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**Erasmus+ Programme, Key Action 2**

**Capacity Building in Higher Education**

**Internationalisation and Virtual Mobility: Borderless between EU and Asian Countries**

**(HARMONY)**

**Internationalisation at Home**

**Institutional Self-Evaluation Tool**

The Internationalisation at Home Self-Evaluation Tool was designed as part of the HARMONY project consortium’s efforts to map out the 7 Partner Country (PC) Higher Education Institutions’ (HEIs) internationalisation status quo and to identify to what extent international and intercultural dimensions are integrated intro their formal and informal curricula. The questionnaire is prepared as part of the activities in Work Package 1 Methodology for Data Collection and Analysis that cater for obtaining a clear and comprehensive understanding of the Internationalisation at Home (IaH) processes at each of the 7 PC HEIs. The questionnaire was prepared based on the [IAU 5th Global Survey on Internationalisation of Higher Education](https://www.iau-aiu.net/5th-Global-Survey).

The current questionnaire represents an adapted and adjusted version of the global survey and focuses primarily on the subject of IaH. For the purposes of the HARMONY project, the project consortium members have agreed to use consistently the 2015 definition of Beelen and Jones that perceives IaH as “the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments” (Beelen & Jones, 2015, p. 12).

**Indicative timeline**:

Deadline for circulation of IaH Institutional Self-Evaluation Tool among the 7 PC HEIs:

8 November 2021

Deadline for submission of the IaH Institutional Self-Evaluation Tool duly filled out by the 7 PC HEIs: 3 December 2021

Deadline for elaboration of the 7 IaH Infographic Reports: 14 January 2022

|  |  |
| --- | --- |
| **Name of the institution** |  |
| **Country** |  |
| **Total number of full-time students registered in academic year 2019/2020** |  |
| **Contact person for the survey (name, e-mail)** |  |
| **The respondent team members:*** **1. Name, position, unit/department**
* **2. Name, position, unit/department**
* **3. Name, position, unit/department**

**4…** |  |

**Institutional Policies and Strategies for Internationalisation**

1. Is *internationalisation* mentioned in your institutional mission and vision statement?

|  |  |
| --- | --- |
| Yes.*Please quote here the relevant section in English*: |  |
| No. |  |
| We don’t have a mission and vision statement. |  |

2. Has a formal policy/ strategy for internationalisation been elaborated at your institution?

|  |  |
| --- | --- |
| Yes, as a stand-alone-document. |  |
| Yes, internationalisation forms an explicit part of the overall institutional strategy. |  |
| Such document is being prepared. |  |
| No. |  |

3. Is *internationalisation at home* specifically mentioned in any of your institutional documents such as the mission and vision statement/ the institutional strategic development plan/ your institution’s internationalisation strategy if applicable?

|  |  |
| --- | --- |
| Yes.*Please quote here the relevant section in English*: |  |
| No. |  |

4. At your institution, how important is internationalisation at home that is broadly understood as internationalisation outside mobility/ study abroad/ exchange?

|  |  |
| --- | --- |
| Very important. |  |
| Relatively important. |  |
| No important at all. |  |

5. What are your institutional top priorities for internationalisation? (*Please rank the top five where 1 = most important*)

|  |  |
| --- | --- |
| To attract students at all levels of studying. |  |
| To internationalise teaching and learning. |  |
| To provide our students with the possibility to experience studying abroad. |  |
| To establish cooperation relations with other foreign institutions in research. |  |
| To create an internationalised study environment at home. |  |
| To develop learning and teaching partnerships with other institutions. |  |
| To improve our position in international/national rankings. |  |
| To attract international professors and academics. |  |
| To provide our staff with opportunities for international experiences. |  |
| Other *(Please specify)*: |  |

6. What are the main sources of funds for the implementation of international activities at your institution? (*Please rank top three, where 1 = most important*)

|  |  |
| --- | --- |
| General institutional budget. |  |
| Funds generated from international student fees. |  |
| Funds from other institutional international activities. |  |
| External public funds – including grants and/or programmes from international organisations. |  |
| External private funds - including grants from foundations, corporations and other sources. |  |
| Not funded. |  |
| Other *(Please specify)*: |  |

7. What are the three most significant potential benefits of internationalisation for your institution (*Please rank top three, where 1 = most important*)

|  |  |
| --- | --- |
| Enhanced international cooperation and capacity building. |  |
| Enhanced internationalisation of the curriculum/internationalisation at home. |  |
| Enhanced prestige/profile for the institution. |  |
| Improved graduate employability. |  |
| Improved quality of teaching and learning. |  |
| Increased international awareness of/ deeper engagement with global issues by students. |  |
| Increased international networking by faculty and researchers. |  |
| Increased/diversified revenue generation. |  |
| Opportunity to benchmark/compare institutional performance within the context of international good practice. |  |
| Strengthened institutional research and knowledge production capacity. |  |
| Other *(Please specify*: |  |

8. Of the internationalisation activities that are undertaken at your institution, which are given the highest priority? (*Please rank top three, where 1 = most important*)

|  |  |
| --- | --- |
| Bi- and multilateral international student exchanges. |  |
| Delivery of distance/ online education, and/ or e-learning courses/ programmes. |  |
| Developing institutional strategic partnerships. |  |
| Developing joint and/or double/ dual and multiple degree programmes with foreign partner institutions. |  |
| International alumni activities. |  |
| International development and capacity building projects. |  |
| International research collaboration. |  |
| Marketing and promoting our institution internationally. |  |
| Outgoing mobility opportunities/ learning experiences for students (study abroad, international internships, etc.). |  |
| Outgoing mobility opportunities for faculty/ staff. |  |
| Participation in international events. |  |
| Recruiting fee-paying international undergraduate students. |  |
| Recruiting fee-paying post-graduate students. |  |
| Recruiting foreign faculty. |  |
| Strengthening international/intercultural content of curriculum. |  |
| Other (*Please specify*): |  |

9. What are the three most important internal obstacles to advancing internationalisation at your institution? (*Please rank top three, where 1 = most important*)

|  |  |
| --- | --- |
| Administrative and bureaucratic difficulties (e.g. no credit transfer, different academic years). |  |
| Insufficient exposure to international opportunities. |  |
| Insufficient financial resources. |  |
| International engagement is not recognized for promotion or tenure. |  |
| Lack of knowledge of foreign languages. |  |
| Lack of or poorly resourced organisational structure/ office responsible for internationalisation. |  |
| Limited faculty involvement/ interest. |  |
| Limited faculty capacity/ expertise. |  |
| Limited institutional leadership/ vision. |  |
| Limited student interest/ participation. |  |
| No strategy/ plan to guide the process. |  |
| Too rigorous/ inflexible curriculum to participate in internationally focused programmes, including student mobility. |  |
| Other (*Please specify*): |  |

10. What are the three most important external obstacles to advancing internationalisation at your institution? (*Please rank top three, where 1 = most important*)

|  |  |
| --- | --- |
| Anti-immigration and increasingly nationalist policies. |  |
| Difficulties of recognition and equivalence of qualifications, study programmes and course credits. |  |
| Internationalisation of higher education is not a national policy priorty. |  |
| Lack of interest in our institution by potential partner institutions. |  |
| Language barriers. |  |
| Limited funding to support internationalisation efforts/ to promote our higher education internationally. |  |
| Perceptions of insecurity of our country. |  |
| Visa restrictions imposed by our country on foreign students, researchers and academics. |  |
| Visa restriction imposed on our students, researchers and academics by other countries. |  |
| Other (*Please specify*): |  |

**Internationalisation of Student Community**

11. During academic year 2019/2020, what percentage of your total enrolment was comprised of international students? (*Please estimate as a share of total full-time equivalent enrolment)*

|  |  |
| --- | --- |
| None. |  |
| Up to 5%. |  |
| 6 to 20%. |  |
| 21 to 50%. |  |
| Over 50%. |  |

12. In your view, what are the main challenges with regard to recruitment of international degree-seeking students? (*Please rank top three, where 1 = most important*)

|  |  |
| --- | --- |
| Concerns with security. |  |
| Difficulties related to recognition of prior qualifications. |  |
| Fear of xenophobia/ racism. |  |
| Increased competition among institutions. |  |
| Lack of financial support. |  |
| Language barrier. |  |
| Mistrust due to case of corruption/ fraud. |  |
| Policy changes in source countries. |  |
| Visa/ immigration policies. |  |
| Other (*Please specify*): |  |

13. During academic year 2019/2020, what percentage of enrolled students were international students spending between 3 and 12 months at your institution as part of their study programme at the sending university (study abroad or exchange students earning credit, e.g. credit mobility)? (*Please estimate as a share of all full-time equivalent degree-seeking students*)

|  |  |
| --- | --- |
| None. |  |
| Up to 5%. |  |
| 6 to 15%. |  |
| 15 to 25%. |  |
| Over 25%. |  |

14. During academic year 2019/2020, what percentage of your students spent between 3 and 12 months at an institution in another country as part of their study programme at your university (study abroad or exchange students earning credit, e.g. credit mobility)? (*Please estimate as a share of all full-time equivalent degree-seeking students*)

|  |  |
| --- | --- |
| None. |  |
| Up to 5%. |  |
| 6 to 15%. |  |
| 15 to 25%. |  |
| Over 25%. |  |

15. What are the main obstacles for both incoming and outgoing student mobility at your institution? (*Please rank top three, where 1 = most important*)

|  |  |
| --- | --- |
| Insufficient funding. |  |
| Lack of knowledge and awareness about existing opportunities. |  |
| Lack of information on existing funding opportunities. |  |
| Frustration or fear of isolation or loneliness. |  |
| Insecurity, anxiety or fear of interaction with different cultures. |  |
| Insufficient language skills (and language training options). |  |
| Potential impact on family, friendships and relationships. |  |
| Financial implications on studies’ duration and potential need to prolong the overall study period. |  |
| Issues of credit transfer and recognition or rigid course structures. |  |
| Work commitments at home. |  |
| The complexity of application procedure. |  |
| Other (*Please specify*): |  |

**Internationalisation of Faculty and Administrative Staff**

16. During academic year 2019/2020, what percentage of full-time academic staff members were international?

|  |  |
| --- | --- |
| None. |  |
| Up to 5%. |  |
| 6 to 15%. |  |
| 15 to 25%. |  |
| Over 25%. |  |

17. Does the hiring and promotion policies at your institution take into consideration previous international experience?

|  |  |
| --- | --- |
| Yes, international experience is required. |  |
| Yes, international experience is desirable. |  |
| No, international experience is not taken into account in our hiring/ promotion policies. |  |

18. Does your institution offer training on interculturality for teachers, researchers and administrative staff?

|  |  |
| --- | --- |
| Yes, such training is in place and is part of our institution’s staff development programme*Please provide examples of such regular initiatives:* |  |
| Partially that is to say that in the past we have had such trainings organised but interculturality is not part of the institution’s staff development programme*Please provide examples of such occasional initiatives*: |  |
| No, such type of staff training has never been delivered at our institution |  |

19. Please provide an estimation of the percentage of academic and non-academic staff members at your institution who are fluent in at least one foreign language outside the official languages used in your country?

|  |  |
| --- | --- |
| Percentage of academic staff members. |  |
| Percentage of non-academic staff members. |  |

20. Does your institution provide incentives for faculty who are interested and motivated to design, develop and teach a study programme or a course with an international implication that is to say as part of a double/ dual degree partnership and or for the purposes of delivery in English?

|  |  |
| --- | --- |
| Yes, we have clear procedure for support, incl. financial one for such faculty. |  |
| No specific policy for provision of such incentives are in place but this type of initiatives are in general welcomed by the institution and its senior management. |  |
| No. |  |

**Internationalisation of Formal Curriculum**

21. Among the following possible ways to internationalise curriculum, please select the five most important ones being implemented at your institution? (*Please rank top five, where 1 = most important)*

|  |  |
| --- | --- |
| Activities that develop international perspectives of students (e.g. virtual mobility and global classrooms, international projects and internships at home, internationally focused research etc.). |  |
| Area study programmes/ courses (e.g. African, European, Latin American studies etc.). |  |
| Assessment of international/ intercultural learning outcomes. |  |
| Broadening the knowledge base of the curriculum beyond the canon. |  |
| Integrating the experience/ expertise of international students to enrich the learning experience. |  |
| Integration of international/ intercultural dimensions into learning outcomes for courses and programmes. |  |
| Professional development for faculty to enhance their ability to integrate international/ intercultural dimensions into teaching. |  |
| Programmes/ courses with an international theme (e.g. International Relations, Global Health. Etc.). |  |
| Requiring foreign language learning as part of the curriculum of the non-language programmes. |  |
| Teaching programmes/ courses in a non-local languages (for example teaching Engineering in English in France). |  |
| Working with international and/or culturally and linguistically diverse groups in the local community. |  |
| Other (*Please specify*): |  |

22. Where does the main responsibility for internationalisation of the curriculum lie at your institution?

|  |  |
| --- | --- |
| Institutional level. |  |
| Faculty/ Institute level. |  |
| Department level. |  |
| Individual faculty members. |  |

23. Does your institution offer students training on cultural diversity, intercultural awareness and interculturality?

|  |  |
| --- | --- |
| Yes, such is in place across curricula.*Please specify the course(s) concerned*: |  |
| Partially.*Please specify the programme(s) and courses concerned*: |  |
| Not in place, |  |
| Not applicable |  |

24. Has your institution defined a set of institution-wide learning outcomes related to international/ global competencies that all graduates must achieve?

|  |  |
| --- | --- |
| Yes. |  |
| In development. |  |
| No, global skills as part of graduates’ compulsory learning outcomes are defined only at some faculties and/or in some study programmes. |  |
| No. |  |

25. Is your institution involved in transnational education?

|  |  |
| --- | --- |
| Yes. |  |
| No. |  |
| Don’t know. |  |

26. If yes, which type of transnational education does it offer? (*Please indicated Yes or No for each of the presented options*)

|  |  |
| --- | --- |
| Double/ dual and/or multiple programmes delivered in cooperation with partner universities abroad. |  |
| Franchise programmes. |  |
| International Branch Campus. |  |

27. Prior to the COVID-19 pandemic outbreak in 2020, did your institution offer opportunities for virtual mobility, distance, online/ or e-learning courses (incl. MOOCs)?

|  |  |
| --- | --- |
| Yes*Please specify the course(s) concerned and/or the study programmes offered:* |  |
| No. |  |

28. How did COVID-19 affect teaching and learning at your institution in the immediate aftermath of the COVID-19 pandemic outbreak in early 2020?

|  |  |
| --- | --- |
| It was not affected. |  |
| Classroom teaching was promptly replaced by distance teaching and learning. |  |
| Most activities were suspended and the institution tried to develop solutions to continue teaching and learning through digital or self-study means. |  |
| Teaching was completely canceled. |  |

29. At the time of COVID-19 pandemic outbreak, were faculty members at your institution fully prepared and equipped with the right skills and knowledge to immediately switch to an online delivery mode?

|  |  |
| --- | --- |
| Yes, the majority of our faculty members coped with the transition to an online delivery mode very swiftly. |  |
| Teaching online proved to be a challenge for many of our faculty members and they dealt with this issue on their own pace. |  |
| Teaching online proved to be a challenge for many of our faculty members and to address this issue, the institution organised online staff trainings to improve faculty digital and pedagogical skills in line with the new realities. |  |
| Teaching was completely canceled due to the lack of faculty skills and knowledge of online teaching methodologies. |  |

30. In 2020/2021, does your institution offer new opportunities for virtual mobility, distance, online/ or e-learning courses (incl. MOOCs) that were developed and piloted as a result of the COVID-19 pandemic?

|  |  |
| --- | --- |
| Yes.*Please specify the course concerned and/or the study programmes offered*: |  |
| No. |  |

31. Does your institution have an established procedure in place for recognition of student learning outcomes obtained through virtual mobility, distance/ online education or e-learning courses (incl. MOOCs)?

|  |  |
| --- | --- |
| Yes, we have had such procedure in place since before the COVID-19 pandemic. |  |
| Yes, we had to adopt such procedure to address the needs and necessities stemming from the new teaching and learning realities COVID-19 pandemic has created. |  |
| We are currently designing such procedure. |  |
| No due to the fact that recognition of learning outcomes obtained through virtual mobility is not supported through our national legislation. |  |
| No because there is no support for this at institution level. |  |

**Internationalisation of Informal Curriculum**

32. Where does the main responsibility for extra-curricular activities for internationalisation at home lie at your institution?

|  |  |
| --- | --- |
| Institutional leadership. |  |
| International Relations Office. |  |
| Office of student services. |  |
| Faculties and departments. |  |
| Individual professors. |  |
| Student associations. |  |

33. Which extracurricular activities are undertaken as part of internationalisation at home at your institution? (*Please rank top five, where 1 = most important)*

|  |  |
| --- | --- |
| Buddy or mentor schemes to link international students with home students. |  |
| Housing that deliberately mixes international and home students. |  |
| Events that provide intercultural/ international experiences on campus or in the local community. |  |
| Student volunteer work with local immigrant or cultural minority groups. |  |
| Student volunteer work with international development or other service projects. |  |
| Interaction with students in other countries using ICT-aided programmes. |  |
| Intercultural skills-building workshops for staff and students. |  |
| Allocating special resources (funding/ space/ staff) for intercultural activities. |  |
| Other (*Please specify*): |  |

34. Does your institution have a designated welcome and care center for international students?

|  |  |
| --- | --- |
| Yes.*Please specify the name and position of this unit within the institutional organizational chart:* |  |
| Yes as part of the International Relations Office. |  |
| No, we do not have a structural unit assigned to care and support international students. |  |

35. Does your institution have a designated team and/or procedure in place to assist international students in crisis and in need?

|  |  |
| --- | --- |
| Yes.*Please describe shortly the applicable procedure in such cases:* |  |
| No. |  |

36. Are there English versions of all information means (key institutional regulations, curricula, detailed practical information and guidance) published on the institution’s website and targeted at prospective and current international students?

|  |  |
| --- | --- |
| Yes, fully in place.*Please provide a link:* |  |
| Partially.*Please provide a link*: |  |
| Not in place. |  |
| Not applicable. |  |

37. Does your institution provide international students with comprehensive pre-arrival information and support incl. visa application, accommodation options, local knowledge on living conditions and costs, university services, opportunities for sport, social life on campus etc.?

|  |  |
| --- | --- |
| Yes.*Please explain who is in charge of this initial/ pre-arrival care and support:* |  |
| No. |  |

38. Does your university organize extracurricular activities targeted specifically at international students and at students with diverse cultural background in general?

|  |  |
| --- | --- |
| Yes, we have a rich extracurricular activities’ calendar that benefits not only our local students but also meets the needs of our international students (*Please provide a few examples of such events that have taken place during the last two academic years that is prior and during the pandemic)* |  |
| Partially since only very few of the extracurricular events on campus are suited at international students due to language barriers and existing cultural differences. |  |
| No. |  |

39. Does your university organise cultural events aiming to promote multiculturalism, the cultures of international students represented on campus as well as the cultural traditions of local ethnic or religious minorities?

|  |  |
| --- | --- |
| Yes, we organise such events on an annual basis.*Please provide a few examples of such events that have taken place during the last two academic years that is both prior and during the COVID-19 pandemic:* |  |
| Partially since in the past we have had such events but these are not part of the institution’s annual extracurricular activities’ calendar.*Please provide a few examples of such events that have taken place in the past:* |  |
| No. |  |

40. Do you measure formally the level of satisfaction among international students at your institution?

|  |  |
| --- | --- |
| Yes, we do this on an annual basis.*Please provide details of the results of the last two feedback collections completed at your institution:* |  |
| Partially since we have very few international students who share their feedback and concerns with the people in charge at the university through regular informal communications. |  |
| No. |  |