



# 7: Staff development, recognition and reward

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## 0. SHORT INTRODUCTION

In the Jones model pie number 7 is Staff development, recognition and reward, this contains:

- Wide range staff development and recruiting programme to support internationalization, including language and intercultural competence development.
- Identification of need along with recognition and reward for engaging in any aspect of international dimension of the university life offered systematically through performance review or appraisal.

This document is a collection of examples on different subjects.



## 1. Staff development

### International & Intercultural Competences for Teachers

<b>SHORT DESCRIPTION</b>
<p>Internationalization of the curriculum and the institution necessarily goes together with staff development as well.</p> <p>Operationalizing internationalization strategies will be supported by competent staff. Therefore, staff development should include development of international and intercultural competencies.</p> <p>Adding this as focus to HRM strategies further facilitates this process.</p>
<b>GOALS</b>
<p>This example in the toolkit provides template frameworks and background that support the development of international and intercultural competencies.</p> <p>This background and frameworks can be used to design courses or trainings for staff members.</p>
<b>TARGET GROUPS</b>
staff, teachers, researchers
<b>SOURCE AND/OR ANNEX</b>
<p><a href="http://www.internationalecompetenties.be/en/">http://www.internationalecompetenties.be/en/</a></p> <p>Beelen, J., &amp; De Wit, H. (2012). Internationalisation revisited: New dimensions in the internationalisation of higher education.</p> <p><a href="https://research.hanze.nl/ws/portalfiles/portal/16170185/Internationalisation_Revisited_CAREM_2012_web_version.pdf">https://research.hanze.nl/ws/portalfiles/portal/16170185/Internationalisation_Revisited_CAREM_2012_web_version.pdf</a></p> <p><b>ANNEX PIE 7_ INTERNATIONAL COMPETENCES MATRIX 2020 - PDF</b></p> <p><b>ANNEX Pie 7_ Internationalisation strategies and the development of competent staff – PDF</b></p>

<b>SHORT DESCRIPTION</b>
<p>A Training Initiative for Intercultural Competences Development of Faculty as a Precondition for Intercultural Competences Development of Students.</p> <p>The framework for the Lab is based on the Process Model of Intercultural Competence designed by Deardorff (2009), and the Developmental Model of Intercultural Sensitivity – DMIS designed by Bennett (1993) (see figure 1). The ICLL framework structures our facilitation of the intercultural competences’ development: a total of 9 sessions of 4 hours each, spread over a period of 10 months.</p>
<b>GOALS</b>
<p>The Intercultural Competence Learning Lab (ICLL) is a learning environment for faculty of international higher education. Its aim is the development of the educator’s intercultural competences by sharing intercultural (classroom) experiences or incidents, personal intercultural learning, critical reflection of current IC models and discussing pedagogical (best) practices for IC development.</p>
<b>TARGET GROUPS</b>
<p>Staff of physiotherapy programmes (lecturers, international coordinators, policy advisors)</p>
<b>SOURCE AND/OR ANNEX</b>
<p>Henk Willemsen <a href="mailto:h.a.w.willemsen@pl.hanze.nl">h.a.w.willemsen@pl.hanze.nl</a> University lecturer Hanze UAS</p>



## International Staff Days for Health Professionals

### **SHORT DESCRIPTION**

International Coordinators, Staff members of partner Universities are invited every two years to join the “International Staff Days for Health Professionals” at the University of Applied Sciences Upper Austria. The programme contains key notes, panel discussions as well as workshops always on a specific topic such as “Interprofessional Learning and Innovative Learning Methods”  
During the conference participants are invited to visit the different study programmes at the different locations (Cities) either for training or for education eg. to give (Open) Lectures

### **GOALS**

The aim of the event is to bring together staff from Higher Education Institutions in order to exchange experiences and strengthen the health profession network.  
Participation should be in an active way.

### **TARGET GROUPS**

International coordinators, academic staff and staff of international offices with background in the health professions will be the main target group.

### **SOURCE AND/OR ANNEX**

University of Applied Sciences for Health Professions Upper Austria  
[www.fh-gesundheitsberufe.at](http://www.fh-gesundheitsberufe.at)  
[internationaloffice@fhgooe.ac.at](mailto:internationaloffice@fhgooe.ac.at)

**SHORT DESCRIPTION**

**For the theme: student diversity – we would like to refer to the section on intercultural group dynamics.**

The EQUIIP Project (2016-2019) has developed a modular programme – Designing and teaching inclusive international programmes – providing for the continuing professional development (CPD) of Educational Developers (EDs) working in the context of internationalized programmes and international classrooms. The modules are presented on this Platform as five circles, each containing:

- an introductory text;
- detailed instructions for facilitators;
- a series of the worksheet activities and other materials for participants;
- a thematic text explaining the conceptual and practical foundations of the module, including
- key references;
- a timelapse video in which the main content of the module is introduced and summarized;
- further resources (when appropriate).



**GOALS**

Designing and teaching inclusive international programmes

**TARGET GROUPS**

Educational Developers, Teachers, International Coordinators

**SOURCE AND/OR ANNEX**

<https://equiip.eu/>



## INTERNATIONAL COMPETENCES MATRIX

Task / Competence	Knowledge		Skills					Attitude
	Knowledge re the personal academic discipline in an international context	Knowledge re the international(ised) labour market and working environment of graduates	Intercultural competences in an international context (personal)	Intercultural competences in an international context (professional)	Didactic or research competences in an international context	English Language Proficiency	Dutch Language Proficiency for non-native speakers of Dutch	Confidence, responsiveness, empathy, and openness
Teaching in the national language (Dutch) in the <b>domestic classroom</b> , including academic counselling, supervision of project work and work placements in a <b>domestic situation</b> .	Is familiar with the international context and literature of their subject area.	Is aware of the fact that the status of and requirements for the professions/jobs for which their students are trained (qualifications needed, professional recognition, professional roles) may differ from country to country.	Is able to identify their own cultural background and biases and is able to develop new perspectives on this.  Recognizes multiple worldviews and (at times) uses more than one worldview in interactions.  Recognizes cultural differences in verbal and nonverbal communication.	Recognizes and is sensitive to (subtle) differences between subcultural groups.  Is able to make adjustments for cultural differences in their teaching and interaction with the group.  Is able to use their awareness of the international(ised) labour market and working environment of graduates in their teaching.	Is able to actively apply their knowledge about the international context of their personal academic discipline and the international(ised) labour market and working environment of graduates <ul style="list-style-type: none"> <li>in their teaching and curriculum development, esp. through the introduction of I@H;</li> <li>in counselling and supervision of domestic students in domestic settings.</li> </ul>	Understanding (listening and reading): B2 level.  Speaking and writing (interaction and production): B1 level.	Has obtained the Diploma Staatsexamen NT II. The NT II level corresponds with CEFR B2.	Acts confidently with a suitable degree of empathy and openness towards students and other stakeholders.  Is responsive to the fact that different (sub)cultures may be represented in the group.  Expresses openness to intercultural issues as they arise and seeks to address these.
Academic counselling and supervision of <b>domestic students</b> , especially in relation to	Is familiar with the international dimensions of their degree programme and is able to incorporate this knowledge in the	Is aware of the fact that the status of and requirements for the professions/jobs for which their students are	Is able to identify their own cultural background and biases and is able to develop new perspectives on this.	Is aware of the fact that different cultures may be represented in the student body of their programme and is able to	Is able to actively apply their knowledge about the international context of the international(ised) labour market and	Understanding (listening and reading): B2 level.  Speaking and writing (interaction	Has obtained the Diploma Staatsexamen NT II. The NT II level corresponds with CEFR B2.	Acts confidently with a suitable degree of empathy and openness towards students and other stakeholders.

<p><b>international settings</b>, such as international work placements, study abroad periods, or international final projects</p>	<p>interaction with individual students and colleagues of international partner institutions and work placement providers.</p>	<p>trained (qualifications needed, professional recognition, professional roles) may differ from country to country and is able to incorporate this knowledge in their supervisory work.</p> <p>Is informed about the structure of HE and HEIs in relevant countries and recognizes relevant issues that may influence international collaboration with partner institutions.</p>	<p>Recognizes multiple worldviews and (at times) uses more than one worldview in interactions.</p> <p>Recognizes cultural differences in verbal and nonverbal communication and actively seeks shared meaning.</p>	<p>make adjustments for cultural differences in the interaction with individual students.</p> <p>Is able to use their awareness of the international(ised) labour market and working environment of graduates in their academic counselling and supervision.</p>	<p>working environment of graduates and their intercultural competences in an international context in counselling and supervision of domestic students in international settings.</p>	<p>and production): B2-C1 level.</p>		<p>Is responsive to cultural differences in the interaction with and between students and other stakeholders.</p> <p>Expresses openness to intercultural issues as they arise and seeks to address these.</p>
<p>Teaching in the <b>international classroom</b> (usually in English)</p>	<p>Is knowledgeable about the international context and literature of their subject area.</p>	<p>Is informed about the status of and requirements for the professions/jobs for which their students are trained (qualifications needed, professional recognition, professional roles (in relevant countries)).</p>	<p>Is able to articulate insights into their own cultural background and biases and understands the complexity of culture.</p> <p>Interprets intercultural experiences from more than one perspective and can actively shift behaviour.</p> <p>Is able to actively implement their understanding of various dimensions affecting verbal and nonverbal</p>	<p>Has basic knowledge of the cultures represented in their international classroom and is able to make adjustments for cultural differences in their teaching and their interaction with the group.</p> <p>Asks complex questions in a culturally appropriate manner and initiates and stimulates interactions with and between</p>	<p>Is able to actively apply their knowledge about the international context of their personal academic discipline and the international(ised) labour market and working environment of graduates</p> <ul style="list-style-type: none"> <li>• in their teaching, including through the introduction of I@H;</li> <li>• in their contribution to curriculum development.</li> </ul>	<p>Understanding (listening and reading): C1 level.</p> <p>Speaking and writing (interaction and production): C1 level.</p>	<p>Basic user at level. CEFR A1 level.</p>	<p>Acts confidently with a suitable degree of empathy and openness towards students and other stakeholders.</p> <p>Is responsive to the fact that different (sub)cultures are represented in the international classroom.</p> <p>Expresses openness to intercultural issues as they arise and actively addresses these.</p>

			communication and can create shared meaning.	culturally diverse groups members.				
Academic counselling in the <b>international classroom</b> (domestic and international students), both at home and abroad, such as during international work placements, study abroad periods, or international (graduation) projects.	Is informed about the international dimensions of the degree programme and is able to use this knowledge in counselling activities.	Is informed about the status of and requirements for the professions/jobs for which their students are trained (qualifications needed, professional recognition, professional roles (in relevant countries)).  Is informed about the structure of HE and HEIs in relevant countries and recognizes relevant issues that may influence international collaboration with partner institutions.	Is able to articulate insights into their own cultural background and biases and understands the complexity of culture.  Interprets intercultural experiences from more than one perspective and can actively shift behaviour.  Is able to actively implement their understanding of various dimensions affecting verbal and nonverbal communication and can create shared meaning.	Has basic knowledge of the cultures represented in the student body and represented by the external stakeholders and is able to make adjustments for cultural differences in the interaction with representatives of both groups.  Asks complex questions in a culturally appropriate manner and is capable to have meaningful interaction with culturally diverse others.	Is able to actively apply their intercultural competences and their knowledge about the international context of the international(ised) labour market and working environment of their graduates in counselling and supervision of both domestic and international students in international settings.	Understanding (listening and reading): C1 level.  Speaking and writing (interaction and production): C1 level.	Basic user at CEFR A1 level.	Acts confidently with a suitable degree of empathy and openness towards students and other stakeholders.  Is responsive to cultural differences in the interaction with and between students and other stakeholders.  Expresses openness to intercultural issues as they arise and actively addresses these.
Doing research in a <b>regional or national</b> context	Is thoroughly familiar with the state of the art in academic and/or applied research in their research field, both nationally and internationally.	Is thoroughly familiar with the state of the art in academic and/or applied research in their research field, both nationally and internationally.	Is able to identify their own cultural background and biases and is able to develop new perspectives on this.  Recognizes multiple worldviews and (at times) uses more than one worldview in interactions.	Recognizes and is sensitive to (subtle) differences between subcultural groups.  Is aware of the main international and cultural differences in attitudes and approaches to academic and/or applied research.	Is capable of adapting to diverse research environments.	Understanding (listening and reading): C1 level.  Speaking and writing (interaction and production): B1-2 level.	Independent user at CEFR B2 level.	Acts confidently with a suitable degree of empathy and openness towards students, researchers, and other stakeholders.  Is responsive to cultural differences in the interaction with and between students, researchers, and other stakeholders.

			Recognizes cultural differences in verbal and nonverbal communication.					Expresses openness to intercultural issues as they arise and actively addresses these.
Doing research in an <b>international</b> context	Is thoroughly familiar with the state of the art in academic and/or applied research in their research field, both nationally and internationally.	Is thoroughly familiar with the state of the art in academic and/or applied research in their research field, both nationally and internationally.	<p>Is able to articulate insights into their own cultural background and biases and understands the complexity of culture.</p> <p>Interprets intercultural experiences from more than one perspective and can actively shift behaviour.</p> <p>Is able to actively implement their understanding of various dimensions affecting verbal and nonverbal communication and can create shared meaning.</p>	<p>Recognizes and is sensitive to (subtle) differences between subcultural groups.</p> <p>Is informed about the main international and cultural differences in attitudes and approaches to academic research.</p> <p>Has basic knowledge of the cultures represented in their international research environment and is able to make adjustments for cultural differences in their interaction with groups and individuals.</p>	Is capable of adapting to diverse research environments, both nationally and internationally.	<p>Understanding (listening and reading): C1 level.</p> <p>Speaking and writing (interaction and production): C1 level.</p>	Independent user at CEFR A1 level.	<p>Acts confidently with a suitable degree of empathy and openness towards students, researchers, and other stakeholders.</p> <p>Is responsive to cultural differences in the interaction with and between students, researchers, and other stakeholders.</p> <p>Expresses openness to intercultural issues as they arise and actively addresses these.</p>

The International Competences Matrix is a development-oriented tool. The colour coding is meant as an indication of whether or not an 'average' qualified teacher/researcher may need professional development in a particular area to acquire the desired competence level. The competences under the heading 'Attitude' have not been colour coded, since the link between professional development and attitude is not straightforward.

Entry level	Level that all teachers and researchers may be expected to have; professional development activities are normally not required.
Intermediate level	Level that some, but not all teachers and researchers may have; professional development activities may be required.
Advanced level	Level that requires advanced knowledge and skills and/or requires a significant increase of knowledge and skills; professional development is (almost always) needed.
Specialised level	Level that requires specialised knowledge and skills and/or requires a high increase of knowledge and skills; professional development is (almost always) needed. NB: All skills levels in the field of Dutch language proficiency for non-native speakers of Dutch have been labelled as 'specialised level', on the assumption that international teachers/researchers that work in the Netherlands will have to learn Dutch from scratch.
CEFR	Common European Framework of Reference for Languages. Describes foreign language proficiency at 6 levels: A1, A2 (basic user), B1, B2 (independent user), C1, C2 (proficient user).

## **Internationalisation strategies and the development of competent teaching staff**

Els van der Werf

*This article argues that the role of the lecturer in an internationalised higher education institution is not limited to teaching internationally or interculturally diverse groups of students. Teaching staff members will normally be required to undertake a variety of tasks, which require different competences. In addition, they will need specific competences to be able to function well in an international working environment. In order to foster the discussion on the topic of staff competences in relation to internationalisation, this article suggests the use an 'International Competences Matrix.' This HRM tool is meant to alert both teaching staff and their heads of department to the fact that working in an international environment requires new and additional competences and that training teaching staff in 'weak' competence areas may be necessary to make a university's internationalisation policy a success.*

The role of the lecturer in an internationalised higher education institution and the competences required to fulfil this role successfully are topics which have not received the attention that they deserve and which managers in higher education have been loath to address, not only in relation to the recruitment of new staff, but particularly in relation to current staff. The emphasis in most studies on this topic has been on teaching in the international classroom and on the intercultural competences which a lecturer needs to effectively engage with students from different educational and cultural backgrounds. However, the introduction of the concept of 'Internationalisation at Home' (IaH), particularly in European higher education, has led to a redefinition of internationalisation and subsequently to the realisation that this would have consequences for the competences required of teaching staff. They are not only expected to contribute to the internationalisation of their higher education institution by teaching to internationally diverse groups of students. Working in an internationalised higher education institution requires them to undertake a much wider variety of activities, such as internationalising curricula aimed at a domestic student population, counselling and supervising (domestic and international) students in preparation for and during study abroad periods, and maintaining collaborative relations with partner institutions abroad. This calls for a more differentiated approach to teaching staff competences in relation to internationalisation.

Important work on the teaching of students from different educational and cultural backgrounds has been done in Australia, where most universities actively engage in both recruiting international students for Australian campuses and offering transnational or 'offshore' programmes, particularly in Southeast Asia (Leask, 2001; 2004; 2005; Stone, 2006). Similar approaches can be found in the USA, Canada and the UK (Mestenhauser et al., 1998; Bond et al., 2003; Schuerholz-Lehr, 2007; Hyland et al., 2008). One of the most comprehensive contributions to the topic, however, is Hanneke Teekens's profile of 'the ideal lecturer' for the international classroom (Teekens, 2001; 2003). Teekens defines nine clusters of qualifications and she lists the knowledge, skills, and attitudes which are relevant for lecturers who work in an internationalised teaching environment. She pays specific attention to an aspect which is largely absent from studies that originated in English-speaking countries, but which has had a significant impact on the thinking about staff competences in relation to internationalisation: the use of English as the language of instruction, instead of, or alongside the national language. Her profile "provides lecturers with an insight into the demanding role of standing before a culturally mixed group and teaching in a language other than their own" (Teekens, 2001, p. 23). Teekens's intention is "to create awareness among the managers of higher education institutions of the specific qualities and skills required of teaching staff destined to be lecturers in the international classroom" (Teekens, 2001, p. 23) and can be used to identify "discrepancies relevant for the planning of future staff selection and further training" (Teekens, 2001, p. 23). In response to Teekens, Gavin Sanderson suggests a number of modifications of her profile and introduces the concepts of the internationalisation of the academic Self and cosmopolitanism (Sanderson, 2006; 2008; 2011). Whilst he lists a large number of things a teacher might do to approach the ideal, he concludes that the complexities "lie in the personal and professional commitment it takes to become both a better teacher and someone with a well-developed cosmopolitan disposition" (Sanderson, forthcoming).

The profile developed by Teekens does not distinguish between the different tasks that a lecturer may have. It views teaching as complex, comprehensive responsibility. In many higher education institutions, however, not all teaching staff members have the same set of tasks. Some may be required to teach in English, but have few research tasks. Others may teach only in the national language, but be involved in the supervision of foreign students.

Similarly, the tasks of an individual lecturer may change considerably over time, i.e. from one academic year to the next, or even within the relatively limited time span of an academic year. This means that lecturers may be required to have different sets of competences and/or that an individual lecturer may be required to have different competences in various phases of his/her career. Teaching staff competences in relation to the international higher education working environment can be addressed in a more diversified manner by using an 'International Competences Matrix', in which tasks that are normally undertaken by teaching staff members are set off against competences which are needed to fulfil the task well (see appendix).<sup>1</sup>

The first version of the 'International Competences Matrix' was developed by the Office for International Relations of Hanze University Groningen, University of Applied Sciences, in collaboration with the Office for Personnel & Organisation. It was developed in response to the need for a practical tool which could serve to alert both teaching staff and their heads of department to the fact that working in an international environment requires new and additional competences and that training teaching staff in 'weak' competence areas may be necessary in order to make a university's internationalisation policy a success. Heads of department were advised to use the tool during job interviews with potential new members of staff, but also in relation to current staff, e.g. in job appraisal talks. Teaching staff members were invited to use it in reflecting on their own needs for professional development. As such, the 'International Competences Matrix' formed an integral part of the HRM appraisal cycle.

The competences defined in the matrix are primarily based on the descriptions of the qualifications in Teekens's profile. With regard to the didactic competences, I have incorporated the work of Dineke Tigelaar and colleagues (Tigelaar et al., 2004). Proficiency in the English language is given a considerable amount of attention in the matrix, because outside the English-speaking world it is generally accepted that it is an important competence in relation to working in an international environment. The level descriptions

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<sup>1</sup> An earlier version of the 'International Competences Matrix' was published in *Internationalisation and Quality Assurance*. EAIE Professional Development Series for International Educators 4. Amsterdam: European Association for International Education, 52-54.

have been adapted from those defined in the Common European Framework of Reference for Languages.

The matrix reflects a number of influential studies that have been done on the topic of staff competences in relation to the higher education working environment. However, it is not carved in stone. It can be adapted to suit the specific situation of a higher education institution, e.g. by shortening or extending the list of tasks or by adapting the competence categories. Similarly, the level and the definition of the competences can be adapted to reflect the policy of a higher education institution with regard to its teaching staff.

The introduction of the 'International Competences Matrix' in the HRM appraisal cycle of a higher education institution should ideally be supplemented with making a range of personal and professional development options available to teaching staff members. The use of the matrix is, after all, intended to be a tool to stimulate the awareness of the need for specific or additional competences for working as a teacher in an internationalised environment and to foster the discussion on how to acquire or improve these competences. For many higher education institutions, the process of internationalisation means a transition from being a workplace steeped in a national, even regional, identity to becoming a multinational and multicultural working environment. That process can only be successful if an institution's human capital is given the opportunity and support to make that transition on a personal and professional level.

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