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Abstract

Policy papers of international and national organizations in tertiary education describe rapid internationalisation in research and teaching as the engine of globalized knowledge. Rankings ? both international and national ? nowadays attempt to measure the success of internationalisation using quantifiable and non-quantifiable indicators and thereby make internationalisation efforts comparable across the globe. This article intends to outline some of the pertinent structures of internationalisation in tertiary education, followed by a reflection of weaknesses and challenges commonly associated with internationalisation efforts in Germany before sharing some strategies drawn from our home university ? the University of Cologne ? devised to address these challenges. (HRK / Abstract übernommen)