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荷兰不同类型高校国际化战略研究  
——以莱顿大学和海牙应用科技大学为例

**Institutional Strategies for Internationalization  
at Different Types of Universities in the Netherlands:  
Take Leiden University and The Hague University  
of Applied Sciences as Examples**

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## 摘要

高校国际化战略是高校国际化发展有序化、组织化、持续化的重要路径。目前，国内对高校国际化战略的研究主要围绕美、英、法、德、澳、日等发达国家，对荷兰高等教育国际化的相关研究甚少。研究的院校类型也主要集中于国内外研究型大学、国内地方综合大学等，鲜有涉及高等职业院校。因此，对荷兰不同类型高校国际化战略的研究，不仅可以拓展高等教育国际化的研究国别，丰富高校国际化战略的研究案例。同时，还能在实践层面为我国不同类型高校国际化战略的发展提供参考。

本研究旨在深入了解荷兰不同类型高校的国际化路径。通过国际化战略的视角，以莱顿大学和海牙应用科技大学为例，分析荷兰不同类型的高校是如何将国际化融合于高校的目的、教学、科研和社会服务的过程，从而推动国际化的可持续发展。基于这样的研究目的，本研究主要关注以下研究问题：1. 荷兰不同类型高校的国际化战略驱动和目标是什么？有无异同？为什么？2. 荷兰不同类型高校的国际化战略策略是什么？有无异同？为什么？

相关网页与电子文档是本研究资料收集与分析的主要渠道，邮件访谈则作为资料印证与补充的辅助途径。研究者从驱动目标、项目策略和组织策略三个维度对莱顿大学和海牙应用科技大学的国际化战略分别予以刻画和解读，得出以下主要研究结论：1. 荷兰不同类型高校的国际化战略与其院校的类型属性及发展定位相关。作为学术性导向的研究型大学，莱顿大学的国际化战略策略始终贯彻了研究导向的定位特色。而作为实践性导向的应用科技大学，海牙应用科技大学的国际化战略策略则始终贯彻了职业导向的定位特色。2. 不同类型高校拥有的资源禀赋会影响其国际化战略策略的选择。研究型大学因其学术性导向的类型属性在科研资源的占有方面可能会比教学资源丰裕，所以选择“研究导向”的国际化战略策略具有相对优势。应用科技大学因其实践性导向的特点、与职业实践的紧密联系在教学资源的占有方面可能会比科研资源丰裕，所以选择“课程主体”的国际化战略策略具有相对优势。3. 虽然莱顿大学与海牙应用科技大学在教学、

科研及社会服务方面具体采取的国际化策略有所不同,但国际合作却是其国际化战略策略的共识与趋势。4. 不同文化背景是影响高校国际合作轨迹的重要因素。中荷高校国际化学生实习基地(CHECK-IT)的运作展现了东西方思维文化与处事风格对高校国际合作的影响。

基于对莱顿大学与海牙应用科技大学国际化战略路径的对比,本研究从高校国际化战略的实践与研究两方面提出对我国不同类型高校国际化战略发展的借鉴启示。在实践层面,高校需明晰类型定位,根据自身的资源禀赋,发挥比较优势,有的放矢地选择国际化战略策略。在研究层面,拓展研究维度,加强院校与师生个体的中微观互动研究。同时,创造机会开展跨文化比较研究,理解不同文化背景下不同类型高校国际化战略策略的选择,廓清借鉴基点。

**关键词:** 莱顿大学; 海牙应用科技大学; 国际化战略



## ABSTRACT

Institutional strategies for internationalization are significant approaches to pushing internationalization towards organizational and sustainable development. At present, domestic literature on institutional strategies for internationalization is revolved around developed countries like America, England, France, German, Australia and Japan while little research is focused on Netherlands. The institutions studied in the literature are concentrated on research universities and domestic local universities whilst fewer studies are paid attention to higher professional institutions. Therefore, this study will not only expand the area of countries studied on internationalization but also enrich the cases of strategies for institutional internationalization. Meanwhile, it will provide valuable experience for our different types of institutions to draw on.

This study aims to develop an understanding of the strategies for internationalization at different types of universities in the Netherlands by studying how Leiden University and The Hague University of Applied Sciences integrate internationalization into institutional objective, teaching, research and social service. To achieve the stated purpose of the study, two research questions are addressed: 1. What are the strategic rationales and objectives for internationalization at different types of universities in the Netherlands? Are there any commonalities or differences? Why? 2. What are the detailed strategies for internationalization at different types of universities in the Netherlands? Are there any commonalities or differences? Why?

The evidence is gathered through electronic documents like websites and interviews mainly via email. Each institution is designed to portray upon an analysis of three dimensions: rationales and objectives, programmatic strategies and organizational strategies. Finally, four main findings are concluded: 1. Institutional strategies for internationalization at different types of universities in the Netherlands are linked to their institutional types and developmental orientation. Leiden University, an academic

university, has integrated research orientation into its internationalization strategies while The Hague University of applied sciences, a higher professional institution, has integrated professional orientation into its internationalization strategies. 2. Resources possessed by different types of universities have a critical influence on universities' internationalization strategies. Research universities with its academic orientation may have a comparative advantage in research resources over teaching resources whilst universities of applied sciences with its professional orientation may have a comparative advantage in teaching resources over research resources. Therefore, research universities choose "research oriented" strategies for internationalization while universities of applied sciences choose "curriculum oriented" strategies for internationalization. 3. Although the strategies for internationalization in teaching, research and social service between Leiden University and The Hague University of Applied Sciences are not the same, international cooperation is their consensus on internationalization strategies. 4. Different culture will affect how to cooperate internationally between universities. The CHECK-IT presents how the workings of minds between eastern and western people influence the international cooperation.

The reflections from main conclusions can be addressed from both practical aspect and theoretical aspect. In practical aspect, our institutions need discriminate themselves on the ground of what kind of resources they possess and then conduct an appropriate internationalization strategy. In theoretical aspect, researchers need expand research dimensions between institutions and individuals like teachers and students to investigate the interaction between the middle and microcosmic Level. Besides, it is also vital to create opportunities for cross-cultural comparative studies for researchers because it will assist our institutions in clearing what experience is more suitable after understanding institutional strategies for internationalization at different types of universities in different cultural contexts.

**Key Words: Leiden University; The Hague University of Applied Sciences; Strategies for Internationalization**

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