



# FORUM

MEMBER  
MAGAZINE

*Discussing international education*

## THE INTERNATIONAL STUDENT

**18** DE-STRESS, LET GO, RELAX!

**22** IN CONVERSATION WITH SAFI SABUNI

**26** CHANGING POLITICAL ENVIRONMENTS IN THE UK

**32** NOTTINGHAM TRENT: FACILITATING  
CULTURAL CONNECTION

SUMMER  
2017

---

# CONTENTS

**Published by**  
European Association for International Education  
PO Box 11189, 1001 GD Amsterdam, The Netherlands  
TEL +31-20-344 51 00  
E-MAIL [info@eaie.org](mailto:info@eaie.org), [www.eaie.org](http://www.eaie.org)

**Editor** Laura Rumbley  
**Publications Committee** Laura Rumbley (*Chair*),  
Jill Archer, Irina Ferencz, Jos Beelen, Han Aarts, Sara  
Lopez, Elise Kuurstra, Mariah Tauer

**Head of Marketing & Communications** Elise Kuurstra  
**Editorial Coordinator** Mariah Tauer  
**Graphic Designers** Nhu Nguyen, Kelly Sue Cram

E-MAIL [publications@eaie.org](mailto:publications@eaie.org)

**Advertising**  
Contact [info@eaie.org](mailto:info@eaie.org) for more information.  
The EAIE welcomes requests for advertising space from  
companies and organisations whose aims and values  
are compatible with those of the Association and its  
members. Acceptance of advertising does not imply  
endorsement by the EAIE.

Printed by Drukkerij Raddraaier, Amsterdam

Copyright © 2017 by the EAIE  
All rights reserved. Extracts from *Forum* may be  
reproduced with permission of the EAIE. Unless stated  
otherwise, opinions expressed by contributors do not  
necessarily reflect the position of the EAIE.

ISSN 1389-0808

Cover photo: shutterstock

## 04 EDITORIAL

## 05 CONTRIBUTORS

## 06 SQUARING THE CIRCLE

Rethinking the international student lifecycle

## 09 CAREER PREP FOR THE INTERNATIONAL STUDENT

Meeting international students' employability expectations

## 12 RULES OF ENGAGEMENT

Developing retention strategies that work

## 15 ARE INTERNATIONAL STUDENTS SO DIFFERENT?

Adopt a more comprehensive approach to student inclusion

## 18 DE-STRESS, LET GO, RELAX!

Help your international students cope with stress

## 22 IN CONVERSATION WITH SAFI SABUNI

The President of the ESN was an international student herself

## 26 CHANGING POLITICAL ENVIRONMENTS IN THE UK

How Brexit and the Tier 4 visa are affecting international students

## 29 WHAT EUROPE CAN LEARN FROM AFRICAN STUDENTS IN THE USA

Compete with the USA in attracting top students from  
sub-Saharan Africa

## 32 NOTTINGHAM TRENT: FACILITATING CULTURAL CONNECTION

A place for international students to share their stories

## 35 LIVE & LEARN IN IRELAND

Irish institutions collaborate to improve the experience for  
international students

## 38 ANDALUSIAN UNIVERSITIES

The dynamic and cohesive university system in Southern Spain

## 45 EAIE BLOG SPOT

## 47 EVENTS CALENDAR



18

“Oftentimes, international students are actually surprisingly aware of their stress-producing tendencies”

DE-STRESS, LET GO, RELAX!

22

“I think young people in the coming years will like to have something beyond just the academic side of mobility”

IN CONVERSATION WITH SAFI SABUNI



26

“The temporality of international students’ situation overhangs their entire experience”

CHANGING POLITICAL ENVIRONMENTS IN THE UK

32

“The Lounges have a very positive impact on international students who feel they have a place at the university”

NOTTINGHAM TRENT:  
FACILITATING CULTURAL CONNECTION



---

# EDITORIAL

Working with and on behalf of international students is a core activity and daily reality for many of us who serve as international education professionals. We manage mobility programmes that facilitate the intake of international students into our countries and higher education institutions. We help to develop and deliver curricula designed to meet international student needs and interests. We advocate for and oversee student service and support systems that are calibrated to respond to the demands of a growing and diversifying international student population. Equally, for a good many of us, we also relate on a very personal level to the international student experience. Who among us was not at one time an international student in some capacity? We ‘get’ what it means to be an international student – or do we? How much do we really know about ‘the international student’ in our midst today – their identities, needs, expectations and experiences?

Our current issue of *Forum* takes up this fundamental question and reminds us to think broadly and deeply about the students from around the world who study in our midst today – both as individuals and in relation to larger trends and issues that frame their experiences. At a very essential level, Frank Haber’s piece reminds us of the importance of helping international students to effectively address crucial (and universal) matters of stress management and mental health support. Student wellbeing is the



core building block for whatever else we might aspire to for the international student experience and must be carefully attended to. Meanwhile, in the realm of broader trends and concerns, Aisling M. Tiernan’s examination of how ‘changing political environments’ can have an impact on international students is timely and relevant. Our interview with Safi Sabuni, President of the Erasmus Students Network, also speaks to the profound importance of the intersection between individual experience and major trends in the world at large.

More at the level of institutional experience, we are treated to a range of highly current examples that help us think more creatively about good practice in the field, touching on such topics as

better integrating international students into the host institution and local context where they study and live; enhanced planning and execution of strategies for retaining international students; and more effective delivery of career guidance to international students.

The international student discussion among our colleagues is grounded in great sensitivity to the unique needs and interests of this population. But, by contributor Elspeth Jones, we are also requested to consider turning that question upside down and ask ourselves, “Are international students so different?” We wonder what conclusions you will come to as you explore this issue of *Forum*.

— LAURA RUMBLEY, EDITOR  
PUBLICATIONS@EAIE.ORG

# CONTRIBUTORS

## *Daniela Crăciun*

Yehuda Elkana PhD candidate, Central European University, Hungary

Currently studying in Hungary, Daniela has also studied in England, Germany, India, Poland, Brazil and the USA! She is a PhD candidate who loves to hit the slopes on her snowboard!

## *Adriana Perez-Encinas*

Lecturer and Researcher, PhD candidate, Autonomous University of Madrid, Spain

With a passion for languages (she speaks five!) and meeting new people from different cultures, Adriana makes a point to stay in close contact with her international friends from all over the globe.

## *Judith Hoogmoed*

Project Coordinator International Career Services, Erasmus University Rotterdam; Alumni and Development Officer, University College Utrecht, the Netherlands

Judith has over a ten years' experience in international education, and has been learning to play the trumpet for fifteen!

## *Dorianne van Schaijk*

Career Adviser, Erasmus University Rotterdam, the Netherlands

Dorianne is an enthusiastic career adviser who has helped to establish career centres at three Croatian universities. She is also training for her first half marathon.

## *Livia Castellanos*

Associate Vice President and Chief International Officer, University of Regina, Canada

Livia left her home country of Mexico to become an international student and has been working to create purposeful international education strategies ever since.

## *Haroon Chaudhry*

Associate Director, International Student Services and Global Learning Centre, University of Regina, Canada

Having studied in Pakistan, The United States and Canada, Haroon is fully aware of the dynamic challenges international students face. Haroon is trilingual, speaking English, Urdu and Punjabi!

## *Elsbeth Jones*

Emerita Professor of Internationalisation of Higher Education, Leeds Beckett University, UK; Honorary Visiting Fellow, Centre for Higher Education Internationalisation (CHEI), Catholic University of Sacred Heart, Italy

Elsbeth, a fan of gardening, Star Trek and progressive rock music cruises, has been involved in the field of international education for more than 35 years!

## *Frank Haber*

Psychological Counsellor and Intercultural Education Officer, Jacobs University Bremen, Germany

An expert in international student mental health, cross-cultural training and multicultural campus community development, Frank likes to spend his free time Thai boxing.

## *Aisling M. Tiernan*

PhD candidate, King's College London; Regional Manager, Middle East & North Africa, University College Dublin

Aisling spends most of her time doing PhD research on the student visa system in the UK, but she also adores the ballet. She was lucky enough to fulfil a lifelong dream when she attended the Mariinsky Theatre in St. Petersburg, Russia.

## *Bryce Loo*

Research Associate, World Education Services, USA

Bryce served in the US Peace Corps as an English Teacher Trainer in a rural college near Ulaanbaatar, Mongolia. He also happens to be a classically trained singer.

## *Zhengrong Lu*

Former Research Associate, World Education Services, USA

When he's not comparing and contrasting the teaching philosophies between the Eastern and Western education systems, Zhengrong enjoys working on jigsaw puzzles.

## *Megha Roy*

Senior Research Associate, World Education Services, USA

Megha enjoys using her background in market research to study international mobility and the way today's students seek to make the world a better place.

## *Cheryl Rounsaville*

Global Student Experience Manager, Nottingham Trent University, UK

Cheryl loves a good conversation about genealogy and could talk about it all day with the friends she has made while working in international education.

## *Suzanne Buckley*

Support Officer for International Students, University College Cork, Ireland

Suzanne, who has an insatiable curiosity for people, their culture and their ways of doing things, finds great satisfaction in her work in higher education and also in a good game of tennis.

## *Armida de la Garza*

Director of International Strategy and Chair of the China Regional Working Group, University College Cork, Ireland

Armida's professional expertise is in off-shore education and transnational campuses, but she enjoys embroidering for e-textiles in her downtime.

---

# SQUARING THE CIRCLE

## RETHINKING THE INTERNATIONAL STUDENT LIFECYCLE

Universities around the world consider internationalisation to be 'the central motor of change' in higher education. International student mobility, probably the most prominent aspect of internationalisation, is generally considered to be outside of the purview of strategies focusing on internationalisation at home. This is a lost opportunity. By rethinking the international student lifecycle, universities can promote and enhance internationalisation at home through outbound student mobility.

The international student lifecycle refers to the different stages through which international students pass and the different services they need in the process. Three main stages and respective types of services have been identified in the literature: (1) services needed before arriving at the host institution; (2) services needed upon arrival at the host institution; and (3) services needed throughout the mobility period. An additional stage and afferent services can be added to this lifecycle: (4) re-entry or reintegration services. This new stage closes the lifecycle circle and helps to highlight that reintegrating outbound international students can promote higher education internationalisation not only abroad, but also at home, as students can act as ambassadors and bring new experiences and insights to the home institution.

## Reintegrating outbound international students can promote higher education internationalisation not only abroad, but also at home

### WHAT IS INTERNATIONALISATION AT HOME?

Until recently, internationalisation at home was thought of as being “any internationally related activity with the exception of outbound student and staff mobility”.<sup>1</sup> This definition reflects the origins of the concept: an attempt to make the benefits of internationalisation accessible to *all* students, whether they are mobile or not. However, because it focuses on explaining what the process isn’t rather than what it is, this conceptualisation is not very useful in practice. Jos Beelen and Elspeth Jones provided us with a better understanding of internationalisation at

home, defining it as “the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments”.<sup>2</sup> Thus, it becomes apparent that by reconceptualising the international student life cycle to include the *reintegration concept*, outbound mobility can represent a previously untapped source of promoting internationalisation at home. Specifically, short-term mobility programmes are a great avenue for building synergies between mobile students and domestic students and, therefore, the enactment of internationalisation at home processes.

### DON'T ASK WHAT ERASMUS CAN DO FOR YOU, BUT WHAT YOU CAN DO FOR ERASMUS

Erasmus, the flagship mobility scheme of Europe, reaches its 30th birthday this year. It is a time to take stock of what the programme has achieved so far, but also a time to think about its relevance and future. Since its inception, the Erasmus programme has enabled more than four million students to move freely in the ‘common European space’ by mediating cooperation partnerships between universities, promoting ‘a common sense of value’ through the ECTS, and providing students with financial support for the duration of their stay abroad. All in all, it is regarded as one of the most important drivers for synchronising the continent’s disparate higher education systems at the same heartbeat. As such, student mobility is seen as highly desirable and, even though it has been supported policy-wise, it still only reaches a minority of students.

The programme is also the prime example of a time when European policy and practice understood internationalisation mainly as in-bound and out-bound mobility. Critics of Erasmus have pointed out that there is little return on the public money invested in the programme beyond the personal benefits for the individuals taking part. It is out of

this context that the idea of ‘internationalisation at home’ arose as a way to call attention to the need of spreading the benefits of internationalisation to the vast majority of students who are not internationally mobile. Arguably, this call has been heard and policies have moved

reintegration services are geared towards international students sharing experiences with other (future) international students. However, this scope is limited. Innovative institutions could find ways to assimilate the international and intercultural experiences and knowledge of mobile students

volunteer opportunities are good links to promote the interaction of both student groups through peer-to-peer contact. Returning students have gone through a cultural learning process abroad and they have knowledge to share but also experiences to assimilate. Home universities can take action in order to help returning students assimilate what they have learned and share it with others.

---

## It is time to bring internationalisation at home and abroad together and see how they can interconnect and benefit from each other

---

away from equating internationalisation with student mobility. It is a mistake to continue positioning internationalisation at home against mobility. It is a time when we have to bring internationalisation at home and abroad together and see how they can interconnect and benefit from each other. Innovative reintegration services could represent a learning laboratory in which to connect these different facets of internationalisation.

and integrate them into the formal and informal curriculum. In turn, both domestic and returning students could profit from international student mobility.

The most widely known reintegration activities are mainly related to career services such as employment opportunities through alumni networks. However, it would be advisable for higher education institutions to keep in contact with returning students and to connect them to

Higher education institutions should close the circle of the international student lifecycle by enhancing reintegration activities and services provided by the home institution. In return, by integrating internationalisation at home and abroad, internationalisation is bound to become more inclusive and less elitist.

— DANIELA CRĂCIUN & ADRIANA PEREZ-ENCINAS

### LIMITED REINTEGRATION SERVICES

The latest ESN survey, which gathered data from 12,365 international exchange students, reveals that 70% of the respondents would welcome reintegration services.<sup>3</sup> However, there is a very limited availability of corresponding support services in universities. In fact, 15% of the respondents hadn’t received any reintegration services. Even when these were offered, they were mainly focused on three areas: (1) helping outbound Erasmus students; (2) helping inbound Erasmus students; and (3) joining a student association for international students. It seems that

---

## 15% of international exchange students do not receive reintegration services upon returning to the home institution

---

domestic students. Ultimately, returning students can act as ambassadors for a study programme or country where they have enjoyed a mobility period abroad. Participating in social gatherings and

1. Crowther, P., Joris, M., Otten, M., Nilsson, B., Teekens, H., & Wächter, B. (2001). *Internationalisation at home: A position paper*. Amsterdam: EAIE.

2. Beelen, J. & Jones, E. (2015). *Redefining internationalisation at Home*. In A. Curaj, L. Matei, R. Pricopie, J. Salmi, & P. Scott (Eds.), *European Higher Education Area: between Critical Reflection and Future Policies* (pp. 59–72). London: Springer International Publishing. Retrieved from: <http://link.springer.com/book/10.1007/978-3-319-20877-0>.

3. Erasmus Student Network (2017). *The International-Friendliness of Universities: Research Report of the ESNsurvey 2016*. Retrieved from: <https://esn.org/ESNsuryey>.