

The essence of the quality of international programs is

“Partnership”

An English summary of the book “Internationale Partnerschaften an der Johannes Kepler Universität” by Gerhard Reber

A social and economic partnership between capital and labor after World War II was essential for the recovery of Austria. Since 1951, the city of Linz and the state of Upper Austria tried to establish a University in Linz. In 1966 the Federal Government granted the two partners, the state of Upper Austria and the city of Linz, the permission to found a University with a focus on Social Sciences and Business. The intention was, however, to add Faculties of Law and Natural and Technical Sciences at a later stage. This plan materialized in 1975 and the institution was then given the name “Johannes Kepler University”. This was done in honor to the possibly most famous citizen of Linz, who lived there for 14 years between 1612 and 1626, during very turbulent times when Europe was destroyed in the name of Christianity.

Four years ago, in 2012, a Medical Faculty was established at Johannes Kepler University and is currently under construction. My book about international cooperation is written from the perspective of the Faculty of Social Sciences, Economics and Business.

(1.1) (Numbers correspond to chapters in the book)

When the JKU was founded, a language program was neglected. Nevertheless, some language courses for Austrian and foreign students were offered. In 1983, a new federal law required the curriculum of social and economic/management studies to include foreign languages.

Around ten years later, a program of the European Union under the name of “ERASMUS” provided financial incentives and scholarships, and thus enabled universities to build partnerships with the purpose of increasing the mobility of students. This happened before Austria became a member of the European Union (EU). The EU initiative stimulated the JKU to found the “Blue Danube Network” with 15 European partners. Over a short period of time, JKU incrementally enlarged the number of partners to more than 40. Within the university, the program prompted the administration to establish an international office and to upgrade the Language Center to a Language Institute. From the beginning, the ERASMUS program at JKU proved to be very successful: the number of exchange students “exploded” (from 13 incoming and 17 outgoing students in 1992/93 to 49 incoming and 80 outgoing students in 94/95). In 1996, the EU decided to stop funding ERASMUS networks and moved to a second stage of ERASMUS called SOCRATES. Nevertheless, most of the original Blue Danube partners continued their cooperation with JKU. Some are still active today.

(3.1) The next step took us across the Atlantic, based on a private initiative by Professor Merklein from the University of Dallas, who had a German background. He visited the JKU and our negotiations ended with an invitation extended to Austrian students after their Magister Degree to study for one year in the University of Dallas MBA program, with an option to earn an MBA degree. The first two students used this opportunity in the year 1974/75. All the students from Linz got a travel grant from the Fulbright Commission in Vienna and were also able to earn a small income as assistants of Professor Merklein to cover their costs of living.

In 1978, I was invited to teach at the University of Dallas during the summer program. This gave me the opportunity to get to know faculty members and to observe the efforts of our students in the midst of their colleagues. Six JKU graduates earned their MBA Degree in Dallas between 1975 and 1980. During this period, I was not able to encourage students from Dallas to come to Linz. Unfortunately, the program ended abruptly when Professor Merklein left the university.

The Dallas program provided two important insights for future programs. (1) It showed that JKU students with a Magister degree fit well into the second year of a US MBA program. (2) Instead of a cooperation based solely on personal relationships, such a program would have to be embedded in an agreement on an institutional level.

(3.2) The next step started also with a private initiative. Professor Maximilian Aue from the Language Department at Emory University used to teach a summer program for their undergraduate students in Vienna. Professor Aue had grown up in Vienna in an Austrian/American family. One of the participants in this program was the daughter of a professor of Emory Business School. She was enthusiastic about Max Aue's program. As a result, her father recommended the Dean of the Business School to cooperate with a university in Austria. Dean Parks entrusted Professor Aue with finding an appropriate partner institution. He contacted me and signaled an interest in academic cooperation on behalf of the business school. I agreed and immediately got an invitation by Professor Brown Whittington to come to Atlanta. During this visit, I spoke about my experience with the University of Dallas and expressed my hope to establish a partnership agreement between our institutions on the MBA level. This idea was accepted, but when we started looking for an existing model for such an agreement, we could not find one. In order to find out what such an agreement needed to entail, we started a student exchange with two students, one from Linz (Hermann Hoppichler) and one from Emory (Jeff Larson). After more than a year, a friendship agreement was drafted by President Laney's office and signed in 1984 in Linz during a week's celebration, including invitations from the governor of Upper Austria, the Rektor of JKU, the mayor of Linz, and the presidents of the Chambers of Commerce and Labor, as well as other important supporters of the JKU. (See page 35 in the book for the text of the friendship agreement)

In the beginning, the number of Emory students in Linz was approximately equal to the number of JKU students in Atlanta, but relatively soon, an imbalance started to appear. Between 1981 and 2014, fifty-two graduates and eight undergraduates from Linz attended the Emory Business School (see page 40).

In order to come closer to a balance from 2001 onwards, a new exchange design was created. Emory undergraduate students could be attracted to Linz during their summer break, with an organized and paid internship, including free accommodation in the student residence (Raab Heim) and free German language classes during their stay (see pages 41 and 42).

Under the partnership agreements, faculty members from Emory and other North American Universities taught in Linz during the summer term. These interactions were very beneficial to the growing stability of the partnerships. The US colleagues received an income corresponding to what they would earn teaching in the summer programs of their home universities, and their additional costs were also covered. Most of them had a car at their disposal that they could use for traveling in Austria.

The agreement with the Joseph L. Rotman School of Management in Toronto also included an opportunity for “junior (post-doc) faculty members” to spend a year at the partner university. Three colleagues from JKU took advantage of this possibility.

This first agreement with Atlanta had a special significance for JKU because it became the prototype for similar agreements with the University of Victoria and the Management School of the University of Toronto (35), the Texas A&M University (18), the École des Hautes Études Commerciales (HEC) in Montreal, Ryerson University, Ivey School of Business Administration at the University of Western Ontario in London, Arizona State University, University of Cincinnati (6), Dillard University, Southeastern Louisiana University (7). (The numbers in the brackets show the JKU students who earned an MBA from the respective universities. In total, 140 students, including also students in undergraduate programs, were involved in these exchange programs.

(2) In 1987/88, after serving as a Dean at JKU, I spent a sabbatical year with my family at the Emory Business School. I got the opportunity to teach on all levels (bachelor, master, executive programs). I got to know many faculty members as well as the leaders of the school and could share the experience of the three students from Linz, who attended the MBA program at the time. The whole family enjoyed the year in Atlanta due to the tremendous support we got from faculty members and their families.

Back home, I was invited to a meeting with the CEO of the steel company (VOEST), Dr. Peter Strahammer, who asked me to start an executive program for JKU, which was to be sponsored by the members of the Austrian social partnership system. The quality was expected to compare to existing international programs. Both aspects – the fact that the program had to be “international” and that the social partners, i.e. private companies, both Chambers, the city of Linz and the state of Upper Austria, all supported the idea were an incentive for me to lead such a program. I accepted the offer and founded a special organization under the name “Linzer Internationale Management Akademie” (LIMAK) as an independent organization but in cooperation with the JKU. LIMAK was established based on the principles of the social partnership and headed by a president who was elected by the supporting bodies. LIMAK was run by an academic director, a top administrator, and some staff members. It was located in a historic castle, renovated by the city of Linz for that purpose. I asked the Emory Business School to be a partner of LIMAK based on the international friendship agreement with JKU. The Dean and the Vice Dean (Al Hartgraves) accepted the offer and a class was created to test the cooperation. All members of the founding organizations sent at least one participant into the program. They spent four weeks in the US, three in Atlanta and one in Washington D.C. and New York. The first responsible leader at Emory was Jeff Rosensweig. This first program was a great success. From that time, the Emory Business program became a corner stone for LIMAK and reduced the imbalance of our cooperation with Emory on the student level.

After this positive start, a full two-year executive program was to be developed for LIMAK. The idea to include participants from partner universities came up. I presented it to the Dean of the Emory Business School, but he did not want to involve the executive program of his faculty. Nevertheless, the four-week summer program for LIMAK in the USA continued.

In an attempt to find a North American partner who might consider including members of the executive program of his school, I approached Dean Roger Wolff of the Business School of the University of Toronto. He had always supported the student MBA program and welcomed a joint executive program with an additional institution in Germany – the “Universitätsseminar der Deutschen Wirtschaft” (USW). Roger asked me to design a first draft for such a program. I did my best and presented the draft first to Al Hartgraves in

Atlanta to get his advice before traveling to Toronto. In Toronto, Professor Murray Bryant was responsible for the executive programs. He improved my draft, and the full program under the name of “General Management Program (GMP)” was taught as an MBA program in three locations: in Toronto, in a castle in the city of Gracht close to Cologne, as well as in Linz. The participating executives earned a Global Executive MBA (“GEMBA”) degree from the University of Toronto. (At that time, universities in Austria and Germany were legally not allowed to award the title MBA).

The first program started in 1994. It was a challenge for all participants. A dream had come true: the program was a balanced partnership. We even tried to involve a university from China, but were not successful - Chinese universities were willing to send teachers but not students.

(2.4/1) The “GEMBA” program flourished. In 1998, Roger Martin was appointed Dean of the Rotman School of Management. He came from the Monitor Group, a global management consulting firm. Initially, he was very positive about the student exchange program and even extended the agreement to undergraduate students. The GEMBA program also found his approval. However, he entrusted the administration of the executive programs of his faculty to newly hired managers from outside and appointed a new director from Switzerland, who had a PhD from the University of Konstanz. She seemed to be a very potent partner for the Austrian/German participants in the GEMBA program.

Unexpectedly, before the start of the 2003/2004 program, Dean Martin cancelled both the student and the executive programs without any prior warning. This was especially irritating for the executive program because the contract contained a three-year time termination clause. This time frame was necessary because it took one year to recruit participants, and two years to prepare them, including their stay at Emory.

Dean Martin explained that USW had become an unreliable partner because the director had informed him that after the reunification of Germany, the 68 German firms which owned USW, had decided to invest a hundred million DM to expand USW and create a leading private business school in the old/new capital of Germany, under the name “European School of Management and Technology” (ESMT) with an international faculty. Dean Martin was not sure that this dramatic step would be successful and therefore terminated the cooperation with ESMT. Against his judgment, the ESMT became the most successful private executive school in Germany with an international faculty.

During the discussion between the Rotman School and the USW, I got the hint that LIMAK as the founding institution of the triad could still count on a continued cooperation. However, this cooperation was also disrupted, and the Rotman School created a program called “OMNIUM” together with the business school in St. Gallen. For this program, the Rotman School charged the participants 85 000 Canadian dollars.

Even though I had been awarded an honorable doctor’s degree from the University of St. Gallen for my research in leadership in 1991 and had also taught several times in one of their executive programs, I was not approached when the OMNIUM program was established.

Our triad broke up due to Rotman’s strategy of trying to maximize their own advantage: a blatant example of the prisoner’s dilemma game. There is a saying in the German language that when a triad breaks up, the third partner is the one who ends up laughing (= the winner), but we became the “miserable third partner” instead.

The GEMBA program had 350 participants from Austria and about 200 participants from Canada and Germany between 1995 and 2004.

LIMAK had to find new partners for the exchange of students and the GEMBA program. Our hopes centered on the Ivey School of Business Administration in London, Ontario. This institution has accomplished a high reputation and follows the teaching tradition of Harvard: the case method is applied in all teaching programs. Ivey was not only located close to Toronto, but two important Toronto faculty members had changed to Ivey: Murray Bryant, the former head of the executive program in Toronto, who had integrated LIMAK into this program, and Basil Kalymon, who had taught Finance in the GEMBA program. Furthermore, two colleagues from the Texas A & M University had changed to Ivey: Gerry Keim and Amy Hillman.

(2/4.2) In 1990, a partnership agreement between JKU and Ivey School of Business was signed for the exchange of undergraduate and graduate students and the exchange of faculty members. This program became very active. In 1998, Ivey had also opened an institute in the Conference and Exhibition Center in Hong Kong – an ideal setting for our intentions to finally find a partner in China.

I visited London, Ontario, together with my successor at LIMAK. We were warmly welcomed and promised that a curriculum for the cooperation with LIMAK would be sent to us within four weeks. Instead of a curriculum, however, we got news of the faculty's decision against a cooperation on the executive level. Similar projects with Boston College and the City University of Hong Kong did not materialize.

In Linz, we extended the LIMAK program to courses in Brussels about the structure and activities of the European Union. Faculty members from London and Toronto, Professor Kalymon and Professor Michael Jalland taught in Linz in the GEMBA program. (The title was continued because finally, the Austrian law permitted its use for universities and private institutions.)

During all these frantic activities, a tragic event shook the inner structure of LIMAK. The CEO of Voest and founder of LIMAK, Dr. Peter Strahammer, who had finally stepped forward to take the job of president died in an accident. The vice president of the steel company became his successor but did not get the same respect as Strahammer. A dispute between the mayor of Linz and the governor of Upper Austria about the appointment of the new president of LIMAK could not be solved amicably. This created also conflicts involving the JKU. I was not asked to take an active role in the resolution of this conflict; my retirement was close and I could only recommend Prof. Mühlbacher as my successor. He knew the JKU very well because he had been an assistant professor in Linz. He had also taught at Emory for a year, and after his habilitation as a professor of Marketing, he was hired by the University of Innsbruck. He also taught every year in the GEMBA Program. The LIMAK Board and the Rektor of JKU did not accept this recommendation and I left LIMAK. After some time, a new president was appointed, the governor of the conservative party won in the dispute, the mayor of Linz from the social democratic side lost and terminated the cooperation of all "red institutions" with LIMAK. Consequently, the original idea of a balanced partnership in the Austrian tradition disintegrated.

The new president DDr. Werner Steinecker. MBA, a former participant of the GEMBA program, put all his efforts into the revival of the interaction and the former connections of LIMAK. However, the destructive situation in the board of LIMAK, the reorganization within the steel company, the exit of experienced teachers and the inertia of the JKU – several new faculty members were hired but had no obligation to become active in student exchange

programs and executive education and left the JKU very soon – all this resulted in LIMAK's fall into a deep "hole". Getting out of this "hole" was completely in the hands of the new president and later on in the hands of his successor, Dr. Franz Gasselsberger, also a former GEMBA student and new CEO of the Oberbank. Both were very engaged; LIMAK came out of the "hole" and was successful in finding alternative activities in the area of consulting and training. The JKU continued to provide degrees but did not provide any other form of support effectively. During this development, LIMAK lost all its international partnerships.

(3.3/4.2/3.5) The first contact I had with Gerald Daniel (Gerry) Keim happened in the context of the partnership agreement with Texas A & M University, when he served as Senior Fulbright Professor at the universities in Koblenz and Bonn (1991-91). The second cooperation immediately demonstrated his innovativeness when he organized a US stipend to create the first executive program at the University of Economics in Prague with colleagues from Texas A & M and myself. This program was the starting point of the executive center of the Prague University of Economics. Based on this introduction in 1994, his activities continued with teaching in Linz. His wife, Professor Amy J. Hillman, also taught in Linz. Gerry also contributed to the LIMAK program in Washington, where he taught the topic of government-business relations.

From 1999 to 2001, Professor Keim and Professor Hillman were employed at Ivey, but soon moved to ASU in Arizona. They traded cold for warm weather outside as well as in the business school. Both were very successful. In 2013, Amy became Dean of the Business School. Gerry served as Associate Dean for the MBA programs from 2004 to 2009, and since 2009, as Associate Dean for international programs.

Based on the closeness and innovativeness of these contacts it was a small wonder that in 2004 a partnership agreement for student exchanges with the JKU was signed and also – as a new pattern – this program was combined with the so-called "summer program" for executives from ASU. The agreement was renewed in 2006 and 2012. The summer program had to be handled by us in Linz, and one week was spent in Prague in cooperation with Professor Milan Maly from the University of Economics. The course was designed by Professor Keim. At home, he gave a theoretical overview explaining why doing business in other countries was different from doing business in one's own country. He also provided a description of the conditions in Austria and in the Czech Republic and defined the requirements and the grading system (class contributions, a report about the two countries presented after the arrival in Linz, and an individual report about a topic of special interest after returning home).

In Linz, we got excellent support from members of the Austrian "social and economic partnership", provided by the two Chambers, including a report about the Austrian health care system, which was of special interest to Americans. We organized company visits and took the students to culturally significant places, such as a Catholic monastery and the concentration camp in Mauthausen.

In Prague, Professor Maly organized visits at a brewery, a glass production company, the Volkswagen subsidiary Skoda and other companies. Sometimes, a presentation by the American trade ambassador in Prague was possible.

Every year, we had a good spirit in the class. Only two aspects were "challenging" for me: when Gerry did not come along, I was responsible for the administration of the ASU budget,

and many times the students complained about my grading when their grades were lower than expected.

For my efforts and the efforts of assistants from the Language Center or the Institute of Organizational Behavior no remuneration was paid. (The colleagues in Prague were paid.) The partnership agreement between ASU and JKU, even though stipulating “reciprocity”, clearly favored our students. The text of the agreement defined that (a) one ASU student semester equals one JKU student semester, b) two ASU MBA summer students equal one JKU student semester.

After 2012, I announced in Linz that 2013 would be my last year for the summer program, and a replacement had to be found. I addressed the colleagues in our faculty and asked them to find a successor. It took a while before one colleague showed interest, but she asked the Vice Rector for International Relations for administrative support (equal to a half-time position of an assistant professor) in her institute. This wish was not granted by the Vice Rektor and the Rektor. I continued to be available in 2013 and 2014. During 2014, Professor Keim suggested that our partnership agreement should be extended. An assistant professor from Linz could be invited to Arizona in order to work on joint publications with a colleague from the doctoral program at ASU. This offer was not accepted in Linz and the program came to an end after 2014. The final balance sheet between JKU and ASU was the first one in which the JKU had a surplus. Professor Adam Henry, the new director of the Study Abroad Programs at ASU sent me the following balance sheet:

“Our current student exchange program is valid until October 1st 2017. As of today, April 28th 2015, we are out of balance with JKU. Our records show that we owe them twelve academic year students or 20 semester students. ASU can accept JKU students at the undergraduate or graduate level.”

This meant that in 2015 the JKU had a credit of USD 294,000, based on the then current tuition fee levels. (See page 55 for the total summary of the tuition bonus accrued for Austrian students from 2004 to 2014 (51 students → USD 490,614).)

(4.5) The former dean in Toronto, Roger Wolff, had been appointed as dean of the business school of the University of Victoria. He approached me immediately and suggested we continue our partnership. We soon signed a contract for a student exchange program on the undergraduate level. For the graduate level, the negotiations were postponed because we did not want to run into the problem of an imbalanced relationship.

At the University of Victoria he “inherited” an international executive program with the National Sun Yat-sen University in Kaohsiung, Taiwan. I suggested extending this program not only across the Pacific, but also across the Atlantic to Europe, specifically to Austria. This suggestion was accepted and LIMAK was able to provide a tailor-made executive training from May 20th to 31st, 2002. In the second year, a faculty member from National Sun Yat-sen University, Professor Jason Huang, accompanied the program and offered to start a student exchange program between JKU and NSYSU. This was a wonderful gift. We were able to offer our students a partner in Asia, which complemented the language training in Mandarin provided in our Language Institute.

This setup made it possible to use the pattern of the LIMAK with a triad and to complete the unfinished cooperation on the graduate level at the University of Victoria. I presented this idea to Dean Wolff and –as usually- it found his interest. However, his faculty members were surprised and not very eager to engage in this project. Finally, especially with the help of Professor Elangovan, the program got enough support and Professor Ali Dastmalchian, Dean

Wolff's successor at UVIC, submitted a draft for such a program to NSYSU during a visit in Taiwan. In 2004, the contract was signed in Kaohsiung in the middle of the night, because my flight to Taiwan was delayed. The program was later transformed into a full size Master program called MGB/ACT Program. The reorganization of the study program in Linz based on the Bologna Agreement was very helpful because it aligned the system in Linz with those in Victoria and Kaohsiung. The interest of students in the program was growing and we had to limit the class size to 30 students.

The students from all three universities came from their national Master or MBA programs and obtained their home university's degree. For their participation in the program they got an additional diploma issued and signed by the three partner universities, and the Taiwanese and Austrian students even had the opportunity to earn a double degree.

The students from Canada had to pay 25.000 Canadian dollars. In Taiwan, the fees were much lower and some students were able to obtain a scholarship. The Austrians did not pay any fees and some of them got a stipend for their expenses. All students paid their own travel expenses and living costs in the three countries.

An exact curriculum with an accent on the program in Linz is described in: Reber/Auer-Rizzi/Glaser: "The Development of Professional and Social/Intercultural Competencies in the MGB/ACT Program" and Glaser: "Ein neuer Ansatz für Interkulturalität im Studium: Entwicklung von interkultureller Kompetenz, Fremdsprachenkompetenz, Teamkompetenz und Führungskompetenz im Joint Master Program in Global Business (Austria-Canada-Taiwan)", both in: Born-Lechleitner, I., Glaser E., eds. (2015) *Interkulturelle Kompetenz: Vermitteln, Erwerben, Anwenden*. Wien, LIT Verlag, pp. 97 – 134 and 81 – 96.

At the JKU, there was not much support for the program. Instead, a number of firms provided financial support and also the opportunity for groups of five to seven students from the three countries to work on company projects for three months in cooperation with the teachers. At the end, a final presentation of the results took place at the university and the quality of the presentation became an important part of the grades. Beyond this support, there was outside support similar to that provided for the summer program with ASU: the Chamber of Labor and the Chamber of Commerce as well as the Upper Austrian health care organization (Gebietskrankenkasse) provided an overview of the Austrian social partnership system, one firm provided a tour to the vineyards in the Wachau and an invitation by the ski producer Fischer allowed the students to go cross-country skiing. Fischer provided the equipment and trainers. Donations for extra expenses during the year were provided by four sponsors (see page 76 in the book).

In contrast to the support from outside, the investment of the JKU was very limited. This induced two members and a friend of the MBA Club to approach the Federation of Upper Austrian Industry, of which their firms were members, to ask all members for donations for the ACT Program. The companies donated a total of 480.000 Euros. The money was given to the university for three years, on condition that after this period, the costs of the program would be covered by the regular budget of the university. The Rektor, who at the time was near the end of his tenure, accepted this agreement. The head of my former institute, Giuseppe Delmestri, who had come from the University of Bergamo, accepted the task of developing this program and also agreed to create two additional paths with other universities.

(1.9) The first extension was a program with the University of Bergamo and the Business School in Nizhny Novgorod. The latter is a branch of the "Higher School of Economics" in

Moscow, a highly reputed school. The JKU had already established a partnership with this university and had also continued its previous cooperation with the Linguistic University in Nizhny Novgorod. The responsible professor for this integration was Professor Valerij Susmann, the co-founder of the cooperation in 1995. He had switched to the business school and became its director in 2014.

Professor Susmann was also in contact with the foreign ministry and several cultural organizations in Austria. This combination of two institutions in Nizhny Novgorod, the Linguistic University and the Higher School of Economics, allowed Austrian students not only to take language courses in the summer but also to study for a year at the Business School.

The University of Bergamo joined this partnership, and a program called TROIKA was started. In the first year, 10 students from Russia, 9 from Italy and 3 from JKU took part. After this start, there were more participants every year. Besides Giuseppe Delmestri, Daniel Semper and Julia Semper were responsible for the program. Julia Semper has law degree from JKU and a degree from the University of Passau in Cultural Studies and Business. This degree involved the study of two languages and a period abroad in St. Petersburg.

Giuseppe Delmestri left the JKU soon after the TROIKA program was launched. Much money had already been spent. A third program was not started. Additional resources from the university were not available for an extension. At the same time, a new Rektor was appointed in Linz. Both events delayed the extension of the programs. ACT and TROIKA continued and the responsible persons pursued their work. The new Rektor is now in contact with the Federation of Upper Austrian Industry and is starting to reconstruct the former institute of Professor Delmestri.

What did we learn?

Beyond theory – for example, the game theory – we went through some interesting learning experiences that confirmed the value of a balanced partnership in which the temptation to defect is very low. This concept reduces costs while increasing the overall quality of performance with a lot of interesting side effects. For example, the teachers have an impact, not only when it comes to their professional excellence; they also reflect the culture in which they were educated. The students can see the differences in teaching styles and learn to cope with a foreign culture. Also, the positive aspects of a previous stay in Austria are passed on to colleagues at home. This always happened when colleagues from Emory University and all the other partners returned from teaching in Linz during their summer breaks, stimulating others to do the same.

It is clear that continuous improvement can and must take place. There is a clear chance that a partnership can be taken to a highly professional level. For this to happen, regular meetings are necessary, and attempts to dominate the other partners have to be discouraged. Frequent discussions between the partners are necessary, especially when a program comes to a close. I always complained that the English and Mandarin languages are taught less intensely in their “native countries” than in our Language Institute in Austria. A change for the better was slow in coming. I often suggested that colleagues from Taiwan should also teach in Victoria and Linz in order to become more familiar with the partner countries. This is based on my own wonderful experience – I always enjoyed being in Victoria, Kaohsiung and other parts of Taiwan during my active time in the program.

All the topics discussed in the course of a year were brought to the table at the end of a program, when representatives of the partner universities came to Linz to attend a farewell

event. This party was always a highlight. Often, it was held in a castle/monastery – a cultural heritage sight – in Mondsee. Our host, Manfred Asamer, was a former exchange student in Atlanta. During the party, the students presented an entertaining slide show, wrapping up their experiences in the program. They seemed very happy about having successfully completed the program but also sentimental about leaving their friends.

Suggestions for new efforts to internationalize the JKU Faculty of, Social Sciences, Economics and Business

This chapter refers to a short collection of seminal English literature on successful international activities of universities. There is no need for me to repeat these ideas in this summary.