FRIENDS

ERASMUS+ PROGRAMME, KEY ACTION 2

CAPACITY BUILDING IN HIGHER EDUCATION

Furthering International Relations Capacities and Intercultural Engagement to Nurture Campus Diversity and to Support Internationalisation at Home (FRIENDS)

INTERNATIONALISATION AT HOME INSTITUTIONAL INFORGRAPHIC REPORT

Payap University

3,500

total number of full-time students registered in academic year 2017/2018

https://www.payap.ac.th/home/

6 - 20%

of total enrollment was comprised of international students in academic year 2017/2018
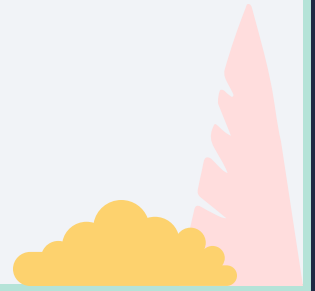
Up to 5%

international students at the institution spent between 3 and 12 monthsas part of their home study programme during the academic year 2017/2018

Internationalisation as Institutional Policy

The internationalisation and internationalisation at home (IaH) are mentioned in Payap University's Vission: International Learning resources to Develop Global Citizen, Identity: Internationalization, Strategic plan: No.4: Empower all related factors to Develop Global Citizen, Tactic: 4.5: Projects/Activities of Intercultural/Mutual Understanding. The IaH is seen as very important in the university. Furthermore, all informative means such as key institutional regulations, curricula, and training materials are published on the institution's website partially in English language.

Top 3 main sources of funds for the implementation of the international activities

1 External public funds – including grants and/or programmes from international organizations

2 General institutional budget

3 Funds generated from international student fees

Top 3 most significant potential benefits of IaH

1 Enhanced prestige/profile for the institution

2 Enhanced international cooperation and capacity building

3 Enhanced internationalisation of the curriculum/internationalisation at home

Institutionalisation Policy and Activities

Top 5 internalisation activities undertaken at the institution

1 International development and capacity building projects

2 Developing institutional strategic partnerships

3 Bi- or multilateral international student exchanges

4 Strengthening international/intercultural content of curriculum

5 Marketing and promoting our institution internationally

The institution **encourages** and **provides** actual support for engagement with local communities through the organization and facilitation of events and initiatives aimed at raising intercultural awareness and involving the local community **such as International Day**.

Internationalisation of the Curriculum

Top 5 possible ways to internationalise the curriculum

1 Requiring foreign language learning as part of the curriculum of non-language programmes

2 Programmes/courses with an international theme (e.g. International Relations, Development Studies, Global Health, etc.)

3 Teaching programmes/courses in a non-local language (for example teaching engineering in English in France)

4 Activities that develop international perspectives of students (e.g. virtual mobility and global classrooms, international projects and internships at home, internationally focused research etc.)

5 Working with international and/or culturally and linguistically diverse groups in the local community

The main responsibility for internationalisation of the curriculum lies at the **institutional level**. On the other hand, the main responsibility for the extra-curricular activities for the IaH lies at the **international office** of the institution.

Top 5 extracurricular activities that are undertaken as part of internationalisation in the institution

1 Events that provide inter-cultural/international experiences on campus or in the local community

2 Intercultural skills-building workshops for staff and students

3 Housing that deliberately mixes international and home students

4 Allocating special resources (money/space/staff) for intercultural activities

5 Student volunteer work with international development or other service projects

Students training programmes on cultural diversity, intercultural awareness and interculturality offered by the institution

1 General Education Course: ENGLISH FOR CROSS-CULTURAL COMMUNICATION, CITIZENSHIP GOOD GOVERNANCE AND PEACE, SCIENCE AND TECHNOLOGY FOR QUALITY OF LIFE AND ENVIRONMENT, etc.

The institution has defined the following set of institution-wide learning outcomes such as:
- requiring foreign language learning as part of the curriculum of non-language programmes
- requiring international/global related learning General Education Courses
- IT Proficiency Training

Human Resources and Staff Development

6 - 20%

of full-time academic staff members are international

The institution offers training on interculturality for teachers, researchers, and administrative staff, such as language and cultural development programmes for faculty and supporting staff.

30 - 80%

of academic and non-academic staff members at the institution can speak at least one foreign language

The current infographic report represents a summary of the data collected by Payap University through the means of a self-assessment tool. The Internationalisation at Home Self-Evaluation Tool in FRIENDS was designed as part of the consortium's efforts to outline the 12 Partner Country HEIs' internationalisation landscapes and to identify levels of integration of international and intercultural dimensions into their formal and informal curriculum. The questionnaire was prepared based on the IAU 5th Global Survey on Internationalisation of Higher Education and represents an adapted and shortened version of the global survey focusing predominantly on the issue of internationalisation at home.