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Articulated institutional commitment to internationalization. Case study of University of Ljubljana and University of Gothenburg

1 Introduction

Universities are benchmarked and ranked internationally. They have always had activities spanning national boundaries and students and scholars have always been seeking for the best education and research opportunities. A survey by the International Association of Universities (IAU) (Eggen-Polak & Hudson, 2014) shows that higher education institutions place emphasis on academic goals in their internationalization strategies.

Institutional cooperation in research and education has a long tradition in Slovenia and Sweden and is connected to historical, cultural and political ties that bind institutions in different countries. Such cooperation is being increasingly formalised, centralised and professionalised e.g. by establishment of offices related to internationalisation, institutional plans for internationalisation, and institutional routines on exchange agreements and research funding applications. Hudzik (2011) underlines in his Comprehensive internationalisation approach the importance of the articulated institutional commitment. It stresses the importance of articulating an institution's commitment to internationalization and globalisation through institutional mission statements, institution-wide strategic plans, and internationalization plans.

“Comprehensive internationalization is a 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. It is essential that it is embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility. Comprehensive internationalization not only impacts all of campus life but 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, dramatically expand the need for comprehensive internationalization and the motivations and purposes driving it.” (Hudzik, 2011).

Each institution defines its rationales that may vary according to its vision, mission, values and priorities, the desired outcomes, stakeholders involved and resources available (financial and human). Therefore a clear set of rationales are needed to be included in a policy statement with clear set of objectives, a plan for implementation and a monitoring and evaluation system (Hudzik, 2011).

I will analyse the main strategic documents of the University of Ljubljana and the University of Gothenburg in regards to their guiding missions, values, priorities, and rationales, which are reflected in these strategic documents for internationalization. The core of the study is a qualitative analysis of strategic documents of both institutions for internationalisation. The discourse analysis of the content and meaning of the organisational strategy documents primarily focus on the institutional rationale of internationalisation and what the strategies actually tell us (Schneider, 2013). The discourse analysis is based on studying the content and meaning of the text in the strategies. Output of the discourse analysis is an overview of how the universities construct their statements and how they fit into a wider picture of internationalisation. Based on Jaynes (2015) the analysis will summarise a discourse as systematic and organised grouping of statements, that articulate the meaning and values of organisation. The analysis can be divided into two areas of observation, first the rationales in accordance with the four different approaches and second of six rationales for internationalisation by Knight (2008).

For both institutions their strategic documents were download and saved from their webpages in October 2018. The following text analysis was done:

- The frequency of the words 'international', 'global' and 'Europe/EU' and calculate their proportion of the total number of words in the strategic documents.
- Words written in connection with 'international' were noted and grouped according to the four different approaches and six rationales for internationalisation defined by Knight (2008)

The research is based on the methodology used by Kristensen & Karlsen (2018) that studied strategies of Nordic technical Universities. Text analysis was done by using computer-assisted topic concordance techniques that can be used in an innovative and efficient way to deal with such issues, as also suggested by Crăciun (2018). My research is intentionally based solely on the English accessible strategic documents to explore also the impact of the language on the institutional internationalisation visibility and its message to the outside world.

1.1 Theoretical background

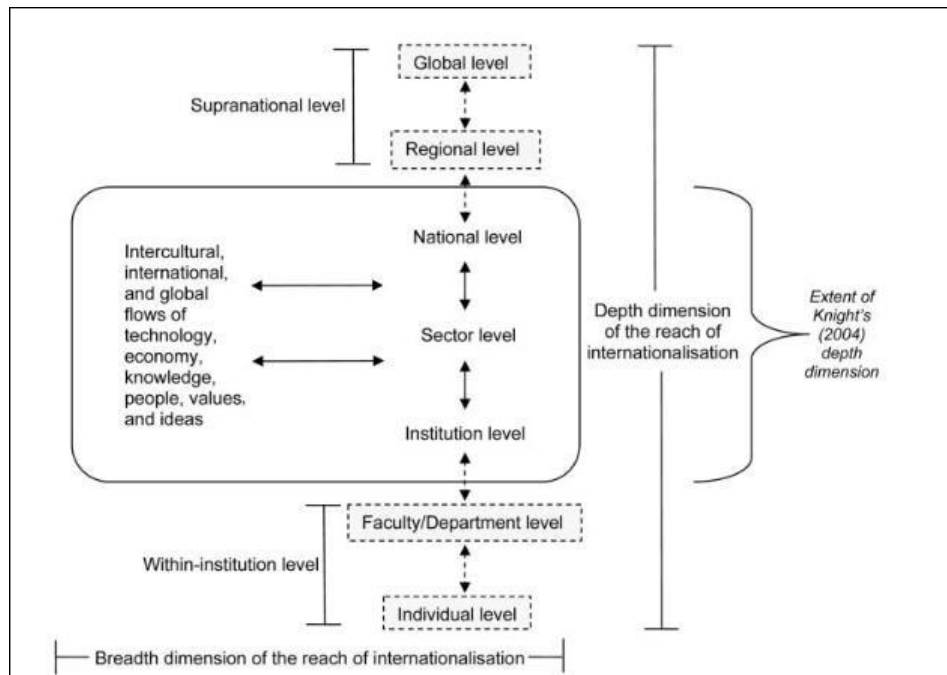
Internationalization is one of the major change processes influencing the development of higher education in most countries (Egron-Polak, 2012). It is however not a new concept as it started as a movement of scholars, students and ideas in Europe already centuries ago (de Wit, 2002). However, the current scale and scope of its impact on higher education and its activities started only in the latter half of the twentieth century. Internationalization is one of the most significant phenomena facing higher education (Rumbley 2015, p. 16); but it still rather often suffers conceptual unclarity, therefore attempts have been made to explore the rationales, strategies and outcomes of it.

Globalization is an ongoing, complex and dynamic process occurring at different levels in higher education and it is bringing about a redefinition to the mission of higher education and research, described as nothing less than “an academic revolution” (Altbach et al. 2010, p. 1). Globalization and internationalization are very different but related processes. The meanings of the two terms are frequently used interchangeably to identify the process of cooperation and cross-border activities between states (Enders 2002, p. 7).

There is no single definition for internationalization. Most often cited is definition by Knight (2004, 9), who defines internationalization as a “process that integrates the international, intercultural and global dimensions into the key functions of a university, as well as into its mode of operation”. Also Altbach, Reisberg and Rumbley (2010, p. 7) provide a useful working definition of internationalization as “the variety of policies and programs that universities and governments implement to respond to globalization.”

According to Knight and de Wit, globalization is defined as “the flow of technology, economy, knowledge, people, values, [and] ideas . . . across borders. Globalization affects each country in a different way due to a nation’s individual history, traditions, culture and priorities” (Knight and de Wit, 1997, p. 6). Knight (2004) considers globalization as part of the environment in which the international dimension of higher education is becoming more important and changing significantly. Although international and intercultural were key elements of Knight’s (1997) earlier definition, the addition of global in the new definition is indicative of the most extensive and pervasive reach of internationalization. She developed a model showing the depth and breadth dimensions of the reach of internationalization (Knight 2004). Sanderson (2008) further developed the model, including also the within-institution and supranational levels in the depth dimension.

Figure 1: Model of the depth and breadth dimensions of the reach of internationalization (Sanderson, 2008)



Universities are highly complex, multi-level organizations with dynamic alliances and networking capacities and internationalization is linked to areas affecting institutional change such as knowledge development, strategic planning, management structures, organizational strategies, etc. (Altbach et al., 2010; Rumbley, 2015; van der Wende, 1997). Scott (1998, p. 122) claimed, that while universities often perceive themselves as objects of globalization they are also its agents. They have acquired a crucial role as organizations that not only produce and disseminate knowledge, but assimilate and adapt global knowledge to national needs. The Delta cycle for internationalization (Rumbley, 2010) captures a broad spectrum of complex and dynamic issues in a clear, concise format by establishing a visual representation of internationalization as a dynamic, cyclical process. At the core of this model is the fundamental concept of internationalization representing a function of institutional change against a global environment. Consequently, the Delta cycle facilitates a means of comparison and critique as to the underlying question of why universities are motivated to internationalize, the range manoeuvre undertaken to act on these interests, as well as gauge institutional action logics, outcomes and impacts (Rumbley 2010, p. 219-220).

Figure 2: The Delta cycle for internationalization (Rumbley, 2010)



1.1.1 Approaches to internationalisation

Several major authors have generally used a typology of 'approaches' (De Wit, Knight 1996, 1997). By 'approaches' the authors refer to the stances adopted by persons in leadership positions towards the promotion and implementation of programs aimed at internationalization. Although the categories of approach the authors use sometimes include overlapping elements, there are basically four different approaches being used to describe the concept of internationalizations: activity, competency, ethos and process.

The activity approach, promotes activities such as curriculum, student/faculty exchange, technical assistance, and international students. It is one of most frequently described the international dimension in terms of specific activities or programs. However, by looking at the international dimension as a series of activities, they are prone to be considered as distinct programs in terms of their operation. This often leads to a rather fragmented and uncoordinated approach to internationalization, whereby the relationship, impact and benefits between and among the activities are not taken into consideration (Qiang, 2003).

The competency approach, emphasizes the development of skills, knowledge, attitudes and values in students, faculty and staff. In this approach, the development of internationalized curricula and programs is aimed at developing appropriate competencies of the students, staff and faculty. The central focus is on how the knowledge will develop competences of the personnel to become more internationally knowledgeable and intercultural skilled and those competencies which help students to be successful national and international citizens and to contribute to local and global work environments.

The ethos approach, aims at creating a culture or climate that values and supports international and intercultural perspectives and initiatives. It acknowledges that the international dimension is fundamental to the definition of a higher education institution that only with strong system support and proper organisational culture, the international dimension of an institution can be realized.

The process approach, underlines the integration of an international and intercultural dimension into teaching, research and service. The emphasis is placed on program aspects as well as organizational elements such as policies and procedures.

1.1.2 Rationales for internationalisation

Knight & De Wit (1995) mention the political, economic, educational and cultural rationales. Later, Knight (1997, 2004) clustered the possible rationales for internationalization into four groups: political, economic, academic and cultural/social.

The political rationale relates to issues concerning the country's position and role as a nation in the world and includes issues such as stability, peace, security, etc. The economic rationale refers to objectives related to economic effects (internationalization of higher education seen as a contribution to the skilled human resources needed for international competitiveness and foreign graduates as keys to the country's trade relations, or economic benefits). The academic rationale relates to the aims and functions of higher education. One of the leading reasons cited is the achievement of international academic standards for teaching and research and it is assumed that by enhancing the international dimension of teaching, research and service, there is value added to the quality of a higher education system. This premise is clearly based on the assumption that internationalization is considered to be central to the mission of the institution and is not a marginalized endeavour (Qiang, 2003). The cultural and social rationale focus on the role and place of the country's own culture and language and on the importance of understanding foreign languages and culture.

Table 1: Main driving rationales by Knight (2012)

Rationales	Four categories of Rationales (1999)	Two levels of Rationales (2008)
Social and cultural	<ul style="list-style-type: none"> · National cultural identity · Intercultural understanding · Citizenship development · Social and community development 	<p>National level:</p> <ul style="list-style-type: none"> · Human resources development · Strategic alliances · Commercial trade · National building · Social cultural development <p>Institutional level:</p> <ul style="list-style-type: none"> · International branding and profile · Income generation · Student and staff development · Strategic alliances · Knowledge production
Political	<ul style="list-style-type: none"> · Foreign policy · National security · Technical assistance · Peace and mutual understanding · National identity · Regional identity 	
Economic	<ul style="list-style-type: none"> · Economic growth and competitiveness · Labour market · Financial incentives 	
Academic	<ul style="list-style-type: none"> · International dimension to research and teaching · Extension of academic horizon · Institutional building · Profile and status · Enhancement of quality · International academic standards 	

The main challenge for the leadership is to incorporate rationale(s) into the institutional strategy in an integrated manner – from single international activities done at department/school level to a central strategic approach; horizontal integration across disciplines and service areas and /or from a responsive to a proactive approach. There are different internal motivations and perceived benefits within the institution. Institutional leaders may have different views on internationalisation than faculty and deans, and students and different schools/departments can be at different stages in educational and research international cooperation. The leaderships should decide whether a single rationale can underpin the strategy of the entire institution or different rationales should be incorporated to represent different interests.

According to Stensaker et al. (2008) the reasons for and activities within internationalisation have moved from an 'old' individual and informal scheme to a 'new' scheme. In the 'old' one the motives were primarily academic and cultural. In the 'new' forms the internationalisation is institutionalised and standardised and political and economic arguments have been added to the traditional academic perspective on internationalization. Stensaker et al. (2008) identified that 'old' forms of internationalisation co-exist and overlap with 'new' forms thereby influencing the potential impact of internationalisation as 'old' and 'new' activities are not necessarily coordinated (for example new initiatives can be taken at the central level, but still much autonomy remains on the individual academics implementation).

1.2 Strategic internationalisation

With universities being large and diverse organisations navigating in a political climate, strategies are important. Strategy is about how to get from where we are at present to where we want to be in the future. Because words do lead to action, the value of rhetoric should not be underestimated, since if the management is unable to communicate the strategy in a meaningful manner, the strategy will probably not be implemented (Heide et al., 2002).

Knight (2008) described strategies as the most concrete level in university management and divided the content into academic and organisational initiatives. However, the institution must not only formulate but also implement its strategy effectively before it can be of any specific value.

Institutions have different guiding missions, values, priorities, and rationales, which are reflected in their general strategies as well as strategies for internationalisation. These differences impact the approach taken to internationalization, confirming that there is not "one way" or "a right way" to internationalize and that one should not conceptualize internationalization by a "one size fits all" approach. The six different, but not mutually exclusive rationales to internationalisation at the institutional level (Knight, 2008) will be used in the analyses of rationales for internationalisation of the two studied institutions: University of Ljubljana and University of Gothenburg.

1. **Activity:** Internationalisation is described in terms of activities like study abroad, curriculum, academic programs, international students, institutional linkages and networks, development projects, and branch campuses.
2. **Outcomes:** Internationalisation is presented in the form of desired results such as student competencies, increased profile, and more international agreements, partners, or projects.
3. **Rationales:** Internationalisation is described with respect to the primary motivations or rationales driving it. They can include academic standards, income generation, cultural diversity, and student and/or staff development.
4. **Process:** Internationalisation is considered to be a process in which an international dimension is integrated in a sustainable way into the three primary functions of an institution: teaching/learning, research, and service to society.
5. **Ethos:** Internationalisation is interpreted as the creation of a culture or climate on campus that promotes and supports international/intercultural understanding and focuses on campus-based or "at home" activities.
6. **Abroad/crossborder:** Internationalisation is seen as the crossborder delivery of education to other countries through a variety of delivery modes (face to face, distance, e-learning, etc.) and through different administrative arrangements (franchises, twinning, branch campuses, etc.).

The 'Activity', 'Outcomes' and 'Rationales' motivations emphasise program initiatives and expected results of internationalisation and may link to the 'Old' form of internationalization, where physical and measurable activities form a large part of the internationalisation efforts. The 'Process' and 'Ethos' motivations focus on the three primary functions of universities and indicates that internationalisations is an institutional

responsibility, as described for the 'New' form of internationalisation. Also the 'Abroad/crossborder' rationale may have stronger links to the 'New' form of internationalisation, as it is based on technology-based activities and institutional initiatives (Stensaker et al., 2008).

2 Case studies of University of Ljubljana and University of Gothenburg

In this section I will present some basic figures from both institutions. Both Universities have very similar size of students and staff body and foreign students. University of Ljubljana has about 25% more outgoing students for mobility, and more than double number of doctoral degrees awarded. University of Gothenburg has five times higher number of international staff and doubled yearly financial resources compared to Ljubljana. The share of the funds coming from governmental and external funding is similar in both universities, with approximate two thirds coming from government and one third from other sources (Table 2).

Table 2: Facts and figures from both universities compared

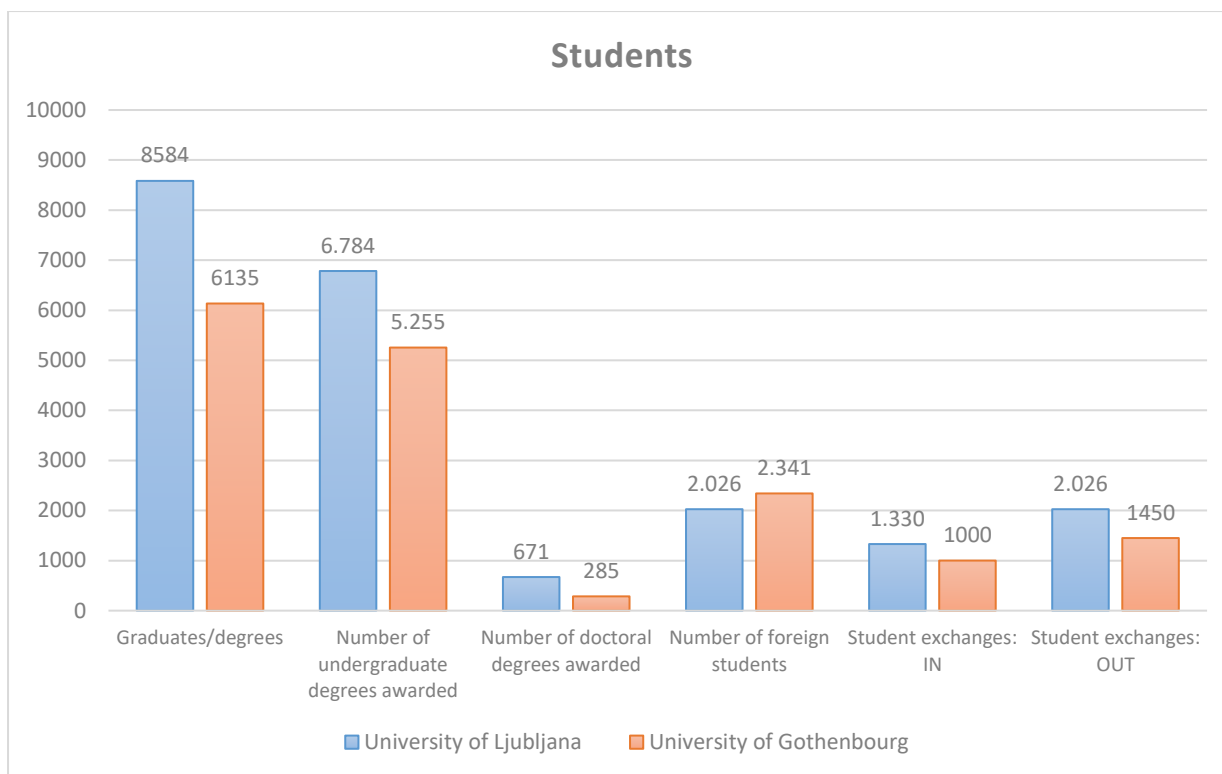
Data for 2016	University of Ljubljana	University of Gothenburg
Number of students	38.762	38.426
Graduates/degrees	8.584	6.135
Number of staff	5.898 ¹	6.220 ²
Number of foreign students	2.026	2.341
Student exchanges: IN	1.330	1.000
Student exchanges: OUT	2.026	1.450
International staff	38	190
Number of undergraduate degrees awarded	6.784	5.255
Number of doctoral degrees awarded	671	285
Number of research only staff	790	811
Finances	304.7	621.6
Governmental funding (in million EUR)	211.2 ³ (69.3% of total institutional funding)	394.8 (63.5% of total institutional funding)
External funding (in million EUR)	93.5 (30.7% of total institutional funding)	226.8 (36.5% of total institutional funding)

Figure 3: Students numbers of University of Ljubljana and University of Gothenburg compared

¹ In 2014/15

² In 2017

³ This information was not available in english documents and was retrived from Annual report in Slovene language.



2.1 University of Ljubljana

The University of Ljubljana is the oldest and largest university in Slovenia. With approximate 43,000 students, including 2,000 international students, and 5,500 teachers, researchers, assistants and administrative support staff., it is among the largest universities in Europe. It is a comprehensive university, with strong research focus. It comprises 23 faculties as well as three art academies. It promotes interdisciplinary and multidisciplinary studies and exchanges its achievements in science and art with other universities and scientific research institutions. As the country's largest university, UL is home to the National University Library, which holds almost 1.5 million books as well as text, visual and multimedia resources. Its Central Technological Library also holds national status and is an information centre for science and technology.

University of Ljubljana in their vision underline their international goals stating:

»By 2020, the University of Ljubljana will be recognized as an internationally open and excellent research university, creatively contributing to the quality of life.«

Positioning of the international cooperation in the data available on their webpages

On the institutional webpage the international cooperation is placed as separate activity of the University, next to study, research, doctoral schools, cooperation with economy and society. Information on the international cooperation provides on very general information (list) of possible mechanisms (EU and research programs, etc.) and its administrative rules. Webpage contain no information on the main institutional aims in regards to internationalisation. Internationalisation in research is part of the research section of the webpage.

Partnerships

Information on partnerships are provided as list of institutions under each of the groups below with links to institutional websites. No information on content (aims, goals) of the cooperation agreements is provided. University define partnerships on four levels: strategic partners (8), partner institutions at central level (102),

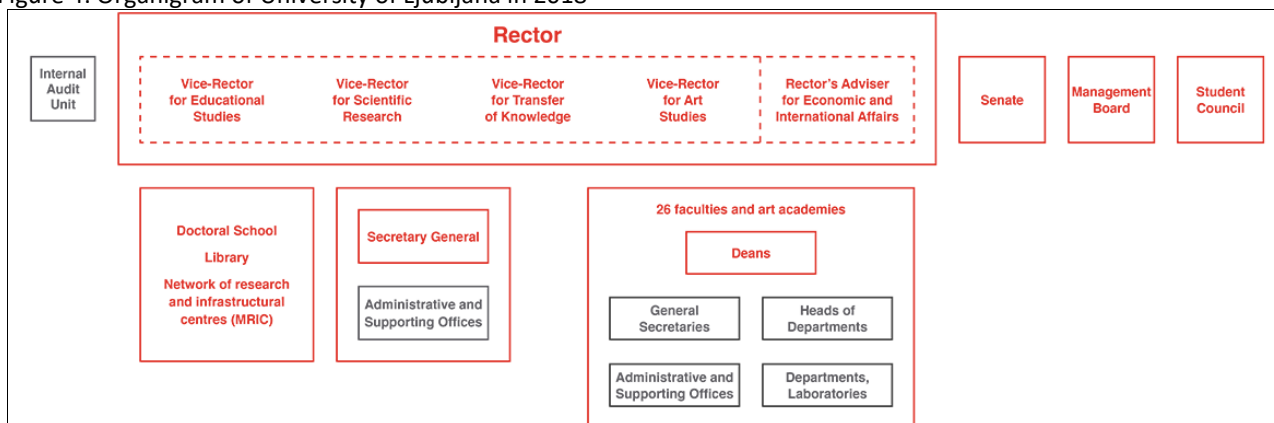
partner institutions at departmental level (463) and individual agreements of faculties and academies (2285, out of which 1896 Erasmus).

As strategic partners are identified universities from neighbouring regions (KFU Graz (AT), University of Rijeka (CRO), ELU (HU) and University of Trieste (IT)); one Belgian University (KULueven (BE)), one South Korean University (Kyungpook National University) and two Chinese Universities (Nanjing and Sichuan University). Other partner institutions on central level are in majority from Europe (48), followed by North America (9), Latin America (3) and middle East (1).

Position of international office in institutional administrative leadership, structure and staffing

Organisational structure is presented with schematic organigram, where the international office is not mentioned in the structure (placed under the Administrative and Supporting Offices). No elaboration of specific tasks of certain unit/department is provided. Office of International Relations has 4 employees. No content related tasks are described. Their tasks are only related to exchange international students. Support for international degree seeking students fits under the students office and for international researchers under the unit for research and development.

Figure 4: Organigram of University of Ljubljana in 2018



2.2 University of Gothenburg

The University of Gothenburg is a university in Sweden's second largest city, Gothenburg. The University has 37,000 students and 6000 staff members and it is one of the largest universities in the Nordic countries. Strong research and attractive study programmes attract scientists and students from all around the world. The University of Gothenburg is environmentally certified and works actively for sustainable development.

Vision of the University of Gothenburg is presented very comprehensively underlying their global engagement and responsibility to society at large:

“Four basic principles shall guide the University of Gothenburg: Our research, education and cooperation shall be characterised by a quest for high quality; our standpoints and decisions shall be based on a clear responsibility for the development of society; our work shall be guided by a global engagement that constantly reminds us of our role in the world; and an inspiring work environment is an important prerequisite.”

Positioning of the international cooperation in the data available on their webpages

International cooperation is placed under Cooperation and Networks section. Goals in international cooperation in research and students are presented clearly and focused on main aims of international cooperation, placements, mentorship, examples on staff training, problem solving and evaluations.

Partnerships

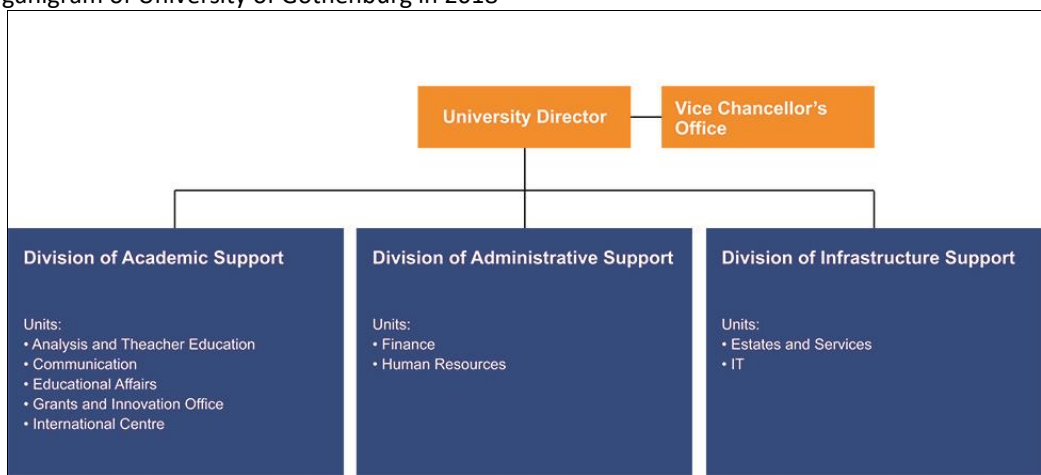
Partner universities are grouped by regions, all provided with link to a scanned version of the signed agreement, so the aims and motives for the partnership are available. University present 58 institutional partnerships and in addition also 900 exchange agreements are mentioned. Strategic partnerships are established with Africa (6 institutions), Australia (11), Asia (25), Eastern Europe (6), Latin America (2), North America (7) and Middle East (1).

Position of international office in institutional administrative leadership, structure and staffing

International Centre is part of the Division of Academic Support, next to the Educational Affairs, Grants and Innovation Office, Communication, Analysis and Teacher Education. It is therefore seen as a professionalised and content oriented activity. The information on the assignments for the division is to support the university management, faculty, departments and other units at the university within the field of research, education, third stream activities and communication.

International Centre works with university-wide internationalisation issues, prepares matters of strategic importance in the field, implementing the university's strategic goals. International Centre also assists and supports the university's faculties and departments, primarily in mobility and contractual matters. It consists of 15 people that have either program oriented tasks (i.e. Erasmus) and/or region specific tasks (i.e. Guidance to outgoing students, Asia (Japan) and Africa; Existing University-wide agreements in Asia (Japan) and Africa).

Figure 5: Organigram of University of Gothenburg in 2018



3 Findings

For the analysis, two sets of the documents were studied. As a ‘forward looking/planning’ document I’ve analysed the Strategy of University of Ljubljana⁴ and Vision 2020⁵ of University of Gothenburg. For the analysis of the strategic documents referring to the institutional achievements (‘backward looking document’) I have analysed the Business report 2016 of University of Ljubljana and Annual Magazine 2016 of University of Gothenburg (as the business report was not available in English).

The discourse analysis show that the word ‘international’, ‘Europe/EU’ and ‘global’ in average occurs in both strategies and in both annual and business reports. On average in all documents, the ‘international’ is present in a share of 0.45%, whereas ‘Europe/EU’ and ‘global’ are represented in much lower share (approx. 0.1%).

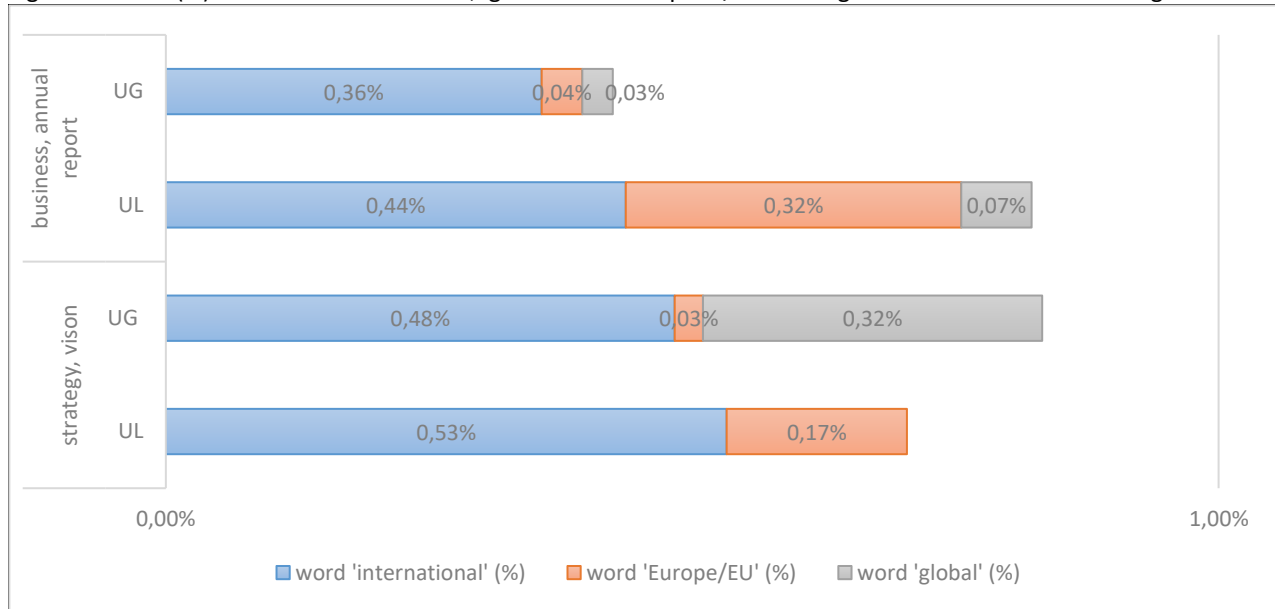
In its strategy, University of Ljubljana underlines much more the European as well as international aspects in regards to University of Gothenburg. University of Gothenburg on the other side underlines their global engagement, which is not present at all in the Ljubljana’s strategy. In total the articulated aims towards the

⁴ <https://www.uni-lj.si/university/strategy/>
⁵ <https://medarbetarportalen.gu.se/vision2020/>

international, European and global engagement is stronger for University of Gothenburg with 0.83% of share of these words in their strategy (Ljubljana 0.70%).

The situation is opposite when analysing the representation of these sets of words in the business and annual reports (i.e. when both institutions report on their achievements). Here University of Ljubljana uses twice as much references to their international, global or European achievements (0.82% of all words used in the report) compared to University of Gothenburg (0.42%).

Figure 6: Share (%) of words 'international', 'global' and 'European/EU' among all words used in the strategic documents



Strategy & Vision

Words immediately coupled by the words 'international', 'Europe/EU' and 'global' are presented in the Table 2 by the order of frequency of its use. Table shows that 'research' is the most used, followed by 'collaboration', 'cooperation' and 'exchange'. In the Strategy of University of Ljubljana 'cooperation', 'research' and 'environment' are mostly used, in University of Gothenburg Vision 2020 the word 'engagement' is the far most used in connection with 'international' and 'global', followed by 'profile'.

Table 2: Words immediately coupled by the words 'international', 'Europe/EU' and 'global' in strategic documents (strategy, vision)

	University of Gothenburg	University of Ljubljana
international	Profile, collaborations, exchange, initiatives, outlooks, quality, recruiting, sources, standard	Cooperation, research, environment, accreditations, conferences, exchange, partners, platform, projects, publications, quality, recognition, reputation, transfer
Global	Engagement, problems, perspectives	0
Europe/EU	students	Mediterranean, research, countries, enlightenment and humanism, research funds, space

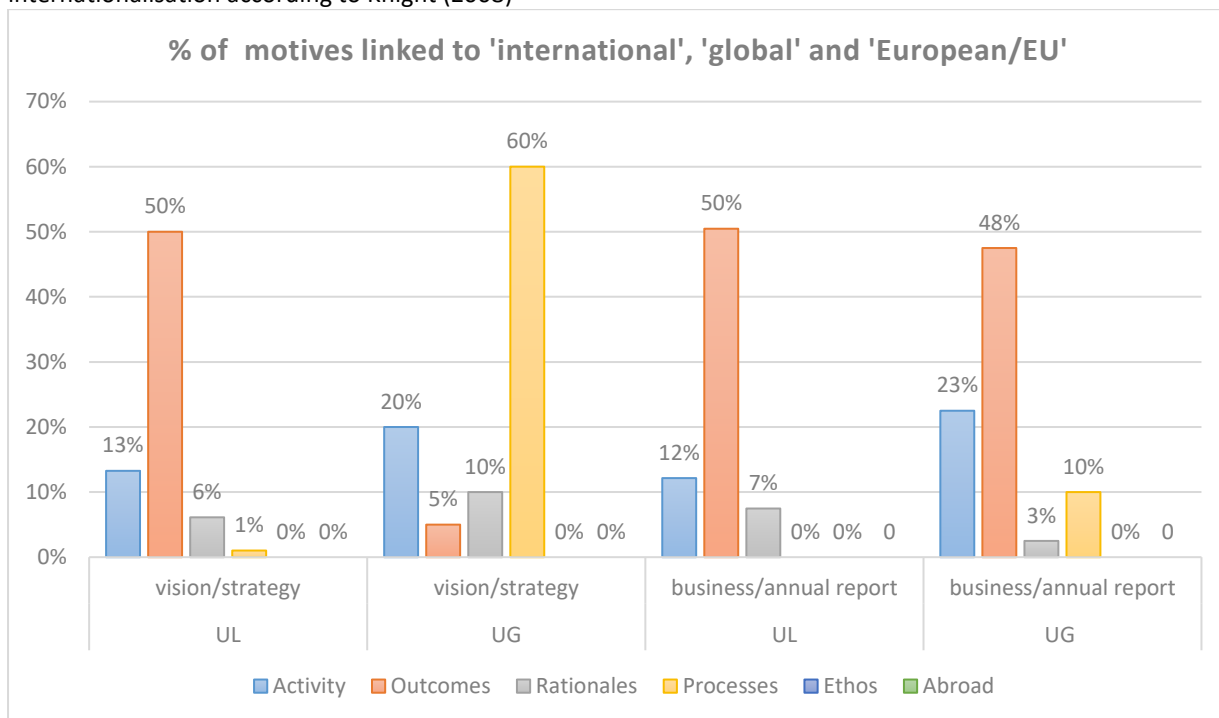
As appeared the strategy of University of Ljubljana for internationalisation mainly focus on external relationship ('cooperation') and activities ('research'), outcomes ('projects', 'publication', 'conferences', 'platform') followed by comparative aspects ('quality', 'recognition', 'reputation', 'accreditation') and interactions ('exchange', 'partners', 'transfer'). In regards to the aims and rationales for internationalisation

of research, education and management the strategy of Ljubljana shows that the focus is much more on academia (research) that on the managerial and administrative side of institution.

University of Gothenburg in its Vision 2020 links the internationalisation strongly to external relationship ('collaboration', 'profile', 'outlooks') and interaction ('recruiting', 'exchange'). Also here there is the reference of internationalisation mostly done in regards to academia, however the Vision has a section that refers to the management, but is not related directly to internationalisation.

In their reports on the achievements of the institutions in regards to internationalisation in both cases (University of Ljubljana and University of Gothenburg) increasingly used terminology linked to internationalisation that reflect mainly its outcomes. Gothenburg University also made some references to the process and to activities. This is in a way to be expected as the reports do refer to the concrete institutional achievements (i.e. outcomes), however it is interesting that University of Gothenburg that made rather high share of references in its vision to the process motives underlines mainly only the outcomes in its annual magazine. This could refer that in fact, the internationalisation is very clearly articulated as a process, and however it is not implemented properly, to achieve also tangible results in the internationalisation processes.

Figure 7: Distribution of words directly linked to 'international', 'global' and 'European/EU' in regards to six rationales for internationalisation according to Knight (2008)



4 Conclusions

The aim of this paper was to analyse strategic documents of two Universities (University of Gothenburg, Sweden and University of Ljubljana, Slovenia) on their articulated institutional commitment to internationalisation through strategic documents and information available for external stakeholders in English language. In addition, I analysed in regards to which motives (activity, outcomes, rationales, process, ethos, abroad/crossborder) the internationalisation at these two institutions are linked in their strategic documents.

Overview of the information available on the institutional webpages show that University of Gothenburg has a more strategic approach to partnership with foreign institutions. There is a clear division between strategic partnerships and exchange agreements, with more clear focus and less dispersed partnerships on department levels. This is not so clear for the University of Ljubljana, where there is no information provided what are the differences between the strategic partnerships and other partner institutions on central level and the rationales behind them. The focus is mostly European, other links are mainly to North America and China. University of Gothenburg strategic partners are more oriented toward the regions with high internationalisation potential in higher education (Asia, Australia) and also in Africa that is in line with their global engagement and sustainability focus.

That internationalisation is seen more as a 'top-down' approach at University of Gothenburg can also be seen from the position and importance attributed to the international support services. In Gothenburg University the internationalisation is run by Internationalisation Centre that is also responsible for strategic tasks, such as cooperation with international higher education institutions and coordination of the internationalisation efforts conducted at the faculties, departments and centres of expertise and research. In case of Ljubljana, the internationalisation is run by several offices (i.e. office for research, office for EU projects). The international office only provides administrative support for exchange students and staff, other offices are dealing with all other international related issues (admission service, projects, research office). At Ljubljana University, internationalisation is presented as a collective list of activities and outcomes of the individuals, based on bottom-up and ad-hoc approach.

University of Ljubljana in its institutional strategy make links to international and European elements and activities, however involvement of this institution in the 'global' context is not at all present. The 'global' context is much more present at University of Gothenburg, and in general share of these three words within the overall word corpus is higher than in case of Ljubljana. It has to be noted though, that the share of the 'international', 'European/EU' and 'global' is in general not very high as for example in University of Reykjavik this share is 2,5% of whole word corpus if their institutional strategy (Kristensen & Karlsen, 2018).

University of Ljubljana in its strategy strongly focus on the outcomes and activities, whereas the focus of Gothenburg University is more on the Processes. The rationales of Ljubljana refer to their international reputation, ambition of the institution to receive international recognition for the quality of research, presence in international rankings and attraction of international students, researchers and research opportunities and to enhance the quality standards of the institution. For Gothenburg the rationales are also on intercultural skills and competences, cultural diversity, international partnerships and networks.

The text analysis of the strategy documents show that 'Rationale', 'Outcomes' and 'Activity' are the three most common institutional motives for internationalisation of the University of Ljubljana, when analysing the frequency of words and statements associated with internationalisation. The 'Rationales' perspective is focused on the motivation and rationales driving internationalisation (referring to words like quality, competitive, profile, recognised, position). The 'Outcome' perspective focuses on the desired results of internationalisation (words used are like partners, network, research, students). In the 'Activity' perspective, the strategy focuses on activities associated with internationalisation (typical words associated are education, exchange, cooperation, collaboration). University of Gothenburg in their vision links their internationalisation strongly to the 'Processes', relating on how the international dimension is integrated into the primary functions of an institution (referring to words like outlooks, engagement, perspectives). None of the two Universities in their strategies refer to the 'Ethos' or 'Abroad' motivation.

As already mentioned in previous chapter, the engagement of higher education institutions in internationalisation activities can be grouped also in four categories, i.e., academic, social/cultural, political and economic reasons, where the first two are institution-specific and internal and the latter two usually demand an adaptation of the institutions to external forces (de Wit 1999). Academic and social/cultural are

identified as 'old' forms, while the latter two as 'new' forms of internationalisation (Trondal et al. 2001; Stensaker et al. 2008). In this regards it shows that the University of Ljubljana is still more using the 'old' forms in terms of seeing internationalisation as a responsibility of the individual student, teacher or researcher and as a bottom-up and ad-hoc activity. Therefore the main emphasis is on the underlying the outcomes and activities linked to internationalisation. University of Gothenburg already moved towards the 'new' internationalisation activities. They underline it in their vision more as a process and therefore also more as a 'top-down' activity and a responsibility of institution or departments. As already Stensaker et al. pointed out, both forms coexist and can overlap, which is also evident from the cases studied.

The results show that for University of Ljubljana internationalisation is rather still more a collection of international activities and outputs, that can be seen in the rationales and motives presented in their strategic documents as well as importance given to support structures for internationalisation (i.e. international office). Internationalisation is addressed through activities and outputs) and is weak in making meaningful internationalisation and rationales to be shared and understood throughout the institution. University of Gothenburg have developed some more holistic approach with the internationalisation more intertwined in all institutional activities and present. High importance is given to support services that are also highly professionalised. Internationalisation is also intertwined in teaching and research and seen as a process.

In the studied institutions, University of Gothenburg made a better off in regards to this comprehensive approach and articulated commitment to internationalisation, than University of Ljubljana. Nevertheless, there is still potential for further enhancement of the internationalisation efforts in both institutions. Internationalization should be meaningful to the institutional mission, should be vision driven and tell a story to the external and internal stakeholders. The articulated institutional commitment in the institutional strategic documents can only be achieved if attention is be put also on rationales of internationalization and its outcomes (not only inputs and outputs) and if the rationales are shared and understood throughout the institutions. And this can only be achieved with constant and systematic articulation of the internationalisation motives and rationales in all institutional communication documents and channels.

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