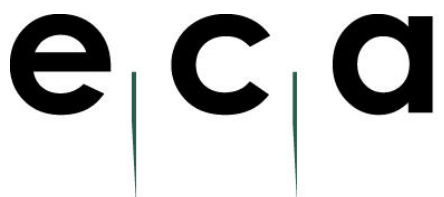


Assessment report

# Wageningen University



Certificate for Quality in Internationalisation



European consortium for accreditation



Assessment report  
**Wageningen University**

Copyright © 2017  
ECA OCCASIONAL PAPER

**European Consortium for Accreditation in Higher Education**



All rights reserved. This information may be shared, copied and redistributed for non-commercial purposes, provided that the source is duly acknowledged. Derivatives of this material are however not allowed.

Additional copies of this publication are available via [www.ecahe.eu](http://www.ecahe.eu).

Cover art: David Goehring (CC. by)

e | c | a |

## **Table of content**

<b>1. Executive summary</b> .....	<b>7</b>
<b>2. The assessment procedure</b> .....	<b>9</b>
<b>3. Basic information</b> .....	<b>11</b>
<b>4. Assessment scale</b> .....	<b>12</b>
<b>5. Assessment criteria</b> .....	<b>13</b>
Standard 1: Intended internationalisation.....	13
Standard 2: Action plans .....	16
Standard 3: Implementation .....	19
Standard 4: Enhancement.....	22
Standard 5: Governance .....	24
Conclusion.....	27
<b>6. Overview of assessments</b> .....	<b>29</b>
<b>Annex 1. Composition of the panel</b> .....	<b>30</b>
<b>Annex 2. Documents reviewed</b> .....	<b>32</b>
<b>Annex 3. Site visit programme</b> .....	<b>33</b>



## 1. Executive summary

The quality of internationalisation at Wageningen University was assessed by the Accreditation Organisation of the Netherlands and Flanders (NVAO). NVAO convened an assessment panel which studied the self-evaluation report and undertook a site visit from 29 January – 2 February 2018. During this visit the panel also performed an institutional audit of the university, and assessed to what extent internationalisation is a specific aspect of Wageningen University.

The panel has visited a truly international university, where internationalisation is a cross-cutting principle with overarching relevance for the achievement of the university's goals. As a result, internationalisation goals and objectives are neatly aligned with the overall mission and vision of the university.

In terms of intended internationalisation, the panel considers that the internationalisation goals of Wageningen University are properly documented, sufficiently concrete, shared and supported by stakeholders within and outside the institution, and explicitly relate to the quality of teaching and learning. Because Wageningen is a truly international university with internationalisation constituting an integral part of its overall rationale, the panel assesses the intended internationalisation to be good.

In terms of action plans, the panel considers that the internationalisation plans of Wageningen University cover a comprehensive range of domains, are fit for purpose and are supported by numerous instruments and adequate resources. Because of the breadth of the plans, the number of instruments, the size of the support and the fact that these actions plans contribute not only to internationalisation but also to the realisation of the overall institutional strategy, the panel assesses the actions plans to be good.

In terms of implementation, the panel considers that the university collects relevant information on specific aspects of internationalisation, which provide sufficient information for responsible bodies to take appropriate action. The panel assesses the standard 'implementation' to be satisfactory and encourages the university to define more measurable goals and indicators for its overall internationalisation objectives and to assemble, store and document data in a more systematic way.

In terms of enhancement, the panel considers that Wageningen University has a well-established quality assurance system that involves both internal and external stakeholders and in which internationalisation in its various dimensions forms an integral part of the quality assurance provisions and improvement strategy of the university. Because of the comprehensive integration of internationalisation issues within a well-established quality assurance system that is geared towards improvement at all levels, the panel assesses enhancement to be good.

Finally, in terms of governance, the panel considers that internationalisation is embedded in the organisation and decision making structure of Wageningen University. The panel assesses the standard 'governance' to be satisfactory and encourages the university to look for ways how to improve its responsiveness to input/concerns from students who bring issues to the table from a different non-Dutch perspective.

In sum, the panel considers that Wageningen University fulfils each of the five standards of the CeQuint assessment framework. Its overall judgement on the quality of internationalisation at Wageningen University is therefore positive.



## 2. The assessment procedure

The assessment procedure was organised as laid down in the Frameworks for the Assessment of Quality in Internationalisation (Frameworks) published by the European Consortium for Accreditation (ECA).

A panel of experts was convened and consisted of the following members:

- Professor Frank van der Duijn Schouten PhD, Dean of the Faculty of Philosophy, Erasmus University Rotterdam, former Rector of Tilburg University and VU Amsterdam, and Professor Emeritus in Mathematics of Operations Research, Netherlands (*chair*);
- Professor Lisa Sennerby Forsse, president of the Royal Swedish Academy of Agriculture and Forestry, Stockholm, and former vice-chancellor, Swedish University of Agricultural Sciences (SLU), Uppsala, Sweden;
- Professor Mag. Eva Werner, hon. prof, rector of the IMC University of Applied Sciences Krems, and certified assessor CeQuint, Austria;
- Dr. Colja Laane, CEO T&E Product Development / T&E Advice;
- Lennart van Doremalen MSc, PhD candidate in Subatomic Physics, Utrecht University, Netherlands (*student member*).

The panel was assisted by:

- Mark Delmartino MA, secretary;
- Michèle Wera MA, NVAO policy advisor and process coordinator.

The composition of the panel reflects the expertise deemed necessary by the Frameworks. The individual panel members' expertise and experience can be found in [Annex 1: Composition of the assessment panel](#). All panel members and the secretary signed a statement of independence and confidentiality. These signed statements are available from NVAO upon simple request. The procedure was coordinated by Michèle Wera, policy advisor at NVAO.

The assessment panel studied the self-evaluation report and annexed documentation explicitly related to the ECA standards and provided by the institution before the site visit. (Annex 2: Documents reviewed) The members of the panel exchanged their initial



impressions, listed the issues that required clarification and prepared for the different sessions at the site visit by email.

The site visit took place from 29 January until 2 February 2018 at Wageningen University. The sessions focusing on internationalisation were held on Friday 2 February. (*Annex 3: Site visit programme*) The panel formulated its preliminary assessments per standards immediately after the site visit. These were based on the findings of the site visit which built upon the review of the self-evaluation report and annexed documentation.

The panel finalised the draft report on 16 March 2018. It was then sent to Wageningen University to review the document for factual mistakes. The remarks made by the university have been taken into account in this final version of the report, which the panel approved on 11 April 2018.

### 3. Basic information

**Institution: Wageningen  
University**

---

Type of institution: Publicly funded university

---

**Status:** Publicly funded institution

---

QA / accreditation agency: NVAO

---

Status period: Positive audit outcome, valid until 1 July 2018

## 4. Assessment scale

The assessment-scale relates to the assessments at the level of the standards and is based on the definitions given below. Through the underlying criteria, each of the standards describes the level of quality or attainment required for a satisfactory assessment. The starting point of the assessment scale is however not threshold quality but generic quality. Generic quality is defined as *the quality that can reasonably be expected from an international perspective*.

<p><b>Unsatisfactory</b></p>	<p>The institution does not meet the current generic quality for this standard.</p> <p>The institution does not attain an acceptable level across the standard's entire spectrum. One or more of the underlying criteria shows a meaningful shortcoming.</p>
<p><b>Satisfactory</b></p>	<p>The institution meets the current generic quality for this standard.</p> <p>The institution shows an acceptable level of attainment across the standard's entire spectrum. If any of the underlying criteria show a shortcoming, that shortcoming is not meaningful.</p>
<p><b>Good</b></p>	<p>The institution surpasses the current generic quality for this standard.</p> <p>The institution clearly goes beyond the acceptable level of attainment across the standard's entire spectrum. None of the underlying criteria have any shortcomings.</p>
<p><b>Excellent</b></p>	<p>The institution systematically and substantially surpasses the current generic quality for this standard.</p> <p>The institution excels across the standard's entire spectrum. This extraordinary level of attainment is explicitly demonstrated through exemplary or good practices in all the underlying criteria. The programme can be regarded as an international example for this standard.</p>

## 5. Assessment criteria

### Standard 1: Intended internationalisation

---

#### Criterion 1a: Supported goals

*The internationalisation goals for the institution are documented and these are shared and supported by stakeholders within and outside the institution.*

Wageningen University has laid down its goals for internationalisation in strategic documents such as its 2017 Vision for Education, Vision on Internationalisation 2020, Strategic Plan 2015-2018. The panel observed that goals and objectives with regard to internationalisation are interwoven with the university's overall vision on education. At the time of the site visit, Wageningen University had just adopted its 2017 vision, which is in line with and builds further on the previous vision from 2011.

The panel noticed that prior to adopting it, the institutional Vision for Education has been shared with stakeholders inside and outside the institution. Stakeholders comprise staff and students, alumni, employers and the society in general, as the goals explicitly refer to the global aspects of Wageningen's education and research.

According to WUR's mission, students shall be educated to "become academic professionals, who can contribute to sustainable solutions for existing and future complex issues all over the world". Derived from this mission, the strategy stipulates that Wageningen intends to prepare its graduates to work on global challenges and in an international (and national) environment and to function in a multicultural setting, a goal to be realised through an environment that values the international background of students and draws upon the expertise of international staff. Explicitly, five major domains are addressed under this overarching goal: international education, Internationalisation@home, international research, international partners and international position. These domains underpin the institutional strategy.

The panel considers that the university's vision on education is clearly articulated and its internationalisation goals properly documented. The ambitions of the university in terms of internationalisation are known and broadly shared by stakeholders inside and outside the university. Furthermore, the panel endorses that having an international outlook is all the more important – and befitting - for a university like Wageningen because the issues it is covering – healthy food and living environment- are not constrained by national borders.

The panel **concludes** that the internationalisation goals for the institution are well documented. The goals are shared and supported by stakeholders within and outside the institution which was confirmed in the interviews during the site visit.

**Criterion 1b: Verifiable objectives**

*The institution has formulated verifiable objectives that enable it to monitor the achievement of its internationalisation goals.*

The objectives in terms of internationalisation are laid down in the respective strategic documents and foster the attainment of the strategic goals. The internationalisation goals and objectives are organised in five dimensions: international education, international research, Internationalisation@home, international partners and international position. For each dimension, specific goals are set, and to each goal a concrete objective is associated. For instance, a goal under the dimension 'international education' is that education is provided in an international classroom; the corresponding objective is to develop a policy that aims at an ideal composition of such classroom and to support teachers and staff in enriching their language proficiency and intercultural competences. Similar targets are set in each domain. The internationalisation goals and objectives are monitored regularly; this happens either at programme or institutional level, depending on the specific topic to be monitored.

The panel observed that each goal and its corresponding objective are verifiable. In most cases indicators are qualitative rather than quantitative. This approach is fully in line with the way the university verifies progress on its vision and strategy.

The panel considers that the goals and objectives on internationalisation are clear and fully in line with the overall vision of Wageningen University. According to the panel, the five dimensions together encompass the breadth of Wageningen's approach to internationalisation. Moreover, these goals and objectives are realistic yet also sufficiently challenging.

Nonetheless, the panel considers that some goals could be formulated more precisely. It acknowledges the viewpoint of the interviewees that it is not appropriate to set targets only for the sake of targets. However, the panel is convinced that in certain cases setting a precise target and a deadline – for instance on the percentage of international staff - would provide the university with a concrete ambition for the medium-term around which it can rally its stakeholders.

The panel **concludes** that in terms of internationalisation, clear goals and corresponding objectives have been formulated. The goals are realistically ambitious and the objectives verifiable yet not formulated in a SMART way. Overall, the objectives allow to monitor the achievement of the institution's internationalisation goals. The panel recommends the university to review the formulation (not the substance) of the goals and objectives and rephrase some of these statements in a more measurable way.

**Criterion 1c: Impact on education**

*The internationalisation goals explicitly include measures that contribute to the overall quality of teaching and learning.*

According to the Self-Evaluation Report, the internationalisation goals and objectives positively impact on the quality of education and enhance the employability of the future graduates. At Wageningen University, students are trained to be able to work almost anywhere in the world. The complexity of the issues in the domain of healthy food and living environment requires students to have good intercultural skills. Acquiring intercultural skills in an international classroom and being taught in the setting of international research are indicators of the quality of education at Wageningen University.

The panel observed that all internationalisation goals address the quality of education at Wageningen University. Moreover, several goals and their objectives specifically focus on (enhancing the quality of) teaching and learning: students are taught about global themes using international literature, research, cases and experiences; students acquire international skills; all staff have extensive international experience, which enriches and inspires their teaching, etc.

The panel **concludes** that several internationalisation goals explicitly relate to the quality of teaching and learning. This is a logical consequence of the fact that internationalisation is a cross-cutting principle at Wageningen with a direct relevance for the achievement of the university's goals and thus for the provision of excellent quality of education.

**Overall conclusion**

The panel has visited a truly international university, where internationalisation is a cross-cutting principle with overarching relevance for the achievement of the university's goals. As a result, internationalisation goals and objectives are neatly aligned with the overall mission and vision of the university. Individual internationalisation goals in fact illustrate the university's vision on education that sets out to offer high quality scientific knowledge, rich

learning environments and flexible and personal learning paths. To take a further step forward, the panel encourages the institution to reformulate some goals in a SMARTER way.

The panel concluded that the internationalisation goals of Wageningen University are properly documented, sufficiently concrete, shared and supported by stakeholders within and outside the institution, and explicitly relate to the quality of teaching and learning. The panel deems that in all the underlying criteria of this standard the institution surpasses the current generic quality for this standard. In terms of (intended) internationalisation, the panel judges that Wageningen University clearly goes beyond the acceptable level of attainment being a truly international university with internationalisation constituting an integral part of its overall rationale. Based on the presented documentation as well as the observations and discussions during the site visit and the evidences found, the panel assesses

*Standard 1. Intended internationalisation as **good**.*

## **Standard 2: Action plans**

---

### **Criterion 2a: Fitness for purpose**

*The institution's internationalisation plans ensure the achievement of its internationalisation goals.*

Wageningen University has developed policies and actions plans to realise its vision for internationalisation. Aspects of internationalisation are integrated in university-wide policies for education, research, operations and staff development. Action plans and measures are aligned along the five dimensions of internationalisation and form part of the overall action plan of the university.

For instance, in line with its internationalisation goal to offer students a study/placement experience abroad, the panel noticed that the university has taken the decision to create a mobility window in all its bachelor programmes. This mobility window being in place, the university has set up an action plan to actively promote outgoing student exchange among Wageningen students. Similarly, in order to reach the goal that international students and staff feel welcome at Wageningen, interviewees indicated that the university set up several events to make staff and students feel welcome and promote the international and intercultural dimension of the campus. Moreover, the university fine-tuned its HR policy to focus on the inclusion of newly recruited staff.



The panel considers that the internationalisation goals and objectives of Wageningen University are translated in adequate action plans and measures. These plans are relevant for the entire university as internationalisation in its different dimensions has been, is, and continues to be an integral part of everyday life at the university.

The panel **concludes** that the internationalisation plans of Wageningen University ensure the achievement of its internationalisation goals. Moreover, the implementation of these plans contribute considerably to the realisation of the overall institutional strategy.

**Criterion 2b: Dimensions**

*The institution's internationalisation plans appropriately include at least the following dimensions: "international and intercultural learning outcomes", "teaching, learning and research", "staff" and "students".*

The internationalisation goals, objectives, action plans and measures are aligned along the five dimensions the university applies to internationalisation:

- international education caters for a variety of issues ranging from education on international themes to recruitment of international (i.e. non-Dutch) staff;
- under internationalisation@home, several activities are organised and service provision is optimised to enhance the inclusion of staff and students and to strengthen community building;
- in terms of international research, the university Chair Plan and the ambitions of the science groups and Graduate Schools emphasise the importance of international research, which in turn is crucial for realising the university's ambitions on international education;
- collaboration with international partners takes place at all levels of the university and with various aims and ambitions, based on the partners' relevance for Wageningen University in terms of research and education;
- the international position of Wageningen University is based on action plans to maintain and enhance high-quality international research and education appreciated by students.

The panel observed that the internationalisation goals, objectives, action plans and measures address very explicitly the student, staff and teaching/learning/research dimensions. A key action in this regard is the provision of education in an international classroom, which touches upon students, staff, the actual educational process of teaching and learning, and the acquisition of international and intercultural competencies: knowledge, skills and attitude. The panel noticed during the visit that the university is putting in a lot of efforts to ensure that the

composition of the respective classrooms is sufficiently and appropriately international to achieve all envisaged outcomes.

The panel is convinced that by studying at Wageningen, all students acquire international and intercultural skills. However, it also learned from the discussions that these skills are not necessarily explicitly formulated as learning outcomes in all programmes. Furthermore, the panel learned that recruitment of international staff has been a priority for many years and remains an important goal in the near future. Nonetheless, the share of international staff (19%) has remained at par compared to six years ago.

The panel **concludes** that the institution's internationalisation plans cover a comprehensive range of domains, including the dimensions put forward by this framework: students, staff, teaching and learning, research, and international and intercultural competences. The panel recommends the university to ensure that in due course all degree programmes feature explicit – not only implicit – international and intercultural competencies. Moreover, it encourages the university to take a more pro-active stance in recruiting international staff.

**Criterion 2c: Support**

*The institution's internationalisation plans are complemented by specific institution-wide instruments and adequate resources.*

The university has put in place several instruments to realise its internationalisation plans, such as mobility windows to enhance a study period abroad, support for study associations addressing international students, multicultural skills courses for students and staff, travelling schemes to facilitate staff spending a period abroad, regional networks across the globe to recruit promising students and staff, etc.

Given the unique character of Wageningen as a one-faculty university, these provisions and instruments invariably apply to the entire university. Moreover, the panel learned during the visit that the university is budgeting sufficient human and financial resources to implement its internationalisation plans.

The panel considers that in order to support its institutional goals and objectives, the university has put in place a vast number of instruments that directly impact on the internationalisation dimension of the university and the quality of its education. The panel also considers that these instruments come with adequate resources to make them effective.

The panel **concludes** that the internationalisation plans of Wageningen University are supported by a broad range of specific institution-wide instruments and adequate resources. The instruments are clearly linked to the plans and in this way particularly suitable to enhance the internationalisation efforts of Wageningen University.

**Overall conclusion**

In the above-mentioned sections, the panel concluded that the internationalisation plans of Wageningen University cover a comprehensive range of domains, are fit for purpose and are supported by numerous instruments and adequate resources. The panel deems that the institution surpasses the generic quality in all the underlying criteria of this standard. In terms of action plans, Wageningen University clearly goes beyond the acceptable level of attainment. Because of the breadth of the plans, the number of instruments, the size of the support and the fact that these actions plans contribute not only to internationalisation but also to the realisation of the overall institutional strategy, the panel assesses

*Standard 2. Action plans, as **good**.*

**Standard 3: Implementation**

---

**Criterion 3a: Information system**

*The institution has a functional management information system which enables it to collect and process relevant information regarding internationalisation.*

The panel noticed that Wageningen University collects information on specific aspects of its internationalisation plans. The information is gathered on the various levels, with various groups and analysed by different bodies and services. Both internal and external data are collected: internal data refer among others to student body composition, international learning outcomes, mobility data, or course evaluation results. External data are provided for instance through the National Student Survey, the International Student Barometer (ISB) or the National Alumni Questionnaire.

While observing that information on relevant internationalisation issues was collected and their analysis served the responsible bodies of the university to take decisions, the panel did not come across a clearly systematic approach to data collection and analysis through for instance a central management information system.

The panel considers that the university collects relevant information on specific aspects of internationalisation issues. The data are collected both internally and through external

surveys, and are essential and relevant for implementing and enhancing the action plans on internationalisation.

The panel **concludes** that at regular intervals the university collects relevant information regarding internationalisation through a variety of sources that however are not systematically assembled and stored within a set management information system. The panel holds strong views on the latter point as this issue was already mentioned in the previous audit in 2012. In its assessment of the Distinctive Feature Internationalisation, the panel reported that it “takes note of these systems and of the amount of information collected, but considers that data and their analysis are not always exploited to the utmost: formal data sets or measurement criteria could be highlighted and processed (more) and form part of an analysis of trends and identification of any issues both positive and negative.”

**Criterion 3b: Information driven management**

*The institution makes use of processed information for the effective management of its internationalisation activities.*

The information collected by Wageningen university is used to inform decision-makers on often very specific issues; this applies to all policies across the university, including actions within the realm of internationalisation. For instance, once the ideal composition of the international classroom was decided upon, the composition of the respective international classrooms have been monitored; in case individual programmes deviated from this model, the Programme Board and Programme Committee discussed the reason for this deviation, as well as possible measures to improve. Similarly, when the university decided to increase the number of students travelling abroad, the effective mobility of students has been monitored yearly and the results were presented to the Programme Board, the Dean of Education and the Executive Board who decided on possible measures to enhance outgoing mobility.

The panel considers that the university makes good use of the data it collects because this information allows responsible bodies to take appropriate action.

The panel **concludes** that Wageningen University makes use of the processed information for the management of its internationalisation activities.

**Criterion 3c: Realisations**

*The institution can demonstrate the extent to which its internationalisation plans are realised through documented outcomes and results.*

The information collected by Wageningen university is used to inform decision-makers on often very specific issues; this applies to all policies across the university, including actions within the realm of internationalisation.

In line with its findings in the overall institutional audit, the panel observed that also in terms of internationalisation the overall goals, objectives and indicators are often not formulated in a smart way. This, in turn, makes it difficult to establish precisely to what extent goals and objectives are developing at the proper speed or have been achieved fully. The panel therefore welcomes the efforts of the university announced in the materials and the discussions to strengthen the quality assurance provisions at institutional level by defining quality goals and indicators that make it possible to monitor the implementation of the 2017 vision.

The panel considers that the data collected allow to establish to what extent individual components of the university's internationalisation plans are being pursued. However, given the absence of (performance) indicators or measurable targets, it is difficult to verify to what extent plans are effectively realised.

The panel **concludes** that the institution has documented outcomes and results, which are indicative for the degree of success with which the internationalisation plans are eventually realised. The panel recommends the university to set clear targets and verifiable indicators that are monitored regularly and documented systematically. This approach will allow the university to assess in an objective way where it stands in the realisation of its vision / strategy.

### **Overall conclusion**

The panel concludes that the institution meets the current generic quality for this standard as the university collects relevant information on specific aspects of internationalisation making good use of the data it collects. These data provide sufficient information for responsible bodies to take appropriate action. Thus, the institution shows an acceptable level of attainment across the standard's entire spectrum. However, the panel sees room for improving the quality of implementation and encourages the university to assemble, store and document data in a more systematic way. Moreover, the panel welcomes the plans of the university to define goals and indicators for its overall policy objectives – and thus also on internationalisation - in a more measurable way. By doing so, the collected information will allow to more systematically verify progress and achievement of the (internationalisation)

plans. As the above-mentioned room for improvement does not constitute a meaningful shortcoming to this standard, the panel assesses

*Standard 3. Implementation as **satisfactory**.*

## **Standard 4: Enhancement**

---

### **Criterion 4a: Measures for enhancement**

*As a result of periodic evaluations of all internationalisation dimensions and activities, the successful implementation of measures for enhancement can be demonstrated.*

The Self-Evaluation Report contains a description of the quality assurance system of Wageningen University and the instruments that are in place to make the system work. The university indicated, moreover, that because internationalisation is an implicit and integral part of the organisation, all instruments also measure or review aspects of internationalisation.

The panel has found in the framework of the institutional audit that Wageningen University applies a quality assurance system that has been in place for a long time and has been fine-tuned regularly. At every level, goals are translated into policies and plans, which are executed and monitored using various instruments to evaluate the results and measure progress. These results are discussed and where needed further actions are undertaken to improve the outcomes.

The panel considers, based on the specific materials and discussions on internationalisation, that the five dimensions set out by the university and those dimensions earmarked by this framework are an explicit part of the quality assurance provisions at Wageningen University.

The panel **concludes** that the institution has an internal quality assurance system which covers all internationalisation dimensions and activities.

### **Criterion 4b: Enhancing education**

*The institution utilises internationalisation approaches as part of its regular quality assurance activities in order to enhance the quality of its education.*

According to the Self-Evaluation Report, key objectives for internationalisation such as international classroom, recruitment of international students and staff, student satisfaction and internationalisation at home are monitored and evaluated by either responsible bodies such as Programme Board or Programme Committees or by Working Groups created for the specific purpose of the action under review. Based on the information collected and analysed, decisions are taken and improvement measures are implemented. For instance, student

mobility is enhanced by the integration of a mobility window in the bachelor programmes. Similarly, existing partnerships are evaluated regularly either at decentral or central level: based on the outcome of the evaluation, these individual partnership are then suspended, maintained or expanded.

The panel noticed that objectives to enhance Wageningen's international dimension comprise notably the recruitment of international students and staff, the enhancement of intercultural skills through education on site and via the international of exposure of students and staff, and the services and initiatives developed to foster internationalisation at home. Moreover, the panel observed that the university is undertaking good efforts to set up quality partnerships and join / play an active role in international networks and associations. These activities also enhance the international dimension of Wageningen University.

The panel learned from the institutional audit that the university is taking the same quality assurance approach – using qualitative and quantitative results to guide measures for improvement - for all objectives of Wageningen University. This approach also includes the university's efforts to enhance the quality of internationalisation. Moreover, the panel considers that the institutional quality assurance system focuses effectively on the enhancement of quality and that internationalisation forms indeed an integral part of the improvement strategy that is in place at institutional level.

The panel **concludes** that Wageningen University is using internationalisation approaches in its regular quality assurance and enhancement activities.

**Criterion 4c: Stakeholders involvement**

*The institution actively involves its internal and external stakeholders in its quality assurance and enhancement activities regarding internationalisation.*

According to the Self-Evaluation Report, internal and external stakeholders are involved in the quality assurance system and enhancement activities of the university. Internal stakeholders are students, staff and representative bodies such as Programme Committees or Boards of Examiners with specific quality assurance tasks. Professionals are involved in the External Advisory Committees, which operate at programme level, and act as guest lecturers, thesis supervisors, clients or stakeholders in projects. Moreover, the university regularly invites alumni for advise on future developments, for instance in the run-up to the formulation of a new vision. Since 2003, the Wageningen Ambassadors, a group of prominent

alumni holding key positions in government or industry, support the university through their networks and resources.

The panel gathered evidence during the institutional audit that the quality assurance system at Wageningen consists of an integration of PDCA-cycles on course, programme and institutional level. At each level both internal and external stakeholders are involved. Issues of internationalisation are taken up in these processes in an integrated way.

The panel considers that also for its internationalisation activities, Wageningen University applies a well-established quality assurance system that implies a strong commitment of all internal stakeholders, as well as an appropriate involvement of external stakeholders such as External Advisory Boards, alumni and the Wageningen Ambassadors.

The panel **concludes** that Wageningen University actively involves its internal and external stakeholders in the quality assurance and enhancement activities regarding internationalisation.

**Overall conclusion**

In the above-mentioned sections, the panel concluded that Wageningen University has a well-established quality assurance system that involves both internal and external stakeholders and in which internationalisation in its various dimensions forms an integral part of the quality assurance provisions and improvement strategy of the university.

The panel deems that the institution surpasses the current generic quality of this standard, and that in terms of enhancement, Wageningen University clearly goes beyond the acceptable level of attainment as could be witnessed during the site visit. Because of the comprehensive integration of internationalisation issues within a well-established quality assurance system that is geared towards improvement at all levels, the panel assesses *Standard 4. Enhancement* as **good**.

**Standard 5: Governance**

---

**Criterion 5a: Responsibilities**

*The responsibilities regarding the institution's internationalisation (goals, plans, implementation and enhancement) are clearly defined and allocated.*

According to the Self-Evaluation Report, internationalisation has always been an inseparable part of the university. It has been embedded throughout the organisation and in its decision-



making structure. As a result the decision-making structure and the respective responsibilities of the various bodies that govern the university overall also apply to internationalisation.

In the framework of the institutional audit, the panel observed that, notwithstanding the extensive and adequate descriptions, the internal task division and the decision-making structure are complex. According to the panel, this complexity is also a reflection of the quality culture at the university, which values involvement, as well as informal networking within set structures. The panel considers that this double finding – complexity and involvement – also applies to the responsibilities connected with internationalisation. Moreover, the panel observed that the different persons and structures that have a say on internationalisation are well aware of their respective tasks and fulfil these competently.

The panel considers that because internationalisation has been an integral part of the university's vision and mission for many years, it is firmly embedded in the institution's structure with clear definitions of roles and responsibilities. Vision and mission, roles and responsibilities are shared by persons and bodies at all levels of the institution, including students.

The panel **concludes** that the responsibilities regarding the institution's internationalisation activities are clearly defined and allocated.

**Criterion 5b: Effectiveness**

*The organisational structure, decision-making processes and leadership (regarding internationalisation) support the realisation of the institution's internationalisation goals and action plans.*

The roles and responsibilities regarding internationalisation are clearly spelled out in the Self-Evaluation Report. Overall leadership for internationalisation is placed with the Executive Board. Depending on the issue under consideration (e.g. on degree programmes, on staffing, on housing) other bodies take the lead and assume responsibility.

The panel observes that the university services - notably Corporate Strategy and Accounts and Education and Student Affairs - play an important role in implementing the internationalisation goals and action plans. Moreover, student associations and study associations are explicitly invited, and supported, to make the university a place where international students and staff feel welcome, supported and involved.

The panel considers that because internationalisation is an overarching theme for the university's educational policy, both structure and leadership accommodate internationalisation and its goals and objectives. Moreover, the strong involvement in and commitment to internationalisation among all responsible parties ensures effective decision-making processes as well as adequate support for Wageningen's internationalisation goals.

The panel **concludes** that the organisational structure of Wageningen University, its decision-making processes and its leadership support the realisation of the internationalisation goals and action plans.

#### **Criterion 5c: Responsiveness**

*The institution can demonstrate that it readily reacts to input from within and outside the institution regarding internationalisation activities.*

The university gathers different types of input from different stakeholders at different levels within the organisation, both in a formal and an informal way. The formal route through the quality assurance system has been described extensively in the Self-Evaluation Report. One example of the university's reaction concerns the adjustments that were made with regard to international student recruitment following changing dynamics both internally and externally.

More informal inputs, for instance at the level of interaction between students and staff, have been discussed during the visit: overall, students – both Dutch and international - appreciate the personal contact they have with their lecturers and many small-scale concerns are handled at an informal level. However, the panel also noticed during the discussions on internationalisation that staff and students sometimes have a different appreciation of the same reality, whereby staff indicates that everything is fine, while international students have a different opinion. Examples of this divergence concern for instance the minimum level of English that is required to attend classes – and which according to students should be set higher in order not to jeopardise the overall quality of the course. Another signal from students that seems not to have been picked up properly, is their suggestion to organise more Dutch classes and have these validated as part of their study track: notwithstanding the international atmosphere on campus, international students feel that without a minimum level of Dutch, they are missing out on the social/societal part, or are forced to stay within their international group. Finally, international students indicated that – notwithstanding the availability of intercultural skills classes for lecturers - they often face a real culture clash during the first lectures and in the first feedback they receive on assignments.

The panel considers that the institution reacts to signals from both within and outside the institution. This reaction is triggered not only by input that has followed the formal quality assurance route, but also through informal face-to-face discussions between students, staff and services. In this regard, there are short lines within the university, and this is appreciated by all (Dutch and international) students and staff. Nonetheless, the panel considers that the different appreciation of a same reality as expressed by staff and students requires further attention.

The panel **concludes** that Wageningen University is responsive to input from within and outside the institution regarding internationalisation activities. However, it also recommends the university to listen more, and more carefully, to concerns of (international) students as their input – and the university's response - is likely to enhance the quality of education.

### **Overall conclusion**

In the above-mentioned sections, the panel concludes that internationalisation is firmly embedded in the governance of Wageningen University, which allows for effective decision-making, adequate support and proper responsiveness to input from within and outside the university. The panel deems that all the underlying criteria of this standard are met with some need for fine-tuning: the panel invites the university to look for ways how to improve – in a more systematic way - its responsiveness to input/concerns from (sometimes individual) students who bring issues to the table from a different non-Dutch perspective. Overall, the institution shows an acceptable level of attainment across the standard's entire spectrum with no meaningful shortcomings. The panel assesses

*Standard 5. Governance* as **satisfactory**.

### **Conclusion**

---

Based on its internationalisation goals, the institution has successfully implemented effective internationalisation activities which demonstrably contribute to the quality of teaching and learning embracing students, staff, services and research activities alike. Wageningen demonstrates a strong commitment to the set Internationalisation goals and the ability to critically reflect on achievements, strengths but also challenges. The firm commitment to live up to its vision as truly international university for the sake of students, graduates and staff, and thus prepare students to work as academics on global issues and sustainable solutions for healthy food and environment was clearly conveyed. Wageningen meets all the CeQInt standards and their sub-criteria; three of the standards were assessed as good. For the further



development of the quality the panel recommends to use the data and feedback gathered in a more systematic manner and redefine some of the objectives in a smarter way.

## 6. Overview of assessments

Standard	Criterion	Level of fulfilment
1. Intended internationalisation	1a. Supported goals	Good
	1b. Verifiable objectives	
	1c. Measures for improvement	
2. Action plans	2a. Fitness for purpose	Good
	2b. Dimensions	
	2c. Instruments and resources	
3. Implementation	3a. Information system	Satisfactory
	3b. Information-driven management	
	3c. Realisations	
4. Enhancement	4a. Internal quality assurance	Good
	4b. Approaches for enhancement	
	4c. Stakeholders involvement	
5. Governance	5a. Responsibilities	Satisfactory
	5b. Effectiveness	
	5c. Responsiveness	

## Annex 1. Composition of the panel

### Overview panel requirements

<i>Panel member</i>	<i>Man.</i>	<i>Internat.</i>	<i>Educat.</i>	<i>QA</i>	<i>Student</i>
• Frank van der Duijn Schouten	X		X	X	
• Lisa Sennerby - Forsse	X	X			
• Eva Werner	X	X	X	X	
• Colja Laane			X	X	
• Lennart van Doremalen				X	X

Man.: Management experience;

Internat.: International expertise, preferably expertise in internationalisation;

Educat.: Relevant experience in teaching or educational development;

QA: Relevant experience in quality assurance or auditing; or experience as student auditor;

Student: Student with international or internationalisation experience;

**Chair: Professor Frank van der Duijn Schouten, Dean of the Faculty of Philosophy, Erasmus University Rotterdam, former Rector of Tilburg University and VU Amsterdam, and Professor Emeritus in Mathematics of Operations Research, Netherlands (*chair*)**

Frank van der Duijn Schouten studied mathematics and physics at the Vrije Universiteit in Amsterdam. He received his PhD degree in mathematics from the University of Leiden in 1979. In 1987, he was appointed professor of mathematical decision making at Tilburg University. From 1999 to 2008 he led this University as a rector magnificus. He served the Vrije Universiteit as rector magnificus from 2013-2015. He was guest researcher at Bell Labs (US), INSEAD (Paris) and at the universities of Berkeley and Haifa. He was General Manager of Netspar, vice-chairman of the Dutch National Educational Council, member of the NWO Social Affairs and Management Sciences Board, Chair of the Supervisory Board of the Protestant Theological University, Chair of the Supervisory Board of Fontys University of Applied Sciences and Board member of the Supervisory Board of Publishing Company Jongbloed BV.

**Professor Lisa Sennerby Forsse, president of the Royal Swedish Academy of Agriculture and Forestry, Stockholm, and former vice-chancellor, Swedish University of Agricultural Sciences (SLU), Uppsala, Sweden**

Lisa Sennerby Forsse holds a PhD in plant biology. Her academic fields cover forest and agricultural related issues, including plant physiology, agroforestry and silviculture as well as the environmental aspects of land use, and the utilization of bioenergy from trees. She has been research director at the Swedish Forestry Research Institute and deputy director at the Swedish Environmental Protection Agency. Between 2001 and 2006, she was Director General of the Swedish Research Council for Environment, Agricultural Sciences and Spatial Planning (Formas). In 2006 she became vice-chancellor of SLU, the Swedish University of Agricultural Sciences, a position she held until 2015. Currently, professor Sennerby Forsse is president of the Royal Swedish Academy of Agriculture and Forestry and board member of the World Agroforestry Centre.

**Professor Mag. Eva Werner, hon. prof, rector of the IMC University of Applied Sciences Krems, and certified assessor CeQuint, Austria**

Eva Werner holds a degree from the University of Vienna in languages, and studied also at the Sorbonne and at the University of Concordia in Canada. She has taught at the College of Tourism in Vienna, at the University of Business Administration in Vienna and at the Danube University in Krems. Since 2002, professor Werner has assumed several Board positions at the University of Applied Sciences in Krems: Deputy Head of the Academic Board, Vice-Rector (2005) and Rector (2010). In her work, Eva Werner has been particularly focused on issues of internationalisation and quality assurance in higher education.

**Dr. Colja Laane, CEO T&E Product Development / T&E Advice, Netherlands**

Colja Laane graduated in biochemistry from the University of Groningen and did a PhD at Wageningen University on the bioenergetics of nitrogen fixation. He worked for Unilever, Quest International, DSM and the Netherlands Genomics Initiative. In 2012 he set up the office of the Top Sector Life Sciences & Health in the Netherlands, and was interim director from 2012 to 2015. Afterwards he moved to the Eyehospital in Rotterdam and to Medical Delta. Colja Laane is engaged in several life sciences and industrial biotech activities and is (co)author of over 120 papers and about 10 patents, mostly in the area of industrial biotechnology. Since 1996 he has his own company T&E Product Development, which was extended recently with T&E Advice.

**Lennart van Doremalen MSc, PhD candidate in Subatomic Physics, Utrecht University, Netherlands (*student member*)**

Lennart van Doremalen is a PhD candidate at the institute of Subatomic Physics at Utrecht University. He studied the research master 'Experimental Physics' and the bachelor 'Physics and Astronomy' at the same university. During his studies, he was co-founder of the student party Lijst Helder and student representative for this party in UU's University Council. From 2009 until 2010 he was the student board member of the Department of Physics. In 2012, he organised the International Conference of Physics Students (ICPS) in collaboration with fellow students. In addition, Lennart was an active member of the national student union LSVb, the local student union VIDUIS, and fulfilled several functions as board member or advisor next to his studies. He is also co-founder of the Utrecht municipality council party Student & Starter.

**Coordinator:** Michèle Wera MA, policy advisor NVAO

**Secretary:** Mark Delmartino MA

## Annex 2. Documents reviewed

### *Basic documents*

- Self-Evaluation Institutional Audit 2018 Wageningen University, August 2017
- Vision for Education, Wageningen University & Research, 2017
- Strategic Plan 2015-2018, Wageningen UR
- Education assessment policy, Wageningen University, December 2017
- Education quality assurance and enhancement. Policy and System, October 2017
- Quality Culture at Wageningen University, KBA Nijmegen, July 2017
- Education Governance at WUR, presentation Rector Magnificus

### *Audit trail Internationalisation (CeQuint )*

- Internationalisation, Self-evaluation report - appendix 4



## Annex 3. Site visit programme

### Overview

**Date:** 29 January – 2 February 2018  
**Institution:** Wageningen University  
**Location:** Wageningen (NL)

### Programme audit trail Internationalisation

**Day 5 – Friday 2 February 2018**  
**Location: FORUM building, WUR campus**

08.30 Internal panel meeting

10.00 Policy plans, governance and support

- Prof. dr. ir. Arnold Bregt, Dean of Education
- Prof. dr. ir. Harry Bitter, member Programme Board
- Dr. ir. Ralf Hartemink, Programme Director
- Ir. Nynke Post Uiterweer, Policy advisor ESA
- Jeroen Ouburg, Policy advisor international relations CSA
- Dr. Ingrid Lammerse, Corporate Director Human Resources
- Drs. Janneke Hermans, Team coordinator International Student Support and Finance

11.00 Implementation and enhancement

- Dr. ir. Karen Fortuin, Chair Programme Committee
- Drs. Marjo Lexmond, Programme Director
- Ir. Dine Brinkman, lecturer intercultural skills
- Prof. Dr. Ken Giller, chair holder
- Drs. Astrid van den Heuvel, policy officer International Community
- Ir. Renske van Dijk, international recruitment officer
- Drs. Sylvia van der Weerden, Head of Wageningen in'to Languages

12.00 Students and alumnus

- Philomena Darku, master student, chair ISOW, Ghana
- Sanne Knoppers, master student, Introduction Days
- Nina Zaadnoordijk, master student, Chair IxESN
- Koen Manusama, research assistant, Sport Association Thymos
- Amit Choudhary, master student, member Student Council, India
- Floor van Elsacker, master student, member Programme Committee
- Santiago Rodas, alumnus 2012, PhD student, Ecuador
- Sanchali Bose, master student, India

12.45 Internal panel meeting + lunch



15.30 Executive Board, Dean of Education and Manager ESA

- Prof. dr. Arthur Mol, Rector Magnificus
- Rens Buchwaldt MBA, member Executive Board
- Prof. dr. ir. Arnold Bregt, Dean of Education
- Dr. Frank Bakema, Manager ESA

16.00 Final panel meeting

17.00 Plenary feedback

17.30 End of site visit



**e | c | a**

european consortium for accreditation

[www.ecahe.eu](http://www.ecahe.eu)