



Strategic Planning: A toolbox (WP 1.3)

Prof.Miguel Adame. Naresuan, October 3rd, 2017



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Purpose

The idea of the current presentation is to provide sister universities with a toolbox for assessing International Strategic Planning. Assessment and SWOT analysis is a key component of a sound International Strategic Development Plan.

The aim of WP1 is to develop a methodology of comprehensive research of the level of internationalization of higher education, research and innovation in countries participating in Marco Polo and in-depth analysis

For that reason we are providing you with the Best Practices in Self-Assessment Tools (SAT).

This Best Practices have been timely tested and have shown positive results.



List of Key Sources for SAT

1. IMPI project (Indicators for Mapping and Profiling Internationalisation) implemented in 2009—2012 producing as deliverables a comprehensive set of indicators for measuring internationalization and Toolbox designed to conduct self-evaluation of internationalization through almost 500 indicators organized around 7 categories and subcategories (available at www.impi-project.eu and www.impi-toolbox.eu).



List of Key Sources for SAT

2. Tempus project QATMI specifically aimed at development of Quality Assurance Tools for the management of internationalization. Booklet is available at

http://www.c3l.uni-oldenburg.de/qatmi/QATMI_Booklet_Final.pdf





List of Key Sources for SAT

3. Project MINT (Mapping Internationalization), produced by the Netherlands Organization for International Cooperation in Higher Education (Nuffic) in 2009 (www.nuffic.nl/mint).

The latter was successfully used by partners to conduct internal benchmarking of internationalization under Tempus project

PICASA.



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4. There is also an additional document to be carefully explored - “Measuring and Assessing Internationalization”, by Madeleine F Green, from the NAFSA (available at

http://www.nafsa.org/_/File/_/downloads/measuring_assessing.pdf).



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5. Another useful resource is “How to Measure Internationality and Internationalisation of Higher Education Institutions: indicators and Key Figures.” Working Paper No. 92. CHE Centrum für Hochschulentwicklung gGmbH by Brandenburg and Federkeil (2007) (available at www.che.de/downloads/How_to_measure_internationality_AP_92.pdf).





List of Key Sources for SAT

6. The Audit "Internationalisation of Universities" is a project organised by the German Rectors' Conference (HRK) and funded by the German Federal Ministry of Education and Research (BMBF). <http://www.hrk.de/en/audit/home/>



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List of Key Sources for SAT

7. Research project carried out by National Training Foundation (Russian Federation)
<http://intpr.ntf.ru/p109aa1.html>



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List of Key Sources for SAT

8. Belarussian State University's experience in collecting quantitative and qualitative data to discover gaps and obstacles in performing international activities by universities academic unites. The work was carried out within Tempus funded project "PICASA"/
www.inter.bsu.by



Definitions and Classifications

The classification and terminology of the SAT model that we are going to propose are based on approaches used in European Union analytical tradition; in particular, three basic sources have been used:

- 1) Report of the 2012-2015 BFUG Working Group on Mobility and Internationalisation <http://bolognayerevan2015.ehea.info/files/MI%20WG%20Report.pdf>
- 2) project Eurostudent - http://www.eurostudent.eu/about/docs/index_html
- 3) EHEA Glossary - <http://www.ehea.info/article-details.aspx?ArticleId=123>

In some cases domestic definitions have been applied where EU approach is less relevant to revile the nature of relationships and processes (for example, the term «students/staff sent abroad...», etc.).



Aims, Structure and Content of SAT

1. Quantitative Indicators
2. Qualitative Indicators



Quantitative Indicators

Quantitative Data Part contains 8 Sections grouped in three main headings (Titles):

Title I General Data includes the following 2 sections:

Section 1 General Data contains the number of full-time students for all 3 levels (Bachelor, Master, PhD), number of academic units and number of staff for 3 staff categories (academic, research and administrative) employed by an institution.

Section 2 Internationalization of Management reflects the number of units and staff employed at an international office of the institution, as well as the number of experienced international managers in the office. It includes number of administrative staff sent abroad and questions concerning the budget (calculated in Euro for all partners for comparative purposes/ uniformity of data) allocated/obtained by the institution for internationalization.



Quantitative Data

Title II Internationalization of Teaching and Learning unites Section 3-5 and touches upon academic mobility of students and staff and internationalization of curriculum.

Sections 3 and 4 indicate the numbers reflecting qualitative state of outgoing and incoming student mobility. Outgoing mobility is measured by numbers of exchange students distributed by term and purpose of exchange (semester study, short term trainings, research visit, internship, study-related activities). Incoming mobility is measured by numbers of incoming degree-seeking students by level of education (Bachelor, Master, PhD), a separate category of degree-seeking students enrolled at pre-university/ preparation cycle is added; numbers of incoming exchange students by all levels of education. To reflect the performance of HEIs on opportunities for exchange provided to their students the Sections contain questions on number of exchange students under academic exchange programs and projects and bilateral agreements. Both Sections also contain a number of free movers (self-funded students enrolled at the institution under no program or agreement); rankings of top 5 home/ destination countries for degree-seeking and exchange students of the institution based on quantitative size of students flows going in and out of foreign countries to and from the institution.



Quantitative Data

Section 5 touches upon internationalization of academic staff. This dimension is measured by the following criteria: number of international academic staff visiting the institution to carry out teaching activity; number of international academic staff officially employed by the institution; numbers of outgoing mobility of academic staff by purpose of visit abroad (for studies, for activities/ conferences, seminars etc., for teaching activity and research and other purposes).

Section 5 is designed to reflect the quantitative indicators of level of internationalization of curriculum at the institution. This level is measured by the following numbers: the number of joint Bachelor and Master degree programs; number of joint PhD programs (joint doctoral supervision; co-tutelle etc.); number of graduates whom the institution placed to the next level of HE abroad; number of programs offered in English and separately in other foreign languages. For these numbers to be representative for the scope of international coverage an additional indicator is added to list foreign languages other than English used in educational process.



Quantitative Data

Title III Internationalization of Research/ Innovation and Promotion covers two key directions under two separate Sections: Section 7 reflects International Impact and Visibility at the Institution measured by number of foreign languages used to promote a web-site of your institution; ranking of foreign languages used to promote the institution internationally; number of promotional events the institution takes part in; number of international partnerships by regions; number of countries with partner HEIs; number of memberships in international associations and networks and number of research staff sent abroad.

The last Section 8 Research and Educational Projects collects the data on number of international research and educational projects implemented at the institution and ranking of international funding programs explored by the institution to fund these projects.



Qualitative Indicators

The structure of Qualitative Part of the SAT follows the structure of Quantitative Part concerning the headings of Titles and majority of Sections. The data is organized by evaluation of the level of performance under formalized grid from 1 (the lowest mark) to 10 (the highest mark) and its narrative explanation on the set of questions.

Title I General Data contains two Sections. Section 1 elaborates the issues regarding implementation of EHEA instrument at the institution. The following instruments are highlighted for the purposes of measuring the level of internationalization: 3 cycles system of HE, use of diploma supplement, support to academic mobility, use of ECTS, system of quality assurance and representation of students in university management/ governing bodies. Section 2 touches upon internationalization of management as reflected in the following areas: strategic planning, legal framework, level of decentralization of management and methodological support of internationalization at the institution.



Qualitative Indicators

Title II Internationalization of Teaching and Learning provides evaluation and comments on services supporting outgoing (Section 3) and incoming (Section 4) academic mobility: information and counseling, orientation, support services (language courses, language testing, support on arrival and during studies), follow up activities (including recognition of studies abroad) etc.

Section 5 of this Title concerning internationalization of teaching / curriculum evaluates the availability and promotion of teaching in English, international teachers, joint study programs and mobility windows, international content incorporated into curricula at the institution and mechanisms of evaluation of study programmes.

Last two Sections 6-7 under the Title III Internationalization of Research/Innovations and Promotion evaluate performance of the institution in development of project proposals, project implementation and evaluation, as well as international communication at the institution.





Open Questions Section

This section aims at defining some important ideas and tracking best practices existing at partner HEIs. The questions relate to different directions of international activity and enable not just to collect the data / information but to provide HEIs participating in the survey with relevant ideas applied in international activities in partner HEIs.

These are the open questions suggested:

1. How would you evaluate your internationalization efforts?
2. What internationalization outcomes have your institution identified as most important?
3. Describe your image/brand and how it is linked to your internationalization strategy.
4. What are your best advantages you could offer to international scholars and students?
5. Your university starting/current position in international rankings and future plans to raise your positions.
6. Global academic peer review and amount of international citation per faculty.
7. Types of incentives that Universities can use to increase internationalization.



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Comments on SAT: Quantitative Indicators

Title I. General Data

Section 1. General Data

1.1. Number of enrolled full-time Bachelor students

1.2. Number of enrolled full-time Master students

1.3. Number of enrolled full-time PhD students*

*n/a for institutions without PhD programs

1.4. Number of academic units (e.g. faculties)

1.5. Number of academic staff

1.6. Number of research staff

1.7. Number of administrative staff

Comments:

In this section you need to indicate absolute figures related to the number of students by different levels of education and number of staff members by three major categories: academic, research and administrative staff.

In case of students: only full-time students who officially enrolled at your institution are taken into account, part-time students or those attending distance courses are excluded.

In case of staff: only those staff members who have formal contractual employment relations with your institution are taken into account.

1.8. Additional information (optional)

Please comment if necessary on data/ information you have provided/ not provided in this Section explaining the local peculiarities of records keeping. Such additional information will help the evaluator to understand better existing situation at your HEI/country and thus improve the quality of analysis.



Comments on SAT: Quantitative Indicators

Section 2. Internationalization of Management

2.1. Number of staff in international office

2.2. Number of full-time equivalent staff in international office

2.3. Number of units in international office*

2.4. Number of staff in international office who have been working at the office for 5 years and more

2.5. Number of administrative staff sent abroad

Comments:

Please indicate in absolute figures the number of staff in your international office and number of FTE employers, number of unites (subdivisions) in your office, number of experienced international managers (those who have been working at the office for more than 5 years).

*Number of units in international office indicates the level of professionalization / specialization of management and the workload IRO has in everyday activity. However this assumption is relevant for centralized model only, therefore quantitative data must be compared with qualitative indicators under Question 2.3.

Please indicate the number of administrative staff members who have been sent abroad for training, research, working visits, fairs, conferences/seminars, etc. This figure will be compared with number of other categories of staff sent abroad (academic and research) as well as with number of staff employed at the institution.



Comments on SAT: Quantitative Indicators

2.6. Budget for internationalization, Euro

2.7. Budget for internationalization vs Institutional budget, %

2.8. Funds for internationalization raised from competitive vs non-competitive sources, %

Comments:

Please indicate in Euro the budget allocated for internationalization. Suggested exchange rate: as of the date filled-in SAT to be signed.

Budget includes: international events, foreign business trips, hosting foreign delegations, remuneration for visiting professors, payments under international agreements, international membership fees, co-financing under projects, international marketing, etc. Please do not include into the budget staff costs of IRO employees, office supplies / communications costs, equipment and supplies, indirect costs.

Please also give a percentage of budget for internationalization compared to the total institutional budget.

Please give a percentage of funds obtained by your institution to support internationalization from competitive sources (grants awarded for project applications etc.) as well as from non-competitive (public funding from state budget allocated with no calls for applications etc.) sources.

2.9. Additional information (optional)

Please comment if necessary on data/ information you have provided/ not provided in this Section explaining the local peculiarities of records keeping. Such additional information will help the evaluator to understand better existing situation at your HEI/country and thus improve the quality of analysis.



Comments on SAT: Quantitative Indicators

Title II. Internationalization of Teaching and Learning

Section 3. International Mobility of Students (Outgoing)*

3.1. Number of students who pursued enrollment abroad for 3 months - 2 semesters

3.2. Number of students who participated in summer / winter schools, short term trainings (less than 3 months) abroad

3.3. Number of students who carried out a research stay abroad

3.4. Number of students who carried out internships / work placement abroad

3.5. Number of students who participated in other study-related activities abroad (e.g. conferences, Olympiads, etc.)

Comments: Please indicate the number of students (all levels, e.g. Bachelor, Master and PhD) who had study-related experience abroad by the type of stay.

3.6. Number of students who had study-related experience abroad within academic exchange programs and projects (Erasmus Mundus, DAAD, Visby, Visegrad fund, including joint degree programs, etc.)

3.7. Number of students who had study-related experience abroad within bilateral agreements (and other agreements, for example, inter-ministerial)

*3.1.+3.2.+3.3.+3.4.+3.5. = 3.6.+3.7.+3.8.



Comments on SAT: Quantitative Indicators

3.8. Number of free movers going abroad with study-related purpose under no program or agreement.

Comments: Please indicate the number of students (all levels, e.g. Bachelor, Master and PhD) who had study-related experience abroad in accordance with pathways to study abroad and geography of outgoing academic mobility. Pathway is either an academic mobility program, agreement, project, or self-funding (free movers).

3.10. Top 5 host countries for students

Comments: Please select from the list and rank those countries where your students (all levels, e.g. Bachelor, Master and PhD) most frequently go for study-related experience. Please rank countries by their popularity, for example, if 30% of your students go to Germany, 23% - to Italy, 16% - to Spain, then Germany goes on top of the list under No.1, Italy – No.2., Spain - the 3rd, etc.

3.11. Additional information (optional)

Please comment if necessary on data/ information you have provided/ not provided in this Section explaining the local peculiarities of records keeping. Such additional information will help the evaluator to understand better existing situation at your HEI/country and thus improve the quality of analysis.



Comments on SAT: Quantitative Indicators

Section 4. International Mobility of Students (Incoming)

4.1. Number of international degree-seeking students (pre-university cycle, e.g. preparation course)

4.2. Number of international degree-seeking Bachelor students

4.3. Number of international degree-seeking Master students

4.4. Number of international degree-seeking PhD students*

*n/a for institutions without PhD programs

Comments: Please indicate the number of international degree-seeking students, e.g. those enrolled for full-time Bachelor, Master and PhD programs to obtain a diploma. Pre-university cycle and preparation course are programs which aim to prepare foreign applicants to enter Bachelor, Master or PhD program

4.5. Top 5 countries of origin of international degree-seeking students

Comments: Please select from the list 5 countries where the majority of degree-seeking students are coming from (all levels, e.g. Bachelor, Master and PhD).

Please rank countries by the number of students-citizens of the country concerned. For example, if 30% of international students are coming from China, 23% - from Turkmenistan, 6% - from Nigeria, etc. then China goes on top of the list under No.1, Turkmenistan - No.2., Nigeria - the 3rd, etc.

4.6. Number of international exchange students on Bachelor level

4.7. Number of international exchange students on Master level

4.8. Number of international exchange students on PhD level*

*n/a for institutions without PhD programs or corresponding records on enrolled exchange PhD students from abroad.

Comments: Please indicate the number of international exchange students, e.g. those temporary enrolled for 1-2 semesters or longer period of studies without obtaining a diploma.



Comments on SAT: Quantitative Indicators

4.9. Top 5 countries of origin of international exchange students

Comments: Please select from the list 5 countries where the majority of exchange students are coming from (all levels, e.g. Bachelor, Master and PhD). Please rank countries by the number of students-citizens of the country concerned. For example, if 30% of international exchange students are coming from Germany, 23% - from China, 6% - from Italy, etc. then Germany goes on top of the list under No.1, China – No.2., Italy - the 3rd, etc

4.10. Number of international exchange students arrived at your institution under academic exchange programs and projects (Erasmus Mundus, DAAD, Visby, Visegrad fund, including joint degree programs, etc.)

4.11. Number of international exchange students arrived at your institution under bilateral agreements (and other agreements, for example, inter-ministerial)

4.12. Number of free movers visiting your institution for studies under no program or agreement, self-funded.

Comments: Please indicate in absolute figures the number of international exchange students (all 3 levels, e.g. Bachelor, Master and PhD) arrived at your institution in accordance with pathways to study abroad. Pathway is either an academic mobility program, agreement, project or self-funding (free movers).

4.13. Additional information (optional)

Please comment if necessary on data/ information you have provided/ not provided in this Section explaining the local peculiarities of records keeping. Such additional information will help the evaluator to understand better existing situation at your HEI/country and thus improve the quality of analysis.



Comments on SAT: Quantitative Indicators

Section 5. Internationalization of Academic Staff

5.1. Number of international academic staff who temporary visited your institution to carry out teaching activity

5.2. Number of international academic staff employed under formal employment contract by your institution

Comments: Please indicate in absolute figures the number of foreign temporary visitors who either delivered lectures or held a seminar / workshop / master class for your students and staff. Please indicate in absolute figures the number of teaching staff who have formal contractual relations with your institution and thus considered as permanent teaching staff member.

5.3. Number of academic staff sent abroad for studies

5.4. Number of academic staff sent abroad to take part in conferences, seminars, etc.

5.5. Number of academic staff sent abroad to carry out teaching activity or research

5.6. Number of academic staff sent abroad for other purposes

Comments: Please indicate in absolute figures the number of local academic staff sent abroad for studies, conferences/seminars, work-related objectives (e.g. teaching, researching, etc.) and other purposes (if do not fall under the above listed positions). This figure will be compared with number of other categories of staff sent abroad as well as with number of academic staff employed at the institution.

5.7. Additional information (optional)

Please comment if necessary on data/ information you have provided/ not provided in this Section explaining the local peculiarities of records keeping. Such additional information will help the evaluator to understand better existing situation at your HEI/country and thus improve the quality of analysis.



Comments on SAT: Quantitative Indicators

Section 6. Internationalization of Curriculum

6.1. Number of international joint/double/multiple degrees programs (Bachelor / Master levels)

6.2. Number of joint doctoral supervisions / co-tutelle programs / agreements

Comments: Please indicate in absolute figures the number of joint academic programs on Bachelor and Master levels and number of joint PhD programs or other forms of cooperation on joint training of doctoral students (for example, agreement on joint supervision - co-tutelle, etc.).

6.3. Number of graduates whom your institution placed to the next level of HE abroad (i.e. Bachelor students sent to full degree Master program to another institution abroad under project/ agreement with your institution)

6.3. Number of programs offered in English

6.4. Number of programs offered in other foreign languages

Comments: Please indicate in absolute figures the number of programs (all levels) offered in English and other foreign languages.

6.5. Other foreign languages used in teaching process related to 6.4.

Comments:

Please select from the list 3 most common foreign languages (other from English) used to deliver study Programs

6.6. Additional information (optional)

Please comment if necessary on data/ information you have provided/ not provided in this Section explaining the local peculiarities of records keeping. Such additional information will help the evaluator to understand better existing situation at your HEI/country and thus improve the quality of analysis.





Comments on SAT: Quantitative Indicators

Title III. Internationalization of Research/ Innovations and Promotion
Section 7. International Impact and Visibility

7.1. Number of foreign languages used to promote a web-site of your institution

Comments:

The term “web-site of institution” means the main web-site which contains information about the institution in general and promotes the institution as a single brand (not a part or subdivision, nor any separate activity of the institution). For example, in case of BSU the web-site is www.bsu.by but not www.ums.bsu.by which is the web-site of BSU IRO, nor <http://en.bsuproduct.by/> which is the web-site to promote BSU research/innovation activity.

7.2. Top 5 foreign languages used to promote the institution internationally *

Comments:

Please select from the list 5 most commonly used foreign languages (other than English) while promoting your institution worldwide. This question is designed to indicate the level of cultural diversity of the institution as well as to reveal regional features which could impact internationalization process.

7.3. Number of international fairs (education, research, R&D, etc.) where your institution has been presented

7.4. Number of international partnerships by regions: 7.4.1. Africa 7.4.2. Latin America and the Caribbean 7.4.3. Northern America 7.4.4. Asia 7.4.5. Europe 7.4.6. Oceania



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Comments on SAT: Quantitative Indicators

7.5. Number of countries with partner HEIs

7.6. Number of memberships in international associations and networks

7.7. Number of research staff sent abroad

7.8. Additional information (optional)

Please comment if necessary on data/ information you have provided/ not provided in this Section

explaining the local peculiarities of records keeping. Such additional information will help the evaluator to

understand better existing situation at your HEI/country and thus improve the quality of analysis.





Comments on SAT: Quantitative Indicators

Section 8. Research and Educational Projects

8.1. Number of international research projects

8.2. Number of international educational projects

Comments:

Please indicate the number of research projects and number of educational projects.

Research projects are aimed at creating / developing new technologies / products / services; improving technical/economic characteristics of technologies in use / goods, services produced; developing fundamental scientific knowledge and prospective ways of its application.

Educational projects (referred to as “development projects” as well) could also include analytical component

however they are aimed at modernizing education and management, developing new curricula, training staff and running public discussions (seminars/conferences), organizing academic exchanges, developing study infrastructure, creating new and supporting existing unites (chairs / centers / points etc.) which offer additional competences for students (for example "start-up center", "European documentary center", Council of Europe InfoPoint", etc.).



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Comments on SAT: Quantitative Indicators

8.3 Top 5 programs / instruments used to fund international research projects

Comments: Please select from the list most commonly used sources of funding projects, e.g. programs / instruments / actions, etc. In case if there is no relevant choice on the list, please select "Other programs" and specify names of programs in the field below.

8.4 Top 5 programs / instruments used to fund international educational (development) projects

Comments: Please select from the list most commonly used sources of funding projects, e.g. programs / instruments / actions, etc. In case if there is no relevant choice on the list, please select "Other programs" and specify names of programs in the field below.

8.5. Additional information (optional)

Please comment if necessary on data/ information you have provided/ not provided in this Section explaining the local peculiarities of records keeping. Such additional information will help the evaluator to understand better existing situation at your HEI/country and thus improve the quality of analysis.



Comments on SAT: Qualitative Indicators

Title I. General Data

Section 1. Implementation of EHEA Instruments

- 1.1. 3 cycles system of Higher education
- 1.2. Use of Diploma Supplement
- 1.3. Support of academic mobility
- 1.4. Use of ECTS
- 1.5. Quality Assurance
- 1.6. Students representation in governing bodies
- 1.7. Weak points explanation field

Comments: Please evaluate the level of implementation of instruments and principles of EHEA at your institution using evaluation grid where 1 is the lowest mark and 10 is the highest mark. Please explain what weak points you have which do not allow you to reach the highest level of performance

(max 500 characters)



Comments on SAT: Qualitative Indicators

Section 2. Internationalization of Management

- 2.1. Strategic planning (internationalization being a part of university mission, strategic plan includes goals and indicators to measure achievements, etc.)
- 2.2. Legal frameworks (set of internal legal documents to regulate 1) management of international partnerships 2) foreign business trips arrangements 3) hosting foreign students / staff / delegations 4) development and implementation of international projects, etc.)
- 2.3. Level of decentralization of management (international coordinators at faculties / institutes, working groups for specific issues (for example, international rankings, foreign students, etc.), system of internal communication (mailing lists for keypersons, social network groups, newsletter, etc.)
- 2.4. Methodological support (seminars and training for coordinators run by IRO, printed Guides for staff covering different issues related to international activity, website targeted at students and teachers, etc.)
- 2.5. Weak points explanation field

Comments: Please evaluate the level of work existing at your institution using evaluation grid where 1 is the lowest mark and 10 is the highest mark. For question 2.3. high marks mean that your institution operates under the decentralized model or tries to implement decentralized model of management, low marks correspondently mean that your institution operates under the centralized model.

Please explain what weak points you have and problems / challenges you face which do not allow reaching the necessary level of performance in the above area of IRO activity (max 500 characters).



Comments on SAT: Qualitative Indicators

Title II. Internationalization of Teaching and Learning

Section 3. Academic Mobility (Outgoing)

- 3.1. Information and counselling (organization of regular info sessions, web-site to promote study abroad opportunities, everyday one-to-one counselling by IRO specialists, printed Guide for students / staff to support academic mobility, etc.)
- 3.2. Selection process (assisting candidates to prepare documents, help planning study/research/work visits abroad, internal selection procedures, evaluating candidates, selection committee with students participation, everyday counselling of nominated students, etc.)
- 3.3. Foreign language courses / testing (providing intensive courses to prepare students/staff for academic mobility programs / offering Language testing services, etc.)
- 3.4. Orientation (counselling prior to departure, make use of returned students to help, international experienced students alumni associations, assistance with practical issues related to travel and staying abroad, etc.)
- 3.5. Evaluation of results (study abroad recognition, etc.)
- 3.6. Weak points explanation field

Comments: Please evaluate the level of work existing at your institution using evaluation grid where 1 is the lowest mark and 10 is the highest mark. Please explain what weak points you have and problems / challenges you face which do not allow to reach

the necessary level of performance in the above area of IRO activity (max 500 characters)





Comments on SAT: Qualitative Indicators

Section 4. Academic Mobility (Incoming)

4.1. Information and counselling (comprehensive pre-arrival information is provided for staff and students (covering such topics as visa procedures, cost of living, tuition fees, accommodation options, university services, sports and cultural activities, contact person(s) to serve as the primary point of contact for international students / staff etc.)

4.2. Arrival service (airport pick-up service, orientation assistance, help with local authorities; if needed, support of the accompanying partner, providing important information, comprehensive arrival information (covering such topics as where to check in at the unit, whom to contact upon arrival, first steps for settling in etc.)



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Comments on SAT: Qualitative Indicators

- 4.3. Support during studies/work (orientation meetings, social adaptation activities, providing mentors for incoming students, newsletter with information on international university activities, language courses, organizing social events within the university, support in making contacts/networking with colleagues, offering religious facilities / multi-denominational place for worship, etc.)
- 4.4. Orientation (counselling prior to arrival, tutoring, assistance with practical issues related to travel and staying at host country, etc.)
- 4.5. Follow-up activities (alumni care, e-mail newsletter, database; final meeting between IRO and visiting staff, Program evaluation, creation of evaluation survey, etc.)
- 4.6. Weak points explanation field

Comments: Please evaluate the level of work existing at your institution using evaluation grid where 1 is the lowest mark and 10 is the highest mark.

Please explain what weak points you have and problems / challenges you face which do not allow to reach the necessary level of performance in the above area of IRO activity (max 500 characters)



Comments on SAT: Qualitative Indicators

Section 5. Internationalization of Teaching / Curriculum

- 5.1. Teaching in English (foreign language skills of staff members are taken into consideration for promotion and tenure, a system of financial and moral incentives for staff members to carry out teaching in English, strategy for expansion of study programmes taught in English etc.)
- 5.2. International teachers (offering courses/ lectures conducted by teachers from foreign universities as well as via e-learning technologies, special funding to support international staff recruitment, etc.)
- 5.3. International joint study programs and mobility windows (faculties have necessary support to develop joint programs with international partners, incorporation of mobility windows into the curricula, etc.)
- 5.4. Incorporation of international content into curricula (i.e. international perspective, issues, cases; intercultural training, study programs deliver a set of international / intercultural learning outcomes for students, etc.)
- 5.5. Evaluation of study programs (benchmarking process to assess whether any programme(s) is/are considered to be aligned with relevant international standards or developments within the discipline, usage of student surveys to get information about the quality of international modules/ courses, international accreditation of study programs, etc.)
- 5.6. Weak points explanation field

Comments: Please evaluate the level of work existing at your institution using evaluation grid where 1 is the lowest mark and 10 is the highest mark. Please explain what weak points you have and problems / challenges you face which do not allow to reach the necessary level of performance in the above area of IRO activity (max 500 characters)



Comments on SAT: Qualitative Indicators

Title III. Internationalization of Research / Innovations and Promotion

Section 6. Research and Educational Projects

- 6.1. Developing project proposals (advising on program possibilities, assisting with application for these programs, allocating funds for co-financing prior to application, preparing legal documents for project applications, trainings on project writing and design, keeping records on project proposals submitted for funding, etc.)
- 6.2. Project implementation (organizational and legal support during the project lifetime, administrating international projects, data collection, etc.)
- 6.3. Evaluation (monitoring project implementation reports, evaluation of project outcomes and impact, etc.)
- 6.4. Weak points explanation

Please evaluate the level of work existing at your institution using evaluation grid where 1 is the lowest mark and 10 is the highest mark. Please explain what weak points you have and problems / challenges you face which do not allow to reach the necessary level of performance in the above area of IRO activity (max 500 characters)



Comments on SAT: Qualitative Indicators

Section 7. International Communication

- 7.1. Communication in foreign languages (defining strategy for international communication, developing web-site and printing materials in English and other foreign languages, monitoring international visibility, etc.)
- 7.2. Participation in international rankings (defining strategy to participate in rankings, internal working groups on rankings, etc.)
- 7.3. Participation in international fairs (strategic planning and funding of participation in fairs, special units to support participation in fairs, etc.)
- 7.4. Weak points explanation

Please evaluate the level of work existing at your institution using evaluation grid where 1 is the lowest mark and 10 is the highest mark.

Please explain what weak points you have and problems / challenges you face which do not allow reaching the necessary level of performance in the above area of IRO activity (max 500 characters)



Comments on SAT: Qualitative Indicators

6.3 Open Questions

1. How would you evaluate your internationalization efforts?
2. What internationalization outcomes have your institution identified as most important?
3. Describe your image/brand and how it is linked to your internationalization strategy.
4. What are your best advantages you could offer to international scholars and students?
5. Your university starting/current position in international rankings and future plans to raise your positions.
6. Global academic peer review and amount of international citation per faculty.
7. Types of incentives that Universities can use to increase internationalization.

