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F R I E N D S

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 SELF-EVALUATION TOOL

Introduction

The FRIENDS project is funded through the Erasmus+ programme for Capacity Building in Higher Education. It combines the efforts of universities in Bhutan, Cambodia, Malaysia, Thailand, Philippines, Bulgaria, Hungary, Poland and Turkey. The project's chief end is to strengthen the 12 Partner Country HEIs' internationalisation capabilities and to develop their students' global competence through the integration of intercultural dimensions into the Universities' formal and informal curriculum.

The Internationalisation at Home Self-Evaluation Tool 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 is prepared based on the [IAU 5th Global Survey on Internationalisation of Higher Education](#) (see attached). The current questionnaire represents an adapted and shortened version of the global survey and focuses predominantly on the issue of internationalisation at home.

Name of the institution:

Country:

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

Name of the respondent providing information on behalf of the University:

Position of the respondent:

Email of the respondent:

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1. Is *internationalisation* mentioned in your institutional mission/strategic plan?

- a) Yes (*Please quote the relevant section*)
- b) No
- c) We don't have a mission/strategic plan.

2. Is *internationalisation at home* mentioned in your institutional mission/strategic plan?

- a) Yes (*Please quote the relevant section*)
- b) No
- c) We don't have a mission/strategic plan.

3. How important is internationalisation at home (not including mobility/study abroad / exchange) at your institution?

- a) Very important
- b) Relatively important
- c) Not important.

4. Are there English versions of all informative means (key institutional regulations, curricula, training materials) published on the institution's website?

- a) Fully in place
- b) Partially
- c) Not in place
- d) Not applicable.

5. 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 organizations
- External private funds - including grants from foundations, corporations and other sources
- Not funded
- Other (*Please specify*):

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

- Enhanced international cooperation and capacity building
- Enhanced internationalization of the curriculum/internationalization 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*):

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

- Bi- or 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 associations
- Participation in international events
- Recruiting fee paying international undergraduate students
- Recruiting fee paying international post-graduate students
- Recruiting foreign faculty
- Strengthening international/intercultural content of curriculum
- Other (*Please specify*):

8. In academic year 2017/2018, what percentage of your institution's total enrollment was comprised of international students?

- a) None
- b) Up to 5%
- c) 6 to 20%
- d) 21 to 50%
- e) Over 50%

9. During academic year 2017/2018, what percentage of enrolled students were international students spending between 3 and 12 months at your institution as part of their home study programme (study abroad or exchange students earning credit, e.g. credit mobility)? (*Please estimate as a share of all full-time equivalent degree-seeking students*)

- a) None
- b) Up to 5%
- c) 6 to 15%
- d) 15 to 25%
- e) Over 25%.

10. Among the following possible ways to internationalize 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 studies programmes / courses (e.g. African, Latin American, European studies, etc.)
- Assessment of international / intercultural learning outcomes
- Broadening the knowledge base of the curriculum beyond the canon

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- 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, Development Studies, Global Health, etc.)
- Requiring foreign language learning as part of the curriculum of non-language programmes
- Teaching programmes/courses in a non-local language (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*):

11. Where does the main responsibility for internationalization of the curriculum lie at your institution?

- a) Institutional level
- b) Faculty/ Institute level
- c) Department level
- d) Individual faculty members.

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

- a) In place (*Please specify the modules concerned*)
- b) Partially (*Please specify the programmes and modules concerned*)
- c) Not in place
- d) Not applicable

13. Which extra-curricular activities are undertaken as part of internationalization in your institution? (*Please rank top five, where 1 = most important*)

- Buddy or mentor schemes to link international students with home student
- Housing that deliberately mixes international and home students
- Events that provide inter-cultural/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 structured ICT-aided programmes
- Intercultural skills-building workshops for staff and students
- Allocating special resources (money/space/staff) for intercultural activities
- Other (*Please specify*):

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

- a) Institutional leadership
- b) International office
- c) Office of student services
- d) Faculties and departments
- e) Individual professors

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f) Student associations.

15. Does your institution offer opportunities for virtual mobility, distance, online and/or e-learning courses (incl. MOOCs)?

a) Yes (*Please specify the name of the courses and/or programmes offered*)

b) No.

16. Does your institution encourage and provide actual support for engagement with local communities, incl., through the organization and facilitation of events and initiatives aimed at raising intercultural awareness and involving the local community?

a) Yes (*Please name such existing initiatives*)

b) No.

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

a) Yes (*Please specify the 3 most important international and/or intercultural competences your HEI is seeking to develop*)

b) Learning outcomes are defined only at some faculties (*Please name the faculties concerned and the 3 most important international and/or intercultural competences they are seeking to develop*)

c) In development

d) No.

18. At your institution, what percentage of full-time academic staff members who are international?

a) None

b) Up to 5%

c) 6 to 20%

d) 21 to 50%

e) Over 50%.

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

a) In place (*Please provide examples of such regular initiatives*)

b) Partially (*Please provide examples of such occasional initiatives*)

c) Not in place.

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