self' is central to the functioning of my role as Head of Department in the Netherlands and as Interim Executive Dean at the branch campus. In attempts to foster a more inviting, open, and almost 'familial' work environment, where honest dialogue is not only encouraged but also crucial to our movement towards inclusiveness, I have created a certain type of "homey" feeling on both campuses, mainly because both contexts are not meeting what I would consider to be the minimal standard for an educational context. I have discussed how my "home" is in The Hague, but what does this say to my staff on both campuses? When in the Netherlands, I travel by train three hours in the morning and three hours in the evening between The Hague and the main campus. I complete my working day and then I leave. Nor do I live in the country of the branch campus. I travelled back and forth between the Netherlands and the MENA region every other week. I was offered an apartment in the MENA region, but I preferred to stay in a hotel, which felt more transient and temporary; and it was half the price. I had few ties to the local community. I did not engage in social activities with my staff members to avoid favouritism. Instead I promptly returned to my hotel after working hours to have dinner alone and to spend my evenings as I chose.

COMMUNICATION

As branch campus Dean, it was my responsibility to ensure the well-being of the school as an organisation. Improving the quality of communication was a focus of my work. One intervention I implemented was the weekly "news flash", where I distributed and communicated important information to the faculty and staff in my department at the main campus and at the branch campus. The "news flash" was developed as a way to keep all staff members involved and up-to-date with events happening within the organisation, as well as providing a platform to showcase accomplishments across both campuses. There is an inevitable tendency in such a complicated force field for the different parts of the whole to compete with one another. In particular, the faculty in the Netherlands did not know much about the work of the faculty in the MENA region and did not feel collegiality with them. With the "news flash," a much higher level of mutual involvement was achieved. I also implemented departmental meetings at the branch campus where all faculty/staff members were able to attend. Prior to these meetings, an agenda was prepared to ensure that we kept on focus. Meeting minutes were recorded so that they could be referenced when necessary. When preparing the agenda, all members of the IBC in the MENA region were invited to suggest discussion points, providing all individuals an opportunity to have their voice heard. In the departmental meetings, information was exchanged in order to strengthen the programme – what each person teaches, how one teaches, the

problems one meets with the students in the classroom – and we discussed team teaching and collegial feedback. I also provided conference call facilities on both campuses, which served as a bridge between the main campus and the branch campus, and provided the opportunity for faculty/staff from each campus to liaise with their counterparts. These interventions were put in place to foster an educational community aimed at achieving inclusiveness.

In terms of inclusion, it is always important to remember that successes are shared. At the IBC in the MENA region, we have been fortunate to share in several notable successes that have allowed us at least partially to experience the inclusive environment we are working to create. For instance, in a joint effort between the main campus and the branch campus, first year student intake requirements have been elevated and standardised. Previously, the two campuses seemed to operate as separate entities; our educational community really was moving towards an inclusiveness, where all members have the ability to have their voice heard and to create an impact on the future of the university of applied sciences. We have also consulted together about offering new, more interesting courses for our students, as well as offering short courses to businesses in the city where the IBC is located as another form of revenue creation. Teachers at the branch campus were involved in the conversations with me leading up to the offering of these short courses. Once again, this provided them the opportunity of bringing their voices to the foreground. We have now involved all faculty and staff in the marketing of the school. The marketing team and the staff now work together to better understand their respective responsibilities, and are working to develop a more coherent marketing strategy that focuses on the opportunities available to prospective students at the branch campus. The students are also exercising agency. When the food in the cafeteria at the branch campus was not to their standards, 150 students signed a petition requesting a change to the menu, taking an active role in changing their environment by tackling an issue that directly affects their everyday lives. As a result, the menu in the cafeteria at the branch campus was changed and now offers healthier meal options.

I am glad that they find themselves empowered and find energy from helping others. I find many of the same elements just as important as they do. Joy is a very important virtue in work. When I am joyful, I look more clearly at things. I also need time to reflect so that I can make well-considered and purposeful decisions. I cannot simply exist in a state of action. Mutual trust is also crucial. Am I capable of doing my job? Do I have the expertise? Can I be trusted? I have to be accountable to and responsible for myself as well as to the others.

CRITICS ON EDUCATIONAL QUALITY

When the branch campus students first came to the Netherlands in 2014, after the first module was completed, I received 50 pages of text about concerns and frustrations in regards to the 'quality' of the students coming from the IBC in the MENA region. The branch campus became highly problematic not just because of administrative, strategic, and accreditation concerns, but also because of the reactions of the students and faculty at the main campus. I have summarised these concerns below. The sources of these concerns included students, members of the Exam Committee, main campus lecturers:

1 **Environmental:** According to the students from the IBC in the MENA region, it is difficult to live in the Netherlands because it is in every way different from where they come from. For example, the students from the branch campus come from a big town that is open 24/7; the city of the main campus is only open till 6 pm.
2 **Group work/PBL:** The students from the main campus often speak in Dutch during group meetings and outside the classroom. Most of the students from the IBC in the MENA region are rather introverted in this context. During PBL (Problem Based Learning), they received a warning because they did not participate enough. The students from the IBC in the MENA region say that they think a lot before they answer, as a way of being polite and of showing respect to the lecturer.
3 **Social and Cultural Relations**: The students from the IBC in the MENA region feel that the students at the main campus do not really want contact with them. The students from the main campus ignore the students from the IBC in the MENA region students, which creates a bad experience.
4 **Adaptation to Work**: The Dutch students do not want to educate the students from the branch campus. If the students from the branch campus ask them a simple question, they are told to consult the 'module book' or to "google it".
5 **Communication:** The communication between lecturers and students is very bad. The students feel that there is negative stereotyping. The lecturers tell the students from the branch campus that they expect a higher level of work from them. According to a lecturer the level of the students from the IBC in the MENA region is too low.
6 **Assignments and Deadlines:** According to a student from the branch campus, the rules in the Netherlands are stricter than they are at the branch campus. For example, if a student gets an assignment that was made in the Netherlands, but it is not possible to do research because of restrictions in the MENA region, then the students go to their lecturers and explain the situation. The lecturer will then give the students permission to change the assignment and to hand it in a week

late, because they needed to change all of the research. In this way, the lecturers are less strict.

7 **Marking:** A student informs us that she received a mark in the first week and that later the lecturer said that she did not deserve this mark and lowered it. It hurts the student to hear that she is not working hard, even though she stayed up 2 nights to finish assignments.

8 **Language:** The level of English is not an issue for the students from the IBC in the MENA region, but it is for the exchange students from other countries and programmes studying at the main campus. These exchange students do not have to take an English exam before starting their Economics course.

9 **Feedback**: The students from the branch campus regularly write emails asking for feedback, but the lecturers at the main campus do not reply.

10 **Classroom behaviour:** Classroom behaviour is an issue at the branch campus and at the main campus for the students coming from the IBC in the MENA region. At the branch campus, the classes have 20 students. If only 5 students are on time, the lecturer waits for the other 15 students before he starts. If a lecturer does start, the 15 students arriving late will fail their exam. At the main campus, there are restrictions about coming to class late; there is a participation list and if you are late you cannot sign in.

11 **Module materials:** During the introduction, the students from the branch campus were informed that the module books (including the assessment sheets) were not yet uploaded on Blackboard. The lecturers had not given the students the tools to start and yet they are asking the students to attain a certain level.

12 **Labelling/prejudices:** 'The students from the branch campus do not need to study, they have enough money.' The students from the IBC are labelled not by their intelligence but by the working environment in their country. The lecturers treat the students from the branch campus differently, and the students from the branch campus feel like they are disadvantaged.

13 **Cultural differences:** For two years, the students from the branch campus were drilled about the cultural differences. Every module, they had at least one lecture where differences in cultural context were in evidence. Module examples are often written from a (very) Eurocentric viewpoint.

SUB-CONCLUSION

In the illustrations above of blaming, by faculty, staff and students, blame is allocated for perceived deficiencies or shortcomings. However, how much are these reports of real faults, and how much do they reveal a "condition of being", and which individual or organisational responsibility is involved? Although these examples of exclusion may arise within any organisation, regardless of the international context, one could argue that they are exacerbated by the (particular) international setting. Have not problems that arise in the process of internationalisation lead to exclusion from both the staff at the IBC in the MEAN region, and the students of the IBC when they go to the Netherlands? Thus the theme inclusion/exclusion is more than justified; it seems crucial. And the task I had set myself, to bring the divisive forces under control, to get the various parties to dialogue, and to work for peaceful and fair resolution of conflicts was, I believe, more than justified. Only through mutual understanding, cooperation and openness could we, I believed, face all the challenges and be successful together in our educational mission.

THE VIEW FROM OUTSIDE: DATA DRAWN FROM EXTERNAL RESEARCH(ERS)

I have now presented my perspective on inclusion and the IBC, but how does this match up with information and perspective(s) where the data collection was not steered by myself? There are some external data sources, such as the 'job satisfaction survey', and as you have read in the methodology section, I arranged to have extensive interviewing done at the IBC and at the mother campus by external researchers. This effort was led by my university of applied sciences' external examiner. He is someone who knows the university of applied sciences and its campuses but who is personally unknown to everyone who was to be interviewed. Up to now, I have introduced you to my career at the branch campus from my perspective as a Dean; but how did the faculty and students experience the same period? As I went into the job for very normative reasons, i.e. to try and further inclusion and to further inter-community well-being, it is time for a reality-check! Inevitably, the perspective of inclusiveness has shown through in my description of my functioning.

Thus, how did everyone else experience things? Do the teachers, administrative staff and students, collaborate my version of events? Firstly, let us turn to what faculty, administrators and students, from the branch campus, had to say. I'll begin with the results of the job satisfaction survey, and then turn to the series of focus groups and individual interviews.

THE JOB SATISFACTION SURVEY

According to the HRM coordinator of the branch campus, staff satisfaction had been measured through a survey, which "was usually filled out by every staff member". However, there is no record of the response percentage. The only exception is the year 2014, where an external party held focus group interviews with a number of staff members at the beginning of 2015.

In a memo, the HRM coordinator presented the development of the general satisfaction score, the development of the main points of improvement, and also the development of the outcomes over the period from 2011 to the present.

The following subjects were covered in the surveys:

- General Satisfaction
- Contents of the Work & Perspective
- Workload
- Cooperation
- Resources & Security
- Undesirable Behaviour
- Immediate Superior
- Management Team
- Working Conditions
- Quality University & Staff
- Quality of Educational Programme
- Communication
- Perspective
- Information Supply
- Pride
- Loyalty
- Application
- Importance
- Spearheads

If we look at the general satisfaction scores from 2011 onwards, we see a downward trend – where 2011 shows a score of 7.3, 2012 a score of 5.7, and 2013 a score of 4.5 on general satisfaction. For the sake of a comparison, let's look at a benchmark with the main campus. In 2012, it had a score of 7.0 on average; and in 2014, it had a score of 7.3 on average. In 2011, the only improvement point at the IBC was *Working Conditions* to be more specific — with a score of 2.8 (all scores below 50% are mentioned as points for improvement). A possible point of concern could be *Resources & Security*, which had a score of 5.7. All other scores were 7.6 or higher. In 2012 and 2013, we see *Working Conditions* (3.8 in 2012) return as a point for improvement. In line with the mentioned downward trend of general staff satisfaction, we also see a growing list of improvement points. In 2012, the absolute low score is on *Loyalty* (2.2) – which is immediately followed by *Management Team* (3.0), *Workload* (3.2), and Resources *& Security* and *Perspective* (both 4.2). Points of concern (but not yet an improvement point) are *Pride and Content of the Work & Perspective* (both 5.0). As mentioned, the list of improvement points grew in 2013. The same points for improvement as in 2012 came out of that survey, but new points for improvement are *Content of the Work, Perspective* and *Pride* (still a point of concern in 2012), and *Immediate Superior* and *Quality of the Education Programme* (both 4.9). For staff, it is the systemic factors that tend to drive their concerns: their primary concerns are career development, their upward mobility as employees (i.e. the possibility of entering a management role), and their access to a better future through their dedication and hard work. Going through the more positive outcomes, what is noticeable is that the staff generally relates to the *spearheads* (arising from the mission and vision) of the university of applied sciences quite highly. This is reflected in the scores of 7.4 and higher in 2011 and onwards. Furthermore, the staff generally feels well informed and is very satisfied about the cooperation with each other, as well as being satisfied with the *Quality of staff and the university of applied sciences in general.*

When looking at the development of staff satisfaction over the past years, it is noticeable that there is a major negative change in staff satisfaction from 2012 onwards. The terms and conditions of employment have always been a point of concern; but in 2012, the dissatisfaction suddenly spreads and continues to grow in 2013. It seems that some crucial event(s) and/or change(s) took place in 2012 that seem to have had a strong influence on staff satisfaction about work resources and work remuneration; and more importantly, their trust in management and the organisation as a whole.

To gain further insight, I had conversations coordinated through the Human Resources office with all 35 of the staff members and the HR coordinator to understand more about their ambitions, backgrounds, needs, concerns, and motivations. This effort was inspired by my commitment to action learning and to the concept of inclusive educational internationalisation; but also came from my desire as a manager to get a better understanding of the current situation at the branch campus. I hoped to gain some further insights into what happened in 2012 that caused such a decrease in staff satisfaction. I then asked specifically about what caused the decline of staff satisfaction since 2011-2012.

CHAPTER 4

The responses and categories came back as follows:

SALARY & BENEFITS

- no raise for 3 years
- employees who joined during the time of a former CEO of UASNN are getting more than what the old employees are getting
- bonus was stopped
- staff were promised a raise but did not get it

WORK ATMOSPHERE

- there was a distinction between high level and low level staff
- "classes" (upper class / lower class) within the organisation were formed
- unfriendly atmosphere; there's a gap between employees
- people were blaming each other
- there was gossiping
- the IBC in the MENA region used to be one team, then it became many parties where one party is afraid of the other

PERFORMANCE APPRAISAL

- employee appraisals were mostly negative; no positive feedback was given
- after an appraisal discussion, you would notice several employees crying as they left the office

COMMUNICATION

- employees were not given the opportunity to talk one-on-one with management
- employees get memos without first being called for discussion
- no clarity of communication

MANAGEMENT

- favouritism; there were different standards for different employees
- some employees were forced to do things they were not ready to do
- no appreciation / recognition given to employees
- employees felt devalued
- in one gathering, management openly told the staff that it's the faculty who runs the show, and that the "administration" should be changed to "academic support" since their job is to support the faculty (Apparently, this left a negative impact on many admin staff.)
- people left due to the change of organisational structure
- people mistrust management

OTHERS

- the Economics course was stopped until the accreditation was acquired
- faculty staff were unhappy about management's decision to lengthen the notice period for resignation to six months

Labour relations in the country where the branch campus is established are harsh. If one is dismissed, one risks having to leave the country immediately. Furthermore, there are few job guarantees or tenure. However, we are all at the IBC in this boat of job insecurity together. Together with the HRM coordinator, we had to align our HRM policies to those of the holding company, to UASNN, and to the country's (lack of) Labour laws.

SUB-CONCLUSION

The IBC had indeed descended into a crisis of non-inclusion. The feelings of not being included, supported, trusted or facilitated i.e. of being unsafe, were pronounced. And this crisis was at the least attributed to management. Thus I had a crisis on my hands, which gave me opportunities as well as risks. Implicitly the call for inclusion was enormous, but the dangers of being excluded and made powerless by the culture were pronounced.

THE EXTERNAL RESEARCHER'S AFTERTHOUGHTS

As stated, depth interviewing (one-on-one and in [small] focus groups) was organised under the supervision of our external examiner who worked with Prof Robert Earhart's support from the AUP (American University of Paris). This data collection took place at both the IBC and the mother campus. After the fact, he sent me his self-reflexive appraisals of his contribution to the research, which I reproduce below; firstly in regards to the IBC and secondly in regards to the mother campus.

To: Ms. Ann Mannen, Executive Dean,
UASNN IBC MENA region
From: Dr. Robert Earhart, PhD.,
American University of Paris,
Department of International Business Administration

Date: 12 November 2015

The interviews, focus groups and observations of the *IBC* were reported accurately in the research team report. However, there are a number of other impressions that, in retrospect, could not have been adequately covered by the quotes in the reports – as many elements of the research were non-verbal or implicit.

The question that we asked the in the focus groups and individual interviews was quite simple: "In working at *the IBC* over the past few years, what stands out?" The responses

that we received to this question were remarkably consistent – but at the same time, the quotes conceal a much more positive outlook, although these positive elements were mostly non-verbal and very difficult to capture in quotes. Follow-up questions to ask for further detail and elaboration were based on the initial statements to the first question, so unless specifically prompting for positive responses, most of the conversations focused on past problems and challenges that needed to be overcome in the organisation.

My first impression, upon arriving at the *IBC* building was that it appeared to be in much better condition than prior conversations about the facility would have suggested. The building is older – perhaps twenty years or so – but it was not the 'run down', 'dirty' and 'depressing' educational facility that had been described to me. Granted, the school had just received a fresh coat of paint inside and out, which probably helped improve the aesthetics, but the interactions I witnessed between students, staff and faculty did not indicate a depressive or dysfunctional environment that I expected given the narratives of dysfunction that I had so often heard about from staff and faculty in *the Netherlands*. In some respects, I think it helped the research process to have our initial expectations subverted – to help us keep an open mind.

Likewise, the interactions between faculty and staff were extremely cordial. There was no visible tension in the causal or formal interactions that I witnessed among the staff working there. Although several staff referred to critical incidents or perceived slights in the past during the interviews, there appeared to be no sense of ill will. In fact, the quotes that reflected the most frustration were often relayed in a way that expressed bemused frustration. At the same time, the content of the utterances – why faculty and staff said what they did cannot be discounted because of the way that it was said.

One of the attributes of this research project that surprised both my research assistant (graduate student from AUP) and me, was the openness and honesty that all of the faculty, staff and students showed to us in the focus groups and individual interviews. Our discussions were cordial and friendly during our five days at the *IBC* project site. While the quotes may indicate that people were very upset about the situation that they were describing, everything was relayed to us in a very positive and up-beat manner. The facial expressions and body language of the research participants was not consistent with people that hate their jobs, or who are irredeemably upset. In fact, in some cases, there was laughter. Some of the harshest criticisms were offered with good humour and a generally positive disposition.

There is still a concern that I have with the draft report. Reporting what someone says

is not the same as understanding them, or even feeling some sense of 'responsibility for the other' in the sense of Levinas. How can one meet another human being, expressing their true self, and not leave with some sort of impression or feeling that cannot be easily summarised by quotes and categories of quotes?

The process of collecting "data" does leave an impression on the researcher that cannot remain fully independent of the process. There are legitimate frustrations and fears among the staff and faculty at the *IBC*. Perhaps the reticence I feel about the quotes has something to do with the human elements of people confiding in one another. It was hard not to see my own frustrations, hopes and fears reflected in the data that we collected.

There were a few critical incidents during the data collection process that also gave me some further insights. Both my research assistant and I, as researchers, were well aware that our presence at *the IBC* presented some risks for all involved. Our own behaviour and utterances, if not handled professionally and with complete confidentiality and anonymity, could have resulted in extremely negative outcomes. The few deviations in the planning – such as changing the sequence of interviews and focus groups or skipping the formal project introduction for some participants – resulted in unexpected logistical complications and, in one case, may have interfered with a pre-existing human resources concern.

I noticed that faculty and staff had talked to one another prior to coming to and immediately following focus groups or interviews. With so much frustration and hope expressed in these sessions, the responsibility of sticking to the project plan and not speaking out of turn (even in moments where our guard may have been down) was significant. Poorly considered statements or actions could have had significant repercussions.

The complicated interactions *between UASNN in the Netherlands* and *the IBC in the MENA region*, between the local partner and the management in *the Netherlands*, and the complex rules and commercial concerns that faculty and staff at *the IBC* must navigate, have all created strong negative reactions to programme management, educational policy and internationalisation efforts. At the same time, many staff expressed hope about the future, along with their scepticism.

To: Ms. Ann Mannen, Executive Dean,
UASNN IBC MENA region
From: Dr. Robert Earhart, PhD.,
American University of Paris,
Department of International Business Administration

Date: 12 November 2015

In response to your request for a memorandum recounting my impressions of the data collection process *at the main campus*, I am hereby offering you my recollections and overall impressions. Given that we are at the very end of this project, I would like to make a point of stating that my impressions and recollections have changed over time, as now I have had a chance to fully reflect on the data collection process and have gained insight to experiences and utterances that were either baffling or completely lacked in context. Having gained more information regarding the context of policy, staffing, and critical incidents, this has impacted how I perceive the data collection experience. This does have some methodological implications.

After having finished all of the primary fieldwork *at* both *the branch campus and the main campus*, and having had several months of discussions and follow up, I have realised that the contrast between the processes *at the branch campus* and the processes *at the main campus* couldn't be starker. I have worked with various organisations that have multiple sites around the world many times in the past. It has been my experience that these organisations maintain certain signifiers making themselves recognisable as a coherent and unified international organisation. These generally take the form of aesthetic, behavioural, spoken, or textual cues. When I see and experience these, I know that I am in this organisation.

My work with *UASNN* stands out as being the tail of the curve, in terms of these experiences. Aside from a few aesthetic and policy issues, there is very little in terms of shared signifiers between the main campus and the branch campus. This is not a moral or operational critique, but merely an observation, and I am not going to argue that it "should be" otherwise. But the observation is relevant with regards to how I can frame some of the contrasts in experiences between the two project sites.

As an external evaluator for the programme *at the branch campus*, I had been to *the main campus* on a number of occasions prior to the start of fieldwork for this research project. However, my research assistant (a graduate student from AUP) and I first arrived at the Dutch facilities to begin interviewing, the first thing that we noticed was the contrast between the facilities in the two locations. The facilities in *the Netherlands* were designed with a particular idea of education, and the design and layout of the facilities reflected that, in a way that *the IBC* didn't (and due to issues of scale, scope, and resources – couldn't). This is not a criticism more than it is an observation of circumstance.

The main campus data collection happened in two separate trips, due to the schedules that my RA and I needed to maintain in Paris, and the relative ease of access compared to the much longer and more costly journey to the IBC in the MENA region. This also created a very different dynamic for data collection. Likewise, as *the main campus* was a much bigger research site, the process was markedly different as well. It was more segmented and our engagements with the institution was significantly less visible. An interesting result was that, while everyone *at the branch campus* noticed our presence as the "tall occidental" researchers, we were completely anonymous and unnoticed *at the main campus*.

We made a point of arriving early on our first day so that we could explore *UASNN's facilities in the Netherlands* and begin to develop a better idea of how visiting students might confront their own first experiences. Our first encounters seemed to point to the fact that we were organisational outsiders in a highly ostensive way. This was very different to my prior visits to the *main* campus, as I always had staff from the campus accompanying me. The first problem was how to buy a coffee without one of the 'chip cards' required for on campus purchases. (I usually had coffee served to me in the past or I was with a staff member who took care of these details, so this is not to say that staff at *UASNN* are not welcoming to their guests.) Apparently, to purchase anything at the *main* campus, you had to have one of these chip cards, and 'prepaid' versions were not available. Hence, unless you went through a registration process to become an "insider" you were effectively cut off from any commercial transactions in the institution. This is not something an 'international' institution usually does when welcoming global visitors. Then there was the problem of gaining access to the library or other areas without an ID card. We had to go to the *Department of Economics* office several times to have staff there help us gain access to facilities, or they had to come with us to explain why we were there, and to figure out the procedures to make things happen. In short, there is a highly formalised and structured institutional logic *at the main campus* that is extremely different in comparison to the facilities *at the branch campus*, which have a much more informal structure that follows a far less structured institutional logic. This may simply be an issue of scale and scope, but *the branch campus* is far more accessible to outsiders than the campus in *the Netherlands*. *At the branch campus*, when you get into the building, you are given full access to the organisation.

I mention this because, while the stated goal of the university is one of internationalisation, the campus itself is highly provincial in its systems, and as a result, extremely unwelcoming to organisational outsiders. It seems as if the strategy on internationalisation does not extend to the internal processes and procedures in any meaningful sense.

This is relevant, because the first round of interviews was with the students on exchange from the *branch campus*. Logistically this was immediately problematic for reasons that the RA and I could not immediately understand. The first set of scheduled interviews was completely derailed – with the students not showing up to the first few focus group sessions. We found out later that this was due to the conflicting agendas of a faculty member in *the Netherlands* (a person that we also encountered *at the branch campus* where a workshop there was being offered). This person was actively encouraging students not to come. We then encountered this same faculty person who was occupying a meeting room that we were allocated for another meeting the following day. She was not impressed that we were assigned the room and claimed that she needed the room and dismissed us, and our meeting, with a flick of her wrist. This incident would ceaselessly recirculate in the weeks to come and became an inside joke to those involved in the research project.

We finally managed to get most of the students visiting from *the branch campus* in one large session. Many were the same students that we had talked with *at the branch campus* before they left for the Netherlands. Their statements were extremely positive for the most part. It seemed like they were very well briefed on what to expect when they arrived in the Netherlands. It appeared that the males in the group were having a better experience than the females, and that the females were quite silent. Only when we started asking questions in a 'tour de table' format did they state any opinions.

Generally, all of the students found that working in groups with the Dutch students was the hardest part of their experience *at the main campus*. They felt that some (but not all) of the Dutch and German students did not want to work with them at all, and made this clear very quickly. Most of them were exploring freedoms that they had not had before at this point (and some of the males in the group were very positive about being able to visit bars and "Dutch coffee shops" on a regular basis, and routinely made references to that). This is all covered in the formal report, but what isn't apparent was the highly positive attitudes of the males towards the experience, and the very subdued attitudes of the females. Very few of the females from *the branch campus* expressed much enthusiasm for being in the Netherlands. This difference along gender lines did not strike me as being salient at the time, but has since haunted me more and more.

The meetings with Dutch students went quite poorly, as is reflected in the report. We ended up only meeting with two out of the scheduled 20 in the first visit. The two students that we talked to were upset that while the *branch campus* students were prepared to visit *the Netherlands*, that there were very few preparations made with the students already in *the Netherlands* to receive the students from *the branch campus*. They also indicated that their lecturers were playing a strange game of telling the Dutch students that they would "have to accept" the students from *the branch campus*, while simultaneously complaining about their poor academic preparation and credentials. For an institution that places so much emphasis on internationalisation, this was a very interesting conversation. It seemed to me that the idea of internationalisation was all on the managerial level, and had not really worked its way down to the faculty or to the main campus students. The students from the main campus also showed some scepticism about the "*Route International*" – there were concerns that it was too expensive and would not result in meaningful job opportunities.

This then set the stage for the conversations with Faculty and Staff about their experiences. What was striking was how different the interviews with the staff from the main campus were when compared to any of the other groups. They were extremely supportive of the policies of internationalisation, working with the branch campus, and the students visiting the Netherlands from the branch campus. While they were realistic about the challenges, they were supportive across the board. However, I realised that in this process we did not talk to any of the Dutch faculty that received students from the branch campus in their courses. We talked mostly to administrative staff members that had direct interaction with the branch campus, and to some degree, I now think that this may have been an oversight in our process. The RA and I heard a lot of quotes from main campus faculty and I would have liked to include their voices in the research.

There is one very important observation that I would like to share, now that I have conducted interviews about internationalisation both at the branch campus and at the main campus. It appears to me that there is a certain professional script that the staff in the Netherlands maintains around the subject of internationalisation, which the staff at the branch campus do not. This script is one of banal professionalism and carefully worded optimism that conceals challenging circumstances and strong opinions on the matter of internationalisation and the associated polices. They were happy to elaborate on working towards full policy implementation, but offered no judgments about the policies themselves. Meanwhile, the staff, faculty and students at the branch campus and the students in the Netherlands reported more directly and emotionally how they think and feel in their relationship to internationalisation.

I have been careful not to read too much into the data. I have worked with many of the staff at the main campus as the external assessor of the internship reports and theses for the IBC students since 2013. I am very well aware of the challenges they have faced in working with the branch campus and I have been privy to the nature and tone of their unguarded utterances.

This is not to say that they have ever spoken unprofessionally in any of my prior engagements. Rather, it is that they maintain a very clear sense of professionalism and mission that they stick to when being asked to speak on behalf of their work, and this is different from the manner and tone of conversation when engaged in "in the moment" trouble-shooting. This may be speculative, but it appears that many of the staff in the Netherlands have had exposure at a much higher level to the modes and theories of internationalisation policy, and have been working towards coherence in a more sheltered and stable environment.

Conversely, the IBC-based staff members have not had this culture of organisational cohesion around internationalisation policies. Theirs' is one of continuous trouble shooting in-the-moment. They do not display the same optimism and neutral professionalism on these matters. They have not had the features of organisational stability needed to build a shared identity around the policies. Rather, each critical incident plays a very large role in how they navigate any further challenges that they face in their partnership with the main campus. The working environment, labour laws, role in programme management, and level of policy input, is vastly different. They are being asked to the same work as the main campus in a context that is most definitely not the main campus.

Organisationally, the contrasts between the branch campus and the main campus are strikingly different. Whether or not these organisational factors are due to growing pains or to a fundamental flaw in the organisational policies themselves, I cannot say. However, as the continuing implementation of internationalisation plays out, I am fairly certain you will find out.

THE THEMES OF THE EXTERNALLY COLLECTED DATA

The external researchers anonymised their data and conveyed it to me for thematic analysis. I categorised what they told me and fed that (later) back to them for confirmation. It is that information which I now present. Thus with inductive thematic analysis I have organised the data into relevant categories. I have been especially careful to not leave out anything that could falsify my intended drive towards inclusiveness as a Dean.

In general, discussion surrounding the IBC in the MENA region was mostly positive in regards to what faculty and administrators say. One faculty member stated:

The teachers at the IBC in the MENA region are highly qualified individuals. They are smart and capable and very highly educated, a lot of times they are more educated than we are here at the main campus, but they are expected to rely on us to create all of the content they are allowed to teach. This does not make sense that a person who has more education and more expertise than I do in a certain area should have to use my lectures and my module books. We need to collaborate if we truly want to be international, but the structure of UASNN does not allow us to do that.

What emerges is a fairly friendly and constructive discourse about internationalisation as a form of understanding differences; however, there is no form of strategy to study these differences and no understanding of the resources needed to study them. The dominant text and perspective from those working at UASNN as faculty and/or staff is a tendency to talk about 'otherness'. An idealised version of internationalisation appears in this talk without there being a clear understanding of what internationalisation actually is and how it impacts the university. Several faculty and staff members in the Netherlands explained their experience with internationalisation as "having international students in my classroom", "students from different cultures", "offering courses at the satellite campuses". One faculty member stated: "I look out into my classroom and I see internationalisation. I have the world in my classroom and do not even have to leave *this town*. This is what internationalisation is." Another staff member said: "Being in an international educational environment is very different than a national environment. These students (exchange students) require more attention. They deserve more attention, but they also require more. We (the Department of Economics) are creating this international space but are working on such a large scale that it is not easy. We are only provided a certain amount of resources even though we are working on a larger scale."

The themes of the inductive analysis are:

EXCLUSION

It is noteworthy to realise that the participants in the research did not talk about exclusion as something exceptional or of short duration, but as a permanent condition of their existence and their relationships. There is a permanent condition of exclusion present in the way in which students, faculty, and staff talk about their relationships with each other, how they talk about the branch campus, and how they talk about the main campus. Faculty repeatedly expressed that they felt excluded from the

development of educational policies and materials. One faculty member stated: "We don't know what they are doing at the main campus. They rarely talk with us and they rarely ever visit us (*at the branch campus*) and we do not visit them (in *the Netherlands*). When they do visit here, they boss us around and treat us like we are their service staff." Likewise, there is a large amount of concern that when staff does come from the Netherlands, the curricular and administrative needs of the IBC are not taken into account; and that these visits are made based on the level of convenience for the main campus. A staff member indicates: "Nobody is asking if the people they are sending over here from the main campus are the right people." Another staff member laments:

A woman from the <anonymous> department came over (from the Netherlands to the IBC in the MENA region) and said, "I am now in control." She had us do all the work of organizing and preparing the event [she was responsible for] and did nothing herself. Then when the report came out about the event afterwards, she claimed that she did all of the work and took all of the credit. We were not even mentioned.

Likewise, faculty reported exclusion when the issue of curriculum development emerged in conversation. One professor indicated, "We are not included in curriculum book development and are never consulted about them. They send them to us and we are expected to implement them as they are written, but they often do not provide enough information to implement them properly." In fact, this sense of exclusion was reported across all of the constituent groups not as an exception, but as the rule. A faculty member: "We are dependent on the Netherlands because they set the exam questions." They also felt exclusion in terms of their job responsibilities: "We are not allowed to assign people from the Netherlands extra tasks but they can tell us what to do anytime." One administrative staff member reported that: "There is a hands-off approach towards us from the main campus. They have expectations of us, but we are not part of how these expectations are forced." There also emerged a sense of neglect on the part of faculty and staff. One faculty member says: "We are an afterthought of an afterthought of an afterthought." Meanwhile, one of the administrative support staff indicated that: "The successes of the IBC in the MENA region are not recognised by the main campus. Whenever our students compete in academic competitions and do well, we are not recognised – neither the students nor the staff. They might include a small blurb at the bottom of their newsletter but why would they not make this a bigger story?" The sense of a permanent condition of exclusion also extends to a sense of being insulted. One administrative staff member recounts the following story:

The previous management changed our title (of the staff classification) from "administrative staff" to "academic support staff" and we began being treated like servants by both the faculty and the students. One time we were asked to organize a dinner for the faculty and staff. The Dean at the time told everyone at the dinner that since the faculty has the most direct relationship with the students, they are the most important employees. He told us that the faculty runs the show at the IBC and we are simply here to support them. This became an internal fire here. We planned the dinner and then we had to go there only to be insulted. We were asked to organize a dinner where we would be insulted. After that everything changed. We were all treated very poorly by both the faculty and the students immediately following that point. A faculty member, who is no longer here, came to me the following week and said "you work for me".

MISUNDERSTANDING

There is also a concern about not being properly understood or considered in decisions and policy. One faculty member reports that: "What the main campus wants is not feasible. They do not consider our reality here on the ground but expect us to apply all of their curriculum and policies identically to what they do in the Netherlands. They do not consider that we are working with a different culture with very different students from theirs." There is quite a significant amount of resentment expressed towards the main campus staff who are often referred to as "the Dutch." For example, one administrative staff member states: "The Dutch are big on talk but small on action. They talk a lot about what needs to happen but do not help execute the plans." Another staff member mirrors this criticism; but in this case, it is about how they made poor decisions in how they manage their relationship with the local partner: "The Dutch are naïve. They do not realise they are in a partnership and that they are not the decision-makers. The local partners are the ones with all the power. They think they are in control but they are not at all. Nobody at the main campus seems to understand this when they make decisions." Likewise, there is a commonly reported concern regarding communication and the sharing of information: "There is no reciprocity with information. We help them, but they don't help us. They think if they help us they are doing us a favour and that helping us is not a part of their job. It is like they expect us to be grateful for every little thing that they do for us." At the same time, there is an intense desire that was voiced by all of the constituent groups (management, faculty, and administrative staff) to feel more connected to the main campus. A staff member indicated that: "We would like to be able to visit the Netherlands on a more regular basis. Why do we not have regular conferences, or a symposium, or regular curriculum development meetings there? I do not understand why we never get to go there." Likewise, a faculty member indicated that: "I think regular communication and visits would help resolve many of our problems."

LACK OF STRUCTURE

Another common concern is the experienced lack of organisational support. This lack of policies and procedures is another area where blame is often located. For example, a faculty member indicates: "There is no faculty development here. We are not given feedback or any meaningful evaluation from educational experts." Other organisation members claim that the problems lie with the quality of their recruitment: "The majority of the faculty here are not well-trained in teaching. Our pedagogy is extremely weak. The staff may be strong in their subject areas, but they are not very strong in teaching." One staff member argues that: "We are constantly having to reinvent the wheel here. We have no employee handbook, no test handbook, nothing. And when staff members leave, the knowledge and information leaves with them. The new person comes in and they have to start figuring it out all over again, from scratch, and they often do it in a different way than it was done before." Management changes and turnover, as well as employment volatility, are commonly blamed for the ineffective working conditions: "Management has changed so many times and it is really difficult for us to do our jobs when we do not know what is expected of us. The management styles are so different with every manager and we really cannot keep up. It is hard for us to work effectively when we keep having to work under changing rules and managerial styles. Last year we had one focus and this year we have a new one. Likewise, with each management change, the process of providing a solution to any longstanding problem must start over again, from scratch." Organisation structure and the division of tasks are cited by all of the constituent groups as a significant problem. For example, one faculty member reports: "There is no segregation of our duties here; we are expected to do pretty much everything: work across departments, lead committees, be members of other committees, do research. How are we supposed to do all of this if we are constantly having more and more work scheduled for us? If there is a gap in your schedule, they fill it. We cannot meet these expectations, but then we get in trouble if we don't."

Faculty members indicate that their workload is unreasonable and that this is a source of organisational dysfunction. One faculty member reports the problem as: "We are overly involved in administrative issues and committee work. This creates a huge time burden on us. We are often spending vast amounts of our time on these clerical issues of recordkeeping." Another faculty member relates that: "Our time sheets indicate our classroom hours only. Our time spent for preparation, grading and advising students is not taken into account." Yet another faculty member corroborates this situation: "If we have any open space on our schedule (of classroom hours) we are often accused of simply being idle and not doing anything during that time. The reality is that we are actually doing all of these other things that they require of us."

IMAGE OF STUDENTS

Likewise, students are often blamed – by both faculty and staff – for the lack of educational achievement and the difficulty of the working environment. One research participant reports: "The students treat some of the faculty like servants. Some of this may be cultural, but this creates quite a bit of fear for some faculty members. If a student has an influential family, it could mean that the professor loses their visa to live and work in the country. For some faculty members this can be very dangerous." The faculty also shows great concern regarding the new requirement that they spend their third year at the main campus in the Netherlands. One faculty member says: "Nothing is done for our students in the Netherlands. They are not provided with the same level of service *at the main campus* that they would receive here. Many of our students are left on their own, without having any of the skills or understanding of how to do things for themselves." Some of the students themselves corroborate this concern: "I often talk to students from here (*the branch campus*) who are in the Netherlands and I spend a lot of time on Google. I am afraid that I might not understand what I need to do when I get there."

The students at the main campus just weren't interested in the branch campus; they find it largely unimportant and a non-option in their lives. When the students discussed the IBC in the MENA region, it was in the context of their negative experiences of working with the students from the branch campus. There was no mention of a desire to travel to the campus in the MENA region, nor was there any discussion of making a career in that region. When the students discussed the possibility of travelling abroad, it was in the context of securing a professional internship. One student stated: "I would like to do an internship abroad next year and I am trying to go to South America. I know I would have to speak a certain level of Spanish and I have taken Spanish here at *UASNN*, but now I am working to get better so I can get an internship in a Spanish speaking country. I really want to go there and improve my Spanish. I did think about the '*Route International*' last year, I thought maybe I would go to Asia, but now I want to go for an internship and to begin my professional career." Another student stated: "We have the option in our 4th year to either do the '*Route International*' or get an internship. I think it is more important for me to do an internship because I want to have work experience and network with people in my field so I can get a job. I would like to do this somewhere in Europe." All participants in the focus groups reported that they were primarily looking to build their work experience.

When discussing their educational experiences at the main campus, the students provided positive feedback, with the exception of one area: working with exchange students from the branch campus. One student said, "It's difficult to work with

exchange students because we all come from different cultures, even within European countries. I know that I have worked with Germans and they are always very punctual. I'm not... I am always late. So this made me change my behaviour and the way I work. The dynamics of the group really change, depending on which culture takes over." There is an overwhelmingly negative opinion expressed when the students discuss working with the students from the branch campus. The Dutch students expressed different forms of frustration that they had felt when working on projects with the students from the branch campus. One student stated:

For me everything is okay at UASNN, but the students from the branch campus that come here have presented some difficulties. It was difficult for us to have them here and it shouldn't have been, because there are already so many cultures here. They came here in their third year and do not know things that we learned in our first year, basic stuff like a SWOT analysis or APA citation. Then we had to make sure we had at least one student from the branch campus was in our group and this was not a good experience. It seems like English is different for them, some of them are okay with speaking English but some are not. We felt it was really unfair that we had to change our groups in our third year just to accommodate the students from the branch campus, and then they do not even know how to do the work so we end up doing even more work. We were told that they have taken the same modules and tests as us, but why don't they know the basic stuff? It's just been a really difficult experience.

Another student explained:

It's been really hard to understand other cultures and learn to work with each other and be successful. The way students from the branch campus work is completely different from the way we (Dutch) work but maybe that is just their culture. If schoolwork is too difficult, then I have noticed the students from the branch campus just stay at home. They don't show up. They would rather stay at home than ask for help. They are here because they want to learn and build up their own companies; a lot of them already have their own companies in their country. I don't know how because their level of work here at school is so low.

This is in this sole context that the students from the main campus discuss the students from the IBC. The students discuss frustration and disruption of their education at the hands of the students from the branch campus. There is no expression of positivity, regarding the students from the branch campus, and there is no apparent benefit in them being there for the students in the Netherlands. In fact, the opposite is the case. The students from the branch campus supposedly are not adding anything to the professional experience of the Dutch students. This phenomenon raises the question: What are the students at the main campus gaining (if anything) from their 'international' experience with students from the branch campus?

The experience and perspective of the students from the branch campus now living in the Netherlands raises an entirely different set of questions, such as "What does the outside mean to me?" It is important to first recognise that the overwhelming majority of students at the branch campus are not nationals of the country in which the IBC is located. They may have been born and raised in the city, but they are not citizens of the country and are therefore 'outsiders'. And these students are living in the Netherlands where they are also 'outsiders'. The students are in an interesting situation of being double-outsiders. In neither place are these students viewed as (really) belonging. One student explains: "I have lived in *the country* my entire life, but I am not a *national*. There's a major difference between living in *the country* and being *a national*." Another student stated: "Before coming to the Netherlands we were all pretty nervous because we heard that Dutch people can be pretty racist. We came to *the main campus* and immediately everyone thinks we are lazy and do not want to work." This sense of being labelled and 'not belonging' is present throughout the data when speaking with students from the branch campus – as well as with faculty and staff. One student stated: "They think we are the rich, lazy Arabs. They think we all have millions of dollars and fancy cars and servants, but I'm not born here and did not even move to *the country* until university. So I come from Asia but live in the Middle East and now Europe. They (students at the main campus) still tell me that they thought when I came here I was going to be lazy just because *of where* I live." Another student said: "We were stamped as 'very stupid'." The students from the IBC in the MENA region display and discuss awareness about their not belonging in the Dutch context. Not only are the students from the branch campus labelled, they are, as one student explained: "Forced upon the Dutch students because they are obligated to take at least one of us in each of their groups", and they also experience difficulties in their daily activities.

One student explains: "I really realised that I was in another country when I could not read the labels on the foods on the shelves at the grocery store, and when I tried to go to eat at a restaurant, at first we could not find halal food here. Then another student who has been here since September, helped us and gave us all of the information we needed. If that student hadn't helped us, I don't know how we would have ever figured it out. There are not a lot of options for us here when it comes to food."

Also emerging from the data, when considering the students coming from the IBC in the MENA region as 'double-outsiders', is the relationship and ways in which these

CHAPTER 4

students experience Islam. Some of the residents with another national background live under a more traditional form of Islam at the IBC than that which prevails in their home country. The form of Islam is different from that of their native cultures and these students have adapted to living within its parameters. Islam in the Netherlands is in transition and has many very different faces.

There is an obvious divide in how different the genders experience their time in Europe. Male students from the branch campus reportedly enjoy the social freedoms offered to them in the Netherlands, with some stating they have been to Dutch coffee-shops, attend frequent parties of the Dutch students, and another stated: "My favourite part is the girls." Females from the branch campus seem to have a more ambiguous experience. They discuss enjoying the freedom to learn new things and become more independent with one female stating: "I am really excited to be living on my own. In *our country* we all live with our families, so it is exciting to have to do things for myself even though this is also challenging.

I've learned to shop for my own groceries and to make my own meals." With the males, engaging in typical-Western social culture, and the females remaining cloistered, it appears that the students from the branch campus continue their social mores – where in males enjoy more freedom and women's activities are more restricted. The students appear to have maintained these cultural roles while living in the Netherlands.

NO PLACE

In the interviews, places mentioned were frequently defined as "no place". The IBC in the MENA region was defined as a "no place": with no history and nobody who can explain the context. Even upon specific demand, there were few specifics provided. The city almost never comes up, except in the context of the country – which is also left undefined. What does it mean to be in the city of the branch campus? Nobody gives it any identity; it remains an undefined, hyper-real thing. There is an absence of detailed content about culture. Cultural context is routinely brought up in all of the focus groups and individual interviews, but specific details are largely absent. As the research participants focus their discussions on the country in the MENA region, it is described as a place of many nationalities, and is therefore "different" from other campuses and the main campus. At the same time, it is left as an undefined and generic form of diversity. This leads to contradictions in the descriptions provided. One staff member describes the country as having "lots of different nationalities and cultures, it is very diverse". Within a few minutes, the same staff member indicates that: "At the main campus they do not understand the unique needs that our students require." If the country is extremely diverse, how can all of the students have the same unique needs (or do they all have different unique needs)? This is not explained and the tension between diversity and unicity is not addressed in the conversations. In the two instances where it is, the examples provided involve concerns expressed about young women and hierarchies. One faculty member indicated: "*The students'* families do not want to send their daughters to the Netherlands alone. The obligatory third year spent in the Netherlands does not take this into account, and we are offered no exceptions or alternatives to accommodate this cultural context." Another faculty member describes the country's culture in terms of its racial and ethnic hierarchies:

The country is defined, in many ways, by its racial and ethnic hierarchies along the following lines: men and then women, and within this there are seven different levels that are formally indicated on identity cards. Then you have Educated Caucasians and then Arabs from other countries (and within these there is another set of hierarchies). You have South Asian and SE Asians that are considered almost as a servant class, and then you have guest workers from the poorest developing countries.

The UASNN in the Netherlands is constantly referred to by the staff (the faculty in particular) as "the main campus" without context or place. They talk about it as a magical and/or formal term. It is a label — not a real place with real people, with a real identity. Little is mentioned in terms of the local environment, culture, or identity of the people there, as if it was a kind of wonder world? UASNN in the Netherlands is more described in terms of what "it" does not understand or referred to as a person with its own agency rather than as a place. One faculty member stated: "I have never seen a branch campus operate like this. It makes me wonder what they do in the Netherlands. Do they do the same thing there?" Likewise, UASNN in the Netherlands is frequently accused of misunderstanding the culture of the country of the branch campus. Another faculty member said: "UASNN did no organisational reconnaissance in coming here. They don't seem to understand the culture here at all." Students offer up a very interesting version of the idea of the main campus. When asked what they expect as they leave for their year at the main campus, one of them said "cold" and another said "I will need to cook for myself, and everything will need to be done on my own." Another interesting aspect of the "no place" category is contained in how participants repeatedly expressed how: "our students are different, but international and diverse." Culture is only discussed in broadly general and undefined terms, and yet the specific examples are often limited to the same few – even when prompted with specific questions.

The data indicates that identity is how you are "looked upon," mainly by the Dutch: "We are seen as inferior because…" is an all too frequent phrase. Too often the faculty seem

to deny that they have any collective agency. Their statements do not take the form of: I want…, or I think…, or I believe…

For example:
"They (*main campus*) look at us like we are second class."
"They (*main campus*) always expect us to explain ourselves like we do not know what we are doing here."
"We have a reputation we are trying to overcome. We feel that we must always prove our innocence."
"The people from Holland underestimate us. They think we aren't doing our jobs but really when they come here they are the ones who are unprepared."
"There is this idea that people who cannot make it on the main campus have to come to the satellite campus."
"They do not think we are as smart as they are and I think this has a lot to do with the way they stereotype this region."
"I think they see us as troublemakers because we are always asking questions and requesting more information from them."

ABSENCE

We were interviewing university of applied sciences faculty and students. There are things you might expect that they would be talked about. However, what is expected, is not present. At no point in the data does anyone start to talk about anything intellectual or theoretical: there is no discussion about content. There are comments about the international nature of the country or of the IBC, and the possibility to learn from other cultures; but what is to be learned from those cultures and what form that learning could take is absent. Moreover, it is not mentioned what the faculty learns from one another, and what they can learn from students. Even when prompted by specific questions, content (ideas, theory, social science) remains absent. The interviewed do discuss how they feel "sorry" for their students because the students are not getting the best quality of education; but what that form of education might be, is left unaddressed. Moreover, the problems connected to visiting the Netherlands for the third year are related to cultural, policy, and operational concerns. Faculty also indicates that, given that UASNN is a Dutch university of applied sciences, there is an absence of Dutch people. One faculty member poses the question: "Where are the Dutch? We are at a Dutch university of applied sciences. There are no Dutch here." Likewise, there is no sense of "we" mentioned by the staff and faculty. There are no references to a "we" sense of identity. That people are no longer employed is a concern communicated by faculty and staff, but that they are missed and how they are missed is almost never mentioned. Absence in many ways is absent. All groups indicate the physical absence of faculty and staff that have left the branch campus over the years. Staff, faculty, and management turnover is a key reason behind their difficulties. One administrative staff member says: "Very recently we had many long-term staff people leave." However, the reasons or specific circumstances for their departures are not discussed even when questions regarding these staff departures are specifically asked – with one exception: "I don't know, maybe they could not adapt." Likewise, there is the common recognition that there is an absence of HR policies related to salaries and allowances.

One staff member said: "There are frequent leaks regarding how much some employees are paid compared to others. Then it gradually spreads around the staff informally. There is no confidentiality for this confidential information." As a result, many feel that there is neither confidentiality nor transparency when it comes to these matters.

SUB-CONCLUSIONS

The data collected at the branch campus seems to point towards the problems (Essed, 2002; Mullard, 1982) of the staff and students – as well as of power (Essed, 2002; Mullard, 1982; Danesh, 1995). The data gathered at the main campus focuses a lot on differences between the students (Essed, 2002; Mullard, 1982). The assumption and belief that there is a lack of competence, work ethic, and instruction at the IBC are the theme around which opinions are polarised and marginalising takes place. There are many negative labels about the students at the IBC in the MENA region (never mind the actual nationalities of the students). Moreover, there seems to be another consistency in the data: staff and students don't speak about education or about internationalisation in a meaningful sense. This is true for the branch campus, for the main campus (for the students and the staff), and actually for the external analysis and for my own analysis as well. Content, about social-political themes, religious-cultural issues, or energy-ecological challenges (the IBC is in an oil rich region) never emerge. Of course the main campus and the IBC only offer applied courses and my work centres on the BBA. But still the total lack of intellectual discussion is pronounced.

The assumption that the quality of the students, staff, and education at the branch campus is not up to the standards of the main campus appears throughout. However, I find myself having serious doubts whether this is actually the case. It could be that the main campus is also not up to high academic standards. Perhaps they both are not of very 'high quality' – depending on how we define quality and what makes for good quality. Are we talking about quality education? Are we talking about quality only in terms of measurable results? What about internationalisation? Can we consider quality

as a larger field of international engagements across cultures, and in terms of the challenges that have been faced and overcome?

A surprising result is the stated willingness of staff and faculty at the main campus to cooperate with their colleagues at the branch campus. This was unexpected. There was a large amount of respect, optimism, and curiosity expressed towards the branch campus's staff by the main campus staff. The staff also expressed a strong desire to have more contact. The desire for this to happen is expressed constantly; but it appears as if the students and at least some faculty at the main campus are in a constant state of feeling "left down" by the students from the branch campus. It is here that I notice that when a person from the main campus wants to speak in a derogatory manner about one of the students or staff from the IBC, they refer to them as being country nationals, and not as 'from the branch campus', or refer to any of the many nationalities that are represented by the diverse student body.

It was really unexpected for me that the staff at the main campus were so positive about internationalisation, about the branch campus, and about the students visiting from the IBC in the MENA region. This might be due to the fact that they only deal with policy and almost never with real people. They seem to believe that internationalisation can and should be "effortless" and "natural," instead of "difficult" and "complicated". UASNN (in the Netherlands) does not really seem to have figured out a way to have their own students learn from and appreciate the students from the IBC. And the students from the Netherlands want to place the blame for this on the students from the branch campus, rather than on themselves. Little thought appears to be given to the planning for the branch campus students to come to the Netherlands. The planning never anticipated or accounted for how the students at the main campus would react in their encounters with the students from the branch campus, and how they could better be prepared. Finally, it is worth pointing out that students from the branch campus put a great deal of emphasis on their freedom to study on the main campus. They seem to appreciate the facilities (they constantly comment on how nice they are compared to the branch campus) and many appreciate the chance to live in a more independent and autonomous way. However, there is a significant difference between the females and males in this regard.

But we have to acknowledge that there is little inclusion in this example of the internationalisation of higher education. Dutch students want to be 'marketable' and to gain the experience and contacts needed to be employable. For them higher education is there to help them to get a job. There is no intrinsic motivation mentioned. Discovering another culture out of humanist interest is just not part of their agenda. Polyphony for its own sake --- including the discovery of difference and cultural complexity, does not interest them. The administrative staff in Holland expressed quite a bit of cultural idealism; and the faculty at both sites wanted to travel.

Teacher unhappiness does seem to be a deep threat for the IBC; and this threat cannot be resolved unless we move past the organisational culture of blame and shame. We must explore, discuss and decide on how to best educate and organise our university of applied sciences. My starting point is education and not just the organisation. The staff seems to be primarily focused on hygiene factors, and not so much on their own contributions to learning.

I wholeheartedly regret the factors that cause headaches for the staff. The list of complaints reflects a culture of blame and shame. It shows that little has changed for the better in the last four years. It seems like staff and students do not want to take responsibility for their actions (at either of the campuses). I believed that if everyone knew clearly what was expected of them, they would be better able to focus on being educators and less on being dissatisfied employees. Generally, more clarity and organisational hygiene rendered via greater transparency seemed a good idea to me.

Although I agree with the staff on many of their work-related concerns, these outcomes also indicate that there is a genuine reluctance to engage in meaningful dialogue. I occasionally use a metaphor of a dog defecating in his own house to describe this. It is a very difficult problem to address, because the behaviour of both the dog and the dog's caretakers are related to each other. The dog behaves in a certain way because of the behaviour of the owners and the owners behave in a certain way because of the dog. One way to address this is by examining whether co-workers would benefit by giving each other proper feedback. Is there a lack of positive criticism because they are afraid that other people will punish them? Rapidly, I could clarify tasks/policies/jobs and implement a working-at-home policy. But ultimately dialogue between lecturers and myself as dean, and with the administration and students, is the only real solution.

For the students, changing the culture of whining, indulgence, and pressure, wherein only a few people (faculty, staff, or students) are interested in taking personal responsibility, was the change I strived for. However, getting the support of the students at the main campus will prove to be a more difficult task. Previously, the 'Route International' provided an exciting opportunity for the students at UASNN to travel and experience different parts and cultures of the world, but this is no longer necessary in today's world. The original nineteenth century 'Route International' was exclusive and only for the hyper wealthy; but now international travel is available to most people – as

even those living in the banlieus of Paris are able to make the route international a reality and are travelling to Thailand. (Le Monde, 2015) Considering that international travel is now inexpensive and accessible to most, the 'Route International' no longer serves its previous purpose. We must also consider the digital revolution that has provided students with the opportunity to hold the world in the palm of their hands. The students at UASNN are now putting an emphasis on building the necessary skills and networks to secure a job in the professional world upon completion of their degree. There is no longer a positive view or a prioritisation of the 'Route International' experience. One student said: "I know some people who did the 'Route International' instead of an internship and they did not find a job after school. I have also seen pictures of the Dutch students who are at the branch campus and it looks like all they are doing is going to big parties. I am not sure they are learning anything there." It appears as though the idea of the 'Route International' has passed its prime.

There seems to be very little connection to the students at the main campus in terms of their career goals. There is no focus or consideration of how the policy of internationalisation is affecting the careers of these students and it appears that everyone is happy except this one key group. The students seem to be pursuing what they see as their career needs independently of the university of applied sciences' policies. The university of applied sciences' internationalisation policies appear to be irrelevant to the students' own assessment of what they have to do to get a job after graduation. Faculty and administration often assume that international experience is a good thing for one's career, but there seems to be no hard data to support it. So what is in it, for the Dutch and other international students at UASNN? For current North-Western European students, no proof of an economic or career value of having a relationship with the IBC in the MENA region has been presented. The students only speak about the branch campus in terms of frustration and distaste.

Several recurring statements from the students at the main campus focused on the weaknesses of the visiting IBC students. There was no mention of professional developmental opportunities for the North-West European students. The positive faculty and administrator discourse centred on the importance of integrating the students from the branch campus into the main campus and the difficulties these students and the university of applied sciences face; but little is said by the faculty and staff regarding the impact on the education of the European students. One faculty member says: "We hear complaints about students not wanting to work with the students from the branch campus, but we try to explain to them that it is important for them to learn to work together." But why is it important? Faculty/administrator idealism sounds "politically correct"; but what is its value to the students?

The benefits for the students coming from the branch campus are more apparent. Living in Europe provides them with an opportunity to learn and to better understand European business structures; and it provides them with mobility skills – which are potentially valuable for their careers. As most of the students coming from the branch campus are not citizens of the country where the university of applied sciences is located, it is important to recall that they are in the country in the MENA region, for economic reasons. In principal, the ex-pats in the country earn significantly higher salaries than they would earn at home. They don't want to go home, because of this money factor; and this makes them very dependent. Potentially, the students from the branch campus could learn skills to make money somewhere else. One student stated: "I think we can learn a lot more about the world from living in a western/European country. I also think it will make me a more well-rounded and marketable employee when I need to find a job anywhere outside of where I now live. They will see that I have lived where I am now based, but also that I have lived in Europe, so this gives me an advantage, I think." For foreign students at the branch campus, the benefits of being less dependent are evident. The country has developed amazingly quickly in the last 25 years and there is an enormous need for skilled mid-level management. Thus, the programme at the branch campus and the year abroad in the Netherlands is beneficial to the students and their potential future employers. These students are learning skills that will be useful for securing employment. But the part of the world where they are based is enormously politically and economically unstable; so more cosmopolitan skills may become very necessary.

CONCLUSIONS

Firstly, let us put the process of thematic analysis in this chapter into a schematic overview:

1st order themes	2nd order themes	Aggregate dimensions
Participant observation		
Blaming		
Limited authority →	Culture of blaming and shaming →	Perceived deficiencies or shortcomings
Power relations		
Belongingness	Management by walking around →	Inclusion
Communication		
Educational critics →	Problematising branch campus →	Exclusion
External research		
Misunderstanding		
Lack of structure →	Relation between main and branch campus →	Exclusion
Image of students		
No place →	Lack of identity	
Absence →	Lack of discussion	

Table 6: Thematic analysis of 'attempting inclusiveness in internationalisation'

I observe that there seems to be consistency in both sources of data (participant observation and external research): staff and students do not speak about education or internationalisation in a meaningful sense. This is true for the IBC in the MENA region, for the students, faculty and administrators. The data seems to point towards shortcomings of the administrators, faculty and students; and to the centrifugal relationship with the main campus. Because of the external pressures from the inspection and the critical newspaper article of 2011 that I mentioned on page 14, UASNN has internalised the mind-set that the IBC lacks quality, that they are a constant problem that needs to be solved, and that they are not able to live up to the standards that have been set for them by the regulators and the internationalisation experts. Not to mention that there may be sub-textual and concealed (and sometime not so concealed) forms of bias, racism, and ethnocentrism at play. I believe that this is the reason why the issues around the International Branch Campus are so polarising and marginalising. It seems like the staff at the branch campus feel like the girl in the basement of the story of Omelas. The conflict – which is framed by the staff at the branch campus as feeling mistreated for the benefit of the main campus – has resulted in tension and self-interested actions, with an intense focus on roles and positions, and little or no accountability for end results. The mother campus has been blamed for many of the problems; we need to let them voice themselves.

Secondly, returning to Chapter 3, I had understood the internationalisation of higher education as phase bound:

1 Aid – a move from the "developed" world to the "underdeveloped" (less developed) world in order to stimulate development;

2 Trade – develop necessary human resources based on the assumption that we can do business with "them"; we need to have personnel, managers, and staff to help make the development work, and thus we will train them to meet our economic goals. We also need to develop ourselves in order to be successful in these parts of the world;

3 Comprehensive Internationalisation – we live in a global world of intense international interaction; and in order to be successful in business, we need to be able to understand markets, beliefs, morals, customs, etc. We need to understand one another;

4 Inclusive educational Internationalisation – it is necessary to be ethically driven and to be based on the premise of being free of discrimination. Thus, this stage encompasses the former three but involves developing an awareness of mutual respect and the ability to value difference. The idea of internationalisation, originally based on trade and support for the economic interests of North American and European countries, evolves into a critique of racism and ethnocentrism. Inclusiveness is about dialogue, respect, and equality. In the educational context, I describe inclusiveness as the willingness to equally share knowledge – where exclusion (i.e. differences in the possession of knowledge) inevitably exists, but recognition of this helps to build equality and fairness.

And I had concluded that the success of internationalisation was dependent on inclusiveness. However, in the context of UASNN, I was convinced that major players had been left out of the internationalisation process. As I have already stated, I began this thesis wanting to leave no one in the basement, but to highlight all of the voices in the internationalisation of higher education. However, while my main goal was to foster an environment rooted in inclusiveness, I realised that power differences were inevitable.

The idea of 'knowing the Other' was a dominant theme in my work. When the students at the main campus discuss their classmates from other countries (and from the branch campus specifically) the discussions were in the context of "not understanding these people", and "they are so different from us". Unlike the students' apparent disdain for the 'other', the faculty and staff did present a desire to know the other; but it is another that is idealised without much interest or understanding of the culture of the country in the MENA region. One faculty member explains: "Working in an international environment is all about stepping outside of your comfort zone and not only experiencing different cultures but really trying to understand the people from other cultures. We really need to learn how to understand one another. This is what true internationalisation is. It's not enough that I am aware of your culture and what's normal for you, but I must put myself in your position and see things from your perspective." Although the faculty and staff discuss their experiences with the students from the branch campus and their perceptions of their culture, there appears to be a lack of awareness or knowledge regarding the cultural, religious, economic, and political structure of the country. The idea of internationalisation as the understanding of another person's culture seems rather hollow in practice. Nowhere do we encounter serious discussion of the Arab world, its conflicts and dilemmas. Internationalisation here does not entail a regional understanding of politics, economics and/or culture. There's been a lot written in the Dutch press and discussed on Dutch TV about the abominable position of foreign workers in the Arabian Peninsula, but the issue of separation between nationals and foreigners is never mentioned. The society of the country where the branch campus is established is characterised by the separateness of different nationalities and not the integration of foreigners. It is a culture where people do not easily integrate. For example, the tourist sector is owned by influential national citizens and entirely run by foreigners. There is no social or cultural integration between expat higher professionals and the local citizens. It is structured in such a way that even if you become a very successful manager, you will not be naturalised, and you will not be culturally and socially integrated. Thus, there is a fundamental paradigm of separation. The Netherlands has its own history of the different 'pillars': Protestant, Catholic, Liberal, and Social Democratic. Members of the Dutch society all lived alongside one another and left each other alone. They had their own separate social structures and did not interact much with one another.

Nowhere did students or faculty openly address the issues of economic and cultural separation and/or integration. Students just assumed various forms of separation; and faculty/administrators assumed that some form of integration should occur and was desirable. This difference in beliefs or assumptions between the two groups does not get explicitly addressed. Faculty and staff admit that the Dutch students are not motivated to integrate, but do not problematise or analyse the issue. At the main campus and the branch campus, the issue of integration or separation is very relevant. How is the culture inside UASNN related to culture —either in the Netherlands or in the country where the IBC is established? And is the relationship inside the university of applied sciences similar to what happens outside it? Could different structures and assumptions ever flourish inside the university of applied sciences if they were very different from what is happening outside the university of applied sciences? What does emerge, however, is the idea of Dutch 'tolerance'. There is a willingness to live alongside each other, but without engaging with one another. One student from the main campus says, "I talk to the students from *the branch campus* in class, but outside of class I don't know what they do. They keep to themselves a lot and I don't think they want to hang out with us."

While a student from the branch campus stated: "They don't really invite us to their parties a lot. I went to one or two of their parties but they never invited me back again. I think they have been in school together for so long and they don't want to try to have new friends." As evidenced in these statements, the level of interaction is extremely limited, and there seems to be a lack of interest on the part of the students at UASNN. It appears that this is related to an inability to identify common ground. One staff member stated: "We should really be trying to be international everywhere and not only on our branch campuses. We can send our faculty out there and bring their

CHAPTER 4

faculty here, and this would help with our goal of internationalisation. We could experience their world and they could experience ours, and this could help us understand where the other person is coming from. It would also be good for more students from *the main campus* to go to *the IBC in the MENA region* because they do not get that type of exposure to another culture here, even when the students from *the branch campus* are here. This would be good for them. This could make them more marketable after school, showing employers that they have lived in a place like the Middle East." But the students are not convinced that such experience would make them more 'marketable'. Is Middle Eastern experience really economically attractive? The administrators speak about 'otherness' but they are not willing or perhaps not able to take the steps necessary to define relevant potential career lines for the students.

Considering the benefits of creating a university of applied sciences that operates within an international space, international identity emerges as the strongest gain for the main campus. Faculty and staff members repeatedly discuss their pride in working for a university of applied sciences that is international. One staff member said: "I came to UASNN specifically because it is an international university of applied sciences and it provided the opportunity for me to work with students from other cultures and spread internationalisation." Another stated: "I am so happy to work at a university of applied sciences where we are speaking English and bringing in a lot of different types of students. The other universities around here are not offering the experience of speaking English and therefore are not offering an international experience. Not only do we have our satellite campuses and the possibility of the 'Route International', but we offer the international experience right here in the Netherlands simply by speaking English in the classroom." The idea of being involved in an active role in globalisation also emerges, as one staff member stated: "The world is globalising. This is inevitable and irreversible. The rest of the world is developing externally and here at UASNN we are turning ourselves to the outside world in a conscious way. We still have a long way to go, but we are actively making moves in the right direction." This identity is exactly what the policy of internationalisation has added to the main campus, but we must ask: "Is that enough?"

The critical success factor I believe for the university of applied sciences ought to be: "Is there sustainable support from the students and teachers for business careers in the MENA region?" Surely the relationship between the two campuses has to have support from the local students and faculty. Gaining this support from the faculty is not difficult – as it appears that the desire to see the world is a good enough reason for them. Several faculty members have expressed their desire to travel to one of the branch campuses to teach. One faculty member stated: "I would love the opportunity to go teach at the branch campus in the MENA region"; while a staff member said: "My favorited part of my job is that I get to travel. I am a curious person and I would not be happy in my job if this was not one of the opportunities."

While at the branch campus there was considerable frustration and even fear expressed towards the administration and faculty in the Netherlands, those administrators and faculty were generous and positive towards their counterparts when we interviewed them. And while branch campus staff spoke little or not at all about the Dutch students, they form the single most negative group in regards to the branch campus – main campus relationship. Thus, the perceived problems are different than assumed. Dutch faculty and administrators seem to have no idea that they are perceived as a problem by the branch campus. Branch campus staff seem to have no idea that the Dutch students are very critical of the results of their programme and very often find the level of its results to be inadequate. And on a content level, there is no consensus about what employment opportunities the country in the MENA region has to offer European graduates, or what specific skills or knowledge they would need to succeed in the region. No discussion seems to be going on about whether internationalisation should be understood as a cultural/ethical issue, and/or as a business skills and employment issue. Differences in perspective clearly exist but are not being made explicit or being discussed.

Thirdly, what would the third order theme appropriate to this data be? Thus, how can I typify the case so far? The third order theme of Chapter 3 was IDEALISM, but what would it be for Chapter 4? It is clearly no longer idealism. Confronted by the nitty-gritty of all the misunderstandings, fears, forms of intolerance, indifference and even divisiveness, idealism is a pretty weak answer. But I did not see, understand, or believe in a 'doomsday scenario'. I saw the negativity as a challenge to be met. I saw good will, a desire to cooperate, a possibility to come together to surmount the challenges. And I saw myself as a catalyst for dialogic cooperation. I was out to bring people together and to forge common solutions. I saw all the diversity as potentially leading to inclusiveness. After all you have to have difference to get inclusion. I was not overwhelmed by difference, but determined to bring it into relatedness and successful action. Thus I choose POLYPHONY as my third order theme. Thus, besides the dualism of inclusiveness and exclusiveness, the theme of polyphony arose from the inductive thematic analysis of my observations as Acting Dean and the data collected by externals. I took my cue for 'Polyphony' from Hugo Letiche's article 'Polyphony and its Other' in *Organisation Studies* (2010, 31(3) 261- 277):

Though at first glance the term polyphony suggests the idea of many voices, Bakhtin intended it to refer to the author's position in a text. In polyphonic discourse, the

author takes a less 'authoritative' role. Above all, polyphonic texts arise from 'dialogical' rather than 'monological' authorship; in dialogical authorship, different logics not only coexist, but also inform and shape one another. Conversely, in monological authorship, only one logic (the narrator's) is presented. As Morson and Emerson explained:

'In a monologic work, only the author as the "ultimate semantic authority", retains the power to express a truth directly … By contrast, in a polyphonic work … the author ceases to exercise monologic control … Polyphony demands a work in which several consciousnesses meet as equals and engage in dialogue that is in principle unfinalisable.' (1990: 238–239)

Polyphonic portrayal appears logically impossible, given that it is the author who creates a text and not the characters. Yet, as Bakhtin delights in pointing out, Dostoyevsky managed to pull it off (cf. the book/film of 'The Brothers Karamazov'). In Dostoyevsky's novels, characters clearly have a life of their own. A pluralous sense of meaning emerges as they exchange views and interactively direct the storyline. (for instance, presenting a give-and-take dialogue between positions; cf. Hazen 1993, 1994; Barry and Elmes 1997) (Letiche, 2010: 261-262)

….. though the term 'polyphony' has been bandied around quite a bit, it is not really clear what it is, and if it really exists (Belova et al. 2008; Hazen 1993; Boje 1995). (Letiche, 2010: 262)

Polyphony requires plurality and singularity: that is, polyphony demands multiple voices, which remain distinct but nonetheless form the unity of an event. Polyphony consists of the coexistence of many voices, identities, and perspectives; and polyphony assumes a singular circumstance, context, or relationship. As Belova et al. (2008: 494) have noted, most uses of 'polyphony' actually respect only one of these two dimensions. Either one gets multi-voiced representation and authorship, or a non-linear multi-centred and inter-subjective version of (organisational) practice, but rarely does one get both.

Polyphony demands more voices, perspectives, and subject positions, in a single interaction. Polyphony cannot bear one authorial voice, truth, strategy, or point of view; nor can it bear voices or perspectives that are incommensurable, do not interact, cannot relate to one another, or exert no influence on one another. Polyphony demands relationship and difference. (Letiche, 2010: 262)

Bakhtin (Bakhtin, 1981; Letiche, 2010) distinguishes between the centrifugal and centripetal forces of polyphony. Polyphony or complex dialogue between differences can bring participants together in the process of interaction or it can drive them apart through their differences (Letiche 2010). By and large, internationalisation at UASNN has more a centrifugal effect than a centripetal one. The students are not really coming together, nor often are the lecturers. I believed in the centripetal effect of polyphony. I took the Dean's job to bring the differences together. I saw the diverging parties, texts and interests as polyphonous. I set up Skype meetings between my lecturers at the two campuses and facilitated cooperation. I softened the boundaries between myself and the administration in the branch campus; stimulating a stronger sense of worth there.

I approached the 'Other' with trust and respect and let "a variety of organisational stories surface and be legitimised, or juxtaposed one to the other" (Letiche, 2010). Multiple readings of UASNN and the branch campus have emerged and the reality developed towards being "multi-authored". The crucial issue was could I as Dean offer a successful "container" for the resulting doubts, uncertainties and insecurities. Bakhtin's polyphony celebrates the meeting of differences. (Bakhtin, 1981) My commitment to the inclusive internationalisation of higher education wanted nothing better than to see, acknowledge and to make differences productive. But the issue is would I be overwhelmed by the centrifugal forces of the polyphony, or could I make differences fruitful? At first I was deeply optimistic. I saw and acknowledged the challenges and believed in the dialogue, possibilities for interaction, and the potential to realise inclusiveness.

Thus, how do I understand the terms: 'exclusion', 'blaming', 'no place' and 'absence' as polyphony? Obviously there were different voices, but they seem to all be griping, complaining and making demands: …. if there is polyphony, there is not one meaning or significance – the identity (of text) becomes irresolvable. Text – i.e. voice or meaning – entails according to Letiche (2010) unending processes of differentiation and deferment, and sustains interactive debate, questioning and exploration. Behind any identity, definition, meaning, or strategy, there are innumerable assumptions, definitions, circumstances, and vocalisations. One can 'intercept' a narrative, or grasp at a moment of apparent agreement, but speech, language, and meaning remain unending processes of differentiation and implication. Every assumption, fore structure, or definition assumes myriads of others. Practically, one has to call the potential unending regression of difference to a halt and make choices, or communication will collapse. But difference potentially tumbles into an unending succession of traces, distinctions, possibilities, and implications. Polyphony is ultimately self-contradictory. At best, the choice for polyphony or difference leads to complex implications, polyglot possibilities of meaning, and unending chains of

relationship. But the aporia of indeterminacy of meaning remains implicitly present, destabilising any assumption of truth, order, or stability. (Letiche, 2010)

Polyphony as Bakhtin's 'answerability' or 'responsibility' was not here (Bakhtin, 1981). There was some, rather ineffective, top-down control of the one by the other, which is so common in *managerialism*. With 'answerability' people create and accept order and structure. Only people who are willing to accept order actually flourish in relatedness. Order is not something that the leader or the manager single-handedly produces; it is dependent on everyone accepting that there has to be "order" in the first place. The common acceptance of order as well as to agreeing on what sort of order it should be is a key problem in the case of the IBC in the MENA region. Many comments feel to me to be opportunistic: i.e. 'What can I gain and how can I gain more from the university of applied sciences?' Life in the region for expats is extremely problematic. Citizenship is impossible; on retirement one has to pack-up and leave; one's children have no rights even if they were born in their 'adopted' country. Obviously order is created here via exclusion. Order by exclusion produces conflict, dissatisfaction, and anger. It also can never make use of the full capacities of those excluded – it favours some and leaves out others. Talents and possibilities do not get fully developed. As a system of 'answerability', blaming involves discord as a communicative and social principle. In a regime of blaming, people do not change, innovate, produce solutions, or create. You cannot consciously produce change, consensus or implementation while blaming; change can happen, but it happens without mutual agreement. It is possible for a manager to use exclusion and blaming to keep his/her personnel 'in their place'. But persons, group and organisation will develop a negative identity.

If everyone is blaming, it blocks agency. Every time change is attempted, you are told that it is impossible. In 'no place', it is very hard for people to make contact with one another. Solidarity or positive relations between people make discussion, compromise and collective effort possible. "No place" is a place of confusion and uncertainty. No one has or can take 'responsibility'.

Things that were "absent" are things that are expected to be in place at a university of applied sciences – clear labour relations agreements, well-defined procedures, intellectual debate and discussion, staff development, etc. Long-term, university of applied sciences curricula are expected to be stable, and research should have the possibility to take several years. According to the interviewed, such stability was missing. However, collegiality is also a form of stability among those working at a university of applied sciences and there is evidence of collegiality in the case.

Identity is internalised 'answerability' – it is how we answer to ourselves – we accept ourselves; i.e. our work, relations, norms and behaviour. If I am constantly insecure about how others perceive me, I evidently do not really feel accepted as partner, co-worker, discussant, other. If I have not accepted relatedness, then there is chaos. Historically, relatedness has entailed power applied through repression or oppression, creating an environment where most of us feel that we are just being ordered around. But this is not necessarily the case; 'answerability' requires that we are quite active. Without mutual acceptance, there is no dialogue, understanding or genuine cooperation. For an organisation to work well, *everyone* has to accept the rules of the game. Only by working together will relationship work. If not, there is (as here) a crisis in the organisation. The blame and shame culture creates an unhealthy and dysfunctional environment for education to occur, ending up with unhappy students, staff and management.

There are those who celebrate Bakhtin's dialogism as if social cohesion would come for free and difference was inherently valuable. As you will have noticed, in so far as I made use of Bakhtin, I did not focus either on 'dialogism', 'heteroglossia' or 'carnival' – all popular concepts in Bakhtin's oeuvre (Bakhtin, 1981). As Holquist (1990) states:
But those who have been deceived by dialogism's appearance of ease have always paid a price in analytical rigor. Such categories as "Bakhtinian carnival" or "polyphony," come to mean nothing more than a liberating licentiousness in the first case and no more than a multiple point of view in the other. (Holquist, 1990:108)

But Letiche had forewarned me:
Polyphony produces its own aporia[7] – in pure multiplicity, there can be no stable identity or singularity. Thus 'polyphony cannot logically be any single thing, and it must therefore be indefinable. Polyphony as an unending cascade of significances logically leads to interminable indecision of meaning, identity, and signification. (Letiche, 2010:266)

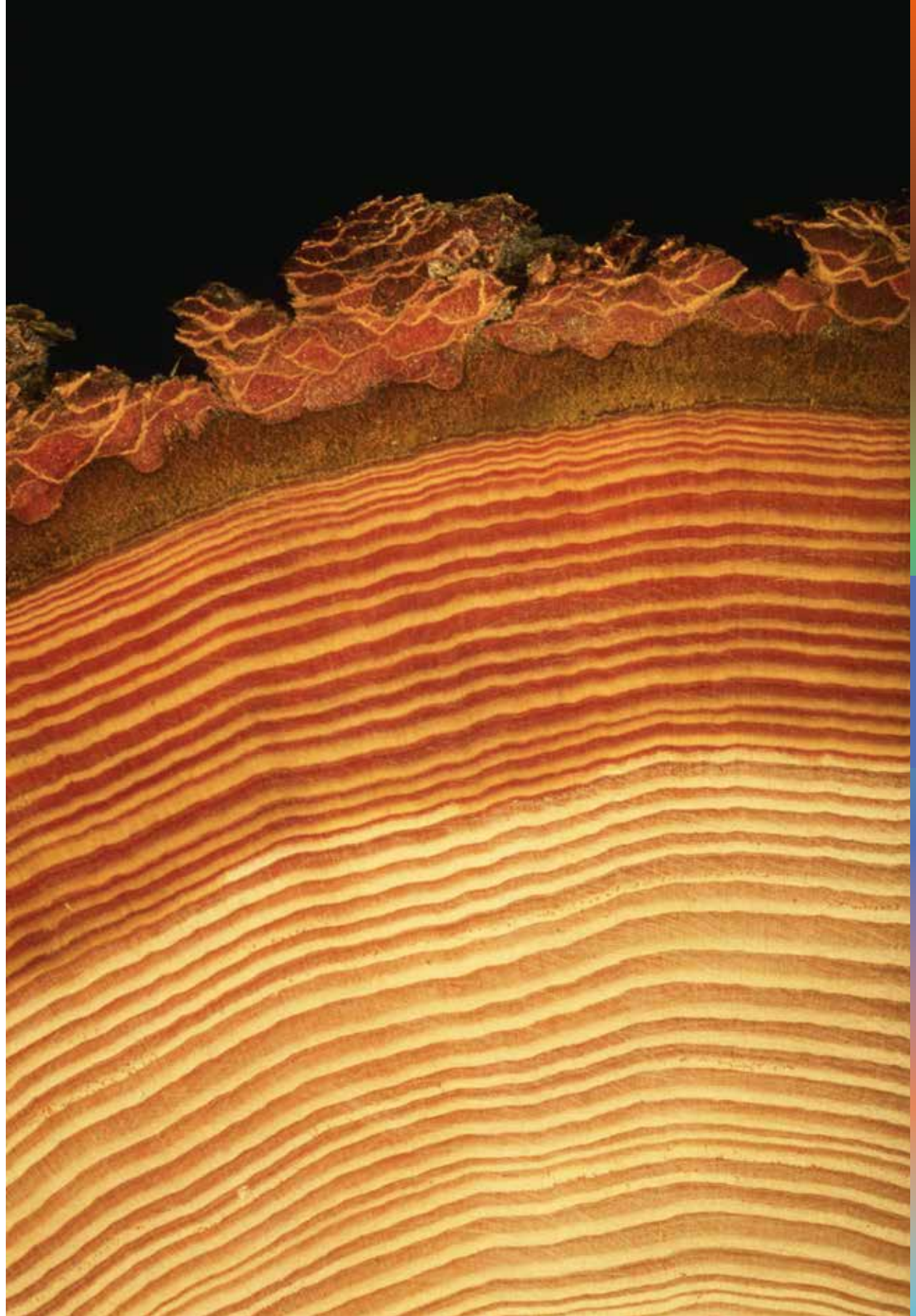
Thus my embrace of polyphony, as Letiche (2010) had argued in *Organisation Studies*, is pragmatically paradoxical and possibly was doomed from the start. I was Dean; I had responsibilities. I could not endlessly problematise possibilities of understanding. I could not and did not want to defer responsibility to others. But I believed that respect for the 'plurality of perspectives' could indeed 'lead to a (semi-) democratic or meritocratic consensus' (Ibid.). Indeed my goal was to achieve 'sublation' – i.e. a regime of differences that created a respectful productive order. My intention was to provide a framework for inclusion in the internationalisation of higher

7 *Aporia* is a term of Derrida's that refers to the need that every concept has to have hidden assumptions are not really open for critique; with 'polyphony' it refers to the totalising quality of a term that supposedly refers to and calls for the virtues of difference.

education in my university of applied sciences. Instead, I have found myself in a discourse of cacophony.

I am deeply committed to 'polyphony' – that will say, to multi-voiced agreement, to respectful discussion, to the give-and-take of 'talking things through'. I believe that mutual understanding and the valuing of the other are crucial. Thus it is with a 'heavy heart' and even fundamental resistance that I write this chapter. Respect for other and for institutions is very strong in me. I do not want to criticise UASNN and certainly not to do so destructively. I want to praise my administrators and faculty, especially where I was Dean, where they have to work under difficult circumstances, and face many challenges. I want to tell you how 'good' these people were and how they creatively solved problems and stood together for a common challenge. This is what I want; but it would not be the (entire) truth.

Looking back on the discourse of idealism, as a researcher, the policies of internationalisation established by the academics and policy-makers was monologic. It was a policy mandate transmitted from a sender (the policy makers) to the receivers (the staff, faculty and students of the campuses in the MENA region and in the Netherlands). But in the field there are educational managers, administrative professionals, students and faculty, all voicing their own perspectives. When these are included in implementing internationalisation in education, it seems that inclusiveness resembles polyphony – there is a site of education and there is a pluriformity of voices, and I believed that the key to 'making it all work' was to get the many differences to communicate.



Chapter 5

CACOPHONY

The policy frameworks in Chapter 3 showed that essential relational processes needed to implement inclusive internationalisation in higher education seem to be ignored. Though I began my voyage of research as an idealist, and pursued my action in quest of polyphony, I seemed increasingly to be confronted with more exclusion than inclusion, more conflict than conflict resolution, more disagreement than coherence. Increasingly I had to acknowledge that my case was better characterised by cacophony than by polyphony. In this chapter I will (further) describe events and their interpretations that have lead me to see the internationalisation of higher education as cacophony. As for the choice for the descriptor *cacophony:* cacophony is defined as "a harsh, discordant mixture of sounds". It stems from the Greek *kakophōnos* or 'ill-sounding', that is rooted in *kakos* - i.e. 'bad' and *phōnē* 'sound'. If we look at the term in the context of *polyphony,* we see various voices that are no longer to be brought into a relationship of dialogue with one another. Rather than inclusion, we have a context wherein everyone is excluded:

The plurality of competing voices can create polyphony or cacophony – but which we hear it as depends on us…Similarly, if we draw on the metaphor of polyphony, do we think of it in terms of a piece of music such as Monteverdi's sixteen voice, a cappella of harmonies or do we hear John Cage's Imaginary Landscape No. 4 for twelve radios? Which is polyphony and which cacophony? Who decides? (Schwabenland, 2012)

I turn firstly to several critical incidents that have been determinant in my understanding of the inclusion/exclusion process in which I was involved.

CONFRONTATIONAL INTERACTION(S)

On my first working day at the branch campus, the Academic Dean was threatened with expulsion from the country and I was threatened with a lawsuit by one of the students, when I refused to sign a form (which I was not authorised to sign). From the word 'go' thus, I was met by a confrontational style of interaction. In another example, a student mailed me the following (see below) when she had not passed a course after a 4th reassessment and I had arranged for her to have an oral test via a conference call with a law lecturer from the Netherlands and a law lecturer from the IBC:

Dear Anni Wandinna (sic),

I am a successful student in graduate project and IP. So I am a successful and hardworking student. I had a special case by giving me a law assignment and I presented it so that the problem finished. You asked me if I needed help and by whom. In fact, I had nobody in mind. But I would like to have Dr. <edited > to help me as I was one of his students and he used to make things simple for me to understand. But I chose <edited > as he is the Law instructor. I waited for an email from <edited > and he sent me an email containing all I needed to do and the due date for the assignment. Then I sent an email so that I take an appointment to get feedback and understand what I should do. I asked him if I would pass after I finish the presentation as it is the last thing I should do. However, he didn't give me any response. I became so nervous and I felt great stress as I had this special case as I am waiting for graduation this term. I finished everything last Saturday and sent it to him and waited for his feedback. I called him at 15:30 and he gave me a comment on objective 2 and 3, and he told me what to modify in the report. Then I called him again to make sure everything is ok. In fact I send Dr. <edited > anything I sent for him.

Then on the next day I handed in the assignment since the morning and I have made everything arranged as needed. Then I waited for the presentation. On the second day I asked Dr. <edited > but my instructor was not interested at all in my subject. But it is his responsibility as he is the Law instructor. On Wednesday Dr… told me that next day I had a presentation because graduation is next week.

Unfortunately, Mr. <edited > didn't ask me what I had done. I was told by Dr. <edited > to prepare a presentation of 5 slides to talk about my topic. I prepared it and sent the PPT to Mr. <edited > who didn't give me any feedback although he asked me to send him the PPT to give me feedback. But he didn't give me any feedback. I think I had done what is required. I thank Dr. <edited > for his great efforts with me although it is not his responsibility.

On the day of presentation at 9:15 I asked him (an examiner) if he had seen my presentation but he said that there is no connection and he couldn't see it and this is not my responsibility because I sent it earlier the day before. I had finished all required assignments and I really want to graduate as I have many hopes for the future.

I asked him if my name will be enlisted for the party but he said no. I wonder why that is? He said that the names were sent and that's it. I had a special case so that I graduate this term. So all these incidents made me lose concentration so I told him that I had enough of all these obstacles. Then I went to the meeting hall where I met Mr. <edited > to present my presentation while I am feeling so bad but I tried to keep myself calm.

In that room, Mr. <edited > Dr. <edited > and another Dutch professor whom I don't know came in. When I wanted to start they operated a camera. I was shocked because I

was not informed that I my presentation would be video-taped. You know that we are Arab people and that is against our traditions to be recorded on a video. So I was really in a bad temper and told them that I would not present it as that would make my father and brothers rage. The problem is that he is Arab and Muslim and he wants me to be video-taped during the presentation. Thanks God I didn't call my father who might take an action against him and the university. Then he told them that because of our traditions I can present without I appear in the recorded video, only my voice. Then he started to ask me questions as if I am a law student. You know that I am a hospitality business student not law. But I think he wanted me .to fail this assignment. You can listen to the record again. I had this assignment so that I can pass not to fail because I need only one grade. Even Dr. <edited > didn't like Mr. <edited >'s way during that meeting. Mr. <edited > did all these things to make me fall although he showed himself better than Miss <edited > and he showed himself as a person able to solve this problem.

I wrote all these things for you because you are the person who I hope will consider my case and help me. So I hope to meet you tomorrow at 9:00am.
I can tell my father and he has a big position in the government here and he might come to University and it will be a big problem because I should graduate this term. We can also go to the Supreme Education Council but I would like you to solve this problem in a friendly way.
I really want you to take this problem into consideration because all this issue for 2 marks and it is not a big deal. Please help me to pass. I am waiting for your kind response.
Tomorrow I will come with my brother and <edited > to meet you. Thank you.
Yours, <edited > (e-mail, A. 2015)

This student indeed was somewhat intimidating. She was a local national who had a 'nanny' who came with her to the university of applied sciences to carry her bag. She did finally pass the exam and with six months delay got her degree. But, in between, she did threaten the registrar that she would go to a "witch". I suspect that she may have decided not to invoke the witch. A month after she passed the module, I met her with her nanny who was carrying her bag, at the shopping mall. I congratulated her and offered her an Ecuadorian rose[8] that I had purchased for her at a shop close by. She told me that she was organising a fashion show in the mall. We looked at each other and I thanked her for her resilience and perseverance. She did not understand why I wasn't angry with her.

8 Ecuadorian roses are considered the finest flowers available in the country where the branch campus is located. A single imported rose from Ecuador costs around 8 Euros.

Let us return to the comprehensive exam conflict. As you will recall the students had been told that they did not have to take the annual exams. But when time came for them to get their BBAs the Exam Committee at the mother campus decided that the Dutch Bachelors could only be granted, according to the rules, to students who had passed them. The students at the satellite campus protested that they had been exempted from the exams and that a 'promise was a promise'. We pledged to help the students to take the exams; they threatened to take us to court. Almost all the students took the exam and scored statistically impossibly high results. We discovered that they had had the answer sheet and that it had been photographed and spread about by a student, when she had has access to it lying on the desk of the lecturer. After a second round of conflict, and more threats by students of legal action, the students passed the re-take and graduated.

I saw the cacophony – angry, disputional, confrontational, disrespectful – interaction as a failed form of polyphony. My aspiration had been to engage in a process of polyphony, of allowing all voices to participate in the educational process, and to have the opportunity to simultaneously influence and be influenced by other voices. The cacophony took on various forms. Why was the answer sheet lying exposed on the lecturer's desk when the student was present and how could she take the photograph without the lecturer knowing it? Different stories circulated. Some said that the student had bought the answer sheet; i.e. that the lecturer was corrupt and perhaps even had a history of selling grades. I was told that it was normal for super rich students to buy term papers, exam results, and etcetera. But there was no proof of this; it was all rumours.

Why did the students oppose the exam and/or cheat in such a craft less way? When you cheat you should know that you have to 'keep your head under the parapet' and not score outlandishly better than what's expected of you. Firstly, what were the students afraid of? It was a general knowledge test; why did the students fear it so much? One answer that I was given was that some students had cheated so much that they had no confidence in their abilities. Thus, what was the source of the panic? Was it really student insecurity or was it fear for an all-powerful foreign enemy – i.e. the mother campus. Who created the panic and why? I never found out. And if they were all going to cheat together why did they not do it more intelligently? Obviously they were very badly organised. If they had organised their cheating better, they would have gotten away with it. Here their lack of experience with such tests may have been decisive. But couldn't they have researched the matter on the internet? I do not know. Obviously I could not ask the students 'Why did you cheat so stupidly?' and get an answer.

- Why did a few nationals take the matter more seriously than the rest; and threaten legal action realising that this was a sort of blackmail (given the passport rules)? Were the nationals more hurt in their pride than the others? Or was their fear of failure greater? For a national to publically score worse than the foreigners was a sort of disgrace. Most of our students were not nationals. They were the children of Middle Eastern and Asian economic migrants who had found employment in the country where we were located. In the mind of the nationals they were the 'servants' and were less than second-class citizens. A further issue would result if foreign women did better than did male nationals. The comprehensive tests threatened to reveal not who did well in law, sociology, or whatever; but (in effect) who was the more 'intelligent'. Was that very threatening for some? Did it trigger massive anxiety of disgrace? Why would some students be so insecure? I did not really know, nor did I have any way of finding out.
- Such is cacophony: rumours, doubts, mistrust, conflict and uncertainty. Entailed is the desire to influence other voices, while refusing to be influenced by them. Cacophony is a quicksand of accusations, shaming and blaming. On the one hand, I wanted nothing to do with it; but on the other, as Dean of the campus, I had to deal with it. And in my daily situation there were many aspects of cacophony:
- When I arrived, there was already an Academic Dean in place. He travelled to the Middle East; a week on, a week off. He wanted to make our institution into a traditional university of applied sciences**.** He wanted an academic culture of research, publication and intellectual debate. But in his faculty appointments, he had to face reality. We could only get so many permissions for visas. Thus, to deliver our programmes, we had to make many local hires. In effect, that meant hiring the partners of expats, where (mostly) the man had a work permit and the wife was not working. Because the couple were already legally in the country, we could hire the wife without having to get a visa for her. Hereby we could gain a member of staff without having to fight for visa permission, which took quite a while and was not assured of success. The academic dean felt thwarted; he wanted a research university of applied sciences but: was unable to effectively take action to move in that direction.
- At the UASNN there were too many cooks in the kitchen. I was the Dean of the School in the Middle East, but there was a director of UASNN's International Operations; and there was a Vice-Chancellor, and a Pro-VC for Academics. Also at the mother campus there was a Director of Research. And there were numerous committees: especially important were the Exam Committee and the Committee of three UAS's that were responsible for the BBA's / BA's in Economics. Decision-making was complex; especially as I had to get the agreement of the Holding Company to do almost anything (after all, they had total day-to-day control over the budget), and the 'powers-that-be' in the Netherlands never wanted to take the holding company into account. In my relation to the Holding Company, I was able to make good personal contact with several key female members of the family that owns the Holding Company. That made it possible for me to circumvent the expat budget manager on occasion. He seemed to have only one goal and that was to cut our budget and thereby to 'show more profit'. And within UASNN, I had to step directly to the university of applied sciences Vice-Chancellor at key moments to avoid endless deliberation. Decision-making had its cacophony.
- Salaries were a very hot item. When a salary increase was promised it was for years not delivered. When I went to the Head of Finance of the holding company to ask for an explanation I was told that my predecessor had promised the increases without his permission and that he found that not acceptable. Ultimately the poorest paid support staff were the only ones to not get a raise because the Holding did not want them to be paid better than at the Holding itself. I gave each of them 50 Euros out of my own pocket as an end-of-year gift from a sense of justice.
- Talent development is crucial at the main campus. In goal-setting interviews, employees formulate results and development objectives, which are discussed and assessed annually. This contrasts with the branch campus, where results based on objectives are central to the interview cycle. At the branch campus, there seems to be little to no room for development objectives.
- At the branch campus there has been each year so many changes in the leadership and in the team that it was next to impossible to form a cohesive group. Also there seems often to have been an authoritarian top-down approach from the local management as well as from the management from the main campus. I tried to improve relatedness by being far more transparent than my predecessors. I tried to increase synergy on-campus so faculty members would learn to work together and could develop trust. I was expected to make all of the decisions. I stopped this after a month by initiating a more dialogic form of leadership. At the branch campus, negotiations about staff salaries and employment take up most of the time in the discussions the holding company. In reality, the holding company determine who works at UASNN and under what conditions they work, as well as what kind of residential permit they get, where they live, what their terms and conditions of employment are.
- Education at UASNN is standardised and the staff is managed centrally. Lecturers are given little leeway in the education they are to offer. After the merger of several polytechnics in the Netherlands into the UASNN, the staff of the programmes of one of the merger partners were also suffering from feeling disempowered (MTO, 2010) – just like the staff in Asia and the MENA region. The rule-driven and centrally managed curriculum leads to a sense of insecurity within the faculty

teams. As the Head of the Department of Economics, I am responsible for the quality of education of the Economics courses at the branch campus. As I have already mentioned, this entails a partnership of three Universities of Applied Sciences. The three universities of applied sciences were only granted authorisation from the Dutch government to start the programme, provided that they offered the course together. Much time was invested in order to define the tasks and responsibilities of all the parties involved. It took three years to put together a core team, which put pressure on all of the actors involved, both at the branch campus and at the main campuses. I had to spend a large amount of time protecting the staff of the branch campus in the discussions in the Netherlands. The branch campus was blamed; while largely being left out of policy and curricular discussions (like in the Omelas story). As Dean I had to implement the policies of the main campus, which I felt were not entirely just to the little girl in the basement.

- Responsibility for the BBA degrees has been an issue. In 2012, forty-eight Bachelor's dissertations from IBC in the MENA region were re-assessed in the Netherlands. Colleagues at the branch campus had supervised these dissertations. Two supervisors at the branch campus assessed each dissertation and then members of the Exam Committee in the Netherlands also marked them. The Exam Committee members marked four of the dissertations as being unsatisfactory. A week before graduation, all of the members of the Exam Committee in the Netherlands withdrew, so nobody was legally empowered to sign the diplomas. The collaboration coordinator of the Exam Committee and the Exam Committee of UASNN's Economics Department finally agreed to take responsibility and to form a new Exam Committee with new members. They opened a new investigation and concluded that all requirements had been met and that the students were eligible to graduate.
- In the Netherlands, in my capacity of Head of Department, I am in charge of the budget allocated to me and I am held accountable for the budget in terms of student numbers and agreed to projects, three times a year. At the branch campus, on the other hand, the sponsor determines how much of the budget is spent on the programme(s). I had to get prior approval from the sponsor for every Euro that we wanted to spend to improve the quality of education or to raise standards.
- The condition and state of the building is inadequate, it is run-down and not at the same level as competing institutions in the region. The facilities have been a challenge for all the managers of the campus. In an article about the building in 2000, a student said:

"On the internet we saw a beautiful photograph of a castle with UASNN prominently featured on the façade, as if that was where the University was based. But apart from some support services, the actual campus is in a building a little further back, which looks a lot more austere". Construction workers are still working to cope with the new influx of students. The students feel like pioneers for future years. The South African student's statement is affirmed by her friends Maïs and Rane. "We had expected something quite different." It's mainly the facilities that are disappointing. The computers and Internet connections are too slow; the canteen is improvised with plastic garden chairs and tables. Other foreign universities are better prepared. They offer luxury and comfort." (Bosker, 2005)

Now, 15 years later, the facilities are not just a concern for the faculty, staff and management (both at the branch campus and at the main campus), they are even a significant concern for the Supreme Education Council of the country. The building no longer complies with the standards of the Supreme Education Council in the country of the IBC. The IBC started in a villa in a compound adjacent to the current building. In the early years, the current building was shared with a company. For the past ten years, all three floors have been used by UASNN. The renovation of the building was a priority for all of the managers. My predecessor even took photographs of all of the deficiencies in the building to a board meeting. However, it appears that the biggest lesson that the former manager has learned through his experiences at the branch campus is that Dutch people are not at all as international as they think they are:

The Netherlands has a lot to offer, but it isn't marketed properly. Instead of being so outspoken on how everything should all be done, the Netherlands should be more adaptable. This suggestion for improvement also indirectly applies to the UASNN. What's more, students in the Gulf prefer universities that are in the world top 300. If you're not there, you can forget about it over here. (Transfer, 2008)

I felt that the facilities of the building resembled the basement, with the hidden child, in the story of Omelas. Before I agreed to take responsibility at the IBC in the MENA region, I insisted that we have conference calling facilities in my office at the branch campus. I brought the parts with me in my hand luggage. Now, one year later, all of UASNN uses our conference call room for meetings with the branch campuses. As for the building, the blueprints were realised in +/- 2012 and the ground was allocated in 2015; but the owner of the Holding, has still not signed-off on the project.

Having provided a 'broad-brush' portrayal of cacophony, I want to provide a detailed and specific rendering of it. What follows is from an (edited) transcript of a quality control conversation by e-mail.

The context: From 2011 to 2015, visits, audits, investigations and controls were conducted internally and externally by the main campus that evaluated aspects of education and the organisation in IBC MENA. An Economics lecturer (T) at UASNN did not want to take responsibility to sign-off the diplomas of the graduating students at the IBC in the MENA region because she thought that the quality of the dissertations was not up to standards. I asked her after several conversations to email me what was needed to convince her of the quality of education on the IBC.

Her mail is shown below:

T's statement:
… the procedures state that the (curriculum for the) Economics course at the branch campus *will be one year behind the* Economics course (in the Netherlands), *so that provision of the study materials can be provided on time. … this supposedly is the only way to ensure that* the branch campus *receives the materials on time, so that the teachers can prepare. Of course, this has a disadvantage: they are being …. taught last year's programme, but we do not see this as a fundamental problem.*
Ideally, tests should be taken at exactly the same time as in Europe. This is not practically feasible. It has therefore been decided that the teachers create their own tests on site, based on (Dutch) criteria. That means: tests will be in the same format, have the same standards, and the same grading as in UASNN. Quality control of the tests will be done through our assessment committee, here …..
An annual comprehensive audit will take place by the UASNN Exam Committee …. no audit has as yet taken place. Because no exam audit has been performed, no exemptions *should be given to students coming from* the branch campus *… As far as I know, there are still no approved Exam Regulations (OER) for* the Economics course *at the IBC … this is absolutely necessary, because the* course *programme* at the branch campus *… differs (and we cannot accept) a non-recorded alternative program route.*
As I understand it, the intention is that students will come to study here in their year 3 …. facilities must be adapted to accommodate this. Based on experience with previous students that came in year 3 … it is wise to make the formulation of our (rules) …. even sharper, … especially the assessment framework.
An audit of the exams (and the performance of the local Exam and assessment committees) … must take place as soon as possible! There must again be an Academic Dean at the branch campus *(with expertise* in the Economics*), who will actually have a say. There has to be more* Economics *expertise in the* branch campus *team. … In addition, the entire* branch campus *faculty must receive additional training in the* Economics *competence profile and the Dublin descriptors. These must be leading in the programme!*
If everything is handled correctly, the Economics course at the branch campus *could be an enrichment of* the Economics course at the main campus *due to the international opportunities for students, exchange opportunities for the teachers, and the greater cultural diversity. Both teams could benefit from staff exchange. By exchanging teachers, the programmes and assessment can be calibrated. …. The teachers at the* branch campus *must know what standards here are.*

I then shared her mail with the Academic Dean (AD) and the Quality Assurance Manager (QAM) of the college after which the next email conversation took place.
The Email Exchange (without including T) was between:
N = Ann Mannen, Chair
QAM = Quality Assurance Manager *UASNN*
AD = Academic Dean Department of Economics

As you will notice the issue in this exchange is not actually quality at all, but administrative or, if you will bureaucratic procedures. Thus if the Dutch are late getting materials to teachers at the IBC so they have no time to prepare, who is responsible? Nowhere in the extract (or the full text) below is there a word about content, capabilities or learning.

Email exchange:	**Reflection:**
N: We are having this discussion because a member of the Exam Committee quit because of her concerns about the quality of education, staff and students, of the Economics course at the branch campus *(…)*	With the following response to the conversation, I show that there is above all exclusivity rather than inclusivity because there is no shared vision in thinking and acting. There was also no support and perhaps no ability to explore in an equivalent way what quality of education on the main and branch campus should be.
AD: In principle, the course is skills based. If the skills to be mastered do not actually change, there is no issue here.	The QAM focuses on the agreement with the Ministry of Education and ignores content. And the QAM blindly identifies 'quality' with what happens in the Netherlands. What if the IBC faculty are better trained and are meeting local circumstances in their teaching?
QAM: I do not think that is what we agreed on with the inspectorate: 'here is there'[9]. Content may deviate on minor points, but no more. Deviations have to be approved by UASNN. *… How is it possible that we teach the old programme and are unable to get the materials on time to the IBCs?*	

9 UASNN *is here and the International branch Campus is there.*

AD: The method of testing is not the aim in itself … of course tests must be valid. The Exam Committee does not need to examine the method of testing ….	AD is trying to defend academic responsibility and autonomy; faculty need to be able to do their work without constant committee interference.
QAM: There too, 'there is here' …. tests must be approved by the Dutch Exam Committee. …. why are we not able to create several versions of tests, so that these can also be provided on the sites. We do this in the Netherlands with re-sits and the like	The discussion appears to only be about roles and responsibilities, not quality or content. Underlying problems of learning goals, effectiveness and appropriateness of course materials, didactic adequacy of course materials, and learning results, are all avoided.
AD: …. it could be helpful if the Exam Committee performs an annual audit, or has this performed, but … after all, these students are not registered at the Economics course in the Netherlands	
QAM: The assessment committee/Exam Committee is responsible for the quality of testing and assessment. The audit that keeps being mentioned is an audit of the assessment system …. the task of the audit committee must be set by the Exam Committee.	
N: Are "tests" really about quality, or are they about assessment and students getting their credits? Do the students learn from the tests? As we are speaking, the international Economics course *does not yet have learning outcomes. So in regards to what standards are we speaking? We focus too much on audits. Does a good audit mean that the quality of the education is good? If the tests are good is the education good?*	
AD: I don't think that a direct link exists. As described above, it could help to be trained in correct testing methods at the branch campus. *But the Exam Committee is not an accreditation body.*	But the audit will not assess the quality of the content! They cannot give exemptions and sign diplomas if there is no audit. Are our staff simply becoming yet another layer of an accreditation machine? There is no shared vision, or willingness to share a vision about the quality of the content of the education. This is all about structure and control.
QAM: I also think that there is no direct link between the audit and the giving of exemptions. The Exam Committee can give exemptions … audits are set up to make sure that there are no surprises at the end of the day. I therefore don't understand the remark that the Exam Committee is not an accreditation body.	

AD: The IBC *does not need to have an OER (exam regulation) according to the WHW. The Executive Board has agreed to this with* the branch campus *and they have to adhere to it. In the Exam Regulations the majors and minors are all described. The ICB has to do the same.*	The regulatory and legalistic language used here avoids responsibility, dialogue and content. It lends itself to: "Nothing can happen because 'x' in higher authority would not allow it, therefore there is nothing I can do or change."
QAM: This is something that I don't know as much about and therefore I do not want to give an opinion. If you want to know more about this, I could ask xxxx for information.	
AD: The IBC students coming to UASNN indeed must be properly prepared for their stay in the Netherlands.	This is a complete change of subject and concerns something that is actually not related to their roles and responsibilities. They are responsible for the functioning of the Exam Committee and whether it successfully supports educational quality control and improvement.
QAM: I am less concerned about this provided that we are consistent with the introduction of a "here is there" mentality. Maybe we should pay more attention to the coaching of the buddies.	Again a reiterating of the rules and regulations; engagement with faculty and students is never even considered a solution. The 'rule is a rule' – what it actually contributes is never examined.
N: What is to be done? … We need to redesign our course documents to look at what the learning outcomes mean in the context of the main campus *and in the context of* the branch campus. *We have to do it together, and* the branch campus *needs to be part of it.*	
AD: I agree.	Here there is an opening to the possibility of considering the (real) quality of the education. Perhaps this can open up a possibility for polyphony?
QAM: This should already have been addressed.	
QAM: As described earlier, the audit will concern a system audit. The qualitative assessment must be performed by the exam/ assessment committee in the Netherlands.	Back to audits and rules. The possibility of dialogue about the quality of education is shut down by referring to the rules and the assurance that they are being followed.

AD: Seems like an HRM policy to me. Investing in good staff is always important. I believe that there should also be investment in better quality staff. … But strictly speaking, the UASNN Department of Economics *has no say over* the branch campus. *I would therefore want to talk about cooperation rather than management.*	This Is not about creating an UASNN/IBC shared vision but about power. And which 'competencies', how defined or controlled, is not breached.
QAM: Substantively, the Head of Department *is responsible for the teaching at both sites. The* main campus *has say over* the branch campus. *Of course it is important that there is synergy between them. …. But there must not be two captains on the ship! What's the role of the Academic Dean at the IBC?*	
AD: The UASNN Exam Committee only has legal authority when students are actually registered as students of the Economics course. *Everything that happens* at the branch campus *does not fall under the WHW. When students are registered in the Netherlands, the Exam Committee is empowered to ensure quality control; that would include revoking credits gained at the IBC if the competencies have not really been mastered.*	
QAM: Strictly speaking this could be right. However, students start their studies with certain expectations and we cannot tell them halfway through the process that they have not passed what they have been told they passed.	

Throughout, the exchange about organisational roles, rules, procedures and responsibilities. Is it ever about education, and human beings, and how we work together? We talk about quality, but we cannot agree on what the term means. How can the quality assurance process mean anything if we do not agree on what "quality" means and we do not understand why we are doing it? Because learning, content and education, are never addressed, the exchange seems very formalistic and void of meaning. Fear of being blamed or avoiding responsibility seems rife. I call this sort of non-dialogic 'newspeak' cacophony.

Returning to 'T's' original statement, I note that UASNN staff travel was defined as desirable, while IBC staff are ignored. And it was assumed that IBC staff need training, and never considered that it might be UASNN faculty who are less trained (which is actually the case).

A similar source of data comes from different student complaints, petitions and evaluations. Here it is not so much 'newspeak' or bureaucratic jargon that dominates, as self-centred ethnocentricity. Students often do not seem to learn from difference; nor do they appear to value it. They voice no respect for inclusion; and want everyone to be the same and to perform as they do. My first example comes from an (here, edited) internet petition:

I am sending you this mail because I feel there is an issue. For the majority of my time spent at UASNN, I have had a positive overall experience and a good impression of the school. Unfortunately, last quarter was drastically different. I have wanted to find out why, and have asked fellow students and a few teachers about their opinions. I have discovered that I am not the only with this opinion, and I have decided to write an e-mail that collectively states the main points the majority of my fellow students and I have agreed on.

The introduction of students from the IBC to our class is detrimental to the quality of our education. …

The key issues experienced by all of us are:

- *An enormous knowledge gap between UASNN main campus and the branch campus students. The IBC students were not the level to be expected from a third year student, this caused a lot of difficulties. Even after giving the IBC students several opportunities to revise their work with the support of feedback, they were unable to come up with sufficient results. In order to achieve a sufficient result we had to revise the majority of their work, putting most of the burden of effort on us.*
- *There has been a lack of communication (or motivation) from the IBC students. Oftentimes, the team relationship between us and them felt like a coach/teacher to student relationship. In order to get the work done there was a constant need to follow-up and pressure the exchange students. The cultural difference might explain this somewhat, but the cultural sensitivity should not come from just us.*

During the lectures and discussions with teachers, it has become clear that the problem is known. However, it is not clear what UASNN is doing about it. We've been told to figure it out ourselves, as we will have to address such situations with teams in the future, but this is not the case. While working in teams comes with its challenges, all participants should be held to the same standards. We see the difference in standards as a critical issue, as it devalues our Bachelor's degree.

In 2015 we received the following (edited) complaint about the quality of a module at the IBC:

> *Before signing up for the programme at the IBC …. I was informed that the coursework … would be identical to that in the Netherlands. However, after having spoken to several staff members of … and …, it has become apparent that this is not the case. It seems that it is the instructors first time teaching the module. When we ask questions about requirements they keep having to ask people at UASNN, which causes delays and a waste of time. We have received insufficient guidance and our questions are not promptly answered.*

Difference and the challenges of cross-cultural learning are clearly not valued here. Students may want to travel, but qua the classroom they want everything to stay the same. They resent the challenges of having to adjust to different circumstances, deal with uncertainty, or set themselves in to help and/or understand people with a different culture and background. Admittedly I have only provided you with two illustrations of these attitudes, but they really are dominant. Inclusion is not valued inside the classroom. Students want education as they are used to it, with its predictable routines and well-worn patterns. They seem to resent change, complexity or unpredictable circumstances.

Results of an external audit in 2014:

Content of testing and assessment at the branch campus is now determined by themselves. A check on 15 tests and assessments found that they were in order. Alignment between the IBC and UASNN has been maintained and examining occurs well within the objectives of the programme(s). The audit team applauds the development, because it shows further good use of the qualifications and expertise of the branch campus faculty. …. Based on the scrutiny of the documentation the audit team concludes that the procedure of granting exemptions is accurate. … The audit team has controlled that the dissertations are cross checked by an assessor from the main campus and an external assessor of an international university. This procedure is considered to be an extra guarantee that the graduates of the IBC have reached the intended level. …. The audit team assesses this aspect as good.

Clearly there is dissatisfaction, mistrust and complaining. But as illustrated by the 'external audit' it is not clear how much the IBC really poses a quality problem and how much unwillingness to face cultural difference and complex relationships is the key issue. In any event, there is no clear consensus, and lots of blaming.

THEMES

Thus, what themes have I ended up identifying in the cacophony of exclusion, with which I have been confronted?

Social, political and work relations in the country of the branch campus are very different than in Europe. As already mentioned, when a woman student failed a law re-sit, which threatened to block her graduating on time, she warned me that if I did not settle the matter immediately that she would hire a witch. When the required comprehensive exams were administered, but the students cheated, some students threatened to take us to court, while making it very clear how important their fathers were in the government hierarchy. Since a legal case taken to court would make it impossible for me to come and go as I wished, I would in effect be sequestered, thus this threat was significant. The monthly ritual of presenting our accounts to the holding company could be nerve-racking, as it was not self-evident that the senior manager at the holding would approve them as presented. And I was not really sure, for instance, that purchasing was always on the up and up; were there kickbacks and if so from whom and to whom? Laying bare some of the conflicts I experienced, and acknowledging the critical issues in polyphony I encountered, I am forced to reconsider my own position, assumptions and concepts.

CONFLICTING SYMPATHIES

Even now, I can't be angry with students who threatened to go to court. It makes me happy that they receive their diplomas. If a person wants to bully me with legal proceedings and witches, it is not my problem. I am not afraid of angry people. Like the girl I once was – standing by the heater on the margins of the room – my loyalty is with the students and not necessarily with the structures of control that implicitly marginalise them.

CONFUSING QUALITY WITH CONTROL

Again and again, things are noted and named in the evaluations and audits, and recommendations are made. But there is no structural and visible pattern of improvement. The lecturers also note this. A lecturer told me in an email that it is a pattern at UASNN to remove and prevent risk by writing everything down and doing nothing. While in discussions with the holding company it was essential to always thank people after a visit and to provide a short summary of the agreements afterwards. If I was unable to contact someone or did not receive a response to a question, I now know, that it was likely because they did not agree with me. There are on-going problems with the discussions in cacophony, what is said (or not) is confusing, quality is confused for control. Improvements in the actual education seem to end up in the basement, while concerns with control and power dominate.

POLITICAL AGENDA

USANN had in effect promised that the students did not have to take the exam, why did the Exam Committee insist upon it? Here we are confronted by the newspaper article in the Dutch national press attacking the quality of the university of applied sciences' branch campuses. The officials at the mother campus were under investigation by the national inspection for higher education. They did not dare to 'break any rules'. When the USANN as we know it was formed by merging several smaller institutions, the school got a new name and in effect a new identity. The article certainly caused a lot of pain and hurt the school.

As I've stated, UASNN was put under investigation by the inspection of the Ministry of Education. But we were not the only ones. Another UAS, was being publically disgraced daily. The claim was that some of their degrees (BA's) were so sub-standard that they were not worth the paper that they were written on. The accusation was that there had been massive exam fraud and that the BA theses were totally inadequate. Several UAS were the whipping-boys of the moment. The Netherlands had recently undergone a change in government. The prior government had been friendly to the UAS and had attempted policies to help them improve and develop. The new (politically much more to the right) government and its Minister of Education were much closer to the universities and to their desire to keep the UAS down. Were we the victims of a political agenda? In any event political The Hague was out to show its muscles by attacking some UAS in the press and to make a display of the Ministry as the defender of 'quality' and as in control.

QUALITY CONTROL

In the research the questioning of quality was directed solely to the branch campus. The quality of the faculty and students in the Netherlands was almost not mentioned. There was some incidental data where German students at UASNN found their Dutch equivalents unmotivated and had critique about the quality of teaching. But this was not thematised in the case. Everyone seemed 'concerned about the branch campus staff and students', Why? What about the strengths and deficiencies of UASNN? What about the ways in which they have or have not lived up to the ideas and policies of internationalisation? To what extent do they have problems in relation to each other, and to their colleagues from the branch campus? It all feels like a highly disingenuous one-way street.

The faculty and staff at the branch campus are well qualified and have impressive CVs. Many of them have PhDs and are more knowledge-based than competence-based. Although staff at the branch campus is often better qualified than their counterparts at the main campus, there is very little trust or acknowledgement of their expertise. How much is the due to cultural mistrust – i.e. stereotypes about the local culture in the Middle East, even though most of the staff are expats. But UASNN's heavy emphasis on systems and processes over daily lived-experience and direct interaction also plays a role. In reality, staff at the main campus do not know much about the branch campus. They do not understand the context. I have to admit that I too did not know much about the branch campus before I accepted to work there, even though as Head of Department I had travelled there twice a year. Yet we seem to think that we know all about their quality. In fact, we think we know more about them than they do. I observe and feel that there is a projection of our own gaps and problems onto the 'quality' of the branch campus.

CONCLUSIONS

When I look back at my work at the branch campus, I am amazed at how much meddling there was from UASNN. I was bombarded by solicited and unsolicited advice. In four months' time, I received six recommendations and one external audit. When defining problems and initiatives, I was often not consulted except in the final phase – when I was asked to sign off as the person in charge, or to explain why an activity is going well or badly. My impression was that often work was performed twice over, because no one knew who was responsible for what. Often there was a problem that staff (for instance, marketing) at the main campus only wanted to communicate about 'end results' and saw dialogue about their 'work processes' as unwanted interference. Working back and forth as equals just was not the norm.

Since starting my work at the IBC in the MENA region, I do sometimes feel like an outsider; and I feel vulnerable when the supporting services at the main campus want to help us and decide to take solicited or unsolicited action. Main campus staff wanted to 'keep us in line', refusing to acknowledge that we really were different: smaller, much less bureaucratic, in a more turbulent environment. The forms had to be filled-in in their same way; the test results archived their same way, etcetera. No one seemed concerned about content and everyone about procedures.

I tried to create an environment for staff and lecturers to understand one another, and to start to talk with one another. At the same time, I wondered if it was possible to subversively turn the business focus into an educational one. Student numbers was a big issue, especially since the required third year in the Netherlands was seen to be problematic for many. But educationally driven motivation and academic quality could (at least in part) help. We could develop short courses or take new educational initiatives; especially if they were inspiring for our faculty and staff. Faculty that are too

focused on doing their job and earning their salary, are very unlikely to innovate, be creative or to have much joy in their work. And the students will feel this. At the same time, should you have to sacrifice yourself as an educator to make a profit for different private entities?
To present the thematic analysis relevant to this chapter:

1st order themes	2nd order themes	Aggregate dimensions
Structure of control Improving quality Political agenda	Cultural differences Acts of revenge	Cacophony

Table 7: Thematic analysis of cacophonic context of internationalisation

The reality on the ground at the branch campus did not reflect the "ideal" reality of the strategists' internationalisation theory and policy. And when international students came to the main campus there was resistance, labelling and discrimination. The internationalisation mantra did not hold up very well in practice. The institutional response seems to have been to ignore the voices of discontent and to plod on. Like many normative projects, if you keep pushing it, it may eventually happen, but at what cost? My radical notion of inclusion and polyphony, in the internationalisation of higher education, seems not achievable via the models and policies now in place. There is too much exclusion, with theories generating policies, generating practices, which are not embedded in the life-world of those involved.

My intention was to create some form of polyphony, where the voices of all of all the participants could be included in the internalisation process. In the research results presented, I see that inclusion in the internationalisation of higher education was not achieved and that I am part of that failure. Rather than the inclusion of many voices, we descended in the discordant cacophony of many voices trying to shout at one another. While in this thesis many different voices are presented, very little dialogue takes place.

Dialogism has been defined by the principle that every statement by a voice should condition the meaning of subsequent statements by other voices. The interplay between various voices fails to be generated here, in any meaningful way. It is certainly the case that there are many voices that speak out, but they speak to anyone that will listen, while almost no one is willing or able to do so. There is a certain amount of reluctance on the part of the many voices to be influenced by what the others are saying, except on the most superficial level of basic working and remuneration issues. Many of the participants simply re-voice their pre-existing arguments, which are 'pre-conditioned' with repetitive meaning. No, there is not much in the way of polyphony possible in the cacophony. Finally, I must recognise that inclusion in internationalisation requires that the people involved (faculty, staff and students) care about meaningful and effective education. Inclusion is far less possible for those that do not care to be included. Polyphony has to be made contextually possible.

It all feels like the child in the basement of the city of Omelas:
...in a basement under one of the beautiful public buildings of Omelas, or perhaps in the cellar of one of its spacious private homes, there is a room. It has one locked door, and no window... the room is about three paces long and two wide; a mere broom closet or disused tool room. In the tool room a child is sitting. It could be a boy or a girl. It looks about six but actually is nearly ten. It is feeble-minded. Perhaps it was born defective, or perhaps it has become an imbecile through fear, malnutrition and neglect.

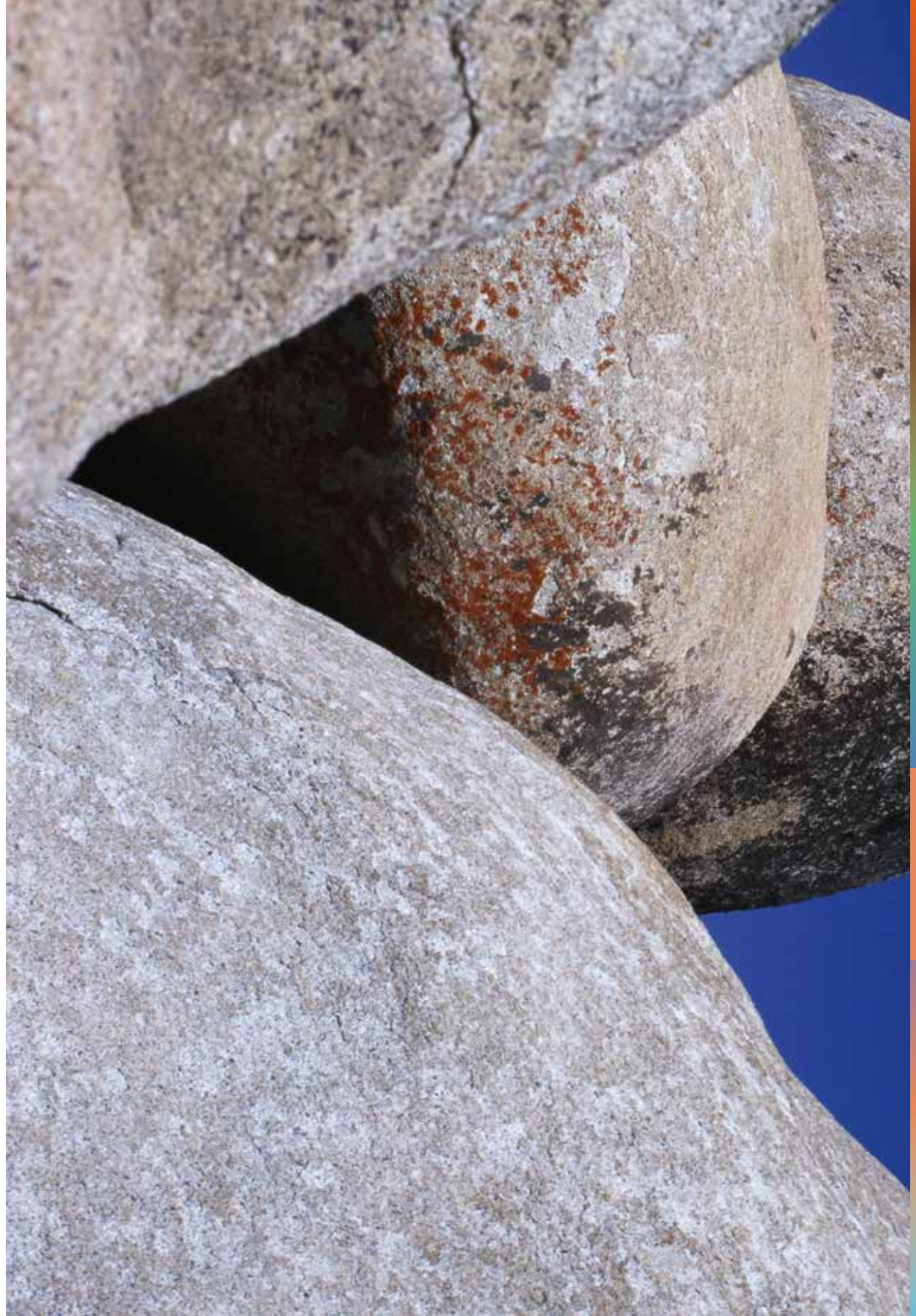
The door is always locked and nobody ever comes, except that sometimes –the child has no understanding of time or interval – sometimes the door rattles terribly and opens, and a person, or several people are there. One of them may come in and kick the child to make it stand. The others never come close, but peer in at it with frightened, disgusted eyes. But the child, who has not always lived in the tool room, and can remember sunlight and its mother's voice, sometimes speaks. "I will be good", it says, "please let me out. I will be good." (Le Guin, 1993)

Exclusion operates on the principle of a dominant group that tends to accuse and oppress its Other, feeling guilty while doing so. (Broek, 1997) And the oppressed group behaves like a small and insignificant child-like victim, simultaneously withdrawing and fighting, trying to prove itself to be worthy of the dominant group. These patterns are repeated in the relationship between the main campus and the branch campus. This creates a cycle of on-going conflict, creating the role of the 'protector of the little girl' in the story of Omelas.

In the critical incidents and transcript we see divisive behaviour, an inability to understand one another, and a rather surreal display of misunderstandings. I have to think of Omelas:
They leave Omelas, they walk ahead into the darkness and they do not come back. The place they go towards is a place even less imaginable to most of us than the city of happiness but they seem to know where they are going. (Le Guin, 1993)

The acknowledgement of cacophony is an unintended result of my action learning. I was not planning to get here and would not choose to stay here and indeed I have not done so. I am no longer Interim Dean, though as Head of the UASNN faculty of economics, I remain an important player at the branch campus as the greatest portion of their students are following majors for which I am responsible. The participative and facilitative management style that I champion may have made the branch campus more liveable for a couple of years, but the basic givens remain the same. Trying to create an inclusive learning culture in a socio-economic situation based on exclusion was always a long-shot.

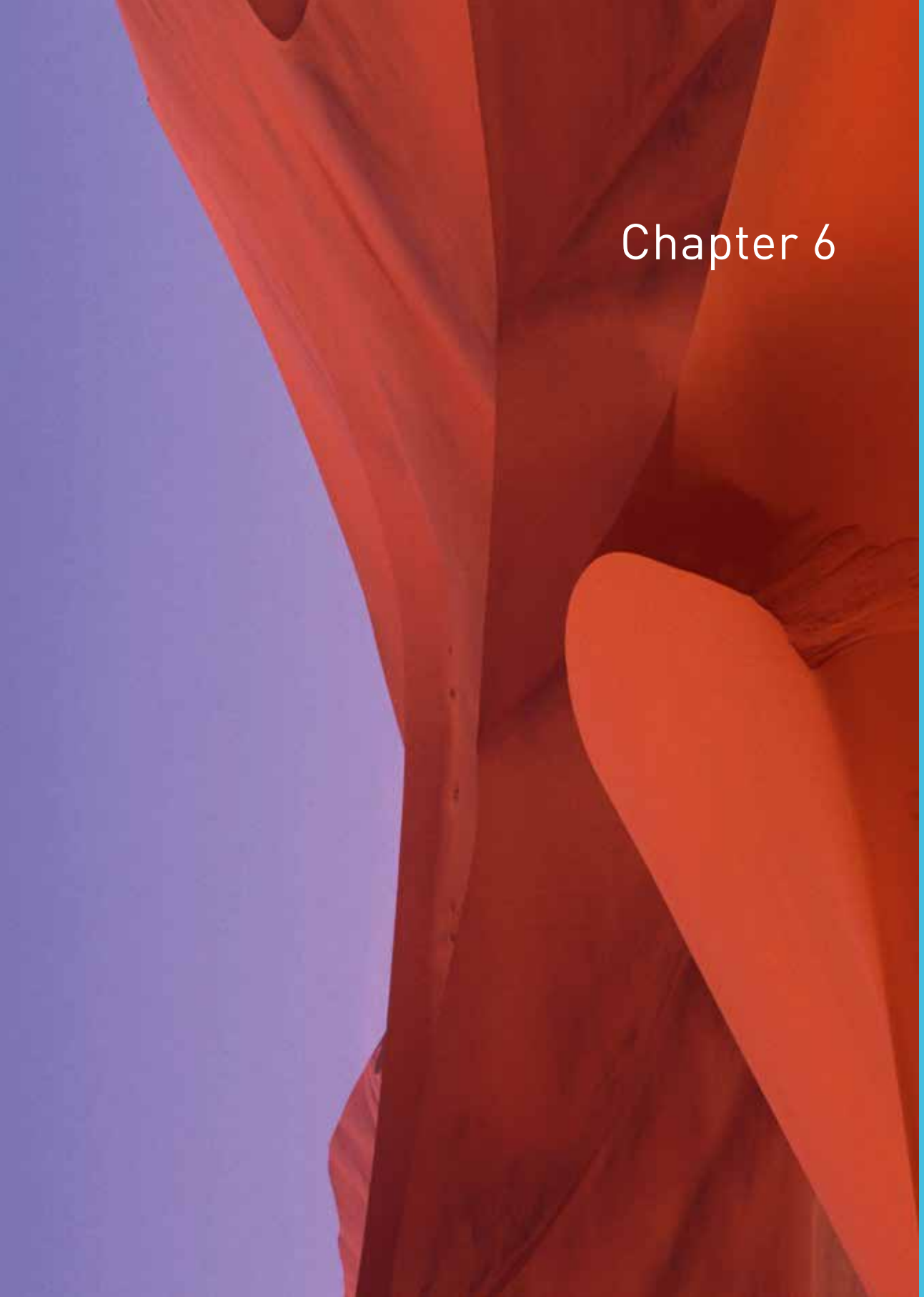
The outcome for me as a manager and as a member of the organisation has been rather difficult to digest. However, as a researcher, I can appreciate the end result of cacophony as being difficult to avoid given the context of internationalisation, given the position idealism and managerialism from which it comes. I was attempting to create conditions of possibility for polyphony by engendering a sense of inclusiveness by honouring the relationships among the faculty, staff, and students across campuses. Instead, we have ended in a state cacophony where the frameworks and theories that attempt to define internationalisation result in many voices arguing how to implement it.



SECTION THREE

FRAMEWORK AND CONCLUSIONS

The two previous sections present the framework of inclusiveness of internationalisation in higher education and the idealism of it. In Chapters 4 and 5 the data on the practice(s) of inclusive educational internationalisation in the field by using an exploratory and multi-methodological approach are shared. It is clearly that my perspective changed. There for, in the last section the lessons that are learned from the journey through ideology, polyphony and cacophony are presented. Section Three is related to the key question as stated in the preamble.



Chapter 6

LESSONS LEARNED FROM A JOURNEY THROUGH IDEOLOGY, POLYPHONY AND CACOPHONY

What does an in-practice case study of inclusive internationalisation of higher education reveal about the concept, its (non)implementation, and about pedagogy?

THEORY, POLICY AND PRACTICE

First, we can conclude that internationalisation in higher education is not as easy as the theorists and policy makers have said it is or sold it as. The policy makers tend to neglect the context in which their strategies will be implemented. Moreover, the voices of faculty, front-line administration, and students are rarely present in the processes of internationalisation in the literature or, for that matter, in the actual policy development. The idealistic strategy cannot be inclusive without the voices of the people who are expected to implement it. The project of the internationalisation of higher education could be characterised as *hubris*: it is defined by a selected few at the top of the academic pyramid, advancing their ideas without much regard for the day-to-day operations in specific contexts. It is no wonder that the reality on the ground does not reflect the "ideal" reality of theory and proposed policy. This disconnect has been made highly visible by my research.

The internationalisation of higher education has been driven by economic and financial considerations. It has been informed by an ideology of globalisation, and internationalisation for the sake of internationalisation. Supposedly, internationalisation is good and it is good to undertake a programme of internationalisation. Internationalisation may be a talking point in terms of competition in the market of global higher education. And it may play some role in international geo-political and economic considerations. It shows up in the curricular and pedagogical concerns of national educational policies and regulations. However, much of this ignores the concerns of students, faculty and staff. The theories, strategies, and policies do not seem to take the specific contexts involved into consideration. The idea of inclusive educational internationalisation seems to exist apart from the reality of universities, faculties or students. The end result is that we are stuck in a cycle of theorising, strategising and proselytising with far too little effect. I am convinced that if we ignore the real situation we will always get disappointing results.

Students and staff at the main campus may think that they are (critically) global (as seen in the strategy documents), but I experience them more as defensive and very local. There are many stories and quotes from staff and students that speak very negatively about encounters with students from the branch campus. There is a consistently negative reaction to encounters with other cultures whenever they disrupt the local comfort and stability of life. Perhaps unsurprisingly I am somewhat resistant to the "local bubble" of the main campus, as I choose to live and work in an expat bubble in The Hague and/or to focus on matters at the branch campus. So in some sense, I am resistant to the local culture. In day-to-day operations, UASNN resists the foreign and tries to exclude difference. The culture of blame and shame, and the intense focus on regulatory and institutional order, see globalisation more as a threat than a boon. Some have also turned their backs on internationalisation; having experienced it in some way, they have then chosen to no longer want to be involved.

There is a significant disconnect between the stated ambitions, and the reality on the ground. UASNN wants to be international, and it wants to control quality; but this is not being done in a way that shows that education and student development is foremost in mind. Rather, structures of control and relationships of blame, dominate. I have experienced the results of my research as a form of critique of the audit culture of UASNN. UASNN's audit system divides the world into 'functional' and 'dysfunctional' – if you contribute to social stability and are predictable you are 'functional' and if not, you are 'dysfunctional'. The branch campus is much less 'stable' than the campus in the Netherlands. It is young and in a part of the world that is fairly volatile; it is not government subsidised and it has to be entrepreneurial to survive. But if we look seriously at educational 'quality' the discussion becomes complex. All UASNN's 'quality measures' have more to do with predictability than quality – it is like ISO, you are certified if you do what you promise to do; if you promise to produce inferior merchandise and you do it, you are then certified. Thus what is the quality of the 'quality'? The question is not included in UASNN's deliberations. Nobody is really being held accountable for quality under the current regime. What we have is a rule driven structure that supposedly can operate without any human agency whatsoever.

INCLUSION VERSUS EXCLUSION

Second, calling for inclusion has something deeply paradoxical about it. It is like telling a child that they must share with others, while the parents visibly do not act upon the same values. Would I be willing to let someone that I just met at a playground drive around in my car for a few hours for the sake of sharing? A vast majority of people would not. Yet parents consistently encourage their children to share, to be inclusive of others. Much in the same way, we have authors of internationalisation literature calling on university of applied sciences faculty, staff and students to engage in internationalisation and inclusion. But the experts are an exclusive group of high-level faculty and administrators. They represent the social structure of academic inclusion and exclusion. To be in a position of authority, calling for inclusion is, by nature, to belong to an exclusive group in the first place. This is a core problem of a paradox: to be less exclusive means to be less in a position to call for inclusion. This is a paradox for me as well. If I am less exclusive, I may be less paradoxical, but I will be also less in a position to call for inclusion.

This brings up another critical question: can you achieve fairness, in a context of calling for inclusion, given the paradox of inclusion? Inclusion is very much a rhetoric with ethical and humanist overtones. However, as we see in this case, there is a difference between the outcomes that are realised and the uses of the rhetoric. There was a major disconnect between the context and the purveyors of the rhetoric. The latter never took any responsibility for the former. In terms of the rhetoric we were always inadequate and failing constantly. But I do not think that was a result of our failures, but of the destructive role that the idealistic rhetoric played. Making unrealistic demands and setting unrealisable goals, is just a way to shame and blame the practitioners.

POLYPHONY AND CACOPHONY

Third, Polyphony cannot be present in the implementation and evaluation of internationalisation if it is not present in the policy development. The result of failed polyphony is *cacophony*: a harsh and discordant mixture of voices that drown out any possibility for the participants to work towards meaningful collective / inclusive objectives.

But to be fair, there are 'experts' who see some of these problems:

a *The discourse of internationalization does not match reality in that, for too many universities, internationalization means merely a collection of fragmented and unrelated activities, rather than a comprehensive process;*
b *The international higher education context is rapidly changing, internationalization like international education was until recently predominantly a western phenomenon in which developing countries only played a reactive role. Now the emerging economies and higher education communities in other parts of the world are altering the landscape of internationalization;*
c *The discourse of internationalization is often dominated by a small group of stakeholders, such as employers, and in particular the faculty and the student voices are heard far less often, with the result that the discourse is insufficiently influenced by those who should benefit from its implementation;*
d *Too much of the discourse is oriented towards national and institutional levels with little attention to the programmes themselves. Research, the curriculum, and the teaching and learning processes, which should be at the core of internationalization as expressed by movements such as international at home, often receive little attention;*
e *Internationalization is evaluated too often in quantitative terms through numbers, or input and output, instead of qualitative outcomes based on international initiatives;*
f *To date there has been insufficient attention to the norms, values and ethics of internationalization practice. With some notable exceptions, the approach has been too pragmatically oriented towards reaching targets without a debate on potential risks and ethical consequences;*
g *The increased awareness that the notion of internationalization is not only a question between nations but even more of the relations between cultures and between the global and the local. (*Brandenburg & De Wit, 2011)

Looking back at my own practice, my intention was to create some form of polyphony, where the voices of all of all the participants could be included in the internalisation process. But inclusion at UASNN's at the mother campus and at the IBC in the MENA region was not achieved, and that I am part of that failure. Rather than the inclusion of many voices, I see the discordant cacophony of many voices trying to shout at one another. While in this thesis many different voices are presented, I have to admit that very little dialogue takes place.

Dialogism implies that every statement by a voice should condition the meaning of subsequent statements by other voices. This interplay between various voices fails to be generated here in any meaningful way. It is certainly the case that there are many voices that speak out, but they speak to anyone that will listen, while almost no one is willing or able to listen. There is a certain amount of reluctance on the part of the many voices to be influenced by what the others are saying, except on the most superficial level of basic working and remuneration issues. Many of the participants simply re-voice their pre-existing arguments, which are 'pre-conditioned' with repetitive meaning. There is not much in the way of polyphony possible in the cacophony. Finally, I must recognise that inclusion in internationalisation requires that the people involved (faculty, staff and students) care about meaningful and effective education. Inclusion is not really possible with those that do not care to be included. Polyphony has to be made contextually possible.

The cacophony looks like a one-way street to the basement without a return route. Different ethical and political choices are required to make inclusive educational internationalisation come to pass. And I now want to turn to what some of these choices moving towards inclusive educational internationalism might be. Moreover, I want to lay the groundwork for further research the topic of internationalisation in higher education. I believe that quality of education depends on dialogue and interaction with each other. Many at UASNN assume that quality at the branch campus is not good. Many at the IBC, for their part, are angry because they feel negatively labelled.

WHO IS IN THE BASEMENT?

Returning to the story of Omelas, and the metaphors within it, we are left with a pressing question: Who, in this case, is the little girl in the basement? What we have witnessed in the past chapters is not inclusiveness (in the sense that inclusiveness is people who are in relationship to each other and engaged in what they are studying). This is highlighted by the fact that the only instance that education comes up in the case was one of exclusion expressed by students, both at the main campus and at the branch campus. Based on what I believe inclusion entails, I would argue that we have all ended up in the basement. In a sleight of hand, it turns out that the policy writers are also living in the basement with us; though their section of the basement may be better provisioned than what the rest of us enjoy. They are more ideologue or bureaucrat than teacher. It is common to hear faculty complain that the administration regularly fails to understand their work context. This then begs a broader question: Should people in educational administration be allowed to not teach? In my inquiry, it is clear that the classroom is in the basement. If the goal is to engage in inclusive educational internationalisation, then one must produce an inclusive pedagogy, and this has to happen in the classroom. Many of the problems with the internationalisation of higher education are emerge first and foremost in the classroom.

Unfortunately, the leadership of higher education tends to be far removed from the classroom. We need to bridge the gap between policies and the classroom. Educational administrators probably must spend time in the classroom, and have real engagement with students, to stay in touch. The theories and policies of the internationalisation of higher education must be directly attached to processes of learning and studying. Inclusion, as an ideology divorced from the classroom, is one giant self-contradiction. The voices of faculty, front-line administrative staff, and students have to be present in the process of inclusive educational internationalisation.

In addition, inclusiveness just assumes the "good subject," meaning persons who want to learn, develop, excel, and grow. In this sense, when we talk about education and pedagogy, we just assume a positive (even idealistic) 'subject'. Pedagogy negates the negative. Inclusive educational internationalisation assumes that one can negate exclusion and thereby get inclusion. But if we were really to ban exclusion we might just get 'banned exclusion' which did not resemble inclusion at all. 'Banned exclusion' could turn out to be a form of 'political correctness' with many rules and regulations, but no acceptance, warmth or embeddedness. 'Banned exclusion' could in fact just lead to an alternative form of exclusion! We have seen in this study how idealism can be blind to concrete circumstances, and how bureaucratic control and benchmarks can stifle genuine relatedness. Good intentions are not enough; direct involvement is essential. Some blame for the failures I have detailed has to be laid at the door of the experts and their self-serving rhetoric; but certainly not all. The UASNN students who have a purely opportunistic attitude to studying – the only thing that counts is getting the required work done as efficiently and cost-effectively as possible; getting to know another culture or people who are really different from oneself is a 'non-value' – did not learn that from the internationalisation experts. There was critique that the students were self-centred, even rude, but no one questioned their basic attitudes. Thus, is "good education" involving challenging encounters, unexpected results and demanding problems, an achievable goal in the contemporary consumer society? In the face of global pressures for short-term financial and political returns, is such a fundamental investment in oneself and in the Other possible?

The experts of the internationalisation of higher education are, at least in word, idealists. They voice beliefs and values about internationalisation and why it should happen, and propose a normative project to get there. But having faced operational responsibility, I know another field of practice than theirs. I doubt that my efforts will have any bearing on the theory and policies in future. My attempts at implementing inclusion – while being successful in some ways and disappointing in others – were only ever successful within a limited realm of direct operational and educational practice.

After all, all I did was talk to people. I tried to speak to everyone and to take their answers seriously. I refused to be bullied; but was always willing to explain my principles and actions. I had responsibility for many things and I took that responsibility very seriously. There was no laissez-fair as far as I was concerned. But I was transparent. I was not everybody's friend, but I tried to always be respectful. Inclusive internationalisation of higher education most of all needs basic relational decency on the work-floor.

Idealism displays how human ideas, especially beliefs and values, can shape society. (Bloor, 1996) In a culture of empathy, appreciating other cultures and sharing common values, is highlighted. It is all about a willingness to contribute to a better world, starting with yourself, and how you can help the other. For me, this is not a static process, but a living one.

The problem that idealistic theories and strategies cannot really be inclusive without including the voices of the people who are expected to do the implementation has far too little been taken seriously. I believe I have made it evident how difficult implementing a programme of inclusiveness really is. Many people do not want to confront difference; they just do not want to be bothered with complex and difficult

questions. Xenophobic populism has made it all too clear how limited tolerance, acceptance of otherness, and global awareness really is. Preaching broadmindedness and cosmopolitanism probably will not help very much.

Responsibility and professional freedom are not currently the dominant model. I believe that individual responsibility is crucial to inclusiveness. One has to have contact with oneself in order to have contact with the other. Inclusiveness is not imposed harmony; it is grounded in awareness of difference and curiosity towards life and otherness. Idealistic phrasing of 'inclusive internationalisation of higher education' has far too little perspective on the people involved. It does not address independence, existential awareness, or awareness of freedom -- i.e. the human prerequisites to relatedness.

I chose the metaphor of Omelas intuitively and very early on in my research. There are some obvious parallels – i.e. myself as 'outsider' in Holland in my youth. But what is haunting in the story is the idea that the 'happiness' or 'success' of the 'surface-(or 'upper'-)world' depends on the existence of the 'under-world'. The idea that social order depends on an act of repression is not new. One can find a psychological version of it in Freud (Civilisation & its Discontents) and a philosophical one in Serres (Rome). Is the girl in the basement a martyr, a symbol of psychological repression, the victim of racism and/or jealousy; what is she doing there and how did she get there? Exclusion and self-exclusion, as I have noted, is the reverse side to inclusion. Following the logic of figure/ground, if there is no exclusion there can be no inclusion and vice versa. But for inclusion to be important there has to be something to be included in. And that is what is still lacking here. What would UASNN want to be included in; and more focused what would the students, faculty and administrators want to be a part of? I started my research with the observation that the students, faculty and line-administrators had no voice in the internationalisation of the university of applied sciences. I created a research project to hear their voices. But what did that project produce: voices that talked almost exclusively about Others and not about themselves. No one said: 'This is what I want to learn, discover and investigate.' My message was: 'I want to include you', and the answer I got back was 'This is what I've got to say about those others'. Thus I started to study 'inclusion' as a social-political issue of higher education but in the concrete circumstance of my university of applied sciences and my work; and have ended confronted by a fundamental theme of 'inclusion in what?' or of 'intellectual and personal engagement'. In Omelas there is only one individual and the rest are a mass of (blank?) faces; the story can be read as individuality versus conformity, consciousness versus mindlessness, and responsibility versus somnolence.

I have not yet reflected upon the fact that I see a little girl in the basement of Omelas. Fifteen years of intensive contact with women worldwide has taught me the importance of sharing our experiences, the wealth of our diversity, and the importance of discussing power and powerlessness.

The feminist movement did not start in an attempt to free women, but rather was started by women who became aware that what they historically experienced as normality in fact was 'male' normality. And that the first step towards liberation is understanding that your own situation is unjust. (Žižek, 2013)

Justice is crucial I believe; if there is no justice, there is no inclusion.

For further research, I could do one of two things. Either reverse the research question(s) or reverse the methodology. If I went for the research questions, I would want to ask about inclusion. I could adapt a form of 'appreciative inquiry' and ask my informants: 'When have you felt included, what did it feel like, what did it mean to you, why and how did it happen'.

Thus I could do more research in inclusiveness, by de-emphasising institutions and universities, and focusing much more radically on persons and their experiential worlds. Or I could radically centre the research on myself. And explore inclusion much more introspectively. Hereby I could delve deeper into my career, my actions and myself. In such a research route I could make use of Jack Whitehead's concept of 'living global citizenship' (Coombs, Potts & Whitehead, 2014), which stresses living (i.e. experiential) theory and the development of an inclusive research setting.

For me, until 2000, internationalisation was a theme for which I wanted to use my roles and responsibilities as a manager in higher education. I wanted to explore and make use of my (of course limited, but nonetheless significant) professional freedom. I believed that we were not only responsible for doing our "duty or working for the good, [but that they were] also responsible for deciding what this good is". (Žižek, 1993) I have worked in the on-going context of educational management, which requires staff and faculty to implement the university of applied sciences' strategy of internationalisation and to answer to its performance indicators. Discussions of the 'good' were not in the 'job profile'.
I have contributed to and happily lived the ideals of internationalisation on a daily basis. The layers of drama linked to the 'basement of internationalisation' are grounded in my personal history with internationalisation, and the impact that it has on the students, faculty, and staff that I work with. Sometimes the people involved are victims,

sometimes rescuers, and at other times perpetrators chasing their victims. Victims withdraw, try to prove themselves, or sometimes they rebel and do battle. With a deep longing to give the girl in the basement of the story of Omelas the same benefits as the other inhabitants of the building, I worked to fix all the wrongs I saw at the branch campus. Exclusion is a drama, which currently seems to be inherent in the process of internationalisation.

As I have stated at several points in this thesis, I understand inclusiveness to involve two core features: The first is that inclusion is a negation of exclusion. This means that inclusiveness ensures that all students, faculty, and staff have a voice and are a part of a polyphonic decision-making process – as without that, inclusiveness is not possible. The second is that inclusion is a positive affirmation. Students, faculty and staff should be empowered to involve their voices in the polyphonic discourse of education and internationalisation.

It must also be made clear here that I began this research believing that the positive affirmation of inclusiveness is not possible without the negation of exclusion. My main motivation for writing the thesis was my profound desire for people to benefit fully from their education. I strongly believe that internationalisation is something that goes beyond the management and administration of the university of applied sciences: that it must be embedded in the classroom – in both the interaction of faculty and students, and in the interactions of students with each other, and the interactions of all of these parties with the management of the university of applied sciences. Likewise, pedagogy should simultaneously reflect and frame these various interactions.

In practice, all of this starts with me: in whether I fulfil my role as a Head of Department and in whether I am capable of directing, organising, and facilitating the education in such a way that all those involved benefit fully. From the evidence that is presented, we can conclude that the voices of those expected to implement an idealised form of internationalisation aren't present, and that the possible mechanisms for including their voices are not available at this time. I had understood this to some degree all along; but in the end, it is far more troubling than I originally suspected. It's not only that the voices aren't present; it's that the top-level theorists and strategists do not seem to want to include the context. Thus, what has happened to internationalisation is that everything that has to do with the context – the people, the situations, the interaction patterns – has been defined as an 'external'.

The beautiful, idealistic idea of human understanding and cooperation, which has been defined as a core educational ideal, has no substance without the students, the faculty, the line administrators, and understanding for the socio-economic context. Inclusion cannot exist without the hands and the feet of all the people that make something happen and there seems to be no mechanism for this to happen. The theory is packaged as a *fait accompli*; and the drive to measure performance and generate policies to meet behavioural ends ceaselessly marches on.

I have tried to balance being a manager, an educator and a researcher. The ideal for me is the educator, the reality is as a manager, and what often suffers is the theoretical perspective. By necessity, my focus has often been on the quantitative management techniques of internationalisation to which I had to answer. Concerns, which include many of the problems of 'pre-requisites', tend to take priority in my daily tasks. I realise that if these issues are not addressed in the first place, then any meaningful form of internationalisation, let alone inclusion, is rendered impossible. This is the true tragedy of the relationship between internationalisation theory, policy, and practice.

TO REVISIT THE RESEARCH QUESTION POSED AT THE BEGINNING OF THIS THESIS:

What does an in-practice case study of inclusive internationalisation of higher education reveal about the concept, its (non-)implementation, and pedagogy?

The case study has brought me to these insights:

1 Pedagogical idealism for inclusive internationalisation of higher education can mobilise support for action; but it ignores the real challenges involved in attaining participation, change and relatedness. It seems to have no idea of how to manage inclusive educational internationalisation. Hereby it can lead to deception and betrayal, when confronted by practice.

2 Pursuit of relatedness (polyphony) is a valuable fundament or first principle; but it is not enough. Underlying social systems of commitment, goal-setting, staff and student engagement are needed to actualise it.

3 Higher education as a service product sold internationally at a profit will be standardised, protocolised and can be economically successful. But it will have no concern for 'sincerity' or the moral qualities of relationship(s).

4 Education without pedagogy – i.e. of 'standardised learning factories'; is amoral – i.e. has no place for dialogism, polyphony or inclusion. When the nature and quality of relationships are irrelevant in higher education, blame and shame, competition and post-truth, result.

5 Genuine learning is a matter of relationships – inclusion (i.e. self and other) is inherent. If circumstance and context, ideas and investigation, perception and awareness are not relational; then no real learning can take place. Memorisation or (some) cognitive skill mastery or behaviour modification can be achieved with very little relatedness; but understanding, practice and commitment, require self<>other relatedness.

6 Sincerity is more important than idealism in the stride for inclusive international of higher education. Sincerity is a quality of relatedness that makes interaction possible.

The ideals of inclusive internationalisation of higher education do not reflect the day-to-day reality of the 'actual'. At this point, the idealistic literature may do more harm than good. The work of inclusive educational internationalisation demands that we talk about details and operational considerations. We need to hear real stories from real people – the real problems of internationalisation and not only the ideals. If we do not have a way of addressing that, then we are not going to get anywhere.

I was successful at starting-up a process to move towards inclusive educational internationalisation, but it is not a problem that can be solved in one place, by one person, in a short time frame. It is likely that the process of internationalisation cannot end with 'success', rather it can have moments of improvement followed by moments of difficulties or challenge. I see that the problems I have witnessed will repeat themselves without inclusiveness; but inclusiveness is very difficult, if the same circumstances of conflict continue to repeat themselves.

Yes, I still believe it is possible, but the voices of those who are being internationalised (students, faculty, and staff) must be made a part of the process. The qualitative experience of internationalisation must be taken into account, not simply the quantitative metrics and 'check boxes' that have been the standard practice to this point. The university of applied sciences needs to fully apprehend what internationalisation means across the organisation, rather than propagate internationalisation for some and 'business as usual' for the rest. Likewise, the internal issues raised by internationalisation must be continually addressed and re-addressed. A true programme of internationalisation has no clearly defined end-point, because it is a process rather than a goal.

Regarding the original concern of inclusiveness in the internationalisation of higher education, there appears to be no inherent ability of inclusiveness to deal with the context factors of the educational institution. Those who are in power have (exclusive) control of the resources, so the calls for inclusion, have to deal with (that) exclusivity. We are left in a profound state of risk with regards to the internationalisation of higher education. We may be placing ourselves in the ocean of globalisation, but we are always in danger of being swept away by opportunism and/or of drowning.

CHAPTER 5

SUMMARY

This thesis is about something I am passionate about. As a person of colour with origins in the Caribbean region who has lived most of her adult life in Northwest Europe, but has (work) experience in the Middle East, Asia and Africa, my (professional) life story is one of internationalisation. 'A Case Study in the Inclusive internationalisation of Higher Education' is the fruit of thorough research on the one hand, and on the other hand a very personal story of a voyage into the heart of higher education and its claims to strive for inclusive educational internationalisation. Coming from an intercultural background I very much believe in the goals of inclusiveness being the basis of the output of my work as a Head of Department and interim Executive Dean at a branch campus in the Middle-East. This multi-layered existence in both the main campus in the Netherlands and a branch campus offered me a unique opportunity to use the experiences as fuel for an involved case study applying inductive thematic analysis on the theories and practices of internationalisation in higher education and the challenges that we have to face. I often refer to myself as a 'grensganger' (NL), or as a 'person working at the margins/frontiers'. The overlapping voices and phases to be found in this research are very much indicative of this status, as well as perhaps reinforcing it.

It is my strong belief that inclusiveness should be based on the relationship between the administration and the students, the faculty and the students, the administration and the faculty and the international branch campus in the MENA-region (being the subject of my thesis) and the main campus of the university of applied sciences Northern Netherlands (UASNN). I still believe this is of paramount importance, but in my thesis it will be clear that the road is bumpy and that there are many potholes that endanger the trip that is undertaken. Inclusive educational internationalisation is defined as being ethically driven and based on the premise of being free of discrimination. The research question which I want to explore in this thesis is: What does an in-practice case study of inclusive internationalisation of higher education reveal about the concept, its (non-)implementation, and about pedagogy?

I broadened the scope of my inquiry and compared my impressions and participant observations with more neutral and independent external researchers. I will also introduce the story of Omelas: a child locked in the basement so that those above may prosper (Le Guin, 1973). This will serve as a metaphor for some of the higher level abstractions around the idea of inclusiveness and polyphony in the internationalisation of higher education.
This research portrays learning-in-practice. Its lessons are all about Implementing (or trying to Implement) inclusive educational internationalisation. I have discovered as practitioner that the object of inclusive internationalisation of higher education looks very different when I try to live it than expected. I have come to embrace a pedagogy of pedagogical practice as my knowledge model and in this book I demonstrate that change. Thus, on one level this is a case history of inclusive internationalisation of higher education and on another it is a case history of a paradigm shift from (idealistic) pedagogy to a pedagogy of practice.

The UASNN provides the holding of the curriculum, the accreditation and all of the academic knowledge and staff required to run a university. Promoting student and lecturer mobility through the Route International (with branch campuses in Asia, Middle-East and Africa) was a way of distinguishing itself. Home campus students could travel to the branch campuses, providing them with an international educational experience and offering the branch campuses with necessary lines of revenue. This was a unique, very innovative selling point.
The UASNN provides the holding company with the curriculum, accreditation, and all the academic know-how needed to run a university of applied sciences. The public partner is responsible for the regulation of accreditation and the awarding of Dutch degrees, while the private partner in the MENA-region serves as the financier of the operation. While the opening of the branch campus and the development of the split structure was a creative and inspired idea, the resulting power structure has generated situations of complexity – and even sometimes conflict. As you will read in the following chapters of 'A Case Study in the Inclusive internationalisation of Higher Education'. With the start of the Route International, the directors of the UASNN and Executive Board assumed that values like meeting, understanding, and mutual respect would be given and important new meaning for both students and lecturers. The concept of internationalisation of higher education is expanding rapidly, both in numbers of students involved as in the creation of new branches is different parts of the world. In 2011, an article in a Dutch newspaper accused UASNN of mismanagement, bad quality of the courses offered and even corruption. The operation of the branch campus was put under the microscope and the effects of implementing more quality control still played a prominent role when I was asked to step in as an interim Executive Dean at the IBC in the MENA region. The decisions made materialised as rooted in an 'us versus them' mentality, wherein the Dutch institutions appeared to assume their own superiority. Despite the problems that internationalisation produced, we can consider that the strategy was a success. I began my research to reveal the lived experiences of internationalisation by giving a voice to parties that were voiceless. To me, and that is partly due to my personal history that is described in Chapter 1, the topic of inclusiveness in internationalisation is a key topic in higher education.

Section One of this thesis describes my personal and professional engagement with inclusive internationalisation of higher education and an outline of my research methodology. Section Two is defined in terms of my three themes: Idealism, Polyphony and Cacophony and in this three chapters I present the case study. The last Chapter (Chapter 6) contains the analysis and my reflexive conclusions focussing on the lessons learned.

SECTION ONE

CHAPTER 1
MY PERSONAL AND PROFESSIONAL ENGAGEMENT WITH INCLUSIVE EDUCATIONAL INTERNATIONALISATION

As a nine-year old girl, I left Surinam and arrived in the Netherlands on the 23rd of December 1967 with my mother, my eight-year-old brother, and my sisters aged four and six. At this age, my journey through the educational system in the Netherlands started. All the time I felt like a '*Grensganger*', I was always engaging and interacting from the side lines. From September 2014 to December 2015 I took the job at the branch campus in the MENA-region with the idea that I would be practicing 'inclusive educational internationalisation' and this was one of my primary interests when I started as the interim Executive Dean. My previous experiences in the context of multiple cultures and conflicting expectations make it a personal need to help others to feel included, to not be forced to participate on the margins. My main motivation for writing this thesis is my deep desire for people to get the most out of their education and for them to come into their own as a result. I strongly believe that internatinonalisation is something that goes beyond the management and administration: that it must be embedded in the classroom in both the existing interaction between faculty and students, and in the interactions of students with each other. It is also a strong part of the pedagogy that frames these various interactions. All of this starts with me: in whether I fulfil my role as a Head of Department and in whether I am capable of directing, organising, and facilitating the education in such a way that all those involved benefit fully.

CHAPTER 2
RESEARCH METHODOLOGY

The research is a cross-national case study from multiple perspectives that covers the circumstances and critical incidents at a European university of applied sciences and its branch-campus from mid-2014 through to the end of 2015. I have used three data sources: (1) documents that reveal my institution's perspective on inclusive educational internationalisation; (2) my observations as participant observer: and (3) data (interview & focus group) collected at my instigation by external observers. As a methodological starting point I turned to Robert Yin's book Case Study Research that is widely accepted as being the 'gold standard' of case research. It was apparent to me that there is next to no prior research 'on the ground' describing deans, faculty, administrators and students actually trying implementing internationalisation. I started this project convinced that 'inclusive internationalisation of higher education' was ethically desired, that I knew from my context via policy documents and current academic literature what it was and that my job in the MENA-region was to actualise it in regards to the educational work floor. My concern in a sense was: 'How and why can inclusive internationalisation of higher education better reach the faculty, line-administrators and students?' Reading this research, one is likely to discover that my judgements about inclusiveness changed quite dramatically through the research process. I came to revise my assumptions on the basis of events and research data. UASNN uses a top down decision-making structure that influences the data collection. The official sources tell an idealised story that at times has little bearing with what the people on the work floor think, feel or experience. I ended up doing my research at the branch campus and at the main campus of the UASNN. In both cases, my research into the internationalisation of higher education took part in situ. The goal of the case study is to examine the inclusiveness of internationalisation of higher education in practice from the practitioner perspective. My research assumes the importance of pedagogy and the experience of teachers and students as being the key concern.

SECTION TWO

CHAPTER 3
POLICY DOCUMENTS AND MY 'IDEALISM'

The aim of this chapter is to clarify the ideological context within which I operated. 'Inclusive educational internationalisation' was defined as a 'good' internal to itself, a 'virtue' well worth pursuing. This was the belief system stated in UASNN's policy statements. These beliefs reached me without me being aware that they could be typified as an 'ideology'. The crux to the case study presented here is what happened to me when I left being a 'believer' and became a practitioner. What follows in this chapter is the ideological context from which I began my practice of inclusive internationalisation of higher education. The focus of the strategy in internationalisation has changed from 'supporting universities in developing countries by providing scholarships, equipment and advice' (Wit, 2011) to trade during the past five years;

and the focus is now moving towards comprehensive internationalisation as described by John Hudzik (2011): Comprehensive internationalisation is a commitment, confirmed through action, to infuse international and comparative throughout the teaching, research, and service missions of higher education. It calls for the integration of internationalisation within all aspects of education. In my opinion the theories and strategies do not offer much insight concerned with the question of 'How?', nor do they address the question of inclusiveness. Internationalisation was a key area of focus at UASNN for more than ten years. It was one of the three pillars of UASNN's institutional strategy in recent years. An earlier version of the vision document stated: 'To prepare our students and staff and staff for an international and changing environment by exposing them to a wide range of meaningful international experiences in the Netherlands and abroad, allowing them to build a strong foundation of skills, knowledge and adaptability that will last a lifetime (UASNN, 2011).' After the negative articles in the press in 2011 an expert panel recommended that UASNN: recruit international students, look for opportunities for internationalisation within the courses, build up the foreign institutions, roll out adequate programmes over there, both for initial courses and searching for constructing forms of cooperation with international partners, learning from their experiences and finding a good way to integrate this within the Dutch education system. UASNN is the only Dutch institute of higher education that delivers education at IBC's and as such has taken on a unique pioneering role within the Dutch higher education system (Zwarts, Dunnett & De Wit, 2011).

However the expert panel did not consider the role of the lecturers, nowhere in the reports of UASNN do you find formulated what internationalisation means for faculty and staff members and what is expected from them. The result is a lack of effective commitment to the strategy. Internationalisation was something of a one way street. Paradoxically enough, the call for Comprehensive Internationalisation excluded more people than it included. No critical voices were ever presented towards the ideals of comprehensive internationalisation. In the Netherlands and abroad, the faculty, staff and students have little say in this journey of internationalisation. Despite my dissatisfaction about the current reality, I am still a believer in the ethical and educational necessity of internationalisation.

CHAPTER 4
ATTEMPTING INCLUSIVENESS IN INTERNATIONALISATION OF HIGHER EDUCATION

This chapter focuses on the problems of the implementation of abstract policy from my perspective as the acting Executive Dean at the IBC. The data are presented as they were available to me as a participant observer, job satisfaction surveys, results from internally funded research, my notes and perceptions. The central theme is made up of the relationships among the faculty, staff and students at the branch campus, and how the branch campus relates back to the main campus in the Netherlands. When I started at the IBC in the MENA region, I was committed to exploring and implementing a culture of inclusiveness where all individuals involved in the university of applied sciences community had an audible voice. I felt that at the branch campus there was a very strong culture of blame and shame. It was always the fault of the other when something couldn't happen, or when something bad happened. Blaming was an excuse for the perceived inability to perform. This was fuelled by the relationship between main campus and branch campus because of the use of Dutch exams in another country's culture, the content of the curriculum and the way it is organised, the reports and standardised protocols and forms that are made for a big institution but are not useful in a small operation as the branch campus. For inclusion to be possible, even at a minimal level, each side needs to understand at least some of the perspective of the other. My form of inclusion involved engaging in a certain style of management – management by walking around. That is, I engaged in an unstructured approach to hands-on direct participation in the work-related issues of my staff. I engaged with my staff through informal meetings and interactions in their work area and listened to their suggestions, complaints and concerns. The educational community was moving towards inclusiveness, where all members have the ability to have their voice heard and to create an impact on the future of the university of applied sciences. But in the interviews a different voice is to be heard. There is a permanent condition of exclusion present in the way in which students, faculty, and staff talk about their relationships with each other, how they talk about the branch campus and how they talk about the main campus. When coming for their third year to the Netherlands as part of the new rules to get a Dutch Degree, the students from the MENA-region encountered a lot of bias. Lectures at the main campus and students there labelled them as 'lazy' or even 'stupid'. It is not mentioned what the faculty learns from one another, and what they can learn from the students. Staff and students don't speak about education or about internationalisation in a meaningful sense. Polyphony - including the discovery of difference and cultural complexity, is not as interesting to them. Faculty and administration often assume that international experience is a good

thing for one's career, but there seems to be no hard data to support it. Inclusiveness is about dialogue, respect and equality. In the educational context, I describe inclusiveness as the willingness to equally share knowledge. The success of internationalisation is dependent on inclusiveness. We really need to learn how to understand one another.

CHAPTER 5
CACOPHONY

Though I began my voyage of research as an idealist, and pursued my action in quest of polyphony, I seemed increasingly to be confronted with more exclusion than inclusion, more conflict than conflict resolution, more disagreement than coherence. Increasingly I had to acknowledge that my case was better characterised by cacophony than by polyphony. Cacophony is defined as 'a harsh, discordant mixture of sounds'. We have a context wherein everyone is excluded. I still believe that mutual understanding and the valuing of the other are crucial. Thus it is with a 'heavy heart' and even fundamental resistance that I write this chapter. Essential relational processes involved in implementation in education seemed to be ignored at UASNN. The existing norms and practices appear not to be conducive to involving participants through discussion and dialogue. Some key critical incidents and a mail conversation highlight my dilemmas in the internationalisation of higher education. One of the problems I encountered is that there are too many cooks in the kitchen of the UASNN. Who is responsible and to whom are they accountable? By laying bare the underlying mechanics of internationalisation, and the critical issues of polyphony in teaching and pedagogy, I am forced to reconsider my own position, assumptions and concepts. The participative and facilitative management style that I champion may have made the branch campus more liveable for a couple of years, but the basic givens remain the same. Trying to create an inclusive learning culture in a socio-economic situation based on exclusion has turned out to be a long-shot. I was attempting to create conditions of possibility for polyphony by facilitating and engendering a sense of inclusiveness by honouring relationships and communication among the faculty, staff, and students across the campuses. Instead, we have ended in a state of cacophony where the frameworks and theories that attempt to define internationalisation result in many voices arguing to implement it.

SECTION THREE

The two previous sections present the framework of inclusiveness of internationalisation in higher education and the idealism of it. In Chapters 4 and 5, the data on the practice(s) of inclusive educational internationalisation in the field by using an exploratory and multi-methodological approach are shared. It is clear that my perspective changed. Therefore, in the last section the lessons that are learned from the journey through ideology, polyphony and cacophony are presented. The conclusion is related to the key question as stated in the preamble.

CHAPTER 6
LESSONS LEARNED FROM THE JOURNEY OF IDEOLOGY, POLYPHONY AND CACOPHONY

In this chapter I answer the question: What does an in-practice case study of inclusive internationalisation of higher education reveal about the concept, its (non) implementation, and about pedagogy? When my journey as Interim Executive Dean of the branch campus started, my intention was to create some form of polyphony, where the voices of all of the participants could be included in the internationalisation process. But rather than the inclusion of many voices, we have descended in the discordant cacophony of many voices trying to shout at one another. The reality on the ground at the branch campus did not reflect the 'ideal' reality of the strategists' internationalisation theory and policy. It seems my radical notion of inclusion and polyphony is not achievable via the models and politics now in place. There is too much exclusion, with theories generating policies, generating practices, which are not embedded in the life-world of those involved. I want to lay the groundwork for further research the topic of internationalisation of higher education. First we can conclude that internationalisation in higher education is not as easy as the theorists and policy-makers have said it is. The policy-makers tend to neglect the context in which their strategies will be implemented. Moreover, the voices of faculty, front-line administration, and students are rarely present in the processes of internationalisation in the literature or, for that matter, in the actual policy development. Second, calling for inclusion has something deeply paradoxical about it. We have authors of internationalisation literature calling on university of applied sciences faculty, staff and students to engage in internationalisation and inclusion. But the experts are an exclusive group of high-level faculty and administrators. The core problem of the paradox is: to be less exclusive means to be less in a position to call for inclusion. There is a disconnect that has been made highly visible by my research. The idea of inclusive educational internationalisation seems to exist apart from the reality of universities, faculties and students. I am convinced that if we ignore the real situation we will always get disappointing results. Third, Polyphony cannot be present in the implementation and evaluation of internationalisation if the people concerned are not present in the policy development from the start.

SAMENVATTING

Deze thesis gaat over een onderwerp dat mij na aan het hart ligt. Ik ben geboren in de Caribische regio en heb een donkere huidskleur. Mijn hele volwassen leven bracht ik door in Noordwest Europa, maar ik beschik ook over werkervaring in het Midden-Oosten, Azië en Afrika. Mijn professionele leven staat volledig in het teken van internationalisering. 'A Case Study in the Inclusive internationalisation of Higher Education', is aan een kant de uitkomst van diepgravend onderzoek, aan de andere kant een heel persoonlijk verhaal van een reis naar het epicentrum van het hoger onderwijs en zijn claims ten aanzien van een streven naar 'inclusieve' internationalisering. Vanwege mijn interculturele achtergrond geloof ik sterk in inclusiviteit als basis voor mijn werk als hoofd van een afdeling en als interim Executive Dean op een nevencampus in het Midden-Oosten. Deze veelgelaagde beroepspraktijk in zowel de hoofdvestiging en een nevenvestiging bood mij een unieke mogelijkheid de opgedane ervaringen te gebruiken voor een betrokken case studie waarin de inductieve thematische analyse toepas op de theorieën en de praktijk van internationalisering in het hoger onderwijs en de uitdagingen die we daarbij ontmoeten. Ik verwijs vaak naar mijzelf als 'grensganger', ofwel als een persoon die werkt in het grensgebied. De overlappende stemmen en fases die in dit onderzoek zichtbaar worden zijn indicatief voor mijn eigen status en bevestigen die eveneens. Ik geloof dat inclusiviteit gebaseerd dient te zijn op de relatie tussen de leiding (bestuurders) en de studenten, de faculteit en de studenten en de leiding en de faculteit en de internationale nevenvestiging in het Midden-Oosten (zijnde het onderwerp van mijn thesis) en de hoofdvestiging van de Universiteit in de Toegepaste Wetenschappen Noord-Nederland. (UTWNN). Ik geloof nog altijd dat dit van evident belang is, maar in mijn thesis zal duidelijk worden dat de weg daar naartoe hobbelig is en dat de vele gaten in het wegdek een gevaar vormen voor de uitgestippelde route. Inclusieve internationalisering is gedefinieerd als ethisch gedreven en is gebaseerd op het uitgangspunt dat het vrij is van discriminatie. De onderzoeksvraag die ik wil onderzoeken in deze thesis is: Wat onthult een op de praktijk gestoelde case studie over het concept, de (non)implementatie en over de pedagogiek van inclusieve internationalisering in het hoger onderwijs?

Ik heb mijn onderzoek verder verbreed en vergeleken met impressies en participerende observaties van meer neutrale en onafhankelijke externe onderzoekers. Ik zal ook het verhaal gebruiken van Omelas: een kind dat in een kelder verborgen wordt gehouden zodat anderen floreren (Le Guin, 1973). Dit dient als metafoor voor sommige abstracties op een hoger niveau rond het idee van inclusiviteit en meerstemmigheid in de internationalisering van het hoger onderwijs.
Dit onderzoek is gewijd aan leren in de praktijk. De lessen die kunnen worden getrokken gaan over het Doen (of proberen te Doen) van inclusief onderwijs. Ik heb in de toepassing ontdekt dat het onderwerp inclusief hoger onderwijs, heel anders is als je het in praktijk probeert te brengen dan verwacht. Ik omarm inmiddels een praktische pedagogie als mijn kennismodel en in dit boek toon ik die verandering. In zekere zin is dit de geschiedenis van een casus over inclusief hoger onderwijs en op een ander vlak is dit de geschiedenis van een case van een verandering in gezichtspunt van een idealistische pedagogie naar een praktische pedagogie.

De UTWNN ontwikkelde het Global Campus Project in 2000 om een nieuw, attractief image te creëren in vergelijking tot andere hogere beroepsopleidingen in de regio. Het stimuleren van student- en docent mobiliteit door een Internationale Route (met nevencampussen in Azië, het Midden-Oosten en Afrika) was een manier om zich te onderscheiden. Studenten van de hoofdvestiging konden naar de nevenvestigingen reizen, zodat ze daar een internationale ervaring konden opdoen en gelijktijdig voorzag dat de nevenvestigingen van broodnodige inkomsten. Dit was een uniek, zeer vernieuwend verkoopargument. De UTWNN voorziet de holding van het curriculum, accreditatie en al de academische kennis en staf die nodig zijn om een universiteit te runnen. De publieke partner is verantwoordelijk voor het naleven van de voorschriften en het verlenen van de Nederlandse diploma's, terwijl de privépartner in het Midden-Oosten zorg draagt voor de kosten van de nevenvestiging. Een dergelijke opzet was op zich buitengewoon creatief en inspirerend, de machtsstructuur waarin het resulteerde heeft complexe en soms ook conflictueuze situaties opgeleverd. Zoals u zult lezen in de volgende hoofdstukken van 'A Case Study in the Inclusive internationalisation of Higher Education'.

Met de start van de Route International veronderstelden de directeuren en het College van Bestuur van UTWNN dat waarden zoals ontmoeting, begrip en wederzijds respect een nieuwe betekenis zouden krijgen voor studenten en docenten. Het concept van internationalisering in het hoger onderwijs groeide snel, zowel in aantallen studenten als in de oprichting van nieuwe nevenvestigingen wereldwijd. In 2011 verscheen een artikel in een Nederlandse krant waarin UTWNN werd beschuldigd van mismanagement, ondermaatse kwaliteit van opleidingen en zelfs corruptie. De manier van internationaliseren door de oprichting van nevenvestigingen kwam onder een vergrootglas te liggen en de gevolgen van de implementatie van meer kwaliteitscontrole speelden nog altijd een rol toen ik werd gevraagd als interim Executive Dean op de nevencampus in het Midden-Oosten. De genomen maatregelen mondden uit in een 'wij tegen zij' mentaliteit, waarin de Nederlandse organisatie uitging van haar eigen superioriteit. Ondanks de problemen bij de internationalisering, bleek de gekozen strategie succesvol. Ik begon mijn onderzoek om de praktijkervaringen van de partijen die geen stem hadden te belichten. Voor mij, en dat

is deels een gevolg van mijn persoonlijke geschiedenis die is beschreven in hoofdstuk 1, speelt inclusiviteit in de internationalisering een sleutelrol in het hoger onderwijs.

Het eerste deel van de thesis beschrijft mijn persoonlijke en professionele betrokkenheid met inclusieve internationalisering in het hoger onderwijs en schildert de contouren van mijn onderzoeksmethodiek. Het tweede deel is verdeeld in drie thema's: Idealisme, Polyfonie en Kakofonie en in die drie hoofdstukken presenteer ik de case studie. Het laatste hoofdstuk (hoofdstuk 6) bevat de analyse en mijn conclusies waarbij ik me concentreer op de geleerde lessen.

DEEL I

HOOFDSTUK 1
MIJN PERSOONLIJKE EN PROFESSIONELE BETROKKENHEID MET INCLUSIEVE INTERNATIONALISERING IN HET ONDERWIJS

Als negenjarig meisje verliet ik Suriname en arriveerde ik in Nederland op de 23ste december 1967 met mijn moeder, mijn acht jaar oude broer en mijn zusjes van vier en zes. Op deze leeftijd startte mijn reis door het Nederlandse onderwijsbestel. Al die jaren voelde ik mij een 'Grensganger'. Ik reageerde en participeerde altijd vanaf de zijlijn. Vanaf september 2014 tot december 2015 vervulde ik een interim functie aan de nevenvestiging in het Midden-Oosten vanuit het idee dat ik inclusieve internationalisering in praktijk kon brengen, dat was namelijk een van mijn belangrijkste doelen toen ik als Executive Dean begon. Mijn eerdere ervaringen in de context van meerdere culturen en conflicterende verwachtingen voedden mijn behoefte om anderen erbij te laten horen, niet gedwongen te zijn tot een bestaan aan de zijlijn. Mijn hoofdmotief om deze thesis te schrijven is mijn diepste verlangen dat mensen optimaal profiteren van en tot hun recht komen in hun onderwijs. Ik geloof er sterk in dat internationalisering verder moet gaan dan het management en de leiding van een universiteit: het moet ingebed zijn in het klassenlokaal – in zowel de interactie tussen faculteit en studenten als de doorgaande interactie tussen studenten onderling. Dit moet ook gestoeld zijn op de onderwijspedagogiek die deze interacties betekenis geeft. Dit alles begint bij mijzelf: of ik mijn rol als Hoofd van een afdeling waarmaak en of ik er in slaag het onderwijs zo te sturen, organiseren en faciliteren dat iedereen die erbij betrokken is er volledig van profiteert.

HOOFDSTUK 2
ONDERZOEKSMETHODIEK

Dit onderzoek betreft een transnationale case studie vanuit meerdere invalshoeken die de aanleidingen en enkele incidenten beschrijven bij een Europese universiteit van toegepaste wetenschappen en haar nevenvestigingen vanaf midden 2014 tot het eind van 2015. Ik heb drie onderzoeksbronnen gebruikt: (1) documenten die de bedoelingen van de organisatie met inclusieve internationalisering blootleggen; (2) mijn observaties als participerend onderzoeker: en (3) data (interviews & focus groep) onder mijn leiding verzameld door externe onderzoekers. Voor een methodologisch startpunt wendde ik mij tot Robert Yin's boek Case Study Research, dat geldt als de 'gouden standaard' voor case onderzoek. Het was me al snel duidelijk dat er weinig tot geen onderzoek is gedaan 'op de werkvloer' die de pogingen beschrijft van Deans, faculteiten, leidinggevenden en studenten om de internationalisering te implementeren. Ik begon aan het project vanuit het idee dat 'inclusief hoger onderwijs' ethisch gewenst was. Zo had ik het leren kennen uit beleidsstukken en de huidige academische literatuur en dat mijn taak in het Midden-Oosten was om het vorm te geven op de onderwijs werkvloer. Mijn grootste zorg was hoe ik die inclusieve internationalisering beter door zou kunnen laten dringen tot de faculteit, lijnmanagement en de studenten. Gaandeweg zal tijdens het lezen van deze thesis duidelijk worden dat mijn oordelen over inclusiviteit drastisch veranderden tijdens het onderzoeksproces. Ik zag me genoodzaakt mijn aannames op basis van gebeurtenissen en onderzoeksgegevens te herzien. UTWNN maakt gebruik van een top-down besluitvormingsstructuur die de verzameling van gegevens beïnvloedt. De officiële bronnen vertellen een geïdealiseerd verhaal dat niet altijd overeen komt met wat de mensen op de werkvloer denken, voelen of ervaren. Ik eindigde met een onderzoek op de neven- en hoofdvestiging van UTWNN. In beide gevallen vond mijn onderzoek plaats binnen de organisatie, of te wel in situ. Het doel van de case studie is om de inclusiviteit van de internationalisering in het hoger onderwijs vanuit de praktijk te belichten. Mijn onderzoek gaat er van uit dat de pedagogie en de ervaringen van docenten en studenten van doorslaggevend belang zijn.

DEEL 2

HOOFDSTUK 3
BELEIDSSTUKKEN EN MIJN 'IDEALISME'

Het doel van dit hoofdstuk is om de ideologische context waarin ik opereerde te belichten. 'Inclusieve internationalisering' was gedefinieerd als iets goeds in zichzelf,

een deugd die het waard was om na te streven. Dit was het geloofssysteem dat in de beleidsstukken van UTWNN was vastgelegd. Dit geloof bereikte mij zonder dat ik mij realiseerde dat ik het zou kunnen aanmerken als 'ideologisch' gefundeerd. De crux voor mijn case studie is wat er met mij gebeurde toen ik van 'gelovige' veranderde in doener. In dit hoofdstuk toon ik de ideologische context vanuit waar ik startte om de inclusieve internationalisering van het hoger onderwijs in praktijk te brengen. De strategische focus in de internationalisering veranderde van het 'ondersteunen van universiteiten in ontwikkelingslanden door te voorzien in beurzen, gereedschap en advies' (Wit, 2011) in de afgelopen vijf jaar naar handel; en het speerpunt verschuift nu naar 'comprehensive internationalisation' zoals door John Hudzik (2011) beschreven is. Hij omschrijft 'comprehensive internationalisation' als een overtuiging, bevestigd door acties, om de internationalisering te bezielen en te versterken door middel van de onderwijs, onderzoek en missies van het hoger onderwijs. Dat veronderstelt de integratie van internationalisering in alle onderwijsaspecten. Naar mijn mening bieden de theorieën en strategieën weinig inzicht in de vraag 'Hoe?' en zij gaan ook niet in op de vraag naar inclusiviteit. Internationalisering speelde binnen UTWNN meer dan tien jaar een sleutelrol. Het was een van de drie pijlers onder de strategie in de afgelopen jaren. Het eerdere visiedocument van UTWNN zegt daarover: Wij willen onze studenten en staf voorbereiden op een internationale en veranderende omgeving door hen bloot te stellen aan betekenisvolle internationale ervaringen in Nederland en in het buitenland, om hen op die manier in staat te stellen te werken aan een sterke fundering van vaardigheden, kennis en aanpassingsvermogen dat een leven lang meegaat (UTWNN, 2011).' Na de negatieve krantenartikelen in 2011 beval een panel van experts aan: meer internationale studenten te werven, te kijken naar mogelijkheden om de programma's te internationaliseren, de buitenlandse vestigingen verder uit te bouwen, om daar ook goede programma's te realiseren, zowel voor initiële cursussen als voor vormen van samenwerking met internationale partners, te leren van hun ervaringen en een goede manier te zoeken om deze te integreren in het Nederlandse onderwijsbestel. UTWNN is de enige Nederlandse onderwijsinstelling in het hoger onderwijs die onderwijs aanbiedt op nevenvestigingen en daarin neemt ze een unieke pioniersrol in binnen het Nederlandse onderwijsbestel (Zwarts, Dunnett & De Wit, 2011). Hoewel het panel van experts zich niet bezig hield met de rol van docenten, vind je ook nergens in de verslagen van UTWNN geformuleerd wat de internationalisering betekent voor faculteit en stafleden en wat er van hen wordt verwacht. Het resultaat daarvan is een gebrek aan effectieve betrokkenheid bij de strategie. Internationalisering was zoiets als eenrichtingsverkeer. Paradoxaal genoeg sloot de roep om 'Comprehensive Internationalisation' meer mensen uit, dan het binnensloot. Er klonken nooit kritische tegengeluiden als het ging om 'comprehensive internationalisation'. In Nederland en in het buitenland hebben faculteit, staf en studenten weinig stem in deze route van internationalisering. Ondanks mijn ontevredenheid over de huidige realiteit blijf ik geloven in de ethische en onderwijskundige noodzaak van internationalisering.

HOOFDSTUK 4
DE POGING TOT INCLUSIVITEIT IN DE INTERNATIONALISERING

Dit hoofdstuk richt zich op de problemen ten aanzien van de implementatie van abstract beleid vanuit mijn perspectief als Executive Dean aan een nevenvestiging. De data worden gepresenteerd zoals zij ter beschikking stonden aan mij als participerend observant, verslagen ten aanzien van werktevredenheid, resultaten van intern onderzoek, mijn aantekeningen en percepties. Centraal staat de relatie tussen faculteit, staf en studenten op de nevenvestiging en hoe de relatie was tussen de nevenvestiging en de hoofdvestiging in Nederland is. Toen ik begon aan de nevenvestiging in het Midden-Oosten wilde ik een cultuur van inclusiviteit vormgeven en implementeren zodat iedereen binnen de campus gehoord zou worden. Ik ervoer dat er binnen de nevenvestiging een sterke cultuur van verwijten en schaamte heerste. Het was altijd de schuld van een ander dat iets niet gebeurde of dat er iets mislukte. Het maken van verwijten was een excuus om niets te ondernemen. Dit werd gevoed door de relatie tussen de hoofd- en nevenvestiging vanwege het gebruik van Nederlandse examens in een andere cultuur, de inhoud van het curriculum en de manier waarop het was georganiseerd, de rapportages en de gestandaardiseerde protocollen en formulieren die zijn geënt op een grote institutie maar weinig zinvol zijn in een kleine organisatie zoals een nevenvestiging. Om gezamenlijkheid mogelijk te maken, al is het maar op een minimaal niveau, is het nodig om iets van elkaars standpunt te begrijpen. Mijn manier om gezamenlijkheid te bevorderen was een soort van management dat zich het best laat omschrijven als management door rond te lopen. Dat is een betrokkenheid op een ongestructureerde manier door een directe 'hands-on' benadering in werk gerelateerde zaken van de staf. Ik hield met hen informele bijeenkomsten en luisterde naar hun suggesties, klachten en belangen. De onderwijsgemeenschap bewoog zich richting inclusiviteit, waar alle leden de mogelijkheid hebben hun stem te laten horen en daarmee invloed uit te oefenen op de toekomst van de universiteit. Maar uit de interviews kwam een heel ander geluid naar voren. Er is een permanente toestand van uitsluiting in de wijze waarop studenten, faculteit en staf over hun relatie met elkaar spreken, hoe ze over de neven- en hoofdvestiging praten. Als studenten in hun derde jaar naar Nederland komen als

onderdeel van het Nederlands beleid stuitten de studenten uit het Midden-Oosten op veel vooroordelen. Docenten en studenten van de hoofdvestiging labelden hen als 'lui' of zelfs 'stom'. In de interviews noemen ze niet wat de faculteiten van elkaar leren of wat zij leren van de ontmoeting met andere studenten. Zowel de staf als de studenten refereren niet aan onderwijs of internationalisering en wat hen dat oplevert. Polyfonie - inclusief de ontdekking van verschillen en culturele complexiteit, spreekt hen minder aan. Faculteit en leiding gaan er van uit dat een internationale ervaring goed is voor iemands loopbaan, maar er zijn geen harde feiten die dat onderbouwen. Inclusiviteit gaat over dialoog, respect en gelijkwaardigheid. In de onderwijscontext beschrijf ik inclusiviteit als de wil om op voet van gelijkwaardigheid kennis te delen. Het succes van internationalisering staat of valt met inclusiviteit. We moeten echt leren elkaar te begrijpen.

HOOFDSTUK 5
KAKOFONIE

Hoewel ik mijn onderzoeksreis begon als een idealist en mijn acties ondernam in een queeste naar polyfonie, werd ik in toenemende mate geconfronteerd met meer uitsluiting dan insluiting, meer conflict dan conflictoplossingen, meer onenigheid dan samenwerking. In toenemende mate moest ik erkennen dat mijn case beter te definiëren viel als kakofonie dan polyfonie. Kakofonie valt het best te omschrijven als 'een ruwe, dissonante mix van geluid'. We hebben een situatie bereikt waarin iedereen is buitengesloten. Ik geloof nog altijd dat begrip voor elkaar en het waarderen van de ander van eminent belang is. Dus schrijf ik met een 'bezwaard gemoed' en zelfs fundamentele tegenzin dit hoofdstuk. Essentiële rationele processen die nodig zijn bij de implementatie van onderwijs werden kennelijk genegeerd door UTWNN. De bestaande normen en gewoonten lijken er niet op gericht anderen bij het proces te betrekken door discussie en dialoog. Sommige sleutelgebeurtenissen en een mailuitwisseling belichten mijn dilemma's betreffende de internationalisering in het hoger onderwijs. Een van de problemen waar ik op stuitte is het feit dat er teveel kapiteins op het schip zijn bij de UTWNN. Wie is verantwoordelijk en tegenover wie? Door het blootleggen van de onderliggende processen van internationalisatie en de kritische noodzaak van polyfonie in onderwijs en pedagogiek, zie ik mij gedwongen mij eigen positie, aannames en uitgangspunten te herzien. De participerende en faciliterende managementstijl die ik aanhang mag de nevenvestiging een aantal jaren leefbaarder hebben gemaakt, maar de uitgangspunten bleven hetzelfde. Het creëren van een inclusieve leeromgeving in een socio-economische setting gebaseerd op uitsluiting bleek een onmogelijkheid. Ik probeerde de kans op polyfonie te vergroten door een gevoel van inclusiviteit te scheppen door relaties en het gesprek tussen stafleden, faculteit en studenten op de campus te faciliteren en aan te moedigen. In plaats daarvan eindigden we in een staat van kakofonie waarin het frame en de theorieën die internationalisering definiëren resulteren in een grote hoeveelheid stemmen die met elkaar strijden over de implementatie.

DEEL 3

De eerste twee delen presenteren het kader van inclusiviteit van internationalisering in het hoger onderwijs en het idealisme daarvan. In hoofdstukken 4 en 5 deel ik de data met betrekking tot de praktijk van inclusieve internationalisering in het werkveld door het gebruik van een verkennende en multi-methodologische aanpak. Het is duidelijk dat mijn perspectief is veranderd. Daarom staan in dit laatste deel de lessen die we hebben geleerd van de reis langs ideologie, polyfonie en kakofonie. De conclusie is verbonden met de onderzoeksvraag die in de inleiding staat.

HOOFDSTUK 6
GELEERDE LESSEN VAN DE REIS LANGS IDEOLOGIE, POLYFONIE EN KAKOFONIE

In dit hoofdstuk beantwoord ik de vraag: Wat onthult een praktijkgerichte case studie over inclusieve internationalisering van hoger onderwijs over het concept, de (non) implementatie, en over pedagogiek? Toen mijn werk als interim Executive Dean van de nevenvestiging begon was het mijn intentie een bepaalde vorm van polyfonie te creëren, waarin de stemmen van alle participanten tot hun recht zouden komen en bij zouden dragen aan de internationalisering. Maar in plaats van de versmelting van de veelstemmigheid, zijn we beland in een kakofonie van vele stemmen die alleen maar elkaar proberen te overstemmen door hard te schreeuwen. De realiteit op de werkvloer van de nevencampus voldeed niet aan de 'idealistische' werkelijkheid van de internationaliseringstheorieën en -beleid van de strategische beleidsmakers. Mijn radicale notie van versmelting (inclusion) en polyfonie leek niet realiseerbaar via de modellen en het huidige beleid. Er is teveel uitsluiting, terwijl de theorieën over internationalisering een beleid en praktijk creëren die totaal niet overeenkomt met de situatie van staf, faculteit en studenten. Ik wil graag een aanzet geven voor verder onderzoek naar internationalisering binnen het hoger onderwijs. Allereerst kunnen we concluderen dat de internationalisering binnen het hoger onderwijs niet zo simpel is als onderzoekers en beleidsmakers suggereren. De beleidsmakers hebben de neiging de context uit het oog te verliezen waarin hun beleid moet worden

geïmplementeerd. Sterker nog, de stemmen van faculteit, eerstelijns administratie, en studenten worden zelden gehoord in het proces van internationalisering. Noch in de literatuur, noch in de beleidsontwikkeling. Ten tweede, de roep om 'inclusiviteit' heeft iets paradoxaals over zich. Het zijn vooral de auteurs van rapporten over internationalisering die de faculteiten, staf en studenten oproepen om vorm te geven aan de internationalisering op basis van inclusiviteit. Maar die experts zijn een exclusieve groep van leidinggevenden die hoog in de hiërarchie zitten. Het grote probleem van de paradox is: door minder exclusief te zijn, ben je ook minder in de positie om vorm te geven aan inclusiviteit. Die tegenstelling is goed zichtbaar geworden in mijn onderzoek. Het idee van inclusieve internationalisering lijkt te bestaan buiten de realiteit van universiteiten, faculteiten en studenten. Ik ben er van overtuigd dat als we deze werkelijke situatie blijven negeren we altijd met tegenvallende resultaten geconfronteerd worden. Ten derde, polyfonie kan niet in de implementatie en evaluatie van internationalisering een plek krijgen, als de mensen die het aangaat niet vanaf het begin worden betrokken in de beleidsontwikkeling.

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ABBREVIATIONS

BBA	Bachelor of Business Administration
BEcon	Bachelor of Economics
CI	Comprehensive Internationalisation
DE	Department of Economics
ESR	Educational Support and Research
HBO	Higher Professional Education or Higher Vocational Education
IBC	International Branch Campus
IBCMENA	The International Branch Campus in the MENA region
MBWA	Management by Walking Around
MINT	Mapping Internationalisation
NAFSA	Association of International Educators
NQA	Global Certification Body
NSE	National Student Enquiry
NVAO	Dutch and Flemish accreditation organisation
OECD	Organisation for Economic Development
RI	Route International
SMR	School participation council
TNE	Trans National Education
UASNN	University of Applied Sciences Northern Netherlands

ABOUT THE AUTHOR

Ann Mannen was born in Suriname and set off on her journey through the Dutch education system as a nine-year-old in 1967. Her professional life is fully dedicated to interculturalisation and internationalisation. In 1989, after a teaching degree in health and domestic science, she chose to study as a trainer in transcultural communication at Wageningen University of Agricultural Sciences, in cooperation with the HBO Board (former Association for Universities of Applied Science). The focus of the study was on a more secure anchoring of the intercultural philosophy in higher education. Her own experience had led to her conviction that people's diverse backgrounds should be nurtured in all aspects of education: no separate diversity policy, but an integral policy that takes the diversity into account.
In the first decade after obtaining her degree, Ann worked as a Lecturer of Intercultural Communication and Management and as a Project Manager for interculturalisation for five universities of applied sciences. In 2000, she became Head of Year and later Course Manager for the International Hospitality Management course, an international course with students of more than sixty nationalities and from branch campuses in Africa, Asia and the Middle East. From 2004, she was also responsible for the development of a new course, a BBA in Humanitarian Assistance Management. This resulted in the realisation of a minor within the Hotel Management Course and the start of a full BBA in Disaster Management at the branch campus of the University of Applied Sciences in South Africa.
In 2007, Ann Mannen was appointed as Dean of the BA in Leisure Management and a few years later in 2010 until January 1, 2018 she was made Head of the School of Business, covering five economic courses at the university of applied sciences and a centre for applied research. In the same year, she completed her Masters degree in Education Management at the University of Amsterdam.
In 2009, she started her doctoral research into "Inclusive Internationalisation of Higher Education". This case study took on a special nature as a result of her appointment as Interim Executive Dean at the International Branch Campus of the University of Applied Sciences in the Middle East. Her professional practice, both at the main campus and at the branch campus, offered her a unique opportunity to apply the experiences gained to an involved case study in which the practicalities of internationalisation in higher education are reviewed against the backdrop of the policy and theories on internationalisation.

Ann's main motivation for writing this thesis is her deep desire for people to get the most out of their education. Ann Mannen strongly believes that internationalisation should move beyond policy level; it must be embedded in the classroom, both in the

interaction between the faculty and students and in the interaction between students amongst themselves. Internationalisation should be based on an educational pedagogy that gives meaning to these interactions and an education management that succeeds in guiding, organising and facilitating education in a way that allows everyone involved to benefit fully from it.

That's why she is now focusing (from 2018) on the preparation of a professorship (lectoraat) which will further explore the participation and involvement of all the actors involved in community-based and inclusive learning.