

Organisational challenges and opportunities when implementing an international profile

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Dieser Artikel fasst zentrale Erfahrungen zusammen, die durch die Einführung eines auf Englisch durgeführten Bachelorstudiengangs an einer Fachhochschule der Schweiz gesammelt wurden. Ziel ist es aufzuzeigen, wie die Einführung eines englischsprachigen Studiengangs in den letzten zehn Jahren sowohl zu Herausforderungen als auch zu neuen Möglichkeiten für Studierende, Dozierende und administratives Personal geführt hat. Der Artikel zeigt, dass Englisch als Unterrichtssprache nur eine der Hürden ist, mit welchen Hochschulen aus nicht-englischsprachigen Regionen konfrontiert werden, wenn sie ihre Angebote umfassend internationalisieren wollen. Die Autoren stützen sich inhaltlich auf Feedback und Daten aus Mitarbeiterversammlungen (Teamsitzungen), Studierendenberatungen sowie Statistiken des International Offices, des Language Service Centres und der Verwaltung. Anhand der Fallbeschreibung in diesem Artikel wird aufgezeigt, wie organisationale Einheiten mit interkulturellen Aspekten umgehen, welches Umdenken stattfinden kann und wie die Rahmenbedingungen für Dozierende und Studierende gestaltet werden, um die globale Kompetenzentwicklung zu fördern.

Stichwörter:

Internationalisierung der Studienpläne, englischsprachiger Bachelorstudiengang, Englisch als Unterrichtssprache, globale Kompetenzen.

Keywords:

Internationalisation of curricula, English-taught bachelor, English-medium instruction, global competences.

1. Introduction

This article provides an account of the experiences made when implementing an English-taught bachelor (ETB) at the Bern University of Applied Sciences (BFH) Business School. The authors attempt to highlight both challenges and opportunities this implementation has had for various stakeholders in the institution over the past decade. Evidence collected at staff meetings, student counselling sessions as well as statistics collated from the International Office (IO), the Language Service Centre and Administration form the basis for the analysis and conclusions drawn with regard to how the BFH Business School

has come to deal with cross-cultural contexts, changing mind-sets, service offering for faculty/staff and students as well as global skills development.

Our article presents the reasons behind the decision to introduce an ETB and what form it should have (Replica vs Unique) as well as what was undertaken to obtain a buy-in from the key stakeholders. Further it highlights the impact the introduction of an ETB had on stakeholder attitudes and what attempts were made to positively influence these. The article closes by presenting the role the International Office had and has supporting and driving the decision to create an international profile.

The term "internationalization", according to Bartell (2003: 46)

"...conveys a variety of understandings, interpretations and applications, anywhere from a *minimalist, instrumental and static view*, such as securing external funding for study abroad programs, through international exchange of students, conducting research internationally, to a view of internationalization as a *complex, all-encompassing and policy-driven process*, integral to and permeating the life, culture, curriculum and instruction as well as research activities of the university and its members."

In today's competitive HEI environment, the goal of a school such as the BFH Business School should be to establish itself at the end of this continuum which is all-encompassing and policy-driven.

Sandström & Neghina's (2017) paper on ETB trends highlights the impressive growth of ETBs in Europe in the last ten years as a reaction to increased competition, the need to attract international talent as well as develop domestic students' global skills. These ETBs often originated as translations of local-language programmes. Some have evolved into specially designed programmes taking the needs of the diverse student population into account, while others still find EMI, staff skills and the provision of suitable training a challenge. Experiences made at the BFH Business School are aligned to these trends, as will be discussed below.

2. Processes of Addressing Challenges and Opportunities

The BSc Business Administration (BScBA) International Programme (henceforth IP) is the result of an incremental internationalisation process in response to a need to adapt to external forces, such as competition, demographic changes and policy decisions taken at national and local level, rather than a motivation from within the organisation for organisational development. It is, therefore, not surprising that, as the internationalisation process progressed, it was necessary to address the challenges which arose while at the same time identify the opportunities.

One such challenge is that the BFH Business School, a state-funded, not-for-profit institution, is required by the Canton of Bern to charge the same minimal tuition fee for both international students and local full-degree students (Ali-Lawson & Beck 2014). This posed the first challenge as it meant that the

development and implementation of a bilingual programme, which was followed by the establishment of a full IP, had to take limited resources and funding into account, considering it was not possible to recoup its investment costs through its tuition fee structure, as is done by many European universities (Crosier, Purser & Smidt 2007).

The BFH Business School decided, for a number of reasons, one being the limited opportunity to recoup investment costs, not to develop and apply for state accreditation of a completely new ETB in the area of business administration. Rather, the decision was taken to open up a class where the original BScBA is offered in English, the so called IP. This meant that the programme needed to reflect the content of the state accredited BScBA degree offered in German. This provided fewer opportunities to increase the international scope of the core curriculum beyond that of the programme offered in German. The opportunity to develop a unique programme aligned to a strategic positioning of the BFH Business School was not given.

The special nature of the IP, i.e. it being a replica of the German-speaking bachelor degree programme, poses more challenges in some subject courses than others. The financial and cost accounting lecturers reported having little difficulties replacing the German course books with ones originally published in English. What seemed to be a challenge for them turned out to be an opportunity when they realized how much support they got from certain publishing houses (e.g. slide sets, additional cases, tests, further reading). Also the design of the publications, the layout and style of writing, was perceived to make the contents more accessible so leading to a positive impact on the learning experience. One German-speaking lecturer reported that the author seemed to be talking directly to the student so making it personal and easier to understand. The law lecturers' situation, however, was incredibly difficult as the official law documents, fundamental to their courses, had not all yet been translated when the IP was launched. This has changed in the meantime, however, lecturers do not have a wide range of course readers on Swiss law published in English to choose from and translating the course reader used in the German-speaking programme is, for many reasons, not a feasible option.

It is still a challenge for some lecturers who teach or have taught predominantly in the German-speaking degree programme, to develop a vigilance to cater to the fact that international students do not have the cultural awareness or background information necessary to understand messages transported in examples or case studies as used, for example, in marketing or HR modules. In particular, when an IP course reader is a translation of a Swiss publication used in the German-speaking programme, the examples used need to be either supplemented or supported with additional information based on the background and needs of the student group being addressed.

Addressing the critique that the IP was not truly "international", it was postulated that this was not necessarily a drawback. The argument went that, as many of the domestic IP students were likely to work for Swiss companies or organisations, who themselves are to varying degrees internationally active, a generalist BScBA curriculum offered in English and focusing on the Swiss political, economic, social and legal environment as well as business practices would best prepare not only local but also international students wishing to remain in Switzerland for professional or personal reasons.

However, the creation of the IP did lead to the development of an additional ETB specialisation option, namely International Business Management, to complement the specialisation in Banking and Finance which was selected from the specialisations offered in German to be offered in English only. These are also open to the German BScBA programme students. Therefore, it can be argued that the introduction of the IP has indeed led to an "internationalisation" of the original BScBA curriculum.

With regard to the BFH Business School specialisation offering, the introduction of the IP also enabled the development of double degree programmes with partners thereby providing all BScBA students a wider selection of specialisations to choose from in their final year. This also increases the school's attractiveness as a study destination for local students and also boosts mobility figures.

2.1 A "50:50 Mix" versus an "International Ghetto"

In order to prevent the development of "international student ghettos", which could arise amongst exchange students, and to reduce the stress for local students due to a high fluctuation rate amongst exchange students in the IP, it was decided that the IP should not only offer local students the opportunity to obtain a high quality BScBA Swiss degree in English, but that this should take place in a multi-cultural environment with a 50:50 ratio of local and international full-degree students. This would allow for the multi-cultural group of full-degree students to get to know one another better so helping the integration of the international students. Additionally, lecturers were and still are encouraged to ensure that student project teams consisted of a mix of local and international IP students as well as exchange and double-degree students.

Furthermore, it was believed that a multi-cultural teaching body would best "promote understanding through interpersonal, cross-cultural, international and shared experiences" (Bartell 2003: 51), so preparing students for professional careers in multi-cultural work environments, which are the norm, considering that c. 25% of the population in Switzerland are "non-Swiss". Therefore, the BFH Business School took the decision not to simply recruit native English-speaking lecturers for the IP.

2.2 Getting a "buy in" from Key Stakeholders

Administrative and lecturing staff initially criticised the amount of staff and financial resources being allocated towards internationalisation when, at that time, international students comprised about 1% of the BScBA student body. This was countered with the argument that the organisation had to prepare for demographic changes leading to a future drop in local student registrations and that, with the IP, the BFH Business School would not only greatly support the organisation's overall internationalisation goals but also be able to target new student segments. Another argument emphasised that an ETB enabled the BFH Business School to address the changing needs of local German-speaking students who could potentially decide to enrol at competitor institutions offering ETB degrees.

Besides offering a full-time IP study option, it was decided, in 2016, to open a part-time/work-study class, commencing in autumn 2017, in order to address the needs of two distinct student groups. A number of local students who enrolled for the part-time/work-study model offered in German reported being disappointed about not being given the opportunity to join the IP as it was offered only as a full-time model. The second group consisted of international students who either needed to work part-time in order to partly finance their studies in Switzerland or of international spouses of expatriates or locals with family commitments, making it impossible for them to study full-time.

The current 2017/2018 intake shows a strong growth in IP registrations, now accounting for c. 25% of total BScBA enrolments, with a large number of the international students already residing in Switzerland prior to their enrolment in the IP. An additional group of persons benefitting from the IP are qualified professionals or students who had to quit their studies and who are now refugees in Switzerland. This is an indication that the IP is catering to the needs of local students to develop global skills and intercultural competences for future professional careers in business while, at the same time, facilitating the upskilling or reorientation of foreign nationals residing in Switzerland and their integration into the Swiss job market.

The decision to not have a predominantly English-native speaking teaching body had a positive effect on lecturers' attitude towards the IP and internationalisation, in particular amongst those fearing a drop in student numbers in the German-speaking programme and the need to either accept teaching in English or face a certain level of redundancy.

Fortunately, the lecturing body already included members who had an international background, whose mother-tongue was not German and who were open to the idea of teaching in English. The big task was to win over the German-speaking Swiss and German members of staff in order to be able to offer the entire curriculum in English.

The challenge of internationalising the BFH Business School also possibly lay in the fact that lecturing and research staff did not seem to view internationalisation as a part of their brief. Childress (2017: 16) analysed faculty involvement in the internationalisation process and concluded that "by connecting internationalisation goals to departmental and disciplinary priorities, academic departments can strategically support faculty to advance their scholarly agendas through the lens of more than one national or cultural vantage point." This remains a challenge for the BFH Business School especially in terms of linking professional development within the area of internationalisation to performance goals, however, a different attitude can be perceived amongst newly recruited and younger staff members.

2.3 More than just EMI

Initially it was believed that the main challenge in the internationalisation drive would be the introduction of EMI. However, being truly international meant that the BFH Business School could not simply attract exchange and then later full-degree students to then simply leave them in the lurch by expecting them to successfully orientate themselves in a predominantly German-speaking environment. This meant that the organisation as a whole needed to undergo a linguistic adjustment process which required the support of both lecturing and administrative staff.

What was initially a translation process of class material or emails needed to become embedded in the BFH Business School culture, i.e. the understanding that all processes, publications, media etc. are bilingual. This is increasingly becoming the norm and the need to draw attention to the fact that information must also be available in English is diminishing amongst those employees who are in closer and continual interaction, virtually or personally, with students. However, others, not so close to students, need to be regularly reminded about the need to have messages of all kinds translated in order to support the internationalisation efforts in all areas of activity. This is aligned to Brandenburg's (2008: 12) view that "...the service environment is of major importance, especially in the area of teaching and learning... services are often considered rarely, if at all".

3. Managing Attitudes

Connecting with a target group from an administrative or a teaching perspective can be a daunting task when having to use a foreign language. However, it has also become evident that the challenge this poses varies amongst stakeholder groups within the BFH Business School.

3.1 Administrative Staff

While internationalisation has led to an increase in exchange student numbers and the establishment of the International Office to deal with this particular group of student needs (see below), the development of the IP meant that Student Administration had to ensure that they could serve the international full-degree students lacking German language skills. This led to the establishment of a Language Service Centre, providing all staff support with developing their English language competences as well as a proof-reading/translation service. Brandenburg (2008: 11) states the importance of deploying resources to ensure a "continuous process of internationalisation," in particular the role administrative staff play when HEIs aim to provide a holistic international concept. It must be noted that internationalisation entails more than language support, rather it requires "an internationally-oriented administration which supports the international momentum in an HEI and the international attitude of the staff, and which incorporates this through its everyday work" (Brandenburg 2008: 11)

The front desk administrative staff was the group of stakeholders who immediately rose to the challenge and saw the internationalisation process as an opportunity to make use of their language skills which had been lying dormant. One possible interpretation is that the hurdle to take on the challenge was slightly lower than that for lecturers, considering they communicate with students predominantly via electronic platforms. International students only occasionally go to the Administration Office in person with questions that are often similar in nature and specifically related to organisational aspects of their studies, such as registration deadlines, course schedules or how to respond to correspondence from the BFH Business School. This allows administrative staff to develop, over time, a personal repertoire of standardised responses supported by documented processes and regulations. Examples are standard email responses to recurring questions, the creation of a FAQ, as well as individualised responses developed and practised during coaching sessions with language experts.

As international students' perceptions of staff addressing them in English are generally positive, this could potentially boost staff self-esteem. Interestingly, the experiences made with the administrative staff at the BFH Business school seems to differ to that reported in the 2014 institutional survey report on ETBs in European higher education where "English proficiency of administrative staff, especially those in central administration ... was regarded as least satisfactory by the survey respondents ... [and that] administrative staff are not only unprepared to deal with students in English, but also unwilling to do so" (Wächter & Maiworm 2014: 22).

3.2 *Lecturing Staff*

For lecturing staff, however, image and status carry a different value as they are supposedly the experts in the lecture hall or seminar room. This makes the decision to teach within an ETB extremely challenging as it "...may place severe strains on their performance and authentication or construction of their academic authority, which is traditionally based on teaching through their L1" (Werthera, Denvera, Jensenb & Meesa 2014: 456). This challenge was reported by a number of German-speaking and initially older IP lecturers.

One particular case experienced at the BFH Business School was that of an experienced finance lecturer who had taken preparatory steps to teach in English in the form of an intensive two-week language programme in Dublin focusing on EMI. This course had boosted his confidence and he was able to compare his abilities with Italian and Spanish lecturers who were also teaching or preparing to teach in EMI contexts. Nonetheless he reported, just before the semester started, still being extremely concerned as to whether he would measure up to student expectations. It was a little piece of advice passed on informally over a coffee by the Head of the IP that he should inform his students at the very beginning of the semester that he was an expert in finance and not in English which proved to be the most valuable to him. This helped him gain a new perspective on his self-perceived role in the IP.

Research done on lecturer attitude to EMI at a Danish university provides evidence that younger lecturers and those with higher teaching loads in EMI are more likely to have a positive attitude towards the increasing use of EMI (Jensen & Thøgersen 2011). This means that, in the future, EMI may have less of an impact on lecturer attitudes to ETBs. The introduction of a second IP class for work-study/part time students in autumn 2017 had a positive impact on the IP lecturers' attitudes as they could benefit from a higher return on their investment in their IP module and keep their language skills from becoming rusty as they would be teaching in the EMI context each semester.

It seems to be not only the lecturer's language abilities but also the degree of lecturer motivation and commitment in an ETB context as well as personal characteristics which influence teaching performance and student perceptions. One study (Studer 2015) suggests that, even if the lack of linguistic competence is given by the students as the greatest barrier in EMI settings, the mastery of the English language in a formal sense plays a lesser role in their assessment of positive classroom experience. The lecturer in this study who was assessed positively by students was perceived to have "overt didactic aims", be "enthusiastic and lively", maintain eye contact and ask questions in addition to other dialogical aspects such as speaking smoothly and at an adequate pace and communicating clearly.

In line with various research findings that teaching is more demanding and requires more effort on the part of the non-native English speaking lecturer (Doiz, Lasagabaster & Sierra 2011), management decided to reduce the workload of non-native English-speaking IP lecturers and provide support through the Language Service Centre in the form of translations, proof-reading, coaching sessions and intensive language courses.

Unfortunately, some lecturers found themselves teaching on the IP at relatively short notice. This is not ideal and indicates that there is room for improvement in the area of language policies and the management of offers "...which are tailored to the individual's professional requirements, existing language skills, career development, teaching and mode of academic publication" (Werthera, Denvera, Jensenb & Meesa 2014: 458). However, such support does not guarantee a positive EMI teaching/learning experience if lecturers either fail to plan ahead their preparation work (e.g. translations) or lack the necessary time due to poor organization. This will inevitably impact both administrative processes and student perceptions.

Tange (2010) points out that more experienced EMI lecturers also emphasise intercultural and pedagogical challenges in addition to linguistic issues. With regard to teaching methodologies, the authors argue that an EMI lecturer is likely to show the same or similar competences in teaching methodologies as in their L1 environment. However, one can contend that a higher level of language ability in the language of instruction frees up resources to potentially allow lecturers to develop a broader repertoire of classroom methodologies needed to improve the teaching/learning experience in ETB contexts. To support the development of larger didactic repertoires, Chang referring to Yeh (2014) argues that "it may be valuable to hold pedagogy courses or workshops where EMI instructors can share and discuss their teaching experiences and strategies for better learning satisfaction across the board." (Chang 2015: 2). A formal offering of courses has still to be conceived at the BFH Business School as a support structure for lecturers on the ETB programme.

Research done in four European countries on the role of cross-cultural competence on teaching performance in culturally diverse classes provides empirical support for the "positive association of a match in teaching methods as preferred by the student and used by the faculty member with students' evaluations of teacher performance" (De Beuckelaer, Lievens & Bücken 2012: 237). Thus, considering that culture influences our selection of teaching methodologies, sufficient attention needs to be paid to cross-cultural competence in recruitment of EMI lecturers. Alternatively, resources should be allocated to providing well-designed courses on culture and its impact in the EMI setting for those already teaching on ETBs.

When launching the IP, additional support in the form of voluntary intercultural training was provided for all those involved in the IP or affected by its introduction

in order to sensitise them to their respective audiences as well as their own, often unperceived, set of values and how these affect teaching/learning and interpersonal interactions. Ideally, such intercultural training should take place on a regular basis. However, it is a real challenge to instil the understanding that "culture" and "cultural competence" are vital and requires great commitment amongst lecturers to dedicate time to this aspect of ETBs.

Currently, IP lecturer meetings held each semester to present and discuss problems or show case best practice, is utilized by the Head of IP to ensure that the "culture" aspect of such problems is also taken into consideration. However, based on the findings of one of the few research papers dedicated to the role cross-cultural competence plays in perceived teaching quality in culturally diverse classes, it would be best to consider cross-cultural competence when recruiting faculty as well as training practices in HE as results "...demonstrate that cross-cultural competence, and – in particular cultural empathy and open-mindedness, is an important asset for business faculty whenever the educational programme relies on (frequent) interactions between faculty members and students" (De Beuckelaer, Lievens & Bücken 2012: 244).

3.3 Students

Feedback from local IP students highlighted the need to carefully manage the expectations of the ETB students. In particular the local students, whose English competence is generally very good, need to understand that the IP emphasises content and knowledge as well as cross-cultural skills development and is not solely designed for them to further improve their English. Messages to students need to emphasise the opportunities the IP provides to experience and learn how to deal with situations where language and culture may prove to be a stumbling block in international business.

While, in our BScBA programme, lecturers often have to be encouraged, on a voluntary base, to become aware of how culture impacts on their teaching and motivate themselves to actively address this aspect, e.g. by adapting their instructional methods, full-programme students are sensitised to culture and its impact in two core BScBA courses. However, these only take place in the second year of studies. As it is not possible to redesign the curriculum to deal with culture in the first year of studies, which would greatly benefit the IP teaching/learning experience, the Head of IP and the IO runs a seminar "Studying in a Multi-cultural Environment" for IP full-degree, double degree and incoming students one month into their first semester at the BFH Business School. This seminar more specifically focuses on the institution's academic culture and sensitises students to different working behaviours and allows them to discuss solutions to potential challenges they may face in an ETB multi-cultural classroom and how to deal with especially critical issues such as deadlines, punctuality, plagiarism and group work to name a few. Since this has

been on offer, the IO has reported fewer cases of exchange students approaching them for advice, e.g. on issues with group work, while the Head of IP reports that IP students now approach her sooner when experiencing either academic or personal problems.

In addition to the "Studying in a multi-cultural classroom" seminar, pilot walk-in support sessions were launched in the 2016/17 academic year for IP students who faced challenges in first year mathematics, financial and cost accounting courses. However, due to several factors, these sessions were not well attended. This type of support seemed to come too late and at a time when students were overwhelmed with their regular study workload. Additionally, cultural orientations towards learning seemed to prevent many of the international students from making use of this support. It was decided that a different approach was required prior to the commencement of the semester, which would help international full-degree students acclimatise to living in Switzerland and studying at a Swiss university of applied sciences. A needs analysis, conducted with students and lecturers, showed that it would be a good idea to pilot a pre-bachelor course in the hope that it may lead to a drop in the number of international students who needed to repeat the first year of studies.

This three-week course is designed to help them settle in, gain a better understanding of what studying at a Swiss university of applied sciences is all about, get hands on experience of team project work, have the opportunity to fill certain knowledge and skills gaps and so be better equipped when the semester starts. As some of the first semester IP lecturers are engaged in this course, international full-degree student can ideally develop meaningful relationships and reciprocal understanding of their roles and duties before the academic year commences. Since this initiative is in its infancy, an evaluation of its impact needs to be conducted. This example highlights the need to be in regular dialogue with the IP students in order to identify issues they are experiencing and how these can be addressed.

4. An International Office supporting and driving internationalisation

As explained, it was not possible for the BFH Business School to recoup the development and implementation costs of the IP through student fees, however, as the IP was conceived as a further development of the Business School offer, it was financed through regular budget allocations for such purposes. Considering it was not possible to administer the IP without the necessary supporting staff positions dealing with internationalization, it was necessary to apply, incrementally over a decade, for additional cantonal funding of these new positions. Such funds were granted based on policy decisions taken by the cantonal authorities to internationalise the BFH (BFH, Rektorat/Kommunikation, Bern 2009).

Whilst the IP provided mobility opportunities for students and staff, new challenges arose and new functions were allocated to administrative staff who had to rise to the challenge of developing their skills and knowledge in the area of mobility on the job. As mobility numbers increased, additional resources were allocated to the IO resulting in more staff and sub-divisions such as *Exchange*, *Double Degree*, and *Research & Services*. A staff function *Marketing, Communications & Events* was established to provide the link between IP full-degree, incoming and regular students in the German-speaking degree programmes. This allowed the BFH Business School IO to develop into an integrated internal partner who could increasingly formalise internationalisation and scale up its international activities.

4.1 Global skills development

With the establishment of an ETB degree, the IO was able to initiate and implement the following offers, listed below, in order to support the internationalisation process and the development of global skills.

These offers are an initial response to drive mobility and the internationalisation of the BFH Business School:

- The *Certificate of Global Competences* (CGC) is a BFH add-on certificate for the acquisition of intercultural competences, a soft skill in high demand as per the UNESCO Sustainable Development Goal 4.7 which emphasises the appreciation of cultural diversity and the role it plays in sustainable development (UNESCO, n.d.). To obtain the CGC, students need to create a personal portfolio comprising of *Knowledge, Activities & Engagement, Language* and *Personal Reflection* points. Mobility and short-term programmes allow students to experience culture in action, thus making the CGC a particularly attractive certificate as students are able to combine experience more readily with their previously attained knowledge from culture and international-focused courses.
- The *Double Degree Programme* (DD) takes student mobility to another level as it requires a full year of study abroad in their final year. It involves studying towards two university degrees and completing them in the time that it would take to earn one degree. Since its inception in 2015, an increase in the number of DD applications can be observed, which has allowed for a more stringent approach to selection and quality assurance. Likewise it has built bridges and ensured closer collaboration with selected partners.
- The *International Family Mentor Programme* (IFMP), a buddy system implemented in the early stages of internationalisation for

exchange students, also caters to the needs of the international IP full-degree students. The aim is to provide international exposure opportunities for less mobile local students whilst supporting those far from home. The IFMP is closely linked to the CGC allowing students to collect "Activity" points.

- With regard to supporting international students in their acquisition of German, the IO has turned a need arising from internationalisation to an opportunity for collaboration between the BFH Business School and the PHBern, a university of teacher education. Besides providing the more standard German for Beginners courses for IP full-degree (non-credit) and exchange students (credits awarded), the IO offers German special speaking courses called *Learning by Talking* (LETA). This "for students by students" offer involves PHBern master students teaching BFH Business School international students while using a more applied and communicative approach so helping them integrate and better adjust in their new learning environment more readily.
- Lecturer mobility has greatly increased since the establishment of the IO and the launching of the IP. A report on the value of ERASMUS teaching mobility based on a survey of lecturers' views and perceptions comes to the conclusion that "...a wide majority of formerly mobile teachers report that they learnt about different teaching contents, concepts and methods. After return, many applied this knowledge ... [and believe] ... that their international experience has improved their advice given to mobile students" (Bracht, et al. 2006: 135). To what extent lecturers at the BFH Business School share the same views it yet has to be investigated. The IO also promotes other opportunities offered by partner institutions such as international staff training weeks in order to support internationalization in all areas, not only teaching.

5. Conclusion

In this paper, we discussed the implications of introducing an ETB in a particular Higher Education Institution in Switzerland and the impact this has had within the entire institution. Challenges and issues which arose during the development of an international study programme often resulted in driving further change and the allocation of additional resources to finance programme development and the creation of staff positions to support the internationalisation process. The approach adopted by the BFH Business School was one of "small steps" and incremental change aligned to the culture of the organisation which, on the one hand, would not have accepted radical

change and, on the other hand, did not have the financial resources, due to regulatory constraints, for such a major project.

However, the challenges and investments have also led to opportunities for all stakeholders, such as, acquiring global skills (students and staff) within a multicultural learning environment, benefiting from a broader selection of exchange possibilities (student and staff mobility, including double degree programmes) and improving English language skills.

A key realisation was that offering an ETB was not simply a translation task. The transition from a minimalist, instrumental and static approach to internationalisation, to a fully embedded approach impacting the life and culture (Bartell, 2003) of the BFH Business School, as a whole, has clearly proven to require more than simply focusing on EMI. The ETB became the internal driving force that influenced change processes, so allowing the BFH Business School to become an attractive international partner, as well as ensuring that all internal stakeholders were granted professional development opportunities and opening up new student market segments. A change in mindset was required at all levels within the organisation.

Nonetheless, one major challenge that remains is cultivating organisational-wide ownership of internationalisation so that it is not purely covered by the international study programmes and the responsibility of the International Office. Our recommendation is that organisations should embed internationalisation within local-language taught degree programmes as part of the core curriculum. This leads to less dependency on incoming international students and EMI programmes. Rather, internationalisation is truly owned by the institution as a whole.

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