

11.9.2025

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Title

Challenges and options regarding internationalisation at German universities / Michael Bollig ;
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Publication year

2015

Source/Footnote

In: Internationalisation of higher education : an EAIE handbook. - 3 (2015) 2, S. 69 - 86

Inventory number

38533

Keywords

Internationalität ; Hochschulen : Köln U : Forschung ; Hochschulen : Köln U : Personal, Vorlesungen

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)