International Academics in the Netherlands: Changes, characteristics and implications[1]

Futao Huang*

Abstract: The purpose of this study is to describe an overview of changes to inbound international faculty members to Dutch higher education institutions, their main characteristics, and forces or agents of change which occurred in them, and the implications for Japanese higher education. The analysis and discussion are based primarily on official statistics issued by the Dutch government, professional associations, individual higher education institutions, earlier relevant literature, case studies and interviews with administrative and academic staff in the Netherlands. With regard to the structure, it begins with a short introduction to the Dutch higher education system and academic profession and then analyzes key characteristics of international faculty members being employed in Dutch higher education research universities. The third section deals with major forces and agents of change which affected international faculty members in Dutch higher education institutions. The article concludes by summarizing main findings and offering implications for research, policy, and practice.

Keywords: international faculty member, the Netherlands, academic profession internationalization of higher education

Introduction

In recent years there has been an increase in the numbers of both international students and faculty at the global and regional levels (OECD, 2016; Altbach, 2013). This trend can also be identified in the Netherlands, which has not only provided the largest number of English-taught programs in continental Europe, including 282 English-taught Bachelor's programs, 1,172 English-taught Master's programs, and almost all of English-taught PhD programs (Nuffic, 2015), but also tried to attract more international students, researchers, and faculty members.

[1] I would like to express my sincere thanks to all faculty members, researchers and administrators in the Netherlands who kindly accepted my interviews in late September 2016. My special gratitude goes to Eric Beerkens, Dr. Jos de Jonge, Dr. Elizabeth Koier, Professor & Dr. Marijk van der Wende for their insightful responses to my interviews and questions about the inbound international academic staff in the Netherlands.
* Professor, RIHE, Hiroshima University, e-mail: futao@hiroshima-u.ac.jp

Numerous previous studies have been conducted on the Dutch policy of internationalization of higher education; acceptance of international students; academic exchange activities with other countries and regions; development of international joint degree programs; implementation English-taught programs; etc. (Huisman & van der Wende, 2004). Yet, while often seen as an important part of international mobility of the academy or academic profession, little research has focused upon international faculty members or researchers in Dutch universities. The Netherlands has maintained strong economic and cultural contacts with Japan as early as the Edo period in the 17th century. The impact of the Netherlands on the modernization of Japanese society and its higher education systems is considerable and evident. Even today the Dutch higher education system is used as one of the important examples of non-English-speaking country for Japan to emulate in its higher education reforms.

This study presents an overview of changes to international faculty members inbound to Dutch higher education institutions; their main characteristics; the forces or agents of change which occurred in them, and the implications for Japanese higher education. The analysis and discussion are based primarily on official statistics issued by both government, professional associations, and individual higher education institutions in the Netherlands; and previous relevant literature, case studies, and findings from interviews with administrative and academic staff in the Netherlands. The article begins with a brief introduction to the Dutch higher education system and academic profession, and then it analyzes key characteristics of international faculty members employed in it. The third section deals with major forces and agents of change which occurred to international faculty members in Dutch higher education institutions. The article concludes by summarizing main findings and offering implications for research, policy and practice.

There are diverse interpretations of the phrase "international faculty member." As used in this study the phrase refers to academics working in university and other types of higher education institutions with a foreign passport. Namely, non-Dutch faculty members. In addition, as to be mentioned in the following section, although there are two types of higher education institutions in the Netherlands, the number of international faculty members is a small number of the total, for example, according to an incomplete data, there are only about 3% of research group leaders in universities of applied sciences in the Netherlands (De Jonge, 2017). Besides, according to Internationalization Vision which was released by VSNU[2] in 2014 (VSNU, 2014), no data are available on international staff of universities of applied sciences. This study is mainly concerned with faculty members with non-Dutch who work in research universities.

In addition to the analysis of national policies, documents, and national statistics, several semi-structured interviews were conducted in late September, 2016 based on similar interview outlines

[2] The VSNU, Association of Universities in the Netherlands, is formed by the fourteen Dutch research Universities. VSNU represents the universities to the government, parliament, and governmental and civic organizations.

in the Netherlands. Altogether six interviews were undertaken in three research universities (Leiden, Amsterdam, and Utrecht), one national research institute, the Association of Universities in the Netherlands (VSNU), and the Netherlands Organization for International Cooperation in Higher Education (Nuffic). Interviewees included one Dutch administrative staff, one Dutch professor and three international faculty members at Leiden University, one Dutch professor at the University of Amsterdam, one Dutch Dean of Graduate Studies of Utrecht University, two Dutch researchers at the Rathenau Institute, two key Dutch persons from VSNU, and one Dutch administrator from the Nuffic.

Characteristics of the Dutch higher education system and its academics

Dutch higher education system

Unlike Japan, the Netherlands has a binary higher education system. In terms of mission or function, there are two types of higher education institutions. One refers to research universities in which research-oriented education (*wetenschappelijk onderwijs*, WO) is offered. Programs at research universities are more academically oriented and more theoretical in nature. They emphasize academic skills and independent research. In addition to a Bachelor's or Master's degree, research universities can also award the PhD degree. As of 2014-2015, there were 13 universities in the Netherlands, excluding the Open University. Approximately 254,541 students are enrolled. Among these universities, six provide a full range of disciplines, three universities – the universities of technology in Delft (TUD), Eindhoven (TUE) and Twente (UT) – focus predominantly on engineering and technology. Every Dutch university has programs for both graduate and undergraduate students. The system is split between Bachelor's degrees and Master's degrees, after which there is the potential to go on to study for the PhD. All research universities are in the Top 300 of the Times Higher Education Ranking 2014; 6 out of 13 research universities made it into the Top100 (VSNU, 2016; Nuffic, 2016b).

The other type implies universities of applied sciences (*hogescholen*), also called institutions of higher professional education, in which higher professional education (*hoger beroepsonderwijs*, HBO) is offered. As of 2014-2015, there are 39 universities of applied sciences in which nearly 445,725 students are enrolled. Programs at universities of applied sciences prepare students for particular professions and tend to be more practically-oriented. Therefore, graduates find employment in various fields, including middle and high-ranking jobs in trade and industry, social services, health care, and the public sector. In higher professional education, research tends to be application-related and the research capacity and research funding is far less substantial than in the research universities. They also lead to either a Bachelor's or Master's degree (Nuffic, 2016a) but have an emphasis on undergraduate education.

Further, according to European Education Directory (EU, 2015) and VSNU, by administration all higher education institutions can be practically split into three different sectors in the Netherlands as follows:

First are government-funded institutions. They include both research universities and universities of applied sciences. They are funded by the Ministry of Education, Culture and Science or the Ministry of Economic Affairs, Agriculture and Innovation, but can also charge their students government-approved fees. Second are legal entities providing Bachelor's-level and/or Master's-level accredited degree programs. Financially speaking, they can be considered to be private institutions because they are not funded by the Ministry of Education, Culture, and Science except for some religious institutions. Their operation is primarily supported by fees collected from students. Similarly to universities of applied sciences, a large number of them are concerned with providing application-oriented or practical training for occupations for which a higher vocational qualification is either required or useful. Third are private-sector institutions which are not covered by the Higher Education and Research Act. They include foreign universities and business schools to which Dutch government regulations do not apply.

The academic profession in the Netherlands

Based on the binary system and a clear division of labor between research and universities of applied sciences, faculty members belonging to research universities spend more time on research and are involved in the delivery of comprehensive and research-oriented academic programs. University of applied sciences faculty allocate more time to teaching and paying more attention to applied and practical programs. Compared with Japan, although there are academic ranks including professor, associate professor, assistant professor, other academic staff (teachers and researchers), and the appointed PhD students or PhD candidates are also considered faculty members in the Dutch academic profession in relation to academic rank. Moreover, postdoc position is often seen as the first step in an academic career after a PhD is obtained. It is not only important for the individual career, but also for career policy. The job profile researcher (level 3 or 4) corresponds best to what used to be called 'postdoc'.

Similar to Japan, academic positions in the Netherlands are structured hierarchically. At the top are professors, then associate and assistant professors, and below them a broad range of other academic staff (researchers and teachers) with PhD students on the bottom rung (De Goede, Belder & De Jonge, 2013).

Table 1. Dutch academic staff in 2011 (per type of contract and task)

	persons			full-time			task	
	total	permanent	temporary	total	permanent	temporary	education	research
Academic staff total of which	**28,252**	**11,348**	**16,903**	**24,595**	**9,652**	**14,937**		
Professor	3,153	2,769	384	2,584	2,425	159	×	×
Associate professor	2,437	2,319	118	2,187	2,118	69	×	×
Assistant professor	5,422	3,847	1,575	4,707	3,334	1,373	×	×
Other Academic staf, of which	8,230	2,411	5,819	6,410	1,774	4,636		
Teacher	3,405	1,669	1,736	2,202	1,155	1,046	×	
Postdoc	3,564		3,564	3,155		3,155		×
Researcher	875	683	192	701	567	134		×
Other	386	59	327	353	52	301		
PhD student	9,009	2	9,007	8,706	1	8,705		×

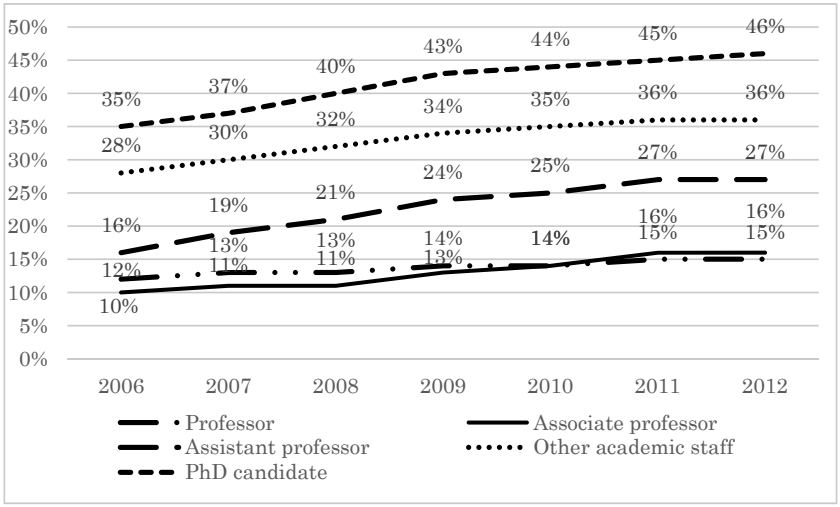
Source: 1. VSNU/Wetenschappelijk Onderwijs Personeelsinformatie (WOP)
2. De Goede, M., Belder, R. and De Jonge, J. (2013). Academic Careers in the Netherlands 2013. Facts & Figures 7. The Hague: Rathenau Instituut.

Note: 1. This does not include the category of endowed professors. The registration of this group is not yet unvocal.
2. Next to PhD students with an appointment as student employee at a university, there are also PhD students that work on a thesis without such as appointment (for example, from a job at the government in business). They form a substantial part of the number of PhD obtained, but they are not registered univocally.

Changes to international faculty members

For nearly the last two decades, there has been rapid growth in the share of international faculty members in the Netherlands. As Koier, Scholten and Horlings (2016) noted in research universities alone, the proportion of international faculty members increased from 17% in 2003 to 33% of the totals in 2015.

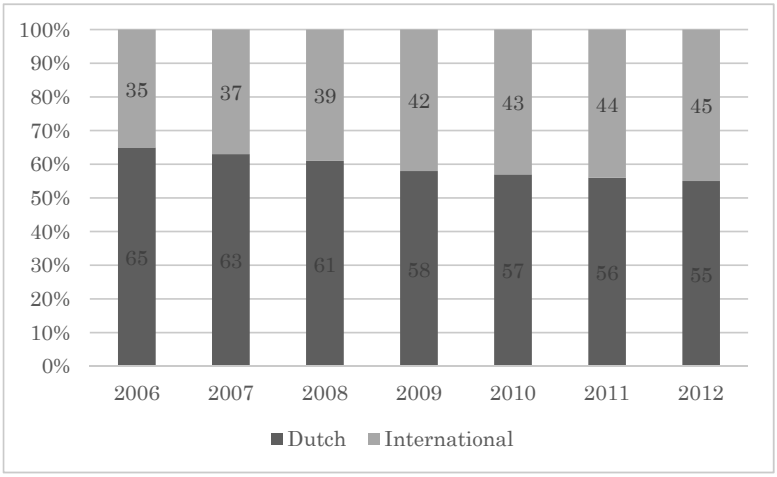
Figure 1 also shows the same trend. Firstly, except for a slight decline in the proportion of PhD candidates from 2014 to 2015, there was a steady increase in proportions of international faculty members by academic rank or status from 2006 to 2015. Secondly, over this time the proportion of PhD candidates accounted for the largest share, followed by other research staff, in particular post-doctoral students, and Lecturers who did not fall into the other categories. In contrast, the proportion of Full professor constituted the least share of the totals. The percentage of PhD candidates grew from over 33% in 2006 to over 44% while the percentage of Full professors only grew from about 12% to nearly 16% of the total. Thirdly, compared to others, the proportion of Assistant professors had an exceptionally rapid rise, rising from 14% in 2006 to 28% in 2015. Fourthly, interestingly, by 2010 the proportion of Full professors exceeded that of Associate professors, but by 2015, the proportion of Associate professors was larger than that of Full professors by nearly 4%.



Source: http://www.vsnu.nl/en_GB/f_c_internationaal_wp.html
Note: Due to lack of valid data, the medical sciences have been excluded.

Figure 1. Proportion of international faculty

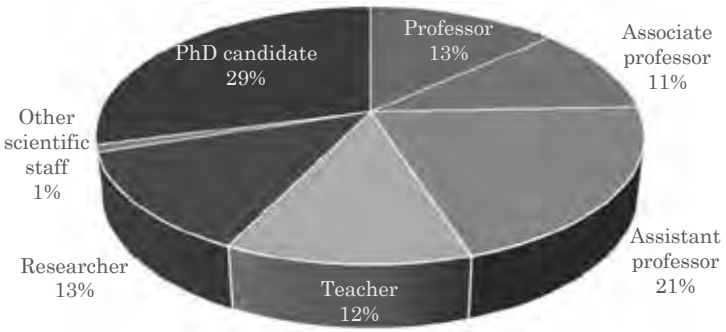
Figure 2 clearly reveals that there was a gradual decrease in the proportion of Dutch PhD candidates with a continuous increase from 2006 to 2012 in international PhD candidates. As noted earlier, since PhD candidates are counted as an integral part of Dutch faculty and make up the largest proportion of total faculty members in both Dutch academics and international academics (Table 1 & Figure 1), changes in the proportion of international PhD candidates, in a major sense, have had a significant impact on the composition and structure of the entire faculty in Dutch higher education.



Source: http://www.vsnu.nl/en_GB/f_c_internationaal_wp.html
Note: Academic medical staff are not included.

Figure 2.Changes in the proportions of Dutch and international PhD candidates (%) (2006-2012)

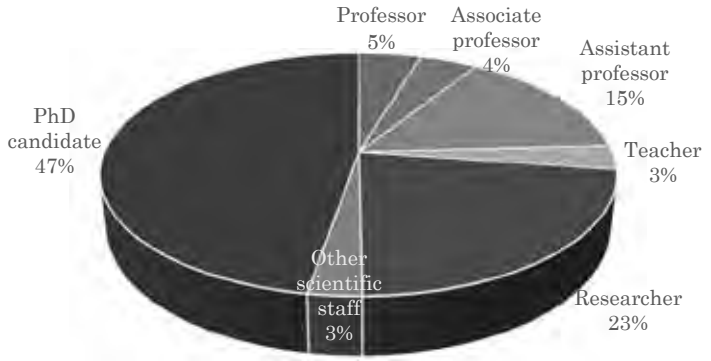
As suggested in Figures 3 and 4, by 2012, although the proportions of both Dutch PhD candidates (29%) and international PhD candidates (47%) made up the largest shares of the totals respectively, differences between them by academic rank are considerable and evident. For example, among international faculty members; the second largest group are Researcher (23%); the third largest group are Assistant professors (15%); the fourth largest group are Professors (5%); then comes the proportion of Associate professors (4%); and the least group are Teachers (3%) and other scientific staff (3%). In contrast, among Dutch faculty members, however, the second largest group are Assistant professors (21%); followed by that of Professors (13%) and Researchers (13%); the fourth largest group are Teachers (12%); the fifth largest group are Associate professors (11%); and the least group are other scientific staff (1%).



Source: http://www.vsnu.nl/en_GB/f_c_internationaal_wp.html

Note: No data are available on staff resorting under a different, non-university employer (such as academic medical centers) or staff hired from third parties. These data do not include academic medical staff. Also no data are available on international staff of universities of applied sciences.

Figure 3. Breakdown of Dutch faculty by academic rank (2012)

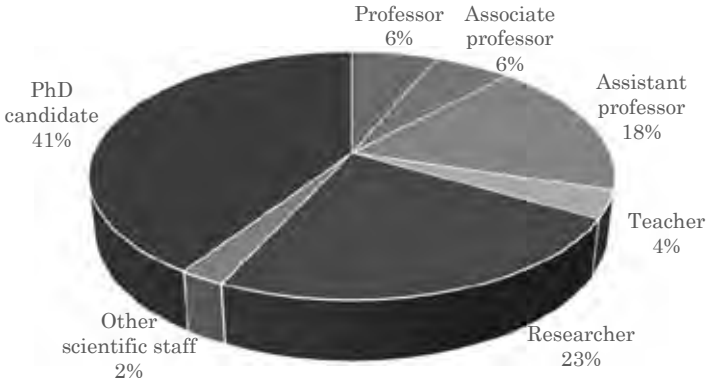


Source: http://www.vsnu.nl/en_GB/f_c_internationaal_wp.html

Note: No data are available on staff resorting under a different, non-university employer (such as academic medical centers) or staff hired from third parties. These data do not include academic medical staff. Also no data are available on international staff of universities of applied sciences.

Figure 4. Breakdown of international faculty by academic rank (2012)

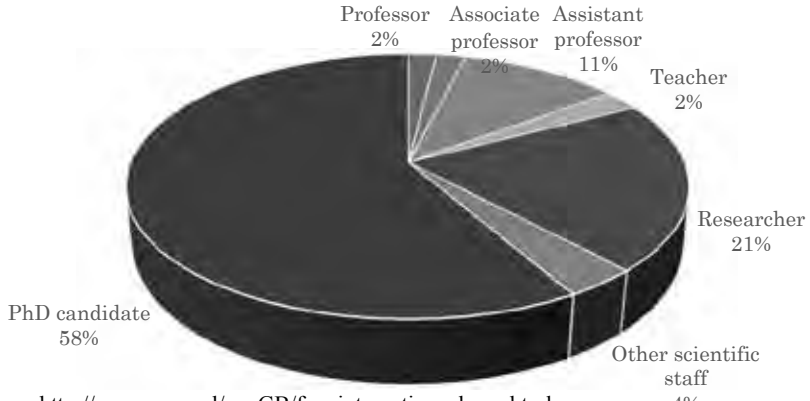
International faculty members in the Netherlands can be grouped by regions of origin into two broad types: those from EU/EEA and those from outside EU/EEA. Figures 5 and 6 present all full-time international faculty members who come from EU/EEA and outside EU/EEA respectively. They suggest, firstly, that by 2012 by regions of origin, the total number of international faculty members coming from EU/EEA (20.7%) are more than those from outside EU/EEA (12.5%) and secondly, the proportion of faculty members with higher academic rank such as Professor, Associate professor, and Assistant professor from EU/ EEA are larger than those from outside EU/EEA. While those from EU/EEA, the percentages of these academic ranks are 6%, 6% and 18% respectively, the proportions of international faculty members holding these academic ranks from outside EU/EEA are 2%, 2% and 11%.



Source: http://www.vsnu.nl/en_GB/f_c_internationaal_wp.html

Note: No data are available on staff resorting under a different, non-university employer (such as academic medical centers) or staff hired from third parties. These data do not include academic medical staff. Also no data are available on international staff of universities of applied sciences.

Figure 5. Breakdown of international faculty from EU/EEA (2012)



Source: http://www.vsnu.nl/en_GB/f_c_internationaal_wp.html

Note: No data are available on staff resorting under a different, non-university employer (such as academic medical centers) or staff hired from third parties. These data do not include academic medical staff. Also no data are available on international staff of universities of applied sciences.

Figure 6. Breakdown of international faculty from outside EU/EEA (2012)

In relation to country of origin, according to reports published by the VSNU and others, from 2007 to 2013, around 3,000 university positions went to PhD students, researchers, and professors from abroad. The number of Dutch personnel remained stable at 20,000. International researchers and lecturers came mainly from south and Western Europe, namely Germany. However, as there were about 650 PhD students and researchers from China, this country is also seen as an increasingly important source of academic knowledge (Wittenborg University Press, 2014).

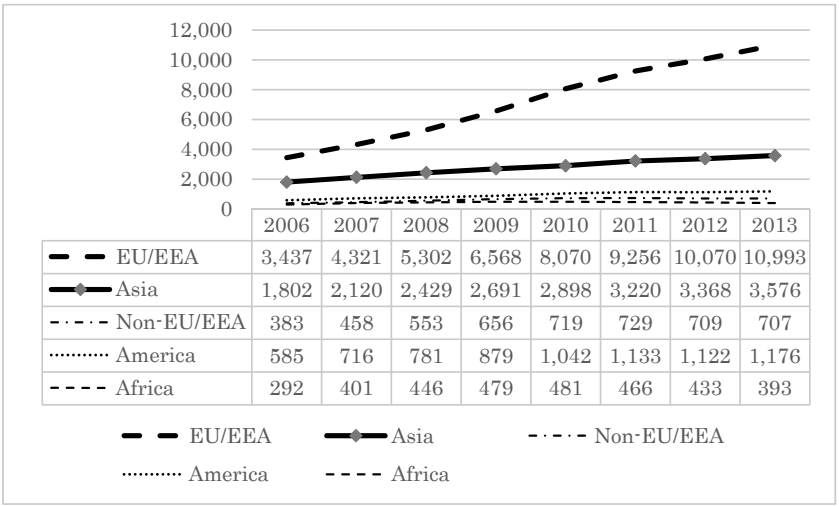
Actually, previous studies also demonstrate that by country of origin (Table 2), in both 2003 and 2011, the largest number and proportion of PhD students came from Germany, followed by those from China. The third largest group was from Italy. In 2011, the next largest nationality groups were Indian, Iranian, and Turkish, while in 2003, Belgian PhD students remained the fourth largest group among foreigners (De Goede, Belder & De Jonge, 2013, p.23).

Table 2. Nationalities of PhD students in the Netherlands in 2003 and 2011

	2003		2011	
Nationality	Number	%	Number	%
Dutch	4,197	64	5,124	56.9
German	161	2.5	523	5.6
Chinese	155	2.4	387	4.3
Italian	122	1,9	285	3.2
Indian	94	1.4	248	2.8
Turkish	40	0.6	208	2.3
Belgian	118	1.8	143	1.6
Polish	83	1.3	130	1.4
Greek	32	0.5	104	1.2
Other	1,529	23.3	1,638	18.2
Total	6,555	100	9,009	100

Source: 1. VSNU/WOP
2. De Goede, M., Belder, R. and De Jonge, J. (2013). Academic Careers in the Netherlands 2013. Facts & Figures 7. The Hague: Rathenau Instituut p.8

A similar situation can also be found in Master students. For example, as revealed in Figure 7, from 2006 to 2013, there was a steady and the most rapid expansion in numbers of Master students from EU/EEA, followed by those from Asia. In contrast, students from Africa and Non-EU/EEA were constant.

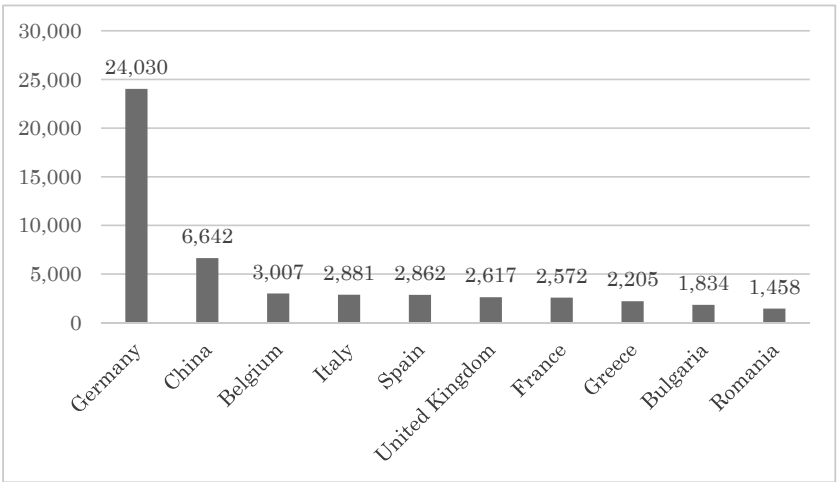


	2006	2007	2008	2009	2010	2011	2012	2013
EU/EEA	3,437	4,321	5,302	6,568	8,070	9,256	10,070	10,993
Asia	1,802	2,120	2,429	2,691	2,898	3,220	3,368	3,576
Non-EU/EEA	383	458	553	656	719	729	709	707
America	585	716	781	879	1,042	1,133	1,122	1,176
Africa	292	401	446	479	481	466	433	393

Source: http://www.vsnu.nl/en_GB/f_c_internationaal_wp.html

Figure 7. Changes in enrollment of international Master's students in research universities (person)

Additionally, the latest national data for inbound international students to all Dutch higher education institutions, including those studying in universities of applied sciences, shows that by origins of country, the largest numbers of students came from Germany, followed by those from China. These two groups, especially German students, constitute the lion's share of the totals.

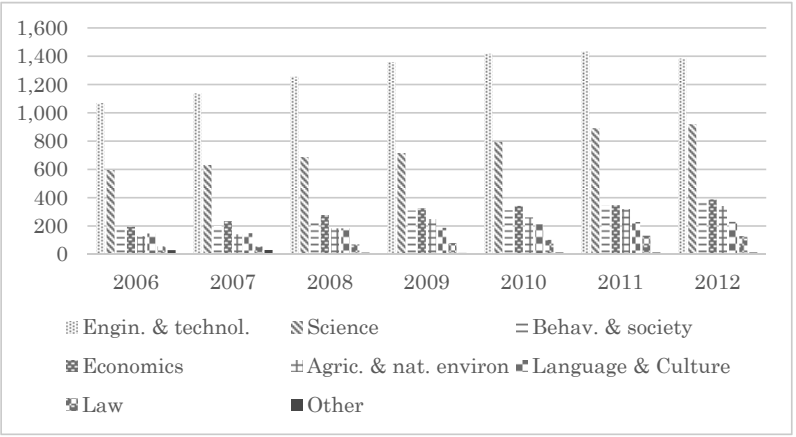


Source: Nuffic (2016b). Key Figure
https://www.studyinholland.nl/documentation/key-figures-2015-internationalisation-in-higher-education.pdf

Figure 8. International students by country of origin (as of 2015)

According to Koier, Scholten and Horlings (2016), as of 2015 the largest proportion of international faculty members by discipline were from engineering (nearly half of the total), followed by those from natural science (about 40%), the third largest proportion of them from economics (nearly 35%), faculty members from other disciplines (mainly from humanities) makes up 30% of the total; and their proportion is slightly more than those from agricultural science (30%). Among all disciplines, the least proportion of faculty members comes from law, although constituting less than 20% of the total.

In terms of changes in international faculty members by discipline, as is firstly shown in Figure 9 and Table 3, from 2006 to 2012, the largest number of international faculty members came from engineering and technical fields, followed by those from science, and the third largest numbers were those from economics. In contrast, except for Other, the least numbers of international faculty members belonged to law. Furthermore, compared with other disciplines, especially those from science, experienced the quickest expansion over the period.



Source: http://www.vsnu.nl/en_GB/f_c_internationaal_wp.html

Figure 9. Number of international PhD candidates by discipline (person)

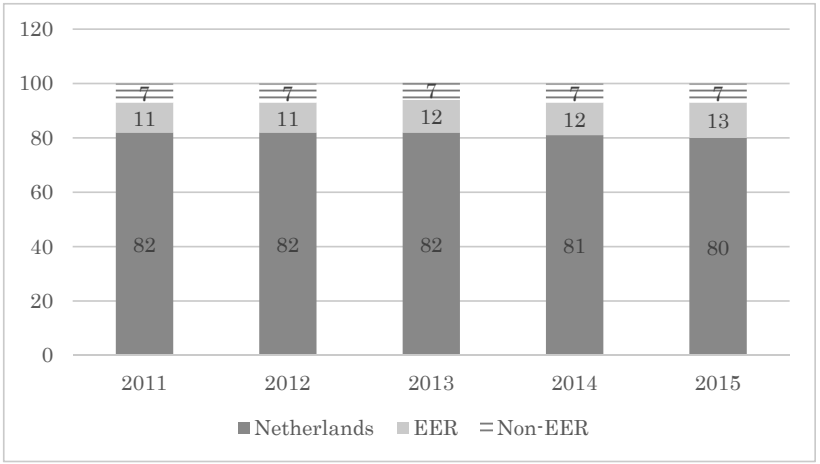
Table 3. Numbers of international PhD candidates by discipline (person)

Discipline	2006	2007	2008	2009	2010	2011	2012
Engin. & technol.	1,071	1,138	1,257	1,360	1,419	1,435	1,385
Science	596	632	688	717	796	892	921
Behav. & society	184	201	241	311	313	346	391
Economics	195	235	278	327	343	348	389
Agric. & nat. environ	128	142	184	250	262	321	342
Language & Culture	148	150	184	188	213	229	230
Law	57	56	71	80	103	132	129
Other	29	30	12	10	13	13	13
Total	**2,408**	**2,584**	**2,915**	**3,243**	**3,462**	**3,716**	**3,800**

Source: http://www.vsnu.nl/en_GB/f_c_internationaal_wp.html

The case of Leiden University

Leiden University, the first in the Netherlands, was founded in 1557. It is an internationally-oriented university in which a wide range of internationally-inspired Bachelor and Master programs are provided.



Source: "Personeel in Cijfers 2016". Leiden University. Provided by Dr. Eric Beerkens from Leiden University

Note: Including all staff (academics and administrative/ support staff) in the university, excluding the medical center.

Figure 10. Changes in international staff in Leiden University (%)

Figure 10 shows that with a gradual decline in the proportion of Dutch staff members (Academic Faculty + Administrators and support staff) from 82% in 2011 to 80% in 2015, there was a steady increase in international staff members from 18% to 20% of the total. While the proportion of international staff members from outside the European Economic Area stable, the proportion of faculty members within the European Economic Area grew from 11% in 2011 to 13% in 2015. If only academic staff members are taken into account, Leiden University has a composition of approximately one third international faculty versus two thirds Dutch faculty members.

The case of Wittenborg University

Wittenborg University of Applied Sciences represents a typical example of non-university sector in the Netherlands. It was established in 1987 and is one of the fastest growing of such universities in the Netherlands. Its mission focuses on 5 key themes, "Management, Internationalization, Diversity, Sustainability, & Innovation". As of 2015, it had around 600 students from more than 80 different

countries studying in its Bachelor and Master programs in two schools: Business and Hospitality & Tourism (Wittenborg University, 2015).

According to University Press, it was recently commended by the German accreditation body, FIBAA, for the international composition of both its staff and student body. By 2014, its teaching and support staff came from 20 countries, including the Netherlands, the United Kingdom, China, Germany, Nigeria, Ireland, Zimbabwe, Kenya, Switzerland, Ireland, Nepal, Italy and New Zealand. Teaching staff in its Master's programs consist mainly of lecturers from the Netherlands and the United Kingdom and also includes lecturers from Pakistan, Kenya, Germany and Greece. In the past two years, it has had regular exchange teachers from European countries such as Spain, Latvia, Austria, Romania as well as Canada and the United States (Wittenborg University Press, 2014).

Forces and agents of changes

Major drivers and factors behind these changes to international faculty members are be summarized below:

At the regional level, there has been an increasing demand for academics and researchers in the European Economic Area for several decades. The opening up of the labor market has been very much supported by action in the framework of the European Research Area (ERA) framework, including the academic labor market. For example, in 2004 the European Commission estimated that a net increase of one million researchers would be needed for the next decade. Despite large numbers of talented and skilled researchers in Europe, and the total number of which exceeds that of the United States, Japan, and China, they account for a significantly lower share of the labor force than is the case in the United States and Japan. The Commission also states that without more researchers and an open labor market for them, Europe cannot remain globally competitive (European Commission, 2013).

The Bologna process which started in 1999 has also indirectly contributed to the opening up of the academic labor market, although its primary purpose is to facilitate student mobility across borders in Europe. It has made it much easier not only for faculty members to find jobs within the European Economic Area, but also for faculty members coming from outside Europe to be employed in European countries, including the Netherlands. Relatedly speaking, a rapid increase in the number of international students from Asian countries such as China, and Pakistan, and parts of European countries such as Italy, Romania, etc. has provided more sources and possibilities for the mobility of PhD candidates and other types of academics.

At the national level, as early as the 1980s, the Dutch government imposed a policy of inviting international reviewers to participate in external evaluation of Dutch higher education institutions in order to assure and improve education quality and research activities. During the process, it has facilitated a rapid advancement of internationalization of higher education in the Netherlands. The

importance of introducing international evaluation on Dutch higher education cannot be overstated. It has largely created an international environment for individual universities and incorporated international perspectives and content into faculty members' teaching and research activities, as well as enhancing the overall level of internationalization of Dutch higher education (Interview in VSNU). In recent years, the government has developed more national policies with a goal of attracting more international talents, especially the intellectually brightest worldwide, to help the Netherlands play a leading role in research and innovation.

Unlike some European continental countries or the United Kingdom, the Netherlands is perceived as having a very liberal immigration policy for knowledge workers. Also universities in the Netherlands offer the academic culture and facilities that top academics expect, including autonomy, academic freedom, unrestricted information access and laboratories. For example, international postdoctoral graduates and academics who pursue employment in the Netherlands can be issued a visa which permits them to stay a relatively long time. Both liberal immigration and academic policies have provided a favorable environment which attracts international faculty members to come and stay in Dutch higher education institutions for the sake of academics (interview from Dean of Graduate Studies at Utrecht University).

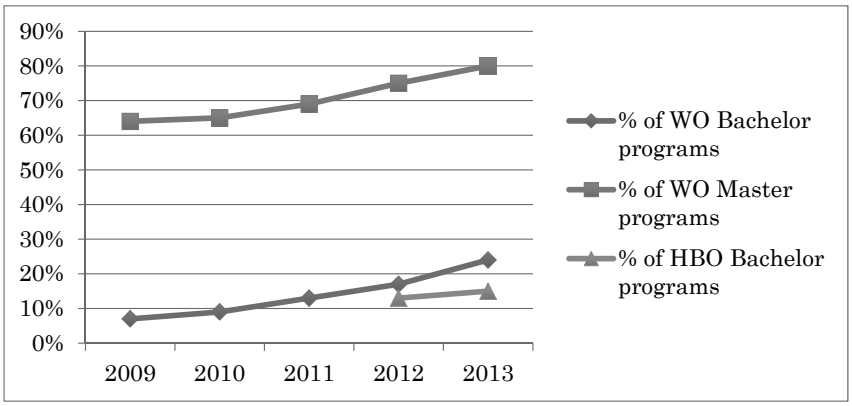
Several interviewees stressed the following reasons why there has been rapid growth in international faculty members to the Netherlands, especially those from EU/EEA. "Although I have a Dutch passport and my nationality is the Netherlands, I am also a European citizen. Academically speaking, more importantly, you should seek for the best brains and top talents from all over the world if your university wants to be the best in the world and attract best students from the world." Besides, differing from France or Germany, there is an emphasis on English teaching in junior and middle schools. English is naturally considered as the preferred second language. The English environment can be felt in the Netherlands. For example, through television and newspapers, as well as other media, Dutch children and young adults can easily learn and improve their English proficiency. At the same, it also makes it possible and more convenient for international faculty members who do not understand the Dutch language to survive and enjoy their academic life in Dutch universities without worrying about a language problem.

Interviews with two lay persons from the VSNU indicated that it, as a national professional association has tried from its establishment to keep in line with Netherlands' national policies and strategies for growing internationally as a knowledge-driven economy and adding an even more international dimension to its education system. Its report also emphasizes that "Dutch students will profit from this and world-class research will boost innovation."

As mentioned earlier almost all Dutch research universities, compared with many European ones, are highly ranked in major global ranking systems, and a broad variety of research subjects in the Netherlands enjoy an extremely high reputation worldwide. According to Academic Transfer, several science disciplines in the Netherlands', such as the food sector, water management, (industrial)

design and engineering are ranked among the top in the world. And PhD candidates are treated differently compared to other countries; they are not perceived as students, but as employees. This status gives them another more evident and responsible role within their university department (Academic Transfer, 2016). However, according to Beerkens (2017), this situation is changing now. Because many international PhDs are in a PhD program in Dutch universities but are funded by scholarships from their home governments. They do not have employee status. The same goes for the part-time PhD candidates that conduct PhD research next to their regular jobs.

Another important factor is that the Netherlands has provided more and more English-taught programs in recent years, seeking to foster graduates equipped with international perspectives, knowledge, skills, and competencies. As indicated in Figure 11, the percentage of English-taught Master-level programs in research universities increased form 64% in 2009 to 80% in 2013, and the percentage of English-taught Bachelor-level programs increased from 7% to 24% in the same period. In universities of applied sciences, from 2012 to 2013, the percentage of its English-taught Bachelor-level programs grew from 13% to 15%. Furthermore, the interviews with two key persons from VSNU also show that, by 2015, approximately 80% of Master's level courses are taught in English, and although only about 27% of their Bachelor-level programs are delivered in English, they are considering providing almost all courses in English. Rapidly stressing the importance of English-taught programs can also be considered an enormous attraction for both international students and faculty members



Source: VSNU (2014). Internationalisation Vision.
http://www.vsnu.nl/en_GB/f_c_internationaal_wp.html

Figure 11. English-taught study Bachelor's and Master's Programs

An interviewee at Leiden University who is in charge of internationalization summarized why his university has made efforts to recruit international faculty members.

"As a highly internalized university, the most important and fundamental policy here is to recruit the best talents or faculty members from the world. The only criterion is academic performance no matter what his or her nationality is. There are other important drivers for a rapid expansion in numbers of inwards international academic staff. For example, European research policies and research funding has had both a direct and an indirect effect on the attraction of foreign staff, mainly European. Moreover, the fact that many foreign PhD students receive scholarships (e.g. CSC/China and other scholarship schemes) has brought many foreign PhDs to the Netherlands."

Concerning the recruitment of international faculty members, a professor from the University of Amsterdam said below:

"All of our academic positions are open internationally. Dutch universities encourage faculty members to publish internationally. So it is good for international faculty member to work here, too."

And lastly, the two interviewees from the VSNU mentioned one of reasons why Dutch universities want to recruit international faculty members and how they do so.

"As a small country, we always depend on international relations with other European countries, there is no exception for higher education. Although they are more concerned with attracting PhD students and postdoctoral students from other countries, academic transfer even send out staff to universities in other European countries to Boston and Beijing to recruit faculty members."

Concluding remarks

This study has shown that there has been for the last several decades a steady expansion in the number of international faculty members in Dutch universities. This increase in international faulty members is apparent in almost all types or academic ranks, especially the rise in both numbers and proportion of PhD students is substantial and obvious. Furthermore, compared with many other European countries such as France, Germany and non-English-speaking countries such as Japan, China, and Korea, the Netherlands has not only made significant efforts in developing and offering English-taught programs, but also achieved much progress in attracting international faculty members to its higher education. In a major sense, Dutch higher education and its composition of faculty members have been more international and its academic labor market has become more open to the world as well.

By region and country of origin and academic rank or status, it is true that clear differences can be identified between international faculty members from EU/EEA and those from outside EU/EEA. As discussed earlier, the number and proportion of international faculty members from EU/EEA, especially Germany have accounted for the largest portion of the total international faculty members, and there are more percentages of international faculty members who professors, associate professors,

and lecturers from EU/EEA. However, the data also indicates that there has also been a rapid growth in Chinese faculty members. With a continuous increase in postgraduate and doctoral students from China in the Netherlands and other European continental countries, one can assume that there will be more international faculty members coming from China in the future.

Rationales for this growth are concerned with diverse factors at different dimensions. It goes without saying that the long-standing EU policy of internationalization of higher education and the Bologna process, as well as the acceptance of the concept of European citizen in EU/EEA have greatly contributed to the formation of a favorable academic labor market and the mobility of students, researchers, and faculty members at a reginal level. The expansion of international faculty members in the Netherlands has naturally benefitted from these policies and the establishment of the European dimension of higher education. The emphasis by the Dutch government on the importance of attracting top talents worldwide and linking it with building a society with innovation and global competiveness has had a profound impact on the expansion of international faculty members. This national-level ambition and vision, together with the national policy of immigration, academic freedom and autonomy, as well as an eagerness to increase the number of universities with international reputations have all driven the rapid attraction of international faculty members to Dutch universities.

Implications for research include the necessity of examining the correlation or connection between changes in incoming international students and incoming international faculty members to the Netherlands. For example, through what routes are international faculty members recruited and employed in Dutch universities? Roughly how many incoming international students become faculty members who are employed by Dutch universities? What factors have affected their decision to work in Dutch universities? Moreover, are there any differences in academic productivity, teaching, or social services between Dutch faculty members and international ones? If so, what accounts for the differences? What specific role or roles do international faculty members play in their affiliations or in Dutch society? How much does this contribute to the realization of various ambitions and vision of the Dutch government and individual universities? Implications for policy and practice perhaps are more concerned with the following issues: how significantly the Dutch way of attracting international faculty members can be applied to other non-English-speaking countries? What can be learned from the Dutch policy and practice of accepting international faculty members to its universities? And to what extent should international faculty members be encouraged to come work a tone's national higher education system? In what sector, at what level and in what disciplines? Should the large size of an academic system like China or Japan also employ more and more international faculty members similar to what is being done in the Netherlands? Should society at large become more internationalized or English-oriented in all its aspects in order to accommodate international faculty members?

Acknowledgement

This study is part of research project, titled 'A Study of Foreign Academics Recruitment in the International and Comparative Perspectives' (Code of research project: 15H05200). It is funded by the Grants-in-Aid for Scientific Research from Japan Society for the Promotion of Science.

References

Academic Transfer (2016). *Why choose the Netherlands?* Retrieved from https://www.academictransfer.com/coming-to-the-netherlands/

Altbach, P.G. (2013) Brain drain or brain exchange: developing country implications. *International Higher Education, 72*, 2–4.

Beerkens, E. (2017). E-mail conversations with Beerkens about drivers for the growth of international doctoral and academics in early February 2017.

De Goede, M., Belder, R., & De Jonge, J. (2013). *Academic Careers in the Netherlands 2013*. Facts & Figures 7. The Hague: Rathenau Instituut. P.2.

De Jonge, J (2017). E-mail conversation with Jos de Jonge in January 2017.

European Commission (2013). DG Research and Innovation. Researchers' Report 2013. Final Report. Brussels: European Commission.

EU (2015). *European Education Directory*. Retrieved from http://www.euroeducation.net/prof/netherco.htm

Huisman, J.,& van der Wende, M.C. (Eds.) (2004). On cooperation and competition. National and European policies for internationalisation of higher education. ACA Papers on International Cooperation (Bonn: Lemmens).

Koier, E., Scholten, W. & Horlings, E. (2016). Internationale mobiliteit van onderzoekers. Presentation made in Den Haag on 1-9-2016 (unpublished presentation slides).

Nuffic (2015). Online information at www.studyfinder.nl

Nuffic (2016a). *Dutch education system*. Retrieved from https://www.epnuffic.nl/en/study-and-work-in-holland/dutch-education-system

Nuffic (2016b). *Study Finder*. Retrieved from www.studyfinder.nl

OECD (2016). Education at a Glance 2016. Retrieved from http://www.oecd.org/edu/education-at-a-glance-19991487.htm

VSNU (2014). *Internationalisation Vision*. Published by VSNU. P. 39. Retrieved from http://www.vsnu.nl/en_GB/f_c_internationaal_wp.html

VSNU (2016). *Higher education system in the Netherlands*. Retrieved from http://www.vsnu.nl/university-system-en.html

Wittenborg University (2015). *About Wittenborg University*. Retrieved from http://www.wittenborg.eu/welcome-wittenborg.htm.

Wittenborg University Press (2014). *Dutch universities are getting increasingly more international with their staff*. Retrieved from http://www.wittenborg.eu/dutch-universities-are-getting-increasingly-more-international-their-staff.htm