

Assessment report

# Maastricht University



Certificate for Quality in Internationalisation



The European Consortium for  
Accreditation in Higher Education



Assessment report

# Maastricht University- Institutional level

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## Glossary

CeQInt	Certificate for Quality in Internationalisation
EDLAB	Centre for Teaching and Learning
EHEA	European Higher Education Area
FASoS	Faculty of Arts and Social Sciences
FHML	Faculty of Health, Medicine and Life Sciences
GCEd	Global Citizenship Education
GCSD	Global Citizenship for Sustainable Development
ICR	International Classroom
ILO	International and Intercultural Learning Outcome
IRO	International Relations Offices
KPI	Key Performance Indicator
MSM	Maastricht School of Management
MUO-AA	Maastricht University Office, Department of Academic Affairs
NVAO	Accreditation Organisation of the Netherlands and Flanders ('Nederlands-Vlaamse Accreditatieorganisatie')
OPI	Operational Platform for Internationalisation
PBL	Problem-Based Learning
QA	Quality assurance
SBE	School of Business and Economics
SBI	Strategic Board for Internationalisation
SSC	Student Services Centre
UM	Maastricht University
UNL	Universities of the Netherlands ('Universiteiten van Nederland')
YERUN	Young European Research Universities Network
YUFE	Young Universities for the Future of Europe





## 1. Executive summary

The international nature of Maastricht University (UM) was assessed by an assessment panel on behalf of the Accreditation Organisation of the Netherlands and Flanders (NVAO). The panel studied the institution's dossier and undertook a site visit in Maastricht on 2-3 December 2024.

The panel established that UM is a truly international university. Internationalisation is deployed to enhance the quality of education and research, and to serve communities in the region. The institution presents itself as 'the European university of the Netherlands, with a global outlook'. It has an internationalisation vision that has been translated into an internationalisation strategy and Internationalisation Plan with five strategic internationalisation goals. The internationalisation goals have been shared with and are supported by internal and external stakeholders. The panel appreciates the strong involvement of internal stakeholders in the development of the internationalisation agenda and UM's partnerships with external stakeholders within the Netherlands and abroad.

Based on the five strategic goals, UM has formulated targets and aims that function as measurable objectives. These objectives have been formulated in an elaborative and verifiable way that allow monitoring the achievement of UM's internationalisation goals. The goals cover all possible areas and levels of internationalisation, including teaching and learning. The measures included in the Internationalisation Plan contribute to the further enhancement of UM's international education.

Overall, the panel deems the criteria of this standard to be met and surpassed. The panel therefore assesses *Standard 1: Intended internationalisation* as **excellent**.

UM has translated its five strategic goals into specific and measurable actions into its Internationalisation Plan. The main principle in the current phase of internationalisation is achieving impact, with flexibility to adapt to the needs at faculty level. Action plans at institutional and faculty level ensure the achievement of the internationalisation goals. All of UM's initiatives related to internationalisation in education have been further aligned in one integrative approach of Global Citizenship for Sustainable Development (GCSD), which facilitates their contribution to a high-quality international learning and teaching experience.

The Internationalisation Plan addresses the four dimensions (1) international and intercultural learning outcomes (IILOs), (2) teaching, learning and research, (3) staff, and (4) students. Two of the five strategic goals have an explicit focus on education and research. Each of the four dimensions is linked to at least one goal, two actions and seven specific targets. UM offers a complete support system, with a wide range of institutional facilities and instruments to implement UM's internationalisation strategy. The panel considers it important that UM enhances its communication about internationalisation activities to students to make more students aware of the opportunities during and after their study time at UM. In addition, the



panel recommends paying more attention to the skills needed to lead diverse teams in the leadership training offer.

Overall, the panel deems the criteria of this standard to be met and therefore assesses *Standard 2: Action plans* as **good**.

UM has taken various steps to improve its management information system. The institution has implemented Power BI as the institution's main management information system, which enables it to collect and process relevant information regarding internationalisation. This system currently covers operational activities in a functional and well-structured manner and UM is expanding its dashboard to also enable monitoring of the strategic goals on internationalisation. To further improve the information system, the panel recommends including more qualitative data based on student feedback.

UM monitors progress on its internationalisation activities in multiple ways. The outcomes of formal evaluations and additional data are discussed with action holders to identify weaknesses and adjust activities or targets when necessary. In addition, UM is responsive to (inter)national developments in society at large, including technological developments. The university has a quality assurance cycle with meetings that follow up on the strategic agenda. Realisation of internationalisation plans is demonstrated in a systematic review cycle with mid-term reviews and final evaluations. These processes allow for close monitoring and taking timely actions, which facilitates the achievement of goals and ambitions.

Overall, the panel deems the criteria of this standard to be met and therefore assesses *Standard 3: Implementation* as **good**.

Internationalisation approaches are a standard part of UM's institutional quality assurance approaches in education and involve internal and external stakeholders. The university has a well-structured process to monitor enhancements and takes evaluations very seriously. The panel especially appreciates the way UM involves students and partners from the Brightlands campuses in its quality assurance activities. The panel also heard several examples of student involvement in enhancement processes. Students told the panel that this gives them a much-appreciated sense of ownership. According to the panel, this co-creation is a best practice.

UM uses evaluations to prioritise improvements and future initiatives and formulates measurable KPIs to track progress on follow-up actions. The panel considers the structural investigation of international education at UM a strength. According to the panel, UM could expand its benchmarking activities and the panel recommends exchanging data and performing benchmarking exercises with other institutions within and outside the region.

Overall, the panel deems the criteria of this standard to be met and therefore assesses *Standard 4: Enhancement* as **excellent**.

Responsibilities regarding the UM's internationalisation goals, plans, implementation and enhancement are clearly defined and allocated. They are well-documented at central and faculty level. UM's organisational structure stimulates vertical and horizontal interaction



between internal stakeholders, and a close collaboration between the central and decentral levels of the university. This supports a coherent, university-wide and effective implementation of internationalisation activities, as well as a clear and comprehensive reporting structure. The panel appreciates the recent changes to internal processes, which have improved the effectiveness of these processes. The changes also show that UM adapts its organisational structures to achieve its internationalisation goals.

UM demonstrates that it readily reacts to input from within and outside the institution regarding internationalisation activities. The panel concludes that UM is able to respond quickly and proactively to emerging issues. The openness to internal and external views secures an adequate response.

Overall, the panel deems the criteria of this standard to be met. The panel therefore assesses *Standard 5: Governance* as **good**.

To conclude, the panel considers Maastricht University to be a truly international institution that surpasses the five standards of the Frameworks for the Assessment of Quality in Internationalisation. The panel therefore comes to a positive conclusion and advises to award the Certificate for Quality in Internationalisation to Maastricht University.



## 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:

- Ing. Joep C. de Jong (panel chair), lecturer Business Transformation at Hotelschool The Hague (the Netherlands), lecturer Appreciative Inquiry Certification Programme at the David L. Cooperrider Center of Champlain College (USA) and guest lecturer Entrepreneurship & Appreciative Inquiry at ESCP (Germany);
- Prof. (HSG) Dr. Sascha Spoun, President at Leuphana University Lüneburg, board member of the International Sustainable Campus Network (ISCN), chair of the Alliance of Universities in Northern Germany;
- Dr. Agneta Ch. Bladh, independent consultant in higher education and research, chair of the Board of the Foundation for Young Academy of Sweden;
- Prof. Dr. Robert Coelen, Academic Dean at the University of Applied Sciences Europe and former director of the Centre for Internationalisation of Education at University of Groningen;
- Margot Winters MSc (student member), graduated with honours (2024) from the master's programme Aerospace Engineering at TU Delft.

On behalf of NVAO, Anne Klaas Schilder MA was responsible for the coordination of the procedure. The secretary, Anne Martens MA, drafted the panel report in close cooperation with all panel members and in agreement with the panel chair.

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 request.

The assessment panel studied the self-evaluation report and annexed documentation provided by the institution before the site visit. ([Annex 2: Documents reviewed](#)) The panel organised preparatory meetings on 11 September, 6 November and 2 December 2024. The site visit took place on 2 and 3 December 2024 at Maastricht University ([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 31 January 2025. It was then sent to Maastricht University to review the report for factual mistakes. The institution reported no factual inaccuracies. The panel approved the final version of the report on 6 February 2025.



### 3. Basic information

<b>Institution:</b>	Maastricht University
Type of institution:	Publicly funded
<b>Status:</b>	Institutional accreditation Certificate for Quality in Internationalisation (CeQuInt)
QA / accreditation agency:	Accreditation Organisation of the Netherlands and Flanders (NVAO)
Status period:	Accreditation valid until 15 May 2025

#### Additional information:

Maastricht University (UM) is located in the Euregio Meuse-Rhine, close to the Dutch borders with Germany and Belgium, and presents itself as 'the European university of the Netherlands, with a global outlook'. The institution was founded in 1976 and soon after decided to focus on internationalisation. According to UM, internationalisation has been both logical and necessary to achieve the quality and scale needed to build a knowledge society and to become a regional driver of social-economic growth. Internationalisation is therefore embedded in the university's history, culture and identity.

In the late 1980s, UM launched its first English-taught programmes and started attracting students from neighbouring regions in Germany and Belgium. In 2011, UM and its partners developed four Brightlands campuses (Maastricht, Heerlen, Venlo and Sittard-Geleen) with international collaborations that have become a significant driver of Euregional economic growth and innovation. Over the years, UM has developed European-focused programmes and European expertise centres. In addition, the university is actively involved in European and global partnerships.

The university has six faculties and five service centres. The UM student population comprises 40% Dutch students, 50% students from EU/EEA and 10% non-EU/EAA students. More than 30% of all UM staff and almost half of academic staff have a non-Dutch background.



## 4. Assessment scale

The assessment-scale relates to the conclusions of the assessment panel at the level of the standards and is based on the definitions given below. Through the 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*.

<b>Unsatisfactory</b>	<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 criteria shows a meaningful shortcoming.</p>
<b>Satisfactory</b>	<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 criteria show a shortcoming, that shortcoming is not meaningful.</p>
<b>Good</b>	<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 criteria have any shortcomings.</p>
<b>Excellent</b>	<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 criteria. The institution can be regarded as an international example for this standard.</p>



## 5. Assessment criteria

### Standard 1: Intended internationalisation

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#### 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*

Maastricht University (UM) has been committed to internationalisation for almost 40 years. The institution's self-evaluation report states that internationalisation is in UM's DNA because of its geographical location close to neighbouring countries and because of the deliberate strategic decision to focus on internationalisation. Based on the documentation and meetings with UM representatives, the panel confirms that UM is a truly international university. Internationalisation is deployed as a means to enhance the quality of education and research, and to serve communities in the city of Maastricht, the province of Limburg and the wider Euregio Meuse-Rhine.<sup>1</sup>

UM has an internationalisation vision that is embedded in its institutional vision as 'the European university of the Netherlands: a caring and sustainable university'. The institution aims to strengthen its distinctive European focus and profile and, by 2026, wants to be known as a European university with a global outlook, functioning as a hub, 'living lab' and expertise centre for the Netherlands and Europe. The internationalisation vision has been translated into an internationalisation strategy, which is part of the UM Strategic Programme 2022-2026, and into a rotating triennial-biennial Internationalisation Plan. The UM Internationalisation Plan 2022-2024 includes five strategic goals that are related to (1) profiling, (2) local, regional, national, European and global engagement, (3) education, (4) research, and (5) quality assurance.

The institution's self-evaluation report describes how the five goals have been defined in collaboration with internal stakeholders. During the site visit, the panel established that the internationalisation goals are widely supported within UM. Staff members are very committed to the internationalisation ambitions and to utilising UM's educational approach Problem-Based Learning (PBL) for giving education an intercultural dimension.

The university's international partner universities and networks – for example, the Young European Research Universities Network (YERUN) and the alliance Young Universities for the Future of Europe (YUFE) – were consultative partners in the development of the internationalisation goals and plan. UM has shared its documents with these external partners and the self-evaluation report mentions that the partners support UM's goals. Additionally,

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<sup>1</sup> The Euregio Meuse-Rhine is a transnational co-operation structure that fosters and coordinates cross-border cooperation between the five partner regions: the provinces Limburg in the Netherlands and Belgium, the province Liège (Belgium), the German-speaking community in Belgium and the region Aachen (Germany).





both internal and external stakeholders were interviewed during the development phase of the UM Strategic Programme 2022-2026, which also addresses internationalisation.

Throughout the assessment procedure, it was clear to the panel that UM has strong ties with regional partners in education, industry and governance, particularly through the four Brightlands campuses. These campuses strengthen the connections between UM and external stakeholders. The directors of the campuses and their shareholders discuss UM's internationalisation goals and thus contribute to their development.

#### *Conclusion and recommendations*

The panel concludes that UM's internationalisation goals are adequately documented and well thought out. The given goals reflect UM's ambition to remain a leading European university in the Netherlands and to further develop its profile as an international, high-quality and globally recognised university in the centre of Europe. Offering education with an international outlook for the benefit of the Euregio Meuse-Rhine is one of UM's reasons for existence. According to the panel, UM's Internationalisation Plan is a valuable elaboration of the institution's ambitions.

The internationalisation goals have been shared with and are supported by internal and external stakeholders. The panel especially appreciates the strong involvement of internal stakeholders in the development of the internationalisation agenda and UM's partnerships with external stakeholders within the Netherlands and abroad.

#### **Criterion 1b: Verifiable objectives**

*Verifiable objectives have been formulated that allow monitoring the achievement of the institution's internationalisation goals.*

The five strategic goals are starting points for policy plans and joint action lines on more specific themes. Faculties may set their own priorities in addition to the central action lines. For each of the actions, UM has formulated targets for 2024 (KPI-based) and aims for 2026. According to UM, these targets and aims function as measurable objectives that allow monitoring the achievement of the internationalisation goals.

The panel noted that UM has formulated quantitative and qualitative objectives. Initially, the panel speculated whether all objectives were sufficiently verifiable. While certain objectives lacked complete verifiability, the mid-term review carried out in September 2023 provided clarity on the targets and showed that UM has deeper insight into the targets than was evident from the Internationalisation Plan. During the site visit, the panel learnt that undefined goals were primarily lower-priority. UM has quantified objectives where possible. Qualitative objectives have been formulated when faculties have more room for implementation in their own context and concrete ambitions still had to be worked out. In those cases, the qualitative objectives express the direction UM has set for the ambition.

UM carried out the mid-term evaluation to investigate the progress made in relation to the UM Internationalisation Plan 2022-2024. As a result of the mid-term review, UM has identified priority actions to ensure achievement of all internationalisation targets by December 2024.



### *Conclusion and recommendations*

The panel concludes that objectives are listed in a clear manner in the Internationalisation Plan. They have been formulated in an elaborative and sufficiently verifiable way. The objectives have well-defined timeframes that link short-term and long-term goals on internationalisation, allowing monitoring of the achievement of the institution's internationalisation goals. The mid-term review shows that stakeholders have a good understanding of how the qualitative objectives are to be interpreted. The panel suggests communicating more explicitly which objectives allow for a more flexible interpretation at faculty level, for instance by using a matrix.

### **Criterion 1c: Impact on education**

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

The Internationalisation Plan states that, to UM, internationalisation is a means to enhance the quality of its activities. The university regards internationalisation as a societal necessity and intends to offer all students a truly international experience, to educate open-minded and critical graduates who are well-prepared for the labour market and who can act as global citizens, making the world a (better and) more sustainable place. For UM, internationalisation refers to the process of integrating an international, intercultural and/or global dimension into the purpose, functions and delivery of education, research and service to society as a means for quality improvement. Internationalisation serves as a support mechanism for providing good quality education and research, and for contributing to regional development.

UM's five strategic internationalisation goals address the quality of teaching and learning in multiple ways. They include the (further) development of the international classroom (ICR), ILOs, international partnerships (e.g., joint education and mobility opportunities), Global Citizenship Education (GCEd) and professional development opportunities for teaching staff.

During the site visit, the panel asked students and staff members what internationalisation means to them. The panel established that students and staff have a well-grounded and shared understanding of internationalisation. They explained that internationalisation is related to sharing and understanding different perspectives, interacting in a diverse learning environment, and creating an authentic and meaningful learning experience. UM emphasises the development of skills that are needed to work in an international environment and to create solutions to future challenges. During the assessment procedure, the panel encountered multiple examples of interdisciplinary work and suggests making an explicit shift from crossing geographical boundaries to crossing interdisciplinary boundaries.

The university combines a central focus on the international classroom with PBL. Students and staff from diverse disciplines and faculties told the panel that the small-scale setting of PBL stimulates engaging in dialogues with one another and facilitates sharing perspectives.

The panel also discussed the university's profile as 'the European university of the Netherlands, with a global outlook'. While the Executive Board stressed UM's geographical location in the heart of the Euregio Meuse-Rhine, others emphasised that the programmes address global developments because Europe does not exist in a void. Students therefore



learn to investigate local problems with a global relevance. UM's internationalisation ambitions are reflected in the emphasis on European and global themes in many degree programmes, where students learn to tackle issues from international and interdisciplinary perspectives. The Executive Board stressed that the success of UM's international education lies in the combination of diversity and content.

#### *Conclusion and recommendations*

The panel concludes that UM's internationalisation goals explicitly include measures that contribute to the overall quality of teaching and learning. They cover all possible areas and levels of internationalisation, including teaching and learning. The measures included in the Internationalisation Plan contribute to the further enhancement of UM's international education. The panel established that students and staff share a common understanding of the benefits of internationalisation to education. The panel appreciates the emphasis on the development of intercultural competencies. The panel suggests making an explicit transfer from crossing geographical boundaries to crossing interdisciplinary boundaries.

#### **Overall conclusion regarding Standard 1: Intended internationalisation**

The panel established that UM is a truly international university. Internationalisation is deployed to enhance the quality of education and research, and to serve communities in the region. The institution presents itself as 'the European university of the Netherlands, with a global outlook'. It has an internationalisation vision that has been translated into an internationalisation strategy and into an Internationalisation Plan with five strategic internationalisation goals. The internationalisation goals have been shared with and are supported by internal and external stakeholders. The panel appreciates the strong involvement of internal stakeholders in the development of the internationalisation agenda and UM's partnerships with external stakeholders within the Netherlands and abroad.

Based on the five strategic goals, UM has formulated targets and aims that function as measurable objectives. These objectives have been formulated in an elaborative and verifiable way that allow monitoring the achievement of UM's internationalisation goals. The goals cover all possible areas and levels of internationalisation, including teaching and learning. The measures included in the Internationalisation Plan contribute to the further enhancement of UM's international education.

The panel deems all of the criteria of this standard to be systematically surpassed. Students, staff and external stakeholders in the region show strong support for the international profile of UM. According to the panel, the international classroom combined with PBL – with an emphasis on international and intercultural competencies as well as room for interdisciplinary collaboration – can be regarded as a good international example. The panel therefore assesses *Standard 1: Intended internationalisation* as **excellent**.



## Standard 2: Action plans

### Criterion 2a: Fitness for purpose

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

UM's comprehensive Internationalisation Plan includes a set of purposeful, attainable and measurable actions aimed at achieving the five strategic goals. It builds upon established structures, policies and initiatives. The main principle in the current phase of internationalisation is achieving impact, with flexibility to adapt to the needs at faculty level. All faculties have committed themselves to UM's internationalisation strategy and plan.

The actions focus on areas or activities that are either relatively new or have been identified as areas with the potential to develop further and add more value to UM's internationalisation strategy. Key actions include YUFE, transdisciplinary education and the alignment of internationalisation efforts with broader institutional goals, such as sustainability and global citizenship.

The central Internationalisation Plan includes a SWOT analysis of UM's internationalisation activities, which was developed at the start of the policy development to prioritise actions that most directly contribute to UM's strategic goals and points of improvement. Because of UM's decentralised organisational structure, the action plans at the faculty level may vary in terms of focus and implementation. Not all faculties have developed separate internationalisation strategies; some have incorporated internationalisation goals into their broader strategic plans.

All of UM's initiatives related to internationalisation in education (i.e., ICR, GCeD and the strategic focus on sustainability) have been further aligned in one integrative approach of Global Citizenship for Sustainable Development (GCSD). The Global Citizenship Coordinator confirmed that this has led to more awareness and activities on this topic. There is an increasing focus on bottom-up initiatives, which should ultimately contribute to the achievement of UM's internationalisation goals.

#### *Conclusion and recommendations*

The panel concludes that strategic goals have been translated into specific and measurable actions in the UM Internationalisation Plan. The plans at institutional and faculty level ensure the achievement of the internationalisation goals. The integrative approach GCSD facilitates the approach's contribution to a high-quality international learning and teaching experience.

### 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 self-evaluation report specifies how UM's Internationalisation Plan addresses the four dimensions (1) international and intercultural learning outcomes, (2) teaching, learning and research, (3) staff, and (4) students. Two of the five strategic goals have an explicit focus on



education and research. Each of the four dimensions is linked to at least one goal, two actions and seven specific targets.

Seven action targets are related to ILOs, including compiling an overview of progress on ILO implementation and implementing ILOs in all UM study programmes at both programme and course level. ILOs are also connected to the implementation of GCSD. Nine action targets address teaching, learning and research. UM intends to include a focus on global development problems in education and research programmes, and to develop YUFE research collaboration, as well as a step model for the de-colonisation of curricula. The twelve action targets related to staff include ICR training for staff at all levels, including GCSD in training courses, staff mobility and language requirements for staff in all faculties and service centres. Students are addressed frequently in the UM Internationalisation Plan. The fourteen action targets addressing students include development of the ICR, embedding GCSD and aligning it with ICR, and mobility opportunities and support.

UM has strategic cross-border collaborations, course programmes, research programmes and expertise centres. These regional, national and international initiatives are linked and help to educate students for the local, regional and (inter)national labour market. As an example, the Global Health Consortium at the Faculty of Health, Medicine and Life Sciences (FHML) offers joint educational components where students from different universities collaborate on assignments in small groups and individually reflect on their group work. This supports students in the development of cross-cultural communication, attitudes and an open mindset.

UM is a founding member YUFE, a European University initiative with ten research-intensive universities and four companies and NGOs. YUFE students can create their own curriculum, choosing courses at any of the YUFE universities via physical and virtual mobility. UM is currently integrating YUFE by aligning YUFE policy and practices with UM policies, and is developing a joint YUFE bachelor's programme in urban sustainable studies.

#### *Conclusion and recommendations*

The panel concludes that UM's Internationalisation Plan appropriately includes the four dimensions "international and intercultural learning outcomes", "teaching, learning and research", "staff" and "students". The panel was given a clear overview of where these dimensions are addressed. ILOs are included in all UM degree programmes and students as well as staff may participate in mobility activities.

#### **Criterion 2c: Support**

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

UM offers different instruments and resources to support the implementation of the Internationalisation Plan, including advisory teams, operational units (including those at the UM Student Services Centre), support systems and funds for policy implementation. Throughout the site visit, the panel heard many examples of the support provided to students and staff.



HR representatives explained that international experiences, contributions and ambitions are always addressed in the staff recruitment process. Subsequently, teaching staff members benefit from a formalised professional development offer, consisting of onboarding programmes, tutor trainings and a continuous professional development trajectory. The latter includes a training on advanced leadership. The panel heard that it would be worthwhile to pay more attention to the skills needed to lead diverse teams and recommends incorporating this aspect more firmly in the leadership training. In addition, staff members can attend informal meetings to share experiences and best practices.

The panel asked staff members how they are supported in handling conflicts in the international classroom, for example due to societal or political disruptions, or collisions of values. Teaching staff indicated that the Centre for Teaching and Learning (EDLAB) offers multiple training and workshops that address dealing with conflicts in a productive way and creating a safe learning environment with room for constructive discussions. The panel considers it a good practice that such workshops are also available to students. UM's Diversity and Inclusivity Office offers ad hoc support and has developed a training tool ('Deal with it').

Both students and staff can participate in mobility activities, through Erasmus+, alliances such as YUFE or other partnerships. The self-evaluation report mentions UM's ambition to offer more Erasmus+ exchange opportunities for support staff to develop a broader international mindset. The panel supports this ambition.

Students indicated that they were well informed about the international learning environment at UM before they enrolled. At the start of their programmes, they participated in activities to prepare for studying in an international classroom and according to the PBL system.

Students confirmed that they generally feel at home and that UM's interactive and small-scale education facilitates connections among students. Additionally, the panel established that the university provides sufficient support to student associations. The panel was impressed by the activities that are organised by and for students. However, students remarked that UM offers many internationalisation activities for students – both during and after their study time at UM – but that not all students are aware of these opportunities. They feel it is important that communication about this is enhanced because the opportunities are valuable to students' personal and professional development and may encourage graduates to stay in the region.

During the site visit, the panel learnt that UM worked on a collective vision on proactive student guidance and how it can contribute to students' development. FHML offers additional coaching that addresses personal development goals related to GCEd, leadership and reflection.

UM offers a free 'social Dutch' language course to international students. Some students indicated that subsequent courses are expensive and therefore less popular. The panel supports UM's intentions to investigate expansion of Dutch courses for students. Additionally, students suggest offering more courses on cultural differences and benefitting from cultural diversity. According to students, a better understanding of Dutch language and culture will increase the likelihood that graduates stay in the region.



The Student Services Centre (SSC) helps students with a wide range of issues related to studying and student life at UM. This includes support to international students during the application and registration procedures. The SSC departments also provide legal advice, career advice and psychological support. In addition, faculties have International Relations Offices (IRO). Students told the panel that information is available but sometimes difficult to find. The panel advises to investigate how information may reach students more easily.

At central level, UM has a Research Support office, a UM Brussels Hub, a Knowledge Centre for International Staff, a Diversity and Inclusivity Office and EDLAB. EDLAB also awards annual innovation grants for interdisciplinary projects on internationalisation.

Students told the panel that the Brightlands campuses offer internships with companies and that they connect global problems and regional developments. The campuses bring education, research and the labour market together, with a focus on the economic development of the Limburg region.

#### *Conclusion and recommendations*

The panel concludes that UM offers a complete support system to complement its internationalisation plans. Students and staff benefit from a wide range of institutional facilities and instruments to implement UM's internationalisation strategy. The institution offers ample mobility opportunities to students and academic staff. The panel agrees with students that it is important that UM enhances its communication about internationalisation activities to students to make more students aware of the opportunities during and after their time at UM. The panel appreciates the initiatives to offer more Erasmus+ exchange opportunities to support staff. The panel recommends paying more attention to the skills needed to lead diverse teams in the leadership training offer. The panel established that, overall, the resources are more than adequate.

#### **Overall conclusion regarding Standard 2: Action plans**

The panel found that UM has translated its five strategic goals into specific and measurable actions in its Internationalisation Plan. The main principle in the current phase of internationalisation is achieving impact, with flexibility to adapt to the needs at faculty level. Action plans at institutional and faculty level ensure the achievement of the internationalisation goals. All of UM's initiatives related to internationalisation in education have been further aligned in one integrative approach GCSD, which facilitates their contribution to a high-quality international learning and teaching experience.

The Internationalisation Plan addresses the four dimensions (1) international and intercultural learning outcomes (ILOs), (2) teaching, learning and research, (3) staff, and (4) students. Two of the five strategic goals have an explicit focus on education and research. Each of the four dimensions is linked to at least one goal, two actions and seven specific targets. UM offers a complete support system, with a wide range of institutional facilities and instruments to implement UM's internationalisation strategy. The panel recommends paying more attention to the skills needed to lead diverse teams in the leadership training offer.





The panel deems all of the criteria of this standard to be met. The panel therefore assesses *Standard 2: Action plans* as **good**.

### Standard 3: Implementation

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#### Criterion 3a: Information system

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

As a follow-up to the advice of the previous CeQulnt assessment panel, UM has taken various steps to improve its management information system. The institution has implemented Power BI as the institution's main management information system to make the data gathering process more efficient and effective. This system is managed by the Maastricht University Office, Department of Academic Affairs (MUO-AA) and includes a specific dashboard for internationalisation, including operational data on international student mobility, student registrations and staff. The panel understood that UM is currently still developing Power BI by building a dashboard to monitor the institution's strategic goals. Progress on the implementation of these goals is currently monitored by separate information systems.

UM is working to develop one consistent manner of data processing, to allow for direct data access at a central level and, consequently, closer monitoring and evaluation. Data entry on student exchanges is now standardised via central templates and definitions. This alignment between different systems within Power BI facilitates access for UM management and policy staff, who can now more easily follow developments and make comparisons to inform strategic policy development. The panel recommends including more qualitative data based on student feedback in the Power BI system.

Other information systems in use include Corsa for archiving internal and external documents on policy development and decision making. This includes documentation on Erasmus+, such as inter-institutional agreements. In addition, UM has a Customer Data Platform (BlueConic) for international recruitment.

#### *Conclusion and recommendations*

The panel concludes that UM has a functional management information system which enables it to collect and process relevant information regarding internationalisation. This system currently covers operational activities in a functional and well-structured manner. UM is expanding its dashboard to also enable monitoring of the strategic goals on internationalisation. The management information system includes both internal and external data that inform the institution about the implementation of internationalisation. To further improve the information system, the panel recommends including more qualitative data based on student feedback.





### **Criterion 3b: Information-driven management**

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

UM monitors progress on its internationalisation activities in multiple ways. The university has a quality assurance cycle with meetings that follow up on the strategic agenda. The outcomes of formal evaluations (e.g. mid-term reviews, student and alumni surveys) and additional data are discussed with action holders to identify weaknesses and strengths, and adjust activities or targets when necessary. In addition, UM is responsive to (inter)national developments in society at large, including technological developments. The panel understood that time to address all objectives is sometimes limited, especially in cases of emerging issues that require an urgent response, and in those cases priorities are reconsidered. The panel appreciates that UM continuously monitors what is needed to realise its internationalisation ambitions and that it involves representatives from all levels of the organisation in this process.

The self-evaluation report describes that data from the Power BI internationalisation dashboard are used in policy development and evaluation. This includes UM's annual reports and policy outlooks and evaluations created by faculties and service centres. The data are discussed in annual strategic meetings with UM's Executive Board and used as a basis for future management plan development. The panel expects that the new dashboard to monitor the institution's strategic goals will further facilitate follow-up of UM's strategic goals on internationalisation. During the site visit, the panel was told that data on student progress will also be added to make predictions. The new central Erasmus+ Office makes the follow-up on UM's mobility goals easier.

As of September 2024, the biannual strategic meeting cycle for the Executive Board and Faculty Boards and service centres has been replaced by a single annual meeting. This should allow better steering on strategic UM targets, including those related to internationalisation. In addition, it should improve alignment between the institutional and faculty strategic programmes and internationalisation plans, thus contributing to the achievement of the internationalisation goals.

#### *Conclusion and recommendations*

The panel concludes that UM makes use of processed information for the effective management of its internationalisation activities. The timely identification of actions and priorities facilitates the achievement of goals and ambitions. The panel established that UM has a functioning and well-established information-driven management system and routine.

### **Criterion 3c: Realisations**

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

Based on the documentations and the site visit, the panel established that UM demonstrates the extent to which internationalisations plans are realised. Progress is monitored in regular team meetings and UM organises formal mid-term evaluations as well as evaluations at the end of the running period of an Internationalisation Plan. The outcomes of these evaluations



are discussed in the Strategic Board for Internationalisation (SBI), Executive Board, Management Team and University Council.

The panel studied the evaluation documents, including those related to the mid-term and final evaluation of the UM Internationalisation Plan 2020-2021, and to the mid-term evaluation of the current Internationalisation Plan. The reviews provide clear information on whether targets have been achieved, including commentary and advice for further development. Regarding the current Internationalisation Plan, nearly all targets for 2024 had at least been partly achieved by September 2023. According to the panel, the systematic reviews are a strength in UM's quality assurance procedures. They allow for close monitoring and taking timely actions to achieve the objectives.

The panel asked students about their experiences with internationalisation activities at UM. They indicated that an international learning environment is especially present in English-taught programmes. Students of Dutch-taught bachelor's programmes told the panel that they would like to have more interaction with international peers. The international experience is at its strongest in the third year, when students may opt for electives and exchanges – and exchange students come to UM. All students the panel spoke with felt that the international classroom enhances their learning experience because of the different perspectives shared in the diverse student group.

#### *Conclusion and recommendations*

The panel concludes that UM demonstrates the extent to which its internationalisation plans are realised through documented outcomes and results. The institution has developed a systematic review cycle to evaluate the progress on the targets in the Internationalisation Plan, which allows for close monitoring and taking timely actions.

#### **Overall conclusion regarding Standard 3: Implementation**

The panel found that UM has taken various steps to improve its management information system. The institution has implemented Power BI as the institution's main management information system, which enables it to collect and process relevant information regarding internationalisation. This system currently covers operational activities in a functional and well-structured manner and UM is expanding its dashboard to also enable monitoring of the strategic goals on internationalisation. To further improve the information system, the panel recommends including more qualitative data based on student feedback.

UM monitors progress on its internationalisation activities in multiple ways. The outcomes of formal evaluations and additional data are discussed with action holders to identify weaknesses and adjust activities or targets where necessary. In addition, UM is responsive to (inter)national developments in society at large, including technological developments. The university has a quality assurance cycle with meetings that follow up on the strategic agenda. Realisation of internationalisation plans is demonstrated in a systematic review cycle with mid-term reviews and final evaluations. These processes allow for close monitoring and taking timely actions, which facilitates the achievement of goals and ambitions.

The panel deems all of the criteria of this standard to be met. The panel therefore assesses *Standard 3: Implementation* as **good**.



## Standard 4: Enhancement

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### 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.*

UM organises regular evaluations of its activities, including those related to internationalisation to monitor and demonstrate the implementation of enhancement measures. In the process of these periodic evaluations UM identifies points of improvement which are discussed in the relevant boards, followed up and prioritised. Where relevant, they are taken into account during the development of the next policy plan. In the self-evaluation report and its annexes, UM adequately reports how it has addressed the recommendations from the 2019 CeQulnt assessment and the 2022 CeQulnt mid-term review. Measures for improvement identified in the mid-term evaluation of the Internationalisation Plan 2022-2024 have been discussed as follow-up priorities for the upcoming 2024-2026 plan.

Evaluations are also organised at other levels within the organisation. The SSC regularly evaluates its (international) services, for example through student panel groups who discuss a certain topic. The SSC also involves a student project team whenever it designs a new service. The panel also appreciates that UM applies an evidence-based policy approach: the university structurally investigates its international education, for instance with research on the effect of group composition on students' performance and alumni surveys.

The self-evaluation report notes that improvements are also made in an organic way. During the site visit, students gave concrete examples of how programmes were improved based on their feedback. Tutors and programme coordinators are easily approachable and ensure rapid follow-up based on mid-way evaluations. Another example is the implementation of the UM Language Policy: the UM Steering Group Language has continuously tried to improve and find solutions in response to implementation issues, and simplified the implementation guidelines during the implementation process.

#### *Conclusion and recommendations*

The panel concludes that UM demonstrates the successful implementation of enhancement measures as a result of periodic evaluations of all internationalisation dimensions and activities. The university has a well-structured process to monitor enhancements and takes evaluations very seriously. The Internationalisation Plan and CeQulnt mid-term reviews illustrate this. UM uses evaluations to prioritise improvements and future initiatives, and formulates measurable KPIs to track progress on follow-up actions. In addition, the panel considers the structural investigation of international education at UM a strength.

### 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.*

The self-evaluation report states that internationalisation approaches are a standard part of UM's institutional quality assurance approaches in education. UM treats internationalisation as an integral element of education, which was made more explicit in the new policy



Educational Quality Assurance at UM. Intercultural competences are included in the intended learning outcomes of all degree programmes and thus part of educational programme design. Educational Programme Committees follow up on the implementation of ILOs in regular quality assurance cycles. The panel heard several examples of student involvement in enhancement processes. Students told the panel that this gives them a much-appreciated sense of ownership. According to the panel, this co-creation is a best practice.

Faculties see different opportunities for the further enhancement of educational quality, depending on their level of internationalisation. During the site visit, multiple representatives mentioned the current developments related to decolonising curricula and conscious review of academic materials. The UM library has purchased more diverse databases to offer a wider range of perspectives. Other examples include incorporating more international companies (School of Business and Economics; SBE), enlarging the partner network for collaboration in education and research (Maastricht School of Management; MSM) and developments related to multilingualism, such as facilitating the use of multiple languages (Faculty of Arts and Social Sciences; FASoS).

The self-evaluation report mentions peer learning as a means to enhance the quality of education. SBE pursues recognition from international accreditation organisations, which the panel considers an excellent example of utilising international quality assurance approaches to enhance educational quality. UM sees the CeQulnt assessment as another benchmarking example, and the self-evaluation report and its annexes give a clear overview of improvements made based on the recommendations of the previous CeQulnt assessment panel and the mid-term review.

International partnerships such as YUFE and YERUN are used for professional exchange, for instance to improve international partnership policies. YUFE further provides opportunities for the development of new (joint) programmes that are beneficial to students from all partner universities involved.

Finally, the self-evaluation report mentions international benchmarking as a way to learn. According to the panel, UM could expand its benchmarking activities, and the panel recommends exchanging data and performing benchmarking exercises with nearby institutions (e.g., UHasselt, RWTH Aachen, Université de Liège), given their geographic proximity and similar internationalisation context, as well as with institutions outside within and outside the region.

#### *Conclusion and recommendations*

The panel concludes that UM utilises internationalisation approaches as part of its regular quality assurance activities in order to enhance the quality of its education. The institution has integrated internationalisation in its regular quality assurance processes and ensures that recommendations are followed-up. Throughout the assessment procedure, the panel encountered many examples of this practice. The panel recommends expanding benchmarking exercises by exchanging data with other institutions in the region.



#### **Criterion 4c: Stakeholders involvement**

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

UM has identified an extensive list of internal and external stakeholders that are involved in quality assurance. Internal stakeholders include students, staff members and project leaders at the central and faculty levels. UM's main external stakeholders include the university trade group Universiteiten van Nederland (UNL) including the Europe working group, (inter)national labour market representatives, international partner universities and networks (e.g., YERUN, YUFE), representatives from degree programme advisory boards and alumni.

Stakeholders are actively involved in quality assurance and enhancement activities related to internationalisation in several ways. Internal stakeholders contribute to shaping and improving internationalisation plans, approaches, and activities through their input and discussions in advisory bodies (e.g., SBI and OPI). They also discuss the mid-term and final evaluations. Representative bodies with students and staff members are also active participants in the quality assurance and governance systems at all levels of the organisation. They told the panel that their input is appreciated by the respective boards at their level of operation. Many UM representatives stressed that students are essential internal stakeholders for the enhancement of educational quality. Their input often leads to new initiatives.

External stakeholders, such as alumni and labour market representatives, ensure that ILOs align with labour market needs. Additionally, UM engages external partner university representatives and experts to discuss best practices, internationalisation approaches and institutional partnership criteria and guidelines for internationalisation. Faculties also benefit from institutional and faculty-specific partner networks that focus on enhancing educational quality. UM conducts regular alumni surveys to gather feedback on experiences with provision of services and support at UM. The Alumni Policy 2021-2026 aims to strengthen alumni involvement.

The dialogues with UM representatives during the site visit gave the panel a better view on the involvement of external stakeholders. The panel learnt that the Brightlands campuses play an important role as a strong regional partner. UM and its administrative and business partners at the Brightlands campuses continuously investigate how they can develop and enhance their activities to attract more (international) students who contribute to the development of the region. The panel understood that all partners appreciate that UM facilitates a continuous open dialogue between stakeholders.

#### *Conclusion and recommendations*

The panel concludes that UM actively involves its internal and external stakeholders in its quality assurance and enhancement activities regarding internationalisation. Internationalisation is explicitly addressed at all levels of the organisation. The panel especially appreciates the way UM involves students and partners from the Brightlands campuses in its quality assurance activities. The panel supports UM's ambitions to strengthen alumni involvement because alumni provide relevant insights on the long-term effects of UM's internationalisation activities.



#### Overall conclusion regarding Standard 4: Enhancement

The panel found that internationalisation approaches are a standard part of UM's institutional quality assurance approaches in education and involve internal and external stakeholders. The university has a well-structured process to monitor enhancements and takes evaluations very seriously. The panel especially appreciates the way UM involves students and partners from the Brightlands campuses in its quality assurance activities. The panel also heard several examples of student involvement in enhancement processes. Students told the panel that this gives them a much appreciated sense of ownership. According to the panel, this co-creation is a best practice.

UM uses evaluations to prioritise improvements and future initiatives and formulates measurable KPIs to track progress on follow-up actions. The panel considers the structural investigation of international education at UM a strength. According to the panel, UM could expand its benchmarking activities, and the panel recommends exchanging data and performing benchmarking exercises with other institutions in the region.

The panel deems all the criteria of this standard to be systematically surpassed. The strong and active involvement of stakeholders can be regarded as an international example. The panel therefore assesses *Standard 4: Enhancement* as **excellent**.

#### Standard 5: Governance

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##### Criterion 5a: Responsibilities

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

The self-evaluation report and its annexes provide a clear overview of the allocation of responsibilities, showing that internationalisation is firmly embedded in UM's organisational structure. This was confirmed during the site visit: UM representatives were well aware of their duties and of the overall governance structure.

The UM Executive Board has the final executive responsibility for internationalisation. The Rector holds the primary mandate for education and research and the President for formulating the internationalisation policy strategy. The President addresses internationalisation themes in Executive Board meetings and is the contact person for the Management Team (consisting of the Executive Board, all Deans and the Finance Director), the University Council and the Supervisory Board. The Faculty Boards address internationalisation as a regular dimension of teaching. Each faculty has an International Relations Office (IRO) and a primary responsible person for internationalisation.

Since 2017 UM has had a meeting structure with two main representative bodies for internationalisation: the Strategic Board for Internationalisation (SBI) and the Operational Platform for Internationalisation (OPI). The SBI advises the Executive Board on strategic internationalisation developments, policy and projects, while the OPI focuses on implementation and provides insight into practical processes to support policy development and implementation. All faculties are represented in both advisory bodies by a faculty leadership representative (SBI) and policy advisor (OPI).





Over the years, UM has established theme-specific advisory bodies and working groups that oversee the implementation of specific aspects of the Internationalisation Plan and align initiatives on given topics. Examples include the Europe Board, the Capacity Building Working Group, the Steering Group Language, the Working Group Language in Education and the Knowledge Security Advisory Group. In addition, UM is currently developing a Global Engagement Advisory Group. The advice from these bodies is taken into account in the SBI and OPI meetings and in Executive Board discussions and decisions. A Director of Public Affairs was appointed in 2020 to further position UM from a strategic public affairs perspective, among others regarding internationalisation.

The central internationalisation team at MUO-AA supports and advises the Executive Board, faculties and service centres on policy development. The Internationalisation Plan includes an implementation calendar with a detailed overview of owners for each of the actions related to the five strategic goals. The action holders are also responsible for delivering mid-term and end-term evaluations to the Executive Board.

#### *Conclusion and recommendations*

The panel concludes that responsibilities regarding the UM's internationalisation goals, plans, implementation and enhancement are clearly defined and allocated. They are well-documented at central and faculty level. The institution has provided a clear overview of the responsibilities of internal bodies and the panel confirms that the organisational structure ensures a close collaboration between all levels of the organisation. The central internationalisation team at MUO-AA provides adequate support and coordinates closely with the IROs at faculty level and specialised advisory groups.

#### **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.*

UM's organisational structure stimulates vertical and horizontal interaction between internal stakeholders, and a close collaboration between the central and decentral levels of the university. This supports a coherent, university-wide and effective implementation of internationalisation activities, as well as a clear and comprehensive reporting structure. Based on the 2022 CeQuInt mid-term review, UM has set clear priorities and determined core actions to strengthen the alignment between institutional and faculty-level interests.

The central internationalisation team at MUO-AA monitors implementation and relevant (inter)national developments. The team works in close cooperation with the IROs, SBI and OPI, the SSC, and with the central-level theme-specific advisory bodies and working groups. Joint advice from these bodies is taken into account by the Executive Board and Management Team in their decision-making. The UM President has regular meetings with the MUO-AA internationalisation team to discuss internationalisation strategies, policies, actions and emerging issues, and to develop and monitor the UM Internationalisation Plan. MUO-AA staff also join the weekly meetings between the Rector and the MUO-AA teaching and research advisors when internationalisation-related topics are on the agenda.



In September 2022, the SBI-OPI governance model was revised to strengthen the advisory role of the bodies and to ensure follow-up of central-level decisions within the faculties. Mandates, composition and meeting frequency are now clearly formulated and documented. The two bodies work with a joint annual agenda based on the strategic goals in the Internationalisation Plan and are supported by the SBI secretary. The panel supports this change in the SBI-OPI governance model, because it ensures a more effective follow-up of central-level decisions within the faculties.

Students informed the panel that they are actively involved in decision-making and that they feel heard on all levels of the organisation, including the Executive Board. UM students and staff members represent UM in the YUFE Board. According to the Executive Board, there is a lot of trust between the partners within the YUFE network, based on previous experiences in YERUN, which is valuable for the further development of the alliance.

The self-evaluation report notes that there is a continuous informal dialogue between committees and relevant actors, alongside the formal governance structures. During the site visit, the panel had the impression that members of the Executive Board are easily approachable and thus support this informal dialogue.

#### *Conclusion and recommendations*

The panel concludes that the organisational structure, decision-making processes and leadership support the realisation of UM's internationalisation goals and action plans. The institution has a clear governance structure in which internationalisation is fully integrated. The regular meetings between members of the Executive Board and internationalisation teams indicate an effective routine. The panel appreciates the recent changes to internal processes, which have improved the effectiveness of these processes. The changes also show that UM adapts its organisational structures to achieve its internationalisation goals.

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

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

The self-evaluation report illustrates how UM reacts to input from within and outside the institution. These include political and societal developments that have affected UM's academic community in recent years. The university has shown that it can quickly respond to emerging issues and act at short notice. It can rapidly set up (temporary) teams to support students and staff. Here, too, UM prioritises dialogue and organises meetings and consultations with stakeholders to increase mutual understanding and to work towards solutions.

UM monitors international developments through evaluations, partnerships and networks, memberships and external newsletters, and proactively finds ways to react or include elements within education (e.g., within YUFE). The Executive Board and MUO-AA are closely aligned with issues discussed in UNL to proactively gather input. The university has a policy unit to support faculties and advise the Executive Board, for instance on security issues. The panel supports the development of an International Strategy Office.





Since the previous CeQulnt assessment, the political situation in the Netherlands has changed, affecting UM at its core. The national policy debate and legislative developments call for reductions in international student numbers and in English-taught programmes, as well as strengthening Dutch language skills of students and staff. Together with its internal and external stakeholders, UM is lobbying for an exception because of the university's unique position as an institution serving its international region. In addition, the Executive and Faculty Boards are developing scenarios, considering the measures UM can take to meet new legislation. The UM President stressed that the Executive Board organises talks with international staff members to ensure they feel included and experience a sense of belonging.

Finally, the Executive Board told the panel that the current situation has helped to reflect on UM's identity. This has led to the conclusion that – as a result of conscious decisions – UM has become a broad university with a strong international profile, which it intends to retain.

#### *Conclusion and recommendations*

The panel concludes that UM demonstrates that it readily reacts to input from within and outside the institution regarding internationalisation activities. Since the previous CeQulnt assessment, the university has dealt with multiple events that had a major impact on UM's education, internationalisation activities and its academic community in general. Based on the information received in the documentation and during the site visit, the panel concludes that UM is able to respond quickly and proactively to emerging issues. The openness to internal and external views secures an adequate response.

#### **Overall conclusion regarding Standard 5: Governance**

The panel found that responsibilities regarding the UM's internationalisation goals, plans, implementation and enhancement are clearly defined and allocated. They are well-documented at central and faculty level. UM's organisational structure stimulates vertical and horizontal interaction between internal stakeholders, and a close collaboration between the central and decentral levels of the university. This supports a coherent, university-wide and effective implementation of internationalisation activities, as well as a clear and comprehensive reporting structure. The panel appreciates the recent changes to internal processes, which have improved the effectiveness of these processes. The changes also show that UM adapts its organisational structures to achieve its internationalisation goals.

UM demonstrates that it readily reacts to input from within and outside the institution regarding internationalisation activities. The panel concludes that UM is able to respond quickly and proactively to emerging issues. The openness to internal and external views secures an adequate response. The panel encourages UM to hold on to its DNA, with internationalisation at its core.

The panel deems all the criteria of this standard to be met. The panel therefore assesses *Standard 5: Governance* as **good**.



## 6. Overview of assessments

Standard	Criterion	Level of fulfilment
1. Intended internationalisation	1a. Supported goals	Excellent
	1b. Verifiable objectives	
	1c. Impact on education	
2. Action plans	2a. Fitness for purpose	Good
	2b. Dimensions	
	2c. Support	
3. Implementation	3a. Information system	Good
	3b. Information-driven management	
	3c. Realisations	
4. Enhancement	4a. Measures for enhancement	Excellent
	4b. Enhancing education	
	4c. Stakeholders involvement	
5. Governance	5a. Responsibilities	Good
	5b. Effectiveness	
	5c. Responsiveness	



## Annex 1. Composition of the panel

### Overview panel requirements

<div> <div>Expertise</div> <div>Panel member</div> </div>	Management	Internationalisation	Teaching / Education	Quality Assurance / Auditing	Student
• Ing. Joep C. de Jong	x	x	x	x	
• Dr. Agneta Ch. Bladh	x	x		x	
• Prof. (HSG) dr. Sascha Spoun	x	x	x	x	
• Prof. dr. Robert J. Coelen	x	x	x	x	
• Margot Winters, MSc					x

**Secretary:** Anne Martens MA, NVAO certified

**Coordinator:** Anne Klaas Schilder MA, NVAO policy advisor



## Annex 2. Documents reviewed

- A. Self-evaluation report
- B. Mandatory annexes:
  - 1. The documented internationalisation goals
    - 1.1. UM Internationalisation Plan 2022-2024
    - 1.2. UM Strategic Programme 2022-2026 The European University of the Netherlands: a caring and sustainable university
    - 1.3. UM Vision on Education (2023)
  - 2. Relevant (internationalisation) action plans
    - 2.1. UM Internationalisation Plan 2022-2024
    - 2.2. UM Language Policy 2022-2024
    - 2.3. UM Global Engagement Policy 2024-2030
    - 2.4. Focus UM priority actions Erasmus+ 2021-2027
    - 2.5. UM Erasmus+ Staff Mobility Policy 2023-2026
    - 2.6. UM Scholarship policy vision 2019 (including actions)
    - 2.7. Recommendations UM Scholarship Policy 2022-2025
    - 2.8. Implementation plan UM Scholarship Policy 2022-2025
    - 2.9. UM Alumni Policy 2021-2026 Meeting Minds 2.0
    - 2.10. Brussels Hub action plan 2024-2025
    - 2.11. YMP Investment Case 2023-2027
    - 2.12. UM Knowledge Security Policy (Sept 2023)
    - 2.13. UM Assessment Framework International Cooperation and Knowledge Security
    - 2.14. Template Part 1: Assessment Framework International Cooperation
    - 2.15. Template Part 2: Assessment Framework Knowledge Security
  - 3. Action plan regarding intercultural and international learning outcomes
    - 3.1. Global Citizenship for Sustainable Development (GCSD) project plan
    - 3.2. Narrative Global Citizenship for Sustainable Development
  - 4. An overview of the institution's international collaboration
    - 4.1. Overview of UM's International Collaboration
  - 5. Table of incoming and outgoing students of the last three years (percentage and absolute figures) per country and per type (credit or degree mobility)
    - 5.1. Incoming credit mobility 2021-2023



- 5.2. Outgoing credit mobility 2021-2023
- 5.3. Degree-seeking international student population 2021-2023
6. Example of a Diploma Supplement
  - 6.1. Diploma Supplement BA Arts and Culture
  - 6.2. Diploma Supplement MA Arts and Heritage
7. Organisational chart
  - 7.1. Organisation chart
8. Staff (policy) plan or similar documents
  - 8.1. Staff policy documents: brief summary
  - 8.2. Staff policy vision: Sustainable Employability at UM (2019 onwards)
  - 8.3. UM Vision on Recognition and Rewards
  - 8.4. UM Career Development Policy 2023-2028
  - 8.5. UM Career Compass Teachers
  - 8.6. UM Language Policy 2022-2024
  - 8.7. UM Erasmus+ Staff Mobility Policy 2023-2026
  - 8.8. YUFE Staff Development Policy (2020 onwards)
9. Quality assurance plan or similar document(s)
  - 9.1. UM Quality Agreements 2019-2024
  - 9.2. UM Quality Assurance Policy Education
  - 9.3. UM Vision on Assessment (2023 onwards)
  - 9.4. Review of internal QA cycle (memo approved by Executive Board)
  - 9.5. MUO-AA Administrative Calendar
  - 9.6. Annual agenda SBI OPI 2023-2024
10. Summary of recent evaluation results and relevant management information
  - 10.1. Mid-term realisation UM Internationalisation Plan 2020-2021
  - 10.2. Final evaluation Internationalisation Plan 2020-2021
  - 10.3. Mid-term progress UM Internationalisation Plan 2022-2024
  - 10.4. Mid-term evaluation pilot central Erasmus+ mobility office (2022)
  - 10.5. Final evaluation pilot central Erasmus+ mobility office (2023)
  - 10.6. Evaluation of year 1 UM Scholarship Policy 2022-2025
  - 10.7. Evaluation UM Scholarship Policy 2022-2025
  - 10.8. Evaluation UMHRS (UM Holland Euregional Refugee Scholarship, 2022)
  - 10.9. Evaluation implementation Language Policy Staff (2022)
  - 10.10. Evaluation UM participation GPPP KU Leuven (2022)
  - 10.11. Evaluation report CSC (January 2023)



C. Appendices:

1. Appendix 1: UM response to the UNL self-direction measures
2. Appendix 2: Impact internationalisation goals on education (criterion 1c)
3. Appendix 3: ECA dimensions in UM Internationalisation Plan 2022-2024 (criterion 2b)
4. Appendix 4: UM instruments and resources (criterion 2c)
5. Appendix 5: Internationalisation focus in UM education
6. Appendix 6: CeQuInt Mid-Term Review UM Self-Evaluation Report 2021
7. Appendix 7: Follow-up Recommendations 2018 and 2022 CeQuInt Reviews

## Annex 3. Site visit programme

### Overview

**Date:** 2-3 December 2024  
**Institution:** Maastricht University  
**Location:** Maastricht (The Netherlands)

### Programme

#### Wednesday 11 September 2024

13:00 – 13:45 Preparatory panel meeting (practicalities)

#### Wednesday 23 October 2024

13:00 – 14:00 Preparatory meeting with panel chair, process coordinator and secretary

#### Wednesday 6 November

14:00 – 17:00 Preparatory panel meeting

#### Monday 2 December 2024

13:00 – 14:00 Preparatory panel meeting  
 15:00 – 16:00 Session 1: Internationalisation ambitions  
 16:30 – 17:30 Session 2: International and intercultural learning  
 17:30 – 19:00 Internal panel meeting

#### Tuesday 3 December 2024

9:00 – 10:00 Session 3: Teaching and learning  
 10:30 – 11:00 Session 4: Staff  
 11:30 – 12:10 Walking tour guided by students  
 12:15 – 13:15 Student experiences with UM internationalisation activities: a talk with students  
 14:10 – 14:40 Session 5: Students (with staff representatives)  
 14:45 – 15:15 Session 6: Students (with student representatives)  
 15:15 – 16:40 Internal panel meeting  
 16:45 – 17:15 Presentation of findings



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