

Where intercultural, international and diversity-related agendas meet

A conceptual framework for higher education institutions

*Regina Aichinger and Martina Gaisch
University of Applied Sciences Upper Austria.*

ABSTRACT

In view of numerous challenges brought about by the changes in demographics, the massification of higher education, globalization trends and legal requirements (e.g. Bologna declaration, national mobility strategies), higher education institutions (HEIs) are forced to review their strategies for attracting future students. One strategy that has long been considered to be the key to success was the recruitment of internationally mobile students, and consequently, the change of the local medium of instruction, mostly into English. This paper seeks to identify the interfaces between internationalization endeavors, intercultural competencies and diversity-related aspects that appear all relevant for higher education institutions but are often regarded as stand-alone measures without a cohesive frame. Hence, this contribution puts forward a conceptual model that relates the key parameters at stake and discusses implications of diverse internationalization strategies. It is suggested that apart from approaches such as Internationalization of the Curriculum (IoC) and Internationalization at Home (IaH), there may be an additional strategic orientation, one that also embraces intra-societal diversity. What we would like to call Internationalisation of the Mind (IoM) may have the potential to serve as a liaison between international, intercultural, and diversity-related aspects at the tertiary level and combine structural, community and competency internationalization strategies. To integrate these interfaces in a practical framework but also to draw on societal, disciplinary, institutional and functional cultures, a meta-level analysis of an Austrian higher education institution is provided. It is discussed how the context and causal and intervening variables impact the strategic orientation of a higher education institution with regard to internationalization and what consequences the respective alignment may have on a structural, institutional and competency level.

Keywords:

Internationalisation; interculturality, diversity, diversity management, higher education, governance, Internationalisation of the Curriculum (IoC), Internationalisation at Home (IaH), Internationalisation of the Mind (IoM)

1 INTRODUCTION

From a historical point of view, scientific work in both teaching and research has always been a multi-faceted cross-border activity (Altbach 1998, p.347). In this context, Teichler (2004, p. 8) points out that HEIs, especially universities “[...] have long been considered one of society’s most international institutions. The knowledge stored, generated and transmitted is often universal (i.e. not systematically bound by borders).” For many years, higher education institutions sought to gather scholarly information from around the world with the aim to generate innovation at a global scale. In doing so, scientific activities have traditionally been associated with an appreciative and value-based attitude together with open-mindedness towards different institutions of higher learning and a broad variety of research issues.

Around the world higher education institutions have become increasingly shaped by global economic, cultural and demographic influences. Against the backdrop of substantial political and economic changes, internationalisation and intercultural dialogue have no longer been considered as tasks of individual scientific thinking and acting, but also had to be internalized into an organisational/institutional context (Bartell 2003; De Wit 2010). Especially due to the Bologna process, HEIs are more and more forced to correspond to legal requirements of the EU, while at the same time addressing the pressing needs of national-state legal requirements in conjunction with quality assurance measures (De Wit/Knight 1999; Teichler 2004). Both internationalisation and intercultural competencies are seen as indispensable prerequisites to further European advancement and foster a competitive knowledge society (OECD 2008, Leuven Communiqué 2009, NAFSA Report 2011). With regard to a global linkage of politics and economics, HEIs are intended to respond to a wide range of different stakeholder expectations (e.g. via global/international integration, improvement of competitiveness, enhancement of scientific visibility). In this vein, HEIs must rise to the challenge of continuous improvement in terms of international and global co-operation. To meet these goals, they have to find adequate strategic positions, which are operationalised by means of adequate management systems and corresponding processes (Hudzik 2015). Usually, the performance portfolio of higher education institutions, which denote themselves as “international and intercultural” institutions, consists of action taken in the fields of student and staff mobility, intensified international research co-operation and cross-border delivery of study programmes (especially joint-programmes). Such programmes mostly offer trainings and education for intercultural competence (de Wit et al. 2015, p. 41). It is stated that “[...] international student recruitment, preparing graduates for the global labour market, attracting global talent for the knowledge economy, cross-border delivery of education, and capacity building have become important pillars of the internationalisation of higher education over the past decade. The emergence of national and global for-profit higher education conglomerates, franchise operations, articulation programmes, branch campuses, educational hubs, and more recently, virtual learning and Massive Online Open Courseware (MOOCs) are ways in which this development expresses itself. [...]” (de Wit et al. 2015, p.43). In addition, internationalisation and globalisation trends have turned into an integral part of increasingly entrepreneurial environments, both in organizational and institutional settings. With this in mind, it becomes clear that increased internationalisation endeavors also entail a larger degree of diversity, be it in terms of demographic, cognitive, disciplinary, functional or institutional variety (Gaisch/Aichinger, 2016). To deal with these dynamics, it is vital to possess a wide range of competencies that go beyond a narrow disciplinary focus. In this sense, it is argued that the key to

success lies in a comprehensive intercultural diversity management strategy (Stangel-Meseke et al, 2015; Gaisch et al, 2017) where the concept of diversity acts as a context-sensitive commodity that has become a key ingredient of any organisational culture. In order to take advantage of this diversity and encourage global and international exchanges, intercultural competence, and critical (self) reflection were found to be core competences that need to be further developed.

2 LITERATURE REVIEW

2.1 Internationalisation approaches: rational and emotional aspects

Due to ever-changing internal and external dynamics HEIs are forced to review their strategies for attracting future students. This is further reinforced by the need to compete in terms of successful branding in order to be legitimized by potential funding bodies (Hughes 2008). One possible strategy that has long been considered to be the winning formula was the recruitment of internationally mobile students and the change of the language of instruction, particularly into English. Yet, these activities turned out to be less successful than expected, especially with regard to enhanced international exchange and co-operation (Burgess/Berquist 2012). As a consequence, cross-border deliveries of education and curriculum internationalisation have increasingly been supplemented by strategies of “Internationalisation at Home” (IaH). Undoubtedly, much scholarly attention has been devoted to a range of different approaches and content alignment (Gaisch, 2014; Leask, 2013; Clifford/Montgomery, 2011) which are all based on a sustainable education approach with the intention to prepare students for their lives as professionals and responsible citizens in a more and more globalised world (Altbach/Knight 2007; Thomas 2009).

When zooming in into the context of the two internationalisation approaches, namely Internationalisation of the Curriculum (IoC) and Internationalisation at home (IaH), the first one was originally intended to bring about an “[...] influx of international students to local campuses [...]” (Webb 2005, p. 112) and to promote mobility in general. By adopting the IaH approach it was sought to enrich teaching processes and methods and encourage overall institutional action (Beelen/Jones 2015). More recently, the definitions of these two strategic approaches have been linked to one “objective” and an “emotional” anchor point: through these lens, IoC represents “[...] the incorporation of international, intercultural, and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods, and support services of a programme of study. [...]” (Leask 2015, p. 43). Following these suggestions, a number of HEIs have taken a rather “rational” pathway to operationalise internationalisation by designing specific English-taught programmes and setting up internationalisation offices to support and serve internationally mobile or degree-seeking students from abroad. These conceptualisations imply usually methodical procedures to ensure mutual effects of both teaching and learning, to realize corresponding (individualised) learning outcomes, and to take account of socio-cultural backgrounds of the students. Further, corresponding action is taken to design programmes that also embrace language courses and intercultural modules as well as defined time windows that allow for a study-related stay abroad. This, so it is argued, may be beneficial for the academic and interpersonal development of both students and teachers and enhance their intercultural understanding. In this sense, internationalisation efforts may be reduced to some “add-on” activities (Gaisch, 2016, p. 16) on “[...] what is already carried out [...]” (Coelen 2016, p. 36) by HEIs. The so-called rational connotation of these internationalisation activities may rely on conjecture that they focus more on output than on outcome/impact dimensions – quality assessments often strive to prove the growth of quantitative numbers like the mobility ratio or the duration of stays abroad. Many HEIs

therefore experienced that these add-on activities may be misleading assumptions because they are often driven by commercialization. Studying or teaching abroad contributes to individual skill development, but does usually not have any impact on the internationalisation of the entire student body, faculty or service units. Having the challenges of social mobility in mind, it seems clear that not all students are capable of staying a semester abroad. This may be due to financial constraints, family commitments or professional obligations.

Much of the recent discourse about higher education has focused on the effects of more inclusive approaches which address soft skill development at an individual level and cultural dimensions at an institutional level (De Wit 2016; Deardorff/Jones 2012). Internationalisation at Home seems to be promising in view of the emphasis placed on intercultural competence development and the effects of mutual respect and appreciation (Beelen/Jones 2015, p. 69). When taking a closer look at the core intention of internationalisation, it needs to be stressed that internationalisation has gradually been moving from “[...] a pro-active strategic issue, from added value to mainstream, and also has seen its focus, scope and content evolve substantially [...]” (De Wit, 2010, p 5). Hence, IaH appears to go one step further by fostering community internationalisation where localized intercultural interactions may help to establish an international campus environment. In this context, recent debates stress the notion of “comprehensive internationalization (CI)” in view of its “[...] 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 higher education enterprise. What is crucial in this regard is that it is appreciated, implemented and pursued by institutional leadership, governance, faculty, students, and all academic service and support units. Adopting such a strategic outlook shall be considered as an institutional imperative, and not just as a desirable possibility. In this sense, comprehensive internationalisation not only impacts all elements of campus life, it also leaves positive traces on 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, clearly demonstrate the need for comprehensive internationalisation and the motivations and purposes driving it” (Hudzik 2011, p.6).

2.2 Requirements for dialogue-based, open-minded diversity management at the tertiary level

Against the background of the contemporary expert discourse, HEIs are intended to set the ground for an institutional culture that affects both the student body and faculty (Teekens, 2007, p 5, Welikala, 2011, p 15). This newly emerging culture is based on principles such as open-mindedness, appreciation for differences, learning and acting through fairness and respect. In this spirit, it seems appropriate and timely to also address the notions of diversity and diversity management and add them as additional dimensions to a higher education context. Diversity can either be discussed from a resource-based perspective with the possibility to initiate goal-oriented and efficient working performance of heterogeneous work groups (Schulz 2009, p. 38) or it may related to gender aspects (Klein 2016). It can also be linked to fairness and antidiscrimination, market access and legitimacy, as well as (shared) learning, effectiveness, responsibility and sensitivity (Schulz 2009; Warmuth 2012). With regard to internationalisation and intercultural efforts of HEIs, diversity goes beyond the acquisition of foreign language skills and exchanges with different ethnical groups. In a broader sense, this concept draws on elements of demographic, interdisciplinary, cross-functional and cognitive border crossing (Gaisch/Aichinger 2016a; Gaisch/Aichinger 2016b). In a similar vein, Knight (2004, p 11) identified common ground between internationalisation and diversity by pointing out that differences exist between cultures with-

in countries, societies, and institutions. From a conceptual view, interculturality and diversity can be characterised as complementary given that they both represent “[...] a movement, transit, travel, a dynamic between cultures. [...]” (Sarmiento 2010, p. ix). In an even broader sense, this contribution seeks to form a bridging link between internationalisation, interculturality and diversity by introducing the I-I-D framework.

Taking account of aspects related to social interaction and their qualities, a specific focus shall be placed on dialogical-based theories and methodologies that are inseparably associated with individual and organisational learning (Aichinger 2017; Bohm 2011; Senge 2006). Practicing dialogue means to be open-minded and to be capable of adopting different perspectives. This, so it is argued, allows for an environment where active listening and mutual acceptance form a solid basis for shared learning (Isaacs 1999; Romney 2005).

In view of these contextualised aspects, it is suggested here to add an additional internationalisation dimension, one that the authors would like to call “Internationalisation of the Mind” (IoM) (also see Gaisch & Aichinger, 2017). By this, we mean an additional functional level of internationalisation activities. We define IoM as an inclusive, sustainable and intra-societal approach that draws on international, intercultural and intersectional experiences of diversity management. This stance is based on dialogue and learning-orientation in which extended competence by developing new skills take centre stage. In this sense, IoM is characterised as internationalisation action for the sake of society, even more so as it draws on the breadth of an international, intercultural, global and diversity-related educational mandate. This interplay of different concepts enables HEIs to create a comprehensive landscape of education, teaching and research that is based on an open attitude towards diversity-related factors at the tertiary level. In order to make IoM a success, it requires actors with cosmopolitan identities who act as “transformative intellectuals who are willing to educate future graduates holistically to become global citizens” (Gaisch, 2014, p16).

In view of ever-increasing complexities and insecurity due to demographic dynamics, changing workforce structures and transforming global economies, there is no denying that expert knowledge is essential in the world of work. At the same time, HEIs are also responsible to educate graduates with an eye on a broader range of skills that allows them to handle the complexities of contemporary requirements (Gaisch, 2016). In this respect, IoM is not just an approach that proposes a set of shared practices in terms of international, intercultural and diversity-related cooperation. Rather, it suggests a culture change that spreads through all levels of HEIs. By permeating all dimensions of an institution of higher learning, it requires a clear commitment of relevant actors (students, graduates, partners, staff and other stakeholders) in so far that diversity is regarded as an asset and added value at an individual, institutional and societal level.

3 CONCEPTUALIZATION OF THE I-I-D FRAMEWORK

To put Internationalisation of the Mind into practice, a specific governance scenario and performance portfolio needs to be considered; one that appear more suitable for further innovation of HE and transformation of society. Through the lens of a multi-level governance approach, such a design needs to adopt a normative, a descriptive and a practical/functional approach (Benz et al. 2007, pp.14). From a normative point of view, governance structures include overall objectives with the aim to form a viable basis for the operational realization at a functional/procedural level. European HEIs are affected by external influences of the EU, the national state as well as local governmental requirements. This complex governance setting represents an interwoven, interdependent network between different actors,

their functions and roles. Further, it presupposes that HEIs perform as productive units with “adaptive capacity and [as a] multi-level learning regime” (Pahl-Wostl 2009). In addition to this normative claim, overall societal developments and national interests need to be taken into account (e.g. the social dimension of higher education). The last conference meeting of the European Bologna process in Yerevan/Armenia in 2015 was denoted by world-wide socio-demographic/socio-cultural implications and the need to harmonize the European HE area (EHEA Ministerial Conference 2015). Every effort was undertaken by Bologna states to widen university participation and support HEIs in their efforts to provide relevant teaching and learning activities. In this context, different types of learners were addressed – especially the groups of non-traditional students and lifelong learners. In parallel, and to further develop intercultural and diversity competencies at an individual and institutional level, HEIs are called to increase permeability between different education sectors. To achieve this, the scope of opportunities with regard to access and completion is extended, international mobility is further developed, and individualized services and support for students from disadvantaged backgrounds have been constantly improved.

From a governance perspective, it seems appropriate to also shed light on the *functional level*. At this point of our reflection, it needs to be reiterated that internationalisation activities in form of IoC, IaH and IoM are regarded to be fruitful. At the same time they appear to be insufficient as they do neither address the social dimension, nor demands of lifelong learning. In this vein, it needs to be stressed that governance design with a dialogical and learning orientation draws on a *competency-based orientation* that includes a precise idea of required skills, knowledge bases, talents and attitudes (Aichinger 2017; Aichinger/Peherstorfer 2013). Thus, the creation of a framework which includes international, intercultural and diversity-related dimensions also has to encompass a *resourced-based level*. Undoubtedly, in business settings diversity aspects play a vital role for the economization of difference (Buche et al. 2013). In this regard, a goal-focused benefit is complemented with a profit orientated alignment (Alesina et al. 2016). Against the backdrop of the funding context, it seems sensible that HEIs also address these economic dimensions and use them as drivers for increased reputation and success. In the setting of the present framework, it is suggested to integrate these dimensions at a resource-based level while at the same time taking account of competitive advantages and reputational gains (Kinne 2016, pp.11). Another important aspect of the resource-based view can be found in attempts to further improve the performance and productivity of economy, health and welfare systems and overall society through international, intercultural and diversity-influenced education and research. In this regard, HEIs also need to cope with innovation and creativity requirements (Altbach 2013; Hazelkorn 2011/2015).

**I-I-D-Governance
Framework**

Normative Level:	
<u>External requirements</u>	<u>internal requirements</u>
EU legislation	vision
Bologna process	mission
National strategies/laws	HEI strategy
Resource-based Level:	
<u>Economisation of difference</u>	
goal-focused benefit and profit orientation	
reputational gains	
competitive advantages	
need of innovation and creativity requirements	
Functional/procedural Level:	
<u>Operationalisation of normative and resourced-based level</u>	
Internationalisation of the curriculum (IoC)	
Internationalisation at home (IoH)	
Internationalisation of the mind (IoM)	
dialogical and learning orientation	

Figure 1: Conceptual Levels of the I-I-D-Governance Framework
Source: authors' own research

After having sketched a normative, a resource-based and a functional/procedural level for our framework, we return to the previously discussed requirements for a dialogic learner-oriented HE culture. As outlined by the definitions and the conceptualization of the IoM approach, a specific skillset together with the right attitude is required when the “working” triad between diversity management, internationalisation and intercultural competence shall be achieved (Otten 2003; Sheridan 2005). In this context, the “Model for Difference on the Workplace” by Gardenwartz et al (2010) may serve as a reference given that it is based on emotional intelligence (EI) and diversity in leadership at an individual level. The authors characterize the notion of EI as a bundle of interdependent competencies that build on an elaborated self-awareness and responsiveness to others. Such qualified persons/leaders act by applying “affirmative introspective”, which means that they are aware of their emotions and respond appropriately and context-sensitively to the given environment. Additionally, they reflect norms and values against situations and are confident in handling complex challenges. At an institutional level, affirmative introspective could be illustrated through artifacts, rituals and myths of the incorporated

culture which are expressed e.g. by language, codes of conduct, awareness measures and diversity management activities (Schein 2016, pp.17). This entails a role model function for university leaders that may inspire other staff members and also students. Such a spirit then would permeate all institutional levels of a HEI that defines itself as an international, intercultural and diversity-led organization.

In such a case, individuals possess a good deal of “intercultural literacy”, so to say the ability to “[...] continually and nonjudgmentally explore and understand others’ cultural norms in terms of values, beliefs, and behaviours. What Gardenswartz et al (2010, p 6) refer to as social architecting is a deliberate and conscious effort to structure relationships and social environments to increase the likelihood of productive and mutually beneficial relationships. [...]”. It represents the competence to integrate knowledge and awareness as well as the potential for (self-) reflection. It additionally bases on the assumption that intercultural and diversity competent persons are able to cope with problems, change and transformation and are aware of reservations and stereotypes (Fischbach et al. 2015; Randolph-Seng et al. 2016).

The bundle of competencies needed is added by the demand of being self-governing. Self-governance is complementarily defined to the notion of “Personal Mastery” brought forward by Senge (2006), and encompasses the ability to master and manage one’s own emotions, reflect on impressions and cope with problematic situations. Because of multicultural and interdisciplinary work settings, the ability to deal with ambiguity and to react with empathic capacity appears to be vital. This attribute also evokes the demand of dialogical orientation and the corresponding ability for context-sensitive action (Innes/Booher 2003; Schapiro et al. 2012). These requirements both at an individual and institutional level lead to a further crucial competence which is characterised as “social architecting”. It is based on the consideration that one tends to consciously and intentionally create and structure relationships and environments that are satisfying (Gardenwartz et al., p. 79). Thus, social architecting represents the competence to integrate knowledge and awareness as well as the potential for (self) reflection.

The core statements of the Model for Difference on Workplace (Emotional intelligence and diversity in leadership) are presented in the following:

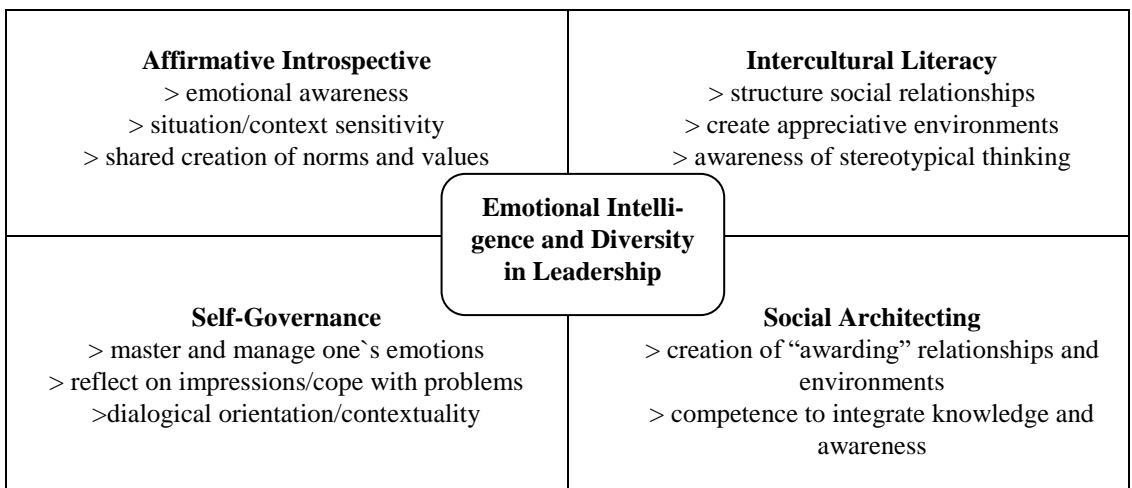


Figure 2: Synthesis of emotional intelligence and diversity in leadership

Source: authors’ own research adapted from Gardenwartz et al. (2010)

Both from a systemic and a governance perspective it is necessary to decrease complexity through a structural design of selection, reflection/variation and re-stabilisation possibilities on an institutional and governance-oriented level (Luhmann 2009b; Moldaschl 2011; Wimmer 2007). Hence, intercultural literacy and social architecting are denoted with a consequent and regularly evaluation of the functional/procedural level and should be followed by intense self-reflection conducted by quality management. With regard to diversity management, awareness building and sensitivity trainings may be appropriate measures to ensure the effectiveness of the HEI's performance level in this regard. Although diversity management is often associated with substantial change and transformation that may heavily affect institutions or their governance systems, it is argued here that it may be promising to explore ways for a smooth integration into already existing measures and activities. To summarize the discussed considerations about an international, intercultural and diversity-oriented HEI, Figure 3 shall provide a visual account.

The integrative and holistic I-I-D framework draws on key features of diversity management, interculturality and internationalisation and is based on a governance scenario that includes a normative, a resource-based, competency-based and a functional/procedural level. In this context, it needs to be stressed that the authors see the competency-based level as most critical if these measures are sought to be operationalised effectively (see Figure 3).

I-I-D Governance Framework

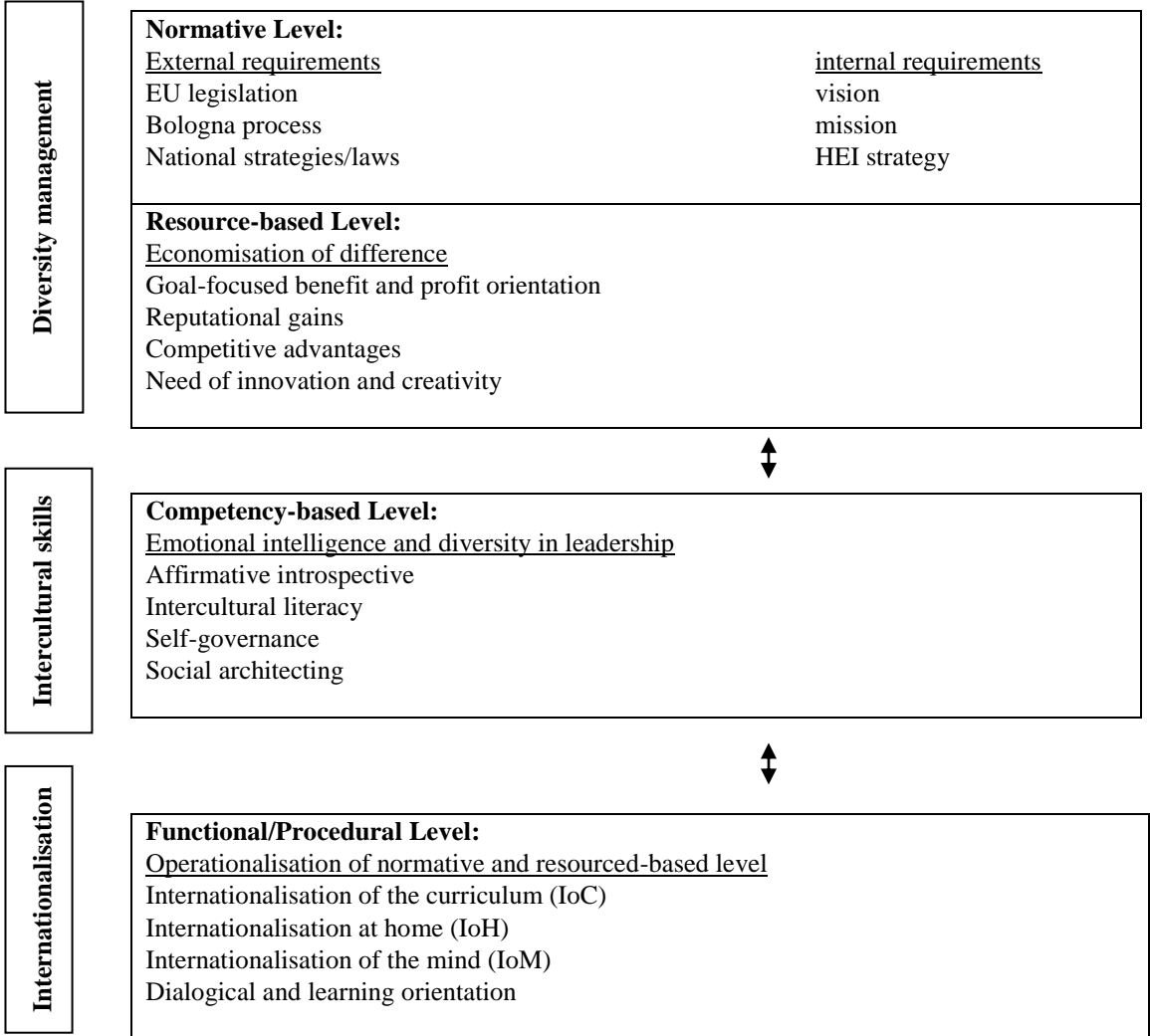


Figure 3: Conceptualization of a holistic international, intercultural and diversity-related governance (I-I-D framework)

4 THEORETICAL AND PRACTICAL IMPLICATIONS

This contribution sought to provide a conceptual frame that allows Higher Education Institutions to grasp the complex interplay of international, intercultural and diversity-related forces in a more cohesive manner. By introducing the I-I-D governance framework it is attempted to more holistically address the triad of internationalisation processes, intercultural competence skills and diversity management within given HE governance settings. In doing so, guiding principles for HEI strategic work and performance operationalization are put forward. With this contribution it is hoped to further spur the scholarly debate on internationalisation, interculturality and diversity-related aspects at the tertiary level.

REFERENCES

- Aichinger, Regina/Gaisch, Martina (2016). A Holistic Governance Framework for Diversity Management at the Tertiary Level. CHER Annual Conference, Cambridge, United Kingdom, 2016, pp. 1-8.
- Aichinger, Regina (2017): Dialogische Hochschul-Governance. Eine Organisations- und betriebspädagogische Analyse zu Effekten sprachlichen Handelns und organisationalem Lernens diverser Akteure am Beispiel des österreichischen Fachhochschul-Sektors, Landau: Universität Landau, Fachbereich 5: Erziehungswissenschaft/Lehrstuhl Betriebspädagogik.
- Aichinger, Regina/Peherstorfer, Tanja (2013): (Fach-)Hochschulentwicklung 3.0: Von der Reform zur Transformation - vom adaptiven zum resonanzfähigen System, in: Popp, Reinhold/Schüll, Elmar (Hrsg.): FH 2030 - Zur Zukunft der österreichischen Fachhochschulen, Münster: LIT Verlag, S. 107-127.
- Alesina, Alberto/Harnoss, Johann/Rapoport, Hillel (2016): Birthplace diversity and Economic Prosperity, *Journal of Economic Growth*, Jg. 21, Nr. 2, S. 101-138.
- Altbach, Philip (1998): Comparative perspectives in higher education for the twenty-first century, *Higher Education Policy*, Jg. 11, Nr. 1, S. 347-356.
- Altbach, Philip (2013): Advancing the national and Global Knowledge economy: the Role of Research Universities in developing Countries, *Studies in Higher Education*, Jg. 38, Nr. 3, S. 316-330.
- Altbach, Philip/Knight, Jane (2007): The Internationalization of Higher Education: Motivations and Realities, *Journal of Studies in International Education*, Jg. 11, Nr. 3-4, S. 290-305.
- Bartell, Marvin (2003): Internationalization of Universities: A University Culture-based Framework, *Higher Education*, Jg. 45, Nr. S. 43-70.
- Beelen, Jos/Jones, Elspeth (2015): Redefining internationalization at home, in: Curaj, Adrian et al. (Hrsg.): *The European higher education area: Between critical reflections and future policies*, Dordrecht: Springer, S. 67-80.
- Benz, Arthur/Lütz, Susanne/Schimank, Uwe/Simonis, Georg (2007): Einleitung, in: Benz, Arthur/Lütz, Susanne/Schimank, Uwe/Simonis, Georg (Hrsg.): *Handbuch Governance. Theoretische Grundlagen und empirische Anwendungsfelder*, Wiesbaden: Gabler Verlag, S. 9-25.
- Bohm, David (2011): *Der Dialog. Das offene Gespräch am Ende der Diskussionen*, Stuttgart: Verlag Klett-Cotta.
- Buche, Antje/Jungbauer-Gans, Monika/Niebuhr, Annkatrin/Peters, Cornelius (2013): Diversität und Erfolg von Organisationen/Diversity and Organizational Performance, *zeitschrift für Soziologie*, Jg. 42, Nr. 6, S. 483-501.
- Burgess, Peter/Berquist, Brett (2012): Cross-Border Delivery, in: Deardorff, Darla/de Witt, Hans/Heyl, JohnAdams, Tony (Hrsg.): *The SAGE Handbook of International Higher Education*, Thousand Oaks: Sage Publishers, S. 325-342.
- Coelen, Robert (2016): A Learner-Centered Internationalisation of Higher Education, in: Jones, Elspeth/Coelen, Robert/Beelen, Jos/de Wit, Hans (Hrsg.): *Global and Local Internationalization*, Rotterdam/Bostin/Taipei: Sense Publishers, S. 35-42.
- De Wit, Hans (2010): Internationalisation of Higher education in Europe and its assessment, trends and issues, NVAO - nederlandse-vlaamse accreditatieorganisatie (Hrsg.), Den Haag.
- De Wit, Hans (2016): Misconceptions about (the end of) internationalisation. The Current State of Play, in: Jones, Elspeth/Coelen, Robert/Beelen, Jos/de Wit, Hans (Hrsg.): *Global and Local Internationalization*, Rotterdam/Bostin/Taipei: Sense Publishers, S. 15-20.

- de Wit, Hans/Hunter, Fiona/Howard, Laura/Egron-Polak, Eva (2015): *Internationalisation of Higher Education*, European Union (Hrsg.), Brussels.
- De Wit, Hans/Knight, Jane (1999): *Quality and Internationalisation in Higher Education*, (Hrsg.), OECD - Organisation for Economic Co-operation and development,, Paris.
- Deardorff, Darla/Jones, Elspeth (2012): *Intercultural Competence: An emerging Focus in International Higher Education.*, in: Deardorff, Darla/de Witt, Hans/Heyl, John/Adams, Tony (Hrsg.): *The SAGE Handbook of International Higher Education*, Thousand Oaks: Sage Publishers, S. 283-304.
- EHEA Ministerial Conference (2015): *Yerevan Communiqué*, Yerevan/Armenia:
- Fischbach, Andrea/Lichtenthaler, Philipp/Horstmann, Nina (2015): *Leadership and Gender Stereotyping of Emotions. Think Manager - Think Male?*, *Journal of Personnel Psychology*, Jg. 14, Nr. 1, S. 153-162.
- Gaisch Martina/Aichinger Regina (2017). *Higher Education Institutions at the Interface between Internationalization, Interculturality and Diversity Management*. 11. *Forschungsforum der österreichischen Fachhochschulen*, Krens, Österreich, 2016, pp 1-9.
- Gaisch, Martina/Aichinger Regina (2016). *Das Diversity Wheel der FH OÖ: Wie die Umsetzung einer ganzheitlichen Diversitätskultur an der Fachhochschule gelingen kann* - 10. *Forschungsforum der Österreichischen Fachhochschulen*, Wien, Österreich, 2016, pp. 10.
- Gaisch, Martina/Aichinger, Regina (2016). *Pathways for the establishment of an inclusive higher education governance system: An innovative approach for diversity management*. 38th EAIR Forum. European Higher Education Society. Birmingham, United Kingdom.
- Gaisch, Martina (2016). *Internationalisation Strategies of Higher Education Institutions: A Look at Universities of Applied Sciences in Austria* - 10. *Forschungsforum der Österreichischen Fachhochschulen*, Wien, Österreich, 2016, pp. 9
- Gardenwartz, Lee/Cherbosque, Jorge/Roew, Anita (2010): *Emotional Intelligence and Diversity*, *Journal of Psychological Issues in Organizational Culture*, Jg. 1, Nr. 1, S. 74-84.
- Hazelkorn, Ellen (2011/2015): *Rankings and the Reshaping of Higher Education: the Battle for the World Wide Excellence*, New York/Hampshire: Palgrave/Macmillan.
- Hudzik, John (2011): *Comprehensive Internationalization - from Concept to Action*, NAFSA - Association of International Educators (Hrsg.), Washington.
- Hudzik, John (2015): *Strategic Institutional Partnerships and comprehensive Internationalisation*, in: Jooste, Nico/de Wit, Hans/Heleta, Savo (Hrsg.): *Higher Education - Partnerships for the Future*, Port Elizabeth: Unit for Higher Education Internationalisation in the Developing World/Nelson Mandela Metropolitan University, S. 23-40.
- Hughes, Rebecca (2008): *Internationalisation of Higher education and Language Policy: Questions of Quality and Equity*, *Higher Education Management and Policy*, Jg. 20, Nr. 1, S. 111-128.
- Innes, Judith/Booher, David (2003): *Collaborative Policymaking: Governance through Dialogue*, in: Hajer, Maarten/Wagenaar, Hendrik (Hrsg.): *Deliberative Policy Analysis. Understanding Governance in the Network Society*, Cambridge: Cambridge University Press, S. 33-59.
- Isaacs, William (1999): *Dialogue and the Art of Thinking together. A pioneering Approach to Communicating in Business and in Life*, New York/London/Toronto/Sydney/Auckland: Currency and Doubleday Publishers.
- Kinne, Peter (2016): *Diversity 4.0. Zukunftsfähig durch intelligent genutzte Vielfalt*, Wiesbaden: Springer Verlag.
- Klein, Uta (2016): *Gender Equality and Diversity Politics in Higher Education: Conflicts, challenges and requirements for collaboration*, *Women's Studies International Forum*, Jg. 54, Nr. 1, S. 147-156.

- Knight, J. (2004). Internationalization remodeled: Definition, approaches, and rationales. *Journal of studies in international education*, 8(1):5–31.
- Leask, Betty (2015): *Internationalizing the Curriculum*, London/New York: Routledge Publishers.
- Luhmann, Niklas (2009b): *Soziologische Aufklärung 2. Aufsätze zur Theorie der Gesellschaft*, Wiesbaden: VS Verlag für Sozialwissenschaften.
- Moldaschl, Manfred (2011): Warum Gazellen nachts nicht leuchten - Evolutorische Theorie der Unternehmung statt normativer Modelle des Kompetenzmanagements, in: Barthel, Erich/Hanft, Anke/Hasebrook, Achim (Hrsg.): *Integriertes Kompetenzmanagement. Innovationsstrategien als Aufgabe der Organisations- und Personalentwicklung*, Münster/New York/München/Berlin: Waxmann Verlag, S. 15-52.
- OECD (2008): *Tertiary Education for the Knowledge Society: Synthesis Report*, (Hrsg.), OECD Thematic Review of Tertiary Education, Paris.
- Otten, Matthias (2003): Intercultural Learning and Diversity in Higher Education, *Journal of Studies in International Education*, Jg. 7, Nr. 1, S. 12-26.
- Pahl-Wostl, Claudia (2009): A conceptual Framework for analysing adaptive Capacity and multi-level Learning Processes in Resource Governance Regimes, *Global Environmental Change*, Jg. Vol. 19, Nr. S. 354-365.
- Randolph-Seng, Brandon/Cogliser, Claudia/Randolph, Angela (2016): Diversity in Leadership: Race in Leader-Member Exchanges, *Leadership & Organization Development Journal*, Jg. 37, Nr. 6, S. 750-773.
- Romney, Patricia (2005): *The Art of Dialogue, Animating Democracy*, Jg. Nr. S. 1-21.
- Sarmiento, Clara (2010): Introduction, in: Sarmiento, Clara (Hrsg.): *From Here to Diversity: Globalization and Intercultural Dialogues*, Newcastle: Cambridge Scholars Publishing, S. ix-xxxiii.
- Schapiro, Steven/Wasserman, Ilene/Gellegos, Patricia (2012): Group Work and Dialogue: Spaces and Processes for transformative Learning in Relationship, in: Taylor, Edward/Cranton, Patricia (Hrsg.): *The Handbook of Transformative Learning: Theory, Research, and Practice*, San Francisco: Wiley and Sons, S. 355-372.
- Schein, Edgar (2016): *Organizational Culture and Leadership*, Hoboken: Wiley and Sons Publishers.
- Schulz, André (2009): *Strategisches Diversitätsmanagement. Unternehmensführung im Zeitalter der kulturellen Vielfalt*, Wiesbaden: Gabler Fachverlage.
- Senge, Peter (2006): *Die fünfte Disziplin. Kunst und Praxis der lernenden Organisation*, 10. Auflage, Stuttgart: Klett-Cotta.
- Sheridan, Eileen (2005): *Intercultural Leadership Competencies for US Leaders in the Era of Globalisation*, University of Phoenix, School of Advanced Studies.
- Stangel-Meseke, M. / Hahn, P. / Steuer, L. (2015): *Diversity Management und Individualisierung*. Wiesbaden. S. 8f
- Teichler, Ulrich (2004): The Changing Debate on Internationalisation of Higher Education, *Higher Education*, Jg. 48, Nr. 1, S. 5-26.
- Thomas, Ian (2009): Critical Thinking, Transformative Learning, Sustainable Education, and Problem-Based Learning Universities, *Journal of Transformative Education*, Jg. 7, Nr. 3, S. 245-264.
- Warmuth, Gloria-Sophia (2012): Die strategische Implementierung von Diversitätsmanagement in Organisationen, in: Bendl, Regine/Hanappi-Egger, Edeltraud/Hofmann, Roswitha (Hrsg.): *Diversität und Diversitätsmanagement*, Wien: Facultas Verlag, S. 203-234.
- Webb, Graham (2005): Internationalisation of the Curriculum: an institutional approach, in: Carroll, Jude/Ryan, Janette (Hrsg.): *Teaching international students. Improving learning for all*, London/New York: Routledge, S. 109-118.

Wimmer, Rudolf (2007): Die bewusste Gestaltung der eigenen Lernfähigkeit als Unternehmen, in: Tomaschek, Nino (Hrsg.): Die bewusste Organisation. Steigerung der Leistungsfähigkeit, Lebendigkeit und Innovationskraft von Unternehmen, Heidelberg: Verlag Carl-Auer-Systeme, S. 39-62.