INTERNALIZATION OF THE UNIVERSITY IN THE LIGHT OF THE RELATIONSHIP BETWEEN ACADEMIC TEACHERS AND STUDENTS: A CASE STUDY OF THE JAGIELLONIAN UNIVERSITY

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Abstract

The aim of this study is to identify the changes brought about by the transformation of the University's structure at the level of academic teacher-student relations. The starting point for the research reported here is the assumption that the coherence and stability of a University structure conducive to internationalization depends on the recognition of the value system that forms the content of the University. The smallest unit of research is the arrangement of two elements: the lecturer (academic teacher) and the student. This arrangement is multiplied. The aim of the study is to identify the dominant type of relationship of these two elements. The research hypothesis is that relationships constitute a certain type of content, which influences the structure. Consequently, content is an important factor in the success or failure of the internationalization process.

The research material consists of data collected through semi-structured interviews. Content analysis was used to examine the data. Relational analysis was chosen to analyse the relationships between student and teacher*.*

Final conclusions were drawn from a compilation of data obtained from students and contrasted with the data obtained from the teachers. Firstly, relationships are hierarchical, shaped by University tradition, age and knowledge difference. Secondly, there is a discrepancy in the semantics of the word authority: for the students it means a high, overawing degree of the teacher's knowledge; for the teacher - being a personal role model. At the lexical level, to the greatest extent mutual relationships are shaped by the words student-teacher; mentor-mentee. Thirdly, the values that shape the reciprocal relationship are kindness and fairness.

Internationalization is assessed negatively from the perspective of disrupting the hierarchical order, giving the University's structure stability and the members of the academic community unquestionable knowledge of their rights and responsibilities.

Keywords: *University, internationalization, communication, education, values, Poland*

1. INTRODUCTION

1.1. Internationalization: definition, phenomenon and process

Internationalization is a concept with blurred boundaries and needs to be clarified every time it is to be used as a theoretical foundation for research (Stein, Andreotti, Bruce, & Susa 2016; Knight, 2014; Melin 1992). Defined as the 'process of integrating an international, intercultural, or global dimensions into the purpose, functions or delivery of post-secondary education' (Knight 2003), over time it has become a 'catch-all phrase used to describe anything and everything remotely linked to the global, intercultural or international dimensions of higher education and is thus losing its way' (Knight 2014, p. 76). Leading higher education professional bodies, the Association of International Educators (NAFSA), the International Association of Universities and the European Association of International Education agree that internationalization includes: 'international students, student and scholarly mobility, research partnerships and curricular reforms' (Buckner&Stein 2020). They are institutional manifestations of what lies at the heart of internationalization as a process aimed at levelling the playing field for different actors of the education order at a global level (Madge, Raghuram&Noxolo 2015).

In the Polish educational system, the concept of internationalization and the phenomena it encompasses has become widespread as a result of the 2018 higher education reform and the implementation of the

Excellence Initiative of Research University (*Constitution for Science 2018; 'Excellence Initiative' Programme 2018*). The priority of the Programme is to 'identify and support Universities that will strive to achieve the status of a Research University, and will be able to compete effectively with the best academic centres in Europe and the world'. The aim is not just structural change, but a change in thinking about research activity in terms of the values it brings to the non-university environment (Woźnicki 2014). These values are expressed both in concrete numbers and as intangible added value to the development of business or societies. In the summary of the IDUB UJ: EI 4 UJ – Sustainable University project (*Streszczenie Programu*), internationalization is treated as one of the four pillars of the University alongside innovation, interdisciplinarity and integrity. It is defined 'qualitatively rather than quantitatively. The essence of internationalization is the creation of strategic partnerships with leading foreign research institutions, which will facilitate the creation of a space for joint activities in all dimensions of the University's mission' (*Streszczenie Programu*). One of the strategic objectives is 'increasing the impact of the University's scientific activity on the development of global science', and among the tools for achieving this are 'developing human capital and increasing its use, expanding the research ecosystem, increasing the effectiveness in attracting international funding for research, increasing the openness of research and accessibility of its results, as well as the level of innovation and the interdisciplinarity of research and integration of the University's mission' (*Streszczenie Programu*). Detailed steps towards the internationalization of the Jagiellonian University are contained in its *Strategy until 2030* (p. 14–15).

In the Polish academic discourse, the internationalization process is questioned from the point of view of protecting the nation's cultural identity: 'We consider as misleading the expectation of the legislator that publishing in a foreign language is more valuable (higher scoring) than in the mother tongue. We draw attention to the possible consequences of such an approach, primarily the disappearance of the linguistic tradition, as well as the exclusion of various audiences from academic and scientific communication' (Kromolicka, p. 85, Potulicka, p. 48, Suspitsyna 2015). Also raised is the argument that the recipients of the results of scientific output are local communities whose income level will exclude them from accessing the content of foreign journals (Kromolicka, p. 85). Granting a leading role to foreign journals entails a change in axiology: science begins to play a servile role and the social mission of the University is marginalized: 'The marginalization of Polish scientific journals undermines good academic practice and reduces science to a subservient role to indexing in foreign databases. This contradicts the principle of the freedom of disinterested scientific research and the overriding subservient role to society inherent in the University's mission' (Kromolicka, p. 86).

1.2. Assumptions

Internationalization involves two types of processes. The former is those related to structure, while the latter those related to content. The transformation of structure is a controllable process. It can be studied using quantitative methods. Moreover, by verifying the sustainability and internal consistency of structure, it is possible to infer the success or failure of the internationalization process as an entirety of various phenomena. Content transformation, in turn, is a poorly controllable process. Content is generated by ideas and values whose lexical representations change their semantic scope as a result of interactions (Andreotti 2007). The communication of members of the academic community, be it at the local national or international level, intensifies the dynamics of content transformation (Suspitsyna 2015). As regards the interdependence of structure and content, the former can be influenced, while the latter is subject to the creation of internationalization strategies and their implementation. Lack of expected results of internationalization activities is due to the failure to recognize the semantics of the most important content elements as it is the content, functioning as ideas expressed through specific words, that creates the system. Recognizing its specificity makes it possible to forecast to what extent the transformation of the University's structure will be successful so that it supports the processes of internationalization.

In summary, it is possible to build a model for the internationalization of the University and to study the transformation of its structure. It is impossible, however, to study the internationalization process in real time, as the process is too dynamic and complex. The coherence and stability of a University structure conducive to internationalization depends on the recognition of the value system that forms the content

of the University. The smallest unit of research is the arrangement of two elements: the academic teacher and the student, which is multiplied. The aim of the study is to identify the dominant type of relationship. The research hypothesis is that relationships constitute a certain type of content, which influences the structure. Consequently, it is an important factor in the success or failure of the internationalization process.

1.3. Motivations

The rationale for the research is the observation of a clash between the striving for efficiency and effectiveness of research and teaching work on the one hand, and the comprehensive and the inherently uncontrollable process of manifesting the creative potential of the academic and researcher. The process of internationalization faces obstacles in the form of a poorly developed networking capacity, insufficient visibility of Polish researchers in the international arena, as well as low rates of citability and presence in international databases. The requirement for parameterization is also questioned, the reason for which is the understanding of the creative process as something spontaneous that happens naturally, and an emphasis on relationship-building rather than research results. The consequence is seeing the overall wellbeing of the researcher as a priority at the expense of efficiency. Relationality stems from mentality shaping the organizational culture of Polish universities, especially those with an established tradition, such as Jagiellonian University, while the components of the ethos indicate the values that manifest themselves in relationality. The value expressed as the 'freedom of science – the freedom of scholars' (*Akademicki Kodeks Wartości* 2003) supports the aspiration to preserve the status quo at the level of the individual researcher. Consequently, it creates a certain type of relationship with colleagues and students. Their institutionalization in the form of structures supporting internationalization can only be effective to a certain extent.

1.4. Timeliness of the research work

The timeliness of the research is due to the transformation of Polish universities towards their internationalization. The term includes students on the one hand and researchers on the other. In the case of the former, the tools of internationalization are study programmes in foreign languages (mainly English), joint teaching projects (summer and winter schools) and student exchange schemes. Academic teachers implement the internationalization process by disseminating results of their research: through publication in international journals, participation in conferences, guest lectures, study visits and internships. An important part of this is also participation in the work of international research teams. The above-mentioned manifestations and tools of internationalization require not only a high degree of professionalism, but also knowledge of the preferred type of relationship.

2. MATERIALS AND METHODS

2.1. Data collection

The data were collected by means of semi-structured interviews. This is a specific form of conversation, where knowledge is created through interaction between the interviewer and the respondent (Kvale 2010). Furthermore, according to the interpretive paradigm, knowledge is the result of multiple 'truths' emerging from the narratives of individuals situated in the same context (Holmes 2015). The context in this case is formed by the Jagiellonian University as an academic community. Founded in 1364, it is the oldest university in Poland. In the view of respondents this fact makes it both a guardian of tradition and an initiator of change. Interviews were conducted with 26 teachers and 30 students. The main research question was formulated as 'University ethos: what is it and what values are associated with it?', then the conversation was steered towards interpersonal relations in the University space. Respondents were randomly selected and asked to be interviewed via an email invitation sent by the official university mail service. The response to the invitation was at the level of 15% of the e-mails sent. Already at the invitation stage, the respondents were informed about the purpose of the study, its anonymity and the research method. The inviter's aim was to build a positive relationship and inspire trust. For this reason, interviews with teachers were conducted by a fellow teacher, while those with students by fellow

students employed by the project. The interviews were conducted online and recorded on an external medium - a dictaphone.

Respondents exhibited a number of characteristics that facilitated data collection: they were curious about the topic, saw it as an opportunity to express themselves, they wanted to help the researcher as someone belonging to the same academic community. In a few cases, some hindering factors were observed: fear of 'consequences', and this despite assurances that the data would be anonymized; feeling embarrassed by the new situation - giving the interview, the vagueness of the semantics of the ethos - especially in the case of students. Once the set of interviews was complete, they were transcribed. Already at this stage, excerpts were selected pertinent to the research topic. Others, resulting from the nature of the data collection method, unrelated to the topic, were ignored. In the course of their elaboration, they were anonymised by removing first names, surnames and other names, and labelled with symbols: from T1 to T26 for the interviews obtained from teachers, and S1 to S30 for ones given by students.

2.2 Data analysis

The content analysis method was used to examine the data (Ethnography, Observational Research, and Narrative Inquiry 1994-2012, Berelson 1952). Relational analysis was chosen to explore the relationship between *student** and *teacher**. The texts of the interviews were coded for the existence of those concepts. The MAXQDA program was used for qualitative analysis. The first step consisted of coding the texts for the existence of the words *student** and *teacher**, under the assumption that they did not have one inherent meaning and their meaning was produced by the relationship between the concepts. As the next step, proximity analysis was applied involving the evaluation of the co-occurrence of explicit concepts in the text. A concept matrix was created including words that describe the relationship between *student** and *teacher**. An analysis of the relationship between concepts was made in terms of: strength of relationship (distant or close), sign of relationship (positive *versus* negative). The following research question was formulated: 'What words are used to describe student-teacher relationships in the space of the Jagiellonian University?' The aim of the study was to identify the values shaping the teacher-student relation and to determine their importance in the internationalization process in terms of their dominant orientation - towards the tradition of the University or towards innovation.

3. RESULTS

3.1. Analysis of the students' perspective

Students at the Jagiellonian University rate the teacher-student relationship positively, considering elements such as: 1. the treatment of students during classes, 2. the sensitivity to student needs, 3. the manner in which knowledge is imparted. The most frequently cited values are fairness: 'when the teacher has a different attitude towards me than the other students, I feel bad thinking of them' (S1), kindness and sensitivity to the needs of the student. 'I understand ethos as a form of relationship based on kindness and help' (S1), 'kindness and willingness to help can be seen when the teacher adapts his/her lecture to the students, who may be having some difficult experiences, and, for example, includes trigger-warning' (S7), 'an aspect of thinking about how students might feel and just being kind to people who might have had some difficult experiences' (S1).

Also noticeable is the need for emotional distance between teachers and students. This is evident in the preferred forms of address in correspondence: 'Dear Professor/Doctor/Madam' instead of 'Good morning/afternoon/evening' or 'Hello' and the channels of communication (the university mail service rather than social media): 'I feel quite uncomfortable feel when my tutor writes to me on Facebook, even though this is the accepted form of communication' (S1).

The teacher is perceived as a person who enjoys authority. It stems from the academic path followed, research experience backed up by titles: 'all these titles, they evoke a certain authority' (S1), and from the age difference: 'the difference in age, the difference in experience, well that evokes some authority, at least with me. I get very uncomfortable when a teacher tries to have a more informal relationship with me' (S1). The authority of the teacher is also associated with knowledge and science as such: 'We should

look at professors and the postdoctoral fellows a little bit as someone more experienced, a more knowledgeable authority and it is as an authority who does everything for the good of science' (S7), 'I don't hide the fact that I would like to follow at least partly in his footsteps and also take up a scientific career. It would be great if I achieved this under his wing' (S7). In several cases, the perception of the teacher as the one with the knowledge caused the student to feel overawed and increase the distance, and at the same time - a desire to experience kindness, not expressed explicitly: 'I admire the knowledge of many professors and I really like that they are so multifaceted. It would be nice if also the professor and the student had such a relationship that is not so rigid. In the sense that student is not afraid to ask the professor something, because he will think the professor will treat him badly and then be him because the student does not know something' (S8).

Among the words used to describe the relationship, there appear *teacher*, *authority* and *mentor*: 'Relationships of mentoring type, that is, a situation in which the professor is a kind of guide providing advice in the career of the student, tries to guide and lead him/her, and generally supervises the student's development' (S7), 'So far, he has already helped me to develop more than once, because he is my tutor, i.e. under his wings I write my annual dissertations and I arrange my timetable, so I would say I have a typical mentoring relationship' (S7), 'Professor is just such a bit of a guide, always available by email, offering extra hours to explain, help and maybe elaborate on some topic tackled (S7), 'It is important for the student to broaden his/her knowledge thanks to the professor and to learn about other things that can change his/her worldview, but in such a natural and non-imposed way' (S8).

The words cited indicate a great emotional distance and the need for such detachment as ensuring a sense of security in the learning process: 'he or she has the knowledge and knows how to guide me'.

Informal relationships are also recognized, but they are not preferred and exist on the sly, as if: 'even if one has a super relationship with a professor, because it also happens that students and professors go out for a beer together, the University is always at the centre. Everything will come back to learning, to mentoring, to the academic career of that professor or to the future academic career of the students' (S7). Several statements confirm that the teacher-student relationship is shaped within the idea of the University: 'The professor-student relationship is actually one that revolves around the latter's study' (S9), with liking or antipathy irrelevant. The relationship may evolve when the student no longer attends lectures of a particular person: 'While studying, yes, it is useful to maintain these relationships based on the University and learning. And when one finishes a university term or course, then some more private issues may be included in this student-professor relationship, especially if you liked that professor' (S10).

Students perceive the teacher-student relationship as hierarchical. One's place in the hierarchy is determined by the degree of knowledge, experience and age. It results in both such terms as *authority*, *mentor* and *teacher*, and such expectations as guidance, kindness expressed in encouragement to ask questions and seek knowledge, and fair treatment. The type of the recognized relationship is something existing in fact. It places teachers more in the role of depositories of knowledge than life guides on the path towards personal development seen as a totality of one's qualities.

In the statements recorded, there were no references indicating teachers' relationships with the social or business environment. Nor were any statements identified suggesting that from the relationship with the teacher the student derived practical knowledge of the contemporary world or the direction in which the University was heading.

3.2. Analysis of the teachers' perspectives

In the teachers' statements, the word *student* appears both in relation to their own experience of their being a student and to the current teaching process. For the purposes of analysis, the latter aspect of the teacher-student relationship was chosen. However, there is no doubt that the relationships that teachers form or would like to form with their students are to a large extent the result of their own experiences when they were students themselves. This is most evident in the case of the word *authority* understood as humility, respect for the University's traditions and hierarchy: 'Students have lost, in my opinion, their sense of authority. They develop their own hierarchy of values and judge their capabilities according to their own criteria. I never did that. The criteria for me have always been external. I tried to

see these values in my teachers, for example, in my thesis advisers, in my masters, of whom I have had several during my career. And this change makes me very sad because it has unravelled a certain system that I had encoded in myself' (T19).

Among the values, 'fairness' appears: 'I have this in front of me as a slogan – fairness, i.e. equal treatment of all students' (T3); 'kindness': 'a certain element of kindness should be included here, and there is no shadow of a doubt that this should be the case, but still maintaining a certain distance, certain proportions in these relations' (T5), 'one of the qualities that should characterize an academic teacher is kindness' (T7), and 'respect': 'I approach students, of course, with great respect and detachment' (T8).

In many cases, the relationality of the teacher's work and the fact that its essence is not contained in the transmission of expert knowledge, but of attitudes and values were emphasized: 'there are so many fantastically recorded lectures of everything we teach in the world, that even if someone were to cancel all those lectures there, the students will not lose out. But non-technical skills, teaching attitudes, giving students a way of thinking - that seems to me a much more important task'. (T1) Almost half of the respondents suggested that the most desirable type of relationship would be 'student-master'. Equally often expressed was the opinion that the teacher-student relationship should be based on a clear assignment of responsibilities.

Teachers rarely see themselves as an authority for students through the prism of the knowledge they impart. Setting high standards for themselves, they are disappointed by the low expectations from the students: 'Sometimes I get the feeling that the students are clipping my wings, that is, they are not giving me any signals to raise my standards. On the contrary, they let me know that I should lower my standards. And this is a very sad thing for me in this whole process, because I have always thought of the University as a place where you raise the bar every time' (T20). There emerges a shift towards a more accommodating style: 'I am going to do what the students are able to accept. This is not a cool change' (T26). The interviewees appreciate the shift towards treating the student as a subject in the education process, but regret the lowering of educational standards: 'Students are also more open towards academic staff. They are more willing to communicate certain things that we did not communicate in the past. And this really improves working with the student. I do not see any contradiction here between being more open to the student and demanding of them. It seems to me that these changes have gone in parallel: along with the openness of the student there has been a lowering of the level of teaching' (T21).

The inappropriateness of the relationship in terms of lowering the standards of knowledge transfer and expectations of students is not the only consequence of the change in the teacher-student relationship. Another consists in the loss of awareness of one's place in the University's hierarchy, which should be a stable reference system: 'Sometimes I had the impression of almost sucking up to the students. I do not do it and I have always had a big problem with it - that staff suck up to students. I find this relationship completely absurd' (T19).

Among the words used to describe the teacher-student relationship, the most frequent are *mentee* and *student*. The word *mentor* rarely appears to describe the relationship with the student, although it did occur frequently in recollections of one's own career and its beginnings.

The forms and ways of communication indicate some distance: 'It just cannot be that a student's email message to me, the professor, starts with "Hello", or "Please do this or that". These are forms that are unacceptable' (T2), 'It is simply about showing a certain respect, but not for this particular person, but through that person to the institution of the University as a collective body'. (T3), 'But we also teach good manners, so I always try when a student writes to me "Hello" or writes "Good morning, Doctor", at best, but often with no any title at all, well I try to point out very politely that there are some customary rules. Not that I feel offended, only that there are certain academic customs which nevertheless require the observance of certain procedures' (T7).

Factors that build distance are age: 'When a person is doing a PhD and working at the University, they start to work, and the age difference with the students is not that big yet, the relationship is a bit different' (T15), the awareness that most students will leave the University after graduation: 'The distance in my case increases when it comes to students, especially when we talk about those who do not choose an

academic career and who I do not meet anymore' (T15). This last factor plays an inhibiting role for the teacher's personal involvement in the student development process. This distance is seemingly reduced by the use of students' names preceded by the form 'Dear': 'I call the person in question by naming him Jarek', to create the effect of a certain closeness. But not friendship or affection, no, I try to stay away from that as much as possible' (T3). This decreases also in the case of the youngest teachers: 'I share both my enthusiasm and my doubts (...) I have always asked myself what they do, what interests them, and what they write in their dissertations, what they deal with, I have tried to choose examples in such a way that they felt part of it' (T4).

The experience of working at universities in the West also conditions the relationship with students. In this context, the word *chumming* came up: 'As I have spent some time in countries where these relationships are much less hierarchical, in the United States and so on, I think I approach this with a little less distance. It is absolutely fine to have some sort of chumming up with students, as long as it does not hamper the relationship, of course, so it requires a certain maturity on both sides, also on the part of the students' (T1). The type of relationship referred to as chumming needs to be defined, its boundaries drawn: 'there have certainly been cases, here too, when a mistake was made somewhere, and the boundaries were not set properly, which caused either the student to feel somehow worse in this relationship, or me' (T1). For most teachers, chumming in any form is not appreciated: 'going friendly with students, is not advisable, I think' (T9). Getting onto first-name terms appeared in a similar context: working abroad and assimilating new cultural patterns of communication – 'I do not remember it being a particular moment. He had this style. He spent years abroad, he was a visiting professor at universities in the West for many years, and he had learnt that style there too, so there was no problem. But it was probably just with him' (T13).

Transcending the hierarchical relationship requires long-term contact. Academics signalled this problem as a consequence of the shortened course cycle, changes of teachers each term and the online mode of teaching as a consequence of the COVID-19 pandemic. Lecture coverage and accessibility for students was much greater, but relationship building suffered. 'The fact that we have these remote sessions has also caused us to become very distant from one another' (T12).

4. CONCLUSIONS

The teacher-student relationship is evolving with the changing context. According to declarations, the most desirable relationship is an 'equal one, but with a clear assignment of the rights and responsibilities of each party'. If one treats the 'teacher-student' as a sub-system communicating through a specific type of relationship, the main system will be the Jagiellonian University, while the supra-system - the Polish higher education system, together with changes imposed by legal regulations. Based on the results of the research conducted a set of common communication patterns was observed between elements of the student-teacher sub-system. These include hierarchy and distance expressed in the forms and ways of communication: the vast majority of respondents preferred official forms (Mr/Mrs, Dear Professor/Dear Doctor, etc.) and channels (the university mail service) of communication. The common set also includes the space of communication: the University. The values present in the common set are kindness and fairness.

A divergence was observed in the semantics of the word *authority*: students associate the authority of teachers mainly with their knowledge rather than personal leadership. In the case of teachers, this relationship is the opposite. A similar discrepancy exists in the meaning of *hierarchy*: for students it is the result of differences in knowledge, while for teachers a result of attachment to tradition.

An additional factor creating distance is age: from the perspective of both students and teachers, the greater the age difference, the greater the detachment. The experience of working at universities in the West results in a reduction of that distance, but in this case both students and teachers signalled the need to define boundaries/rules of communication.

A positive attitude to tradition as a factor stabilizing relationships is evident in the statements made by the teachers. A sentiment towards times gone by is noticeable: 'Today, there are no longer such

authorities as in the past' (T25), 'Studying at the University has become massified, which translates into the level' (T12), 'It used to be that when a student entered a professor's office it was like entering a temple, whereas today he or she grabs the door handle without even waiting for a 'Come in' (T14). In the case of students, the semantics of 'tradition' is unrecognized. Nevertheless, it can be inferred from their statements that they seek guidance and are willing to trust the teachers as guides in the educational process and, in a non-intrusive way, as advisers in the questions of academic development. The lack of self-criticism on the part of the students in terms of a realistic assessment of their own abilities is also a challenge for the internationalization process. It then turns into a question of how to manage a young person's potential so as not to extinguish his or her enthusiasm, but at the same time without destroying the University's structure based on persistent work and the pursuit of truth, which requires a critical approach, knowledge of the legacy of one's predecessors and humility in research work. In this perspective, the teacher-student relationship is a fundamental element of transformation in the process of internationalization. The leading factor should be the teacher setting the standards of communication with the student. In the case of the Jagiellonian University, by remaining a member of the academic community he or she is part of a centuries-old tradition. The student, entering the educational space of the University, in most cases for a relatively short period, is the element drawing on tradition. The results of the research work reported here suggest that such a willingness to draw on the wealth found is, as confirmed by the students' words about the teacher as an authority. Thus, patterns of internationalization should not come from outside. The starting point for change should be analysing the type of the teacher-student relationship and building the University's relevance in the international arena precisely on the basis of the type of the existing relationship.

If internationalization is judged negatively, it is because it disrupts relationships at the most basic level, i.e. between academic teachers and students. This thought was expressed by one interviewee: 'I think, and this saddens me the most, that the University is no longer some kind of reference point. Especially after Bologna, the transition from five to three and to two, it has absolutely shaken my value system. I was adapted to the five-year education system. This transition even disturbed my ability to assess students. I mean, I do not quite know whether a student who raises some hopes in their second or third year, whether something will come of him or her in the fourth and fifth year. And whether he or she will study with us' (T19).

High standards in the learning process require a clear recognition of one's place in the hierarchy and the associated rights and responsibilities. Emphasizing the importance of polite phrases and accepted forms of communication is not just an attempt to stop the process of change. It has a profound sense of providing a stable foundation for change. The internationalization of teaching includes not only syllabuses, but also the transmission of cultural values to representatives of other cultures. The internationalization of research is similarly conditioned. Contacts between academics and members of research teams are interactions of bearers of different national cultures.

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