

WELCOME

TOWARDS INCOMING INTERNATIONAL UNIVERSITY COMMUNITIES

BENCHMARKING ANALYSIS ON INTERNATIONALIZATION PRACTICES

REPORT

Contents

Part I – Framework and Characterization	4
I.1. Framework	4
I.2. Methodology and analytical dimensions	4
I.3. Facts and Figures.....	6
I.3. Overview	11
Part II – International Structures and Models.....	13
II.1. Institutional Indicators	13
II.2 General Aspects.....	17
II.3. Overview	19
Part III. Academic Offer and Training	20
III.1 International Training.....	20
III.2 General Training.....	21
III.3 International Innovative Programmes	23
III.4. Overview	24
Part IV. Student Support Services	25
IV.1 Services and Support.....	25
IV.2 Contact and Communication	28
IV.3 Overview	29
Part V. International Promotion and Visibility	30
V.1 International Promotion Activities.....	30
V.2 External Links	31
V.3 Overview	32
VI. Marketing and Communication	33
VI.1 Website and Social Networks	34
VI.2 Cooperation and Resources.....	36
VI. Overview	37
Part IV. Final Remarks	39
Annexes.....	40
1. Survey on Benchmark Analysis on Internationalization Practices	40



Co-funded by the
Erasmus+ Programme
of the European Union

Table 1: Response rates	5
Table 2: Ranking Distribution among the WELCOME Consortium.....	11

Part I – Framework and Characterization

I.1. Framework

The WELCOME project major goal consists in supporting the Chinese and Kazakhstan universities in developing their internationalization processes and their marketing strategies in order to attract more students, professors and researchers. In such a vast consortium and with unknown realities an analysis of the internationalization state-of-the-art was conducted. The 6 main dimensions analysed were the following:

1. Facts and figures;
2. International structures and models;
3. Academic offer and training for academic and non-academic staff;
4. Student support services;
5. International promotion and visibility;
6. Marketing and Communication.

This line of action is aligned with Erasmus + and the European Union goals defined in the *European higher education in the world strategy* (2013) that aims to promote the cooperation between EU and non-EU countries, and where special attention is given to education and research as strategic sectors for Asia development. If education plays a major role on countries development, then their education institutions are the main foundation for the promotion of a sustainable development and economic growth.

Capacitating local actors with internationalization competences and institutions with internationalization and marketing strategies adjusted to each country needs and realities comprises as the major challenges within the WELCOME project. Prior knowledge on the Higher Education Institutions internationalization current status and the identification of the core areas of intervention and development is essential in order to structure valid internationalization and marketing strategies. In line with this objective, the findings presented in this report focus on the data and perceptions of European, Chinese and Kazakh consortium members.

The work focused the exploratory and comprehensive angle, aiming to collect an extensive quantity of information in several different indicators. Mapping each institution reality helped to better understand each region characteristics and contrasts.

I.2. Methodology and analytical dimensions

The WELCOME Consortium is composed by 12 partners, 6 from European Higher Education Institutions (Instituto Superior Técnico, Universitat Politècnica de Catalunya, Universitat Rovira I Virgili, Université de Perpignan, Royal Institute of Technology and Tallin

Institute of Technology), 4 from Kazakhstan Higher Education Institutions (Karaganda State Medical University, Narxoz University, L.N.Gumilyov Eurasian National University and KAZAKH University of Economics, Finance and International Trade) and 2 from Chinese Higher Institutions (Beihang University and Tongji University).

The questionnaire was developed by the WP1 leaders and validated by the Project Coordinator team (UPC). The on-line survey was applied during April and June of 2017, using the platform LimeSurvey. Table 1: Response rates shows the response rates per partner.

Table 1: Response rates

	n	Response rate
Instituto Superior Técnico	1	8.3%
Universitat Politècnica de Catalunya	1	8.3%
Universitat Rovira I Virigili	1	8.3%
Université de Perpignan	1	8.3%
Royal Institute of Technology	1	8.3%
Tallin Institute of Technology	1	8.3%
Karaganda State Medical University	1	8.3%
Narxoz University	1	8.3%
L.N.Gumilyov Eurasian National University	1	8.3%
KAZAKH University of Economics, Finance and International Trade	1	8.3%
Beihang University	1	8.3%
Tongji University	0	0.0%
Total	12	91.7%

Findings are presented on the basis of regional indicators reflecting the consortium objective to identify potential differences between the consortium reality, that could lead to the creation of different internationalization or marketing strategies or on the other hand, identify that there are no significant differences between both regions regarding their internationalization and marketing (I&M) strategies needs, which could lead to the creation of a similar I&M strategies. Nevertheless, it's needed to point that the findings cluster institutional different contexts and maybe a partial view of a wider reality.

The reported data considered the year of 2016 and the academic year of 2015/2016, in the absence of information, partners were kindly asked to provide the most recently data and indicate the year of reference. As already indicated above, the survey focuses on six key dimensions with a total of 90 indicators: Facts and Figures, comprising a total of 12 indicators; Internationalization Structures and Models, comprising a total of 21 indicators; Academic Offer and Training comprising a total of 17 indicators; Student Support Services, comprising a total of 9 indicators; International Visibility comprising a total of 10 indicators; Marketing, Communication and Management comprising a total of 21 indicators.

Each one of the six dimensions aimed to gather different information, with Facts and Figures the target was to get a picture of how each university regarding the number of

students, grants, programmes, incoming and outgoing mobility, international agreements and network participation, research units and scientific publications, among other indicators. With International Structures and Models, the target was to gather institutional and management information, units and staff involved in international operations, internationalization level of the infrastructures and internationalization reflection on institutional aspects. Regarding the academic offer and training the objective was to collect information in all types of training, such as MOOCs, short courses, specific training in internationalization and transversal topics, English training and communication skills, staff and teaching mobility. With Student Support Services the aim was to collect information about the support services, availability of information in the Institutions website, first contact with the international student and structures dealing with prospective international students, pre-arrival support provided and activities organized. Regarding International Visibility, the target was to gather information about the services, programmes and activities that trigger each institution international promotion. With Marketing, Communication and Management the aim was to collect all the available information about each Institution identity brand, marketing and communication plans and offices, international events and activities and social networks use of international communication and marketing.

When collecting information, surveyed were given the opportunity to submit suggestions and general comments on each of the topics.

I.3. Facts and Figures

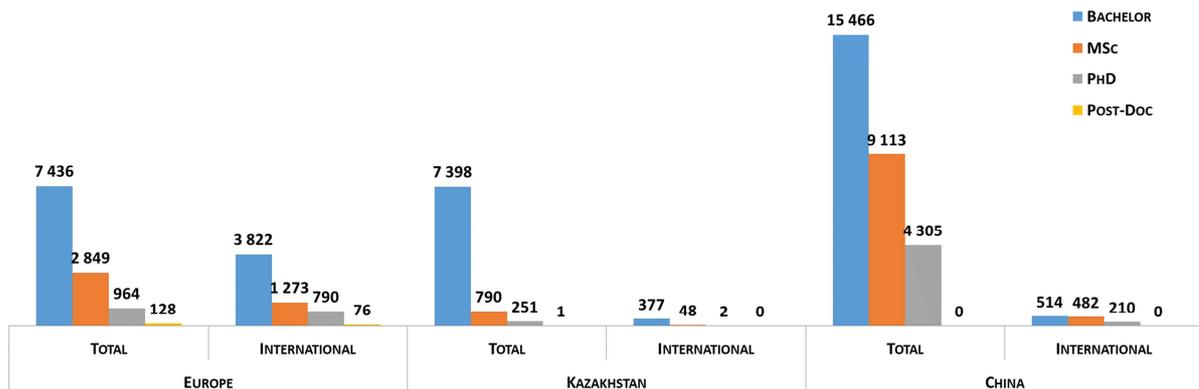


Figure 1: Average number of Students in the WELCOME Institutions

Figure 1 presents the average number of the students in the WELCOME consortium presented in two categories, the students total average and the international students average values. A quick analysis shows that China is the region with the highest average of students at the Bachelor (n=15466), Master (n=9113) and PhD (n=4305) degrees and that Europe is the region with the highest average of students at the Post-Doc degree.

Also Europe is the region that gathers the highest average number of international students in the Bachelor (n=3822), Master (n=1273), PhD (n=790) and Post-Doc (n=76), values that contrast with the ones recorded in Kazakhstan and China, which are proportionally lower.

Finally, the average number of bachelor students is the higher value not only in the 3 regions, Europe (n=7436 students), Kazakhstan (n=7398) and China (n=15466), but also among the International students (EU = 3822; KZ = 377; CN = 514).

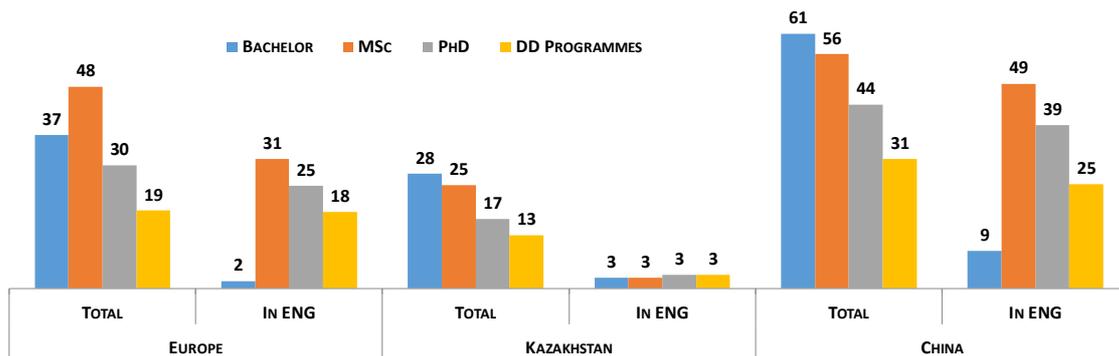


Figure 2: Average number of Programmes in the WELCOME Consortium

Regarding the average number of Programmes offered by the Institutions in the WELCOME consortium, it is possible to observe on Figure 2 that China is the region that offers the highest average of Programmes (Bachelor = 61; Master = 56; PhD = 39; DD Programmes = 31) and also the region with the highest average of Programmes in English, only comparable with Europe in this indicator.

However, one point to consider is the low average number of Bachelor degrees offered in English in Europe (n=2), Kazakhstan (n=3) and China (n=9), especially considering the information on Figure 1 that indicated Bachelors as the highest average number of students in the 3 regions.

Kazakhstan is the region that recorded the lowest number of Programmes in English and regardless the type of Programme, a characteristic that doesn't favour incoming students.

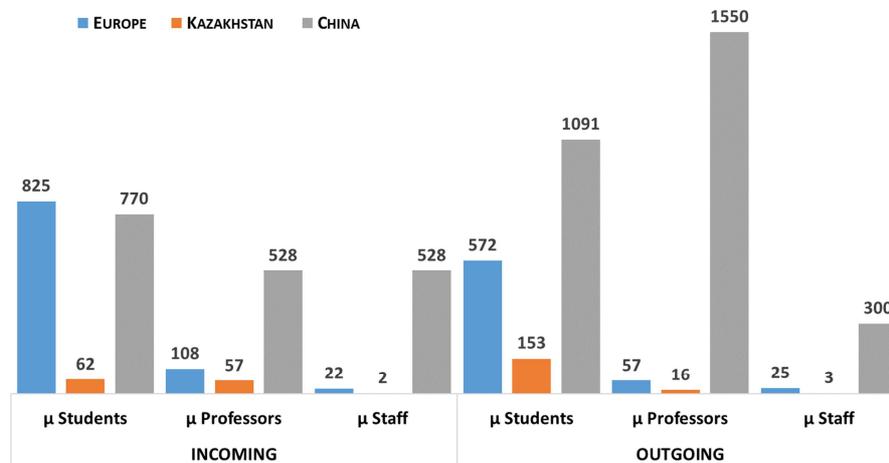


Figure 3: Average number of Incoming and Outgoing Mobility in the WELCOME consortium

Considering the information provided on Figure 3 it is possible to observe that Europe scores the highest average of incoming students (n=825) and China scores the highest average of incoming Professors (n=528) and Staff (n=528). On the outgoing average numbers, China takes the lead in all categories, students (n=1091), Professors (n=1550) and staff (n=300).

Kazakhstan on the other end registered the lowest average numbers in all of the mobility indicators and in both categories, incoming and outgoing, stressing the need to implement actions to attract more students, professors and staff to the Kazak institutions.

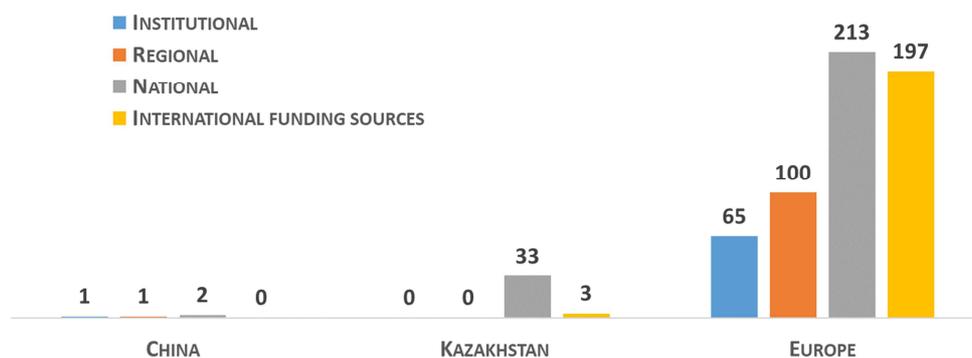


Figure 4: Average number of Grants Available for International Students in the WELCOME consortium

The average number of grants available for international students, a major attraction factor, is presented on Figure 4. Europe is the region with the major number of available grants regardless their type: National (n=213), International funding sources (n=197), Regional (n=100) and Institutional (n=65).

Fewer grants are available in China, a total of 4, and Kazakhstan, a total of 36 available grants. Funding is an issue for students, professors and staff when in mobility, the existence of

grants is a facilitator for the mobility and considering the European reality, the majority of the grants come from national, regional and institutional sources ($\Sigma = 378$) and not from international sources ($n=197$).

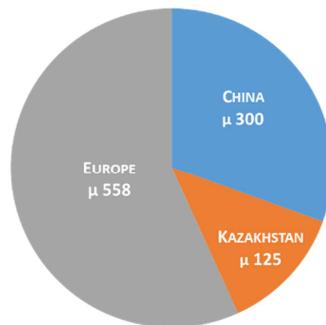


Figure 5: Average number of International Agreements among the WELCOME Consortium

Regarding the average number of International Agreements showed in Figure 5, Europe stands out with an average of 558 international agreements, followed by China with 300 and Kazakhstan with 125. The difference among the 3 regions is clear, nevertheless the importance of the international agreements should not be disregarded, and an effort should be made in order to increase the official cooperation among Institutions. International Relations Offices in each school must work not only to obtain relevant agreements with relevant partners in specific or core areas for the institution, but also to keep the agreements vivid and with a positive balance for both parties.



Figure 6: Average number of the participation in International Networks among the WELCOME Consortium

Figure 6 presents the average number of networks to which each Region participates in. Europe ($n=13$) and Kazakhstan ($n=10$) have a similar number of networks participations, however China records a smaller ($n=5$) network participation.

For reference, in total the 3 regions participate in 35 networks. Networks are powerful tools to boost internationalization, especially considering the main roles performed in the networks are decision making ($n=14$, 40% from the total of networks) and student mobility activities ($n=25$, 71,5% from the total of networks).

Below are listed the most common networks among the partners:

- T.I.M.E. (China & Europe)
- IAESTE (Europe)
- CLUSTER (Europe)
- CEEMAN (Kazakhstan)
- EFMD (Kazakhstan)
- PRIME (Kazakhstan)

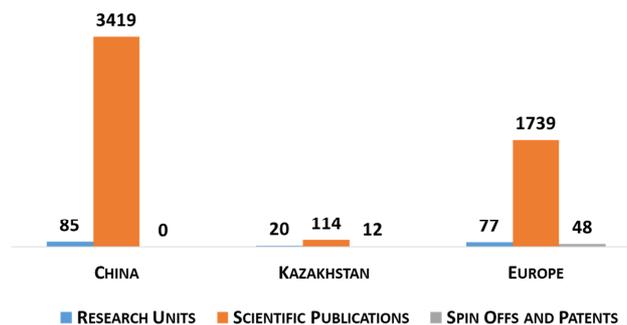


Figure 7: Average number of Scientific & Innovation Indicators in the WELCOME Consortium

Scientific and Innovation indicators are also valuable tools to boost the internationalization processes of higher education institutions and should not be disregarded. Among the 3 indicators presented in Figure 7 it is possible to identify that scientific publications are the most common output among these indicators, mainly in China (n=3419) and Europe (n=1739) and that spin offs companies are the less common. All regions institutions have research units, again with China leading the way (n=85), followed by Europe (n=77) and Kazakhstan (n=20).

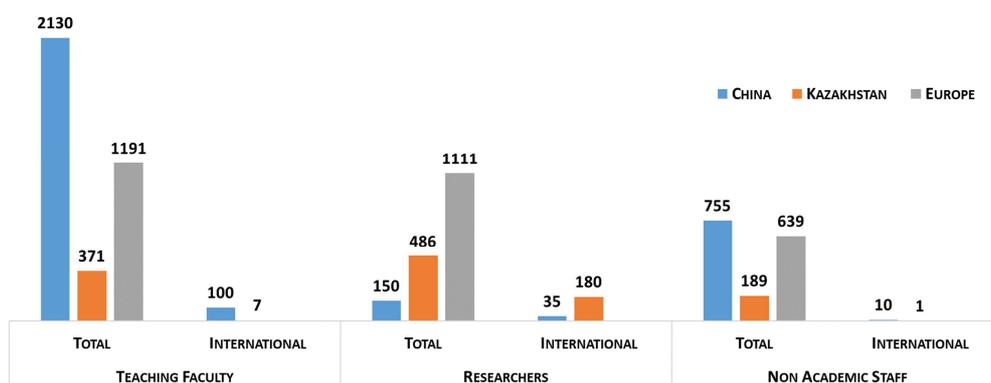


Figure 8: Average number of Human Resources in the WELCOME consortium

Human resources are also a key aspect of the internationalization process, mainly for the in-house internationalization processes. The average number of human resources is presented in Figure 8 in two categories, total and international. Regarding the teaching faculty

(TF) and the non-academic staff (NAC), it is possible to observe that China recorded the highest value (TF=2130; NAC=755), followed by Europe (TF=1191; NAC=639) and Kazakhstan (TF=371; NAC=189). When observing the Researchers values, it's possible to identify a switch in the trend with Europe recording the highest average value (n=1111), followed by Kazakhstan (n=486) and China (n=150).

Also an important factor is the number of internationals working at the institutions, however the data presented may not be very promising, registering low average values in all categories in all regions, some partners struggled when answering to this question, issues regarding misinterpretation and internal information system issues severely affected the presented results in this category, therefore the European results are not considered representative.

Table 2: Ranking Distribution among the WELCOME Consortium

	WORLD			National		
	Shanghai	U.S. News	TIMES	Shanghai	U.S. News	TIMES
Europe	51 - 401	198-231	155-600	1-6	1-5	4
Kazakhstan	301			4		
China		450		14	24	

Table 2: Ranking Distribution among the WELCOME Consortium, presents the positions in which the institutions in each region are placed in three national and international rankings: Shanghai, U.S. News and TIMES rankings.

All European institutions are represented, assuming international positions that vary between the 51st (Shanghai Ranking) and the 600th (TIMES Ranking) positions and national positions that vary between the 1st (Shanghai and U.S. News Rankings) and the 6th position (Shanghai Ranking).

Kazakhstan registers the 301th position on the international Shanghai Ranking and the 4th position on the national Shanghai Ranking. China registers the 450th position on the U.S. News international Ranking and between the 14th and 24th position among the national Shanghai and U.S. News Rankings, respectively.

Among the Facts and Figures questions section, a question about the institutional budget was placed. However, the results were very diffuse and unclear, therefore a decision was made to not present any results regarding this indicator. Nevertheless, budget plays a major role, as in any other subject, not only the Institutions total budget but also the budget attributed to international services and to internationalization activities and innovation.

I.3. Overview

- Data collection from mid-April until mid may, via on-line survey using Limesurvey.
- Exploratory study – many questions – longer time to answer.

- 91.7% answer rate. Some questions with < 50% response rate.
- Some partners' difficulty to access survey.
- All regions highest average of Bachelor students.
- EU highest average of MSc Programmes, Non-EU highest average of Bachelor degrees.
- Programmes offered in English, highest average of 2nd cycle programmes
- Very few 1st cycle programmes in English
- Incoming mobility: highest average among students. China, highest average among students.
- Outgoing mobility: China highest number of Outgoing in all categories. EU and Kazakhstan similar average of outgoing students.
- Human resources: China, highest average Teaching faculty and staff. Europe: Lowest average of HR in all categories except researchers.

Part II – International Structures and Models

Part II is dedicated to the analysis of the international structures and models and aims to understand the internal management structures and processes regarding internationalization. Management plays an important part on the development and support to internationalization measures.

II1. Institutional Indicators

81.7% of the Consortium are public entities, from the total of the partners, in Europe only 1 institution is private (9%) and in Kazakhstan 2 institutions are private (18%).

72.7% of the Institutions have their International Affairs represented in their managing board. Regarding the type of international activities management model, 54.5% have a top down decision/centralized model and 45.5% have a mixed model.

Regarding the specific models of international relations management, the detailed description of the several models are as following in Europe:

- Vice-Rector for Global Relations, who is a member of the University Board, coordinates international activities. University Board can initiate specific international activities. KTH School have high level of independence and can carry out their own international activities and conclude own (school-specific) agreements.
- Management board, Vice-Presidents for different areas, Different Areas Coordinators - Staff/Workers.
- Starting from 2004 the International Relations Office (IRO) and activities were decentralized and bottom up approach was the top factor of development. The need for internationalization was institutional need for quality assurance system development. Tradition of research based international activities dates back to different national systems during different regimes. From 2004 until 2014 IRO was a separate unit based 30 % on university financing and project based financing from different sources. In kind input was 70 % and helped to develop mobility of students and staff; foreign language teaching and program development.
- General international strategy defined by the managing board and strategy and evaluation realized by the IRO council from the International office and academic staff for research.

In China, the international affairs at Beihang University are currently (2015/2016) overseen by Professor Haijun Huang, Vice President Academic & International. The International Division and International School form two supporting pillars. They together coordinate the international affairs by working with the vice dean of each school.

In Kazakhstan:

- Rector, vice-rector, deans of faculty, specialist of international department.
- Internationalization strategy developed in 2015 to make a significant contribution to the development of Narxoz University. Internationalization indicators included in the KPI of all departments and staff members. International Affairs Council established involving key stakeholders. High-quality information campaigns to support the internationalization process provided (website in English, participation in exhibitions, marketing events, presentations at international conferences, publications in the bulletin and news of international associations etc.).
- KSMU has a Rector at the Head and 4 vice-Rectors. There is a Vice-Rector for Strategic Development, Science and International Cooperation, which provides the International Policy of the University in the frame of National Strategy. The Department of International Cooperation and Bologna Process is under her coordination.
- Vice-Rector for International Cooperation and Development - University International Office - Faculties – Departments.

These detailed descriptions enabled a better understanding of each Institution reality and at the same time showed how relevant and supported by the Boards is each internationalization process. Some schools have already an implement and internationalization process in their organizational structure, others are still in the process of implementation and others haven't yet started.

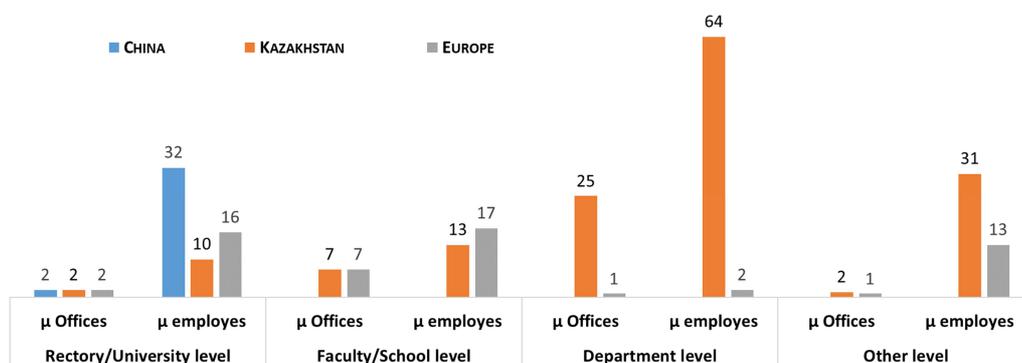


Figure 9: Average Units & Employees involved in international operations in the WELCOME Consortium

Figure 9 summarizes the statistics regarding the number of offices and employees in each of the schools units. It is possible to observe that at the University there's a lower average of offices and a higher number of employees. Considering the other units, faculty/school level it is possible to observe that Europe and Kazakhstan regions have the same average number of offices but Kazakhstan has slightly more employees in average. Also regarding Kazakhstan, is the region that registers the highest number of international employees at the departmental level.

Regarding the specific models of international relations human resources management, the detailed description of the several models are as following in Europe:

- There is International Relations Office which carries out broad range of international activities and employees 33 persons. There are several other departments on the central level of the university which are involved in international activities. On the level of the Schools there are dedicated persons which coordinate exchange activities, academic mobility and work in close contact with IRO. On the department level usually there are no dedicated staff working with internationalization issues, though some departments have staff with the part-time dedication to international work.
- The School has 2 offices - NMCI (mobility and International Cooperation Office deals with student mobility and protocols and student front office) and NRI (International Affairs Office deals with project management and strategic protocols).
- Central level IRO office delegated tasks and activities to faculty level actions. IRO made proposals to administrative board and rector. Fulfilled the protocol tasks on university level. Initiated and coordinated international project tasks. IRO was responsible for budgeting and reporting. Student unions, international organizations and foundations, enterprises and companies were cooperation partners of IRO as coordinating unit. Communication with embassies and foreign ministry was also the responsibility of IRO".
- At university level: international office and research office in charge of internationalization (projects, new agreements, ...) and then international referents in each faculty: academic staff in charge of applications' evaluation and administrative staff for specific pedagogical matters (transcript of records, registration, etc..).

In China, the International Division is a typical department for International relations. It manages the University's internationalization strategy, global partnerships, international programs, and faculty and student mobility. The International School takes charge of the admissions of international students, coordinates their educational programs and offers support services for visa, housing, campus activities, scholarships, etc.

In Kazakhstan:

- Rector, vice-rector, international department staff, technical and educational staff.
- Rector is a Head of the University. KSMU has the vice-Rector for Strategic Development, Science and International Cooperation. There 4 departments involved at the process of internationalization in KSMU: Department of International Cooperation and Bologna Process, Department for Education and

Methodical Work, Center for Transfer of Innovative Technologies and Deans' Offices. The department which is responsible for international policy is the Department of International Cooperation and Bologna Process.

- University International Office - International coordinators at each of the 13 faculties - International Coordinators (non-administrative) at each Department.

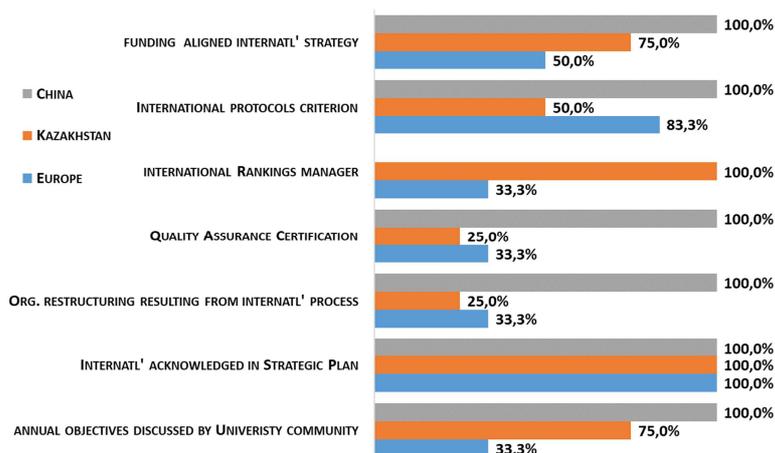


Figure 10: Existence of some Institutional Aspects among the WELCOME Consortium

Figure 10 can be divided in two main scenarios, the first one being the internationalization process composed by the indicators:

- Funding aligned with internationalization strategy: although 50.0% of the European partners have an aligned international strategy aligned with the institutions funding, the great majority of the Kazakh and Chinese partners have it.
- Organizational restructuring resultant from an internationalization process: the majority of Europe (33.3%) and Kazakh (25.0%) institutions hadn't had organizational restructuring's resulting from international processes.
- Internationalization acknowledged in strategic plan: the totality of partners in the Consortium have internationalization acknowledged in their strategic plan.

And the second being by the organizational process composed by the indicators:

- International protocols criterion: regarding the criterion for signing international protocols the majority of all the institutions have them in China (100%), Europe (83.3%) and Kazakhstan (50.0%).
- International rankings manager: China institution has no international rankings manager, the totality of the Kazakh (100%) have them and only a part of the European institutions have them (33.3%).

- Quality assurance certification: with China (100%) taking the lead and with some work to be done among the Kazakh (25.0%) and European (33.3%) partners.
- Annual objectives discussed by university community: where is possible to observe a common tendency for that discussion among the Chinese (100%) and Kazakh (75%) partners than among the European (33.3%).

II.2 General Aspects

Besides the institutional aspects, some more general aspects were also questioned and assessed by the WELCOME Consortium members.

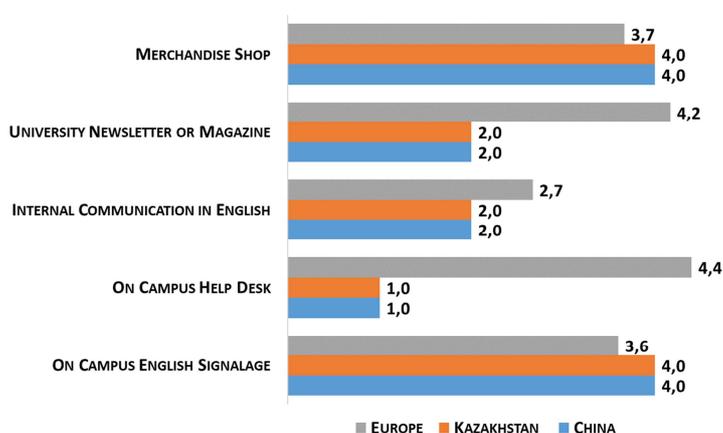


Figure 11: Internal infrastructures rating level of internationalization

This question was rated in a scale of 1 to 5, where 1 was Poor and 5 was Very Well. A total of 5 structures were evaluated, regarding the Merchandise Shop the 3 regions assessed it positively, between 3.7 and 4 points. Regarding the University newsletter/magazine, only the European partners rated it positively (4.2 points), China and Kazakhstan rated them negatively (2.0 points), meaning that this is an area to be developed or reinforced.

The internal communication in English although positively rated by European institutions (2.7 points) is an area that needs some effort for improvement, the same as in China and Kazakhstan (2.0 points). The on campus help desk was the item better rated by the European institutions (4.4 points) but the worst rated by the Chinese and Kazakh institutions (1.0 points), targeting one of the main goals of the WELCOME Project, which is to implement welcome/internationalization centers in each institution in both regions.

Considering the on campus English signalage the average values were higher in China and Kazakhstan (4.0 points) than in Europe (3.6 points).

Regarding language an extra question about the existence of a Minimum English language requirements and the existence of an Emergency Plan in English, only 50.0% of the European schools have it, on contrast with the 0% of the Chinese and Kazakh institutions.

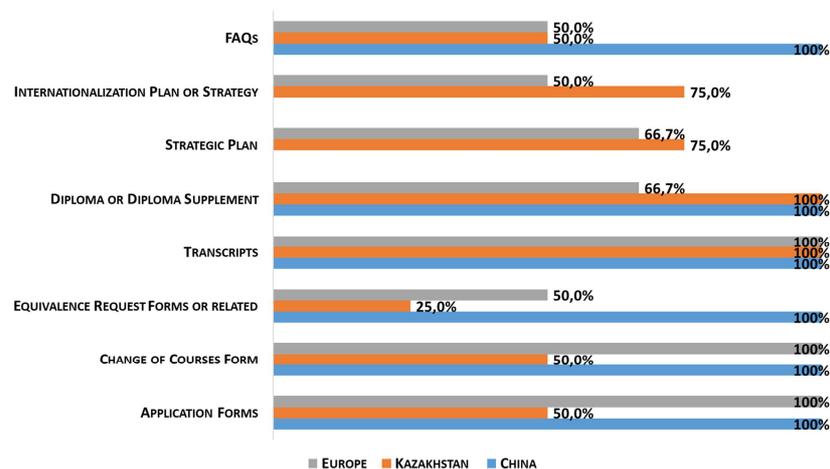


Figure 12: Existence of Bilingual Documents among the WELCOME Consortium

Bilingual documents are determinant tools to the international community integration and construction of a sense of belonging to the institutions. Figure 12 presents the answers, therefore it is possible to understand that all Consortium member have their Transcripts in English, followed by the high majority of partners with translated Diploma or Diploma supplement, Change of courses form and Application forms.

On the opposite side, the documents that registered the lower percentage of translation to English were the Equivalence request forms (KZ, 25.0%).

Other institutional aspects were also assessed, namely the institutional information System. From the 11 answering Institutions the results showed a homogeneity among the Institutions:

- 10/11 have an academic platform.
- 9/11 have a Transparent grading system.
- 9/11 Have an IS for internal communication.
- 8/11 have an IS for mobility students.

All institutions were requested to identify the single most important change or improvement to your internationalization model, China identified the need for enhancing internationalization at the school and faculty level; Kazakhstan institutions identified the need to income more international students, enhance the international marketing and create a common model for the internationalization process implementation; European institutions identified the need for a clear division of responsibilities among University

various stakeholders, the need to increase the institutions budget or co-financing and the awareness of internationalization.

II.3. Overview

- 81.8% Public Institutions (9/11).
- 72.7% Int. Affairs represented in Management Boards (8/11)
- 10/11 have an academic platform (information system).
- 9/11 have a Transparent grading system platform (information system).
- 9/11 Have an Information system for internal communication (information system).
- 8/11 have an Information System for mobility students.
- Regarding the management policies, there's some work to do regarding Quality Assurance.
- There's moderate to no impact of Internationalization on Organizational restructuring.
- Internationalization is accounted in the strategic plan, the great majority
- China and KZ have a more integrative communication
- Considering human resources, at the university level, there's an average lower number of Offices and a highest number of employees. At the school level, EU and KZ have a similar distribution on the average number of offices and employees.
- The infrastructures that recorded a highest rank regarding their internationalization level were the on campus Helpdesk and University Newsletter/Magazine in Europe, Merchandise and on Campus English Signalage on China and Kazakhstan. The infrastructures that recorded the lowest rank were Internal communication in English, in Europe, On Campus Help Desk, Internal communication in English and University Newsletter/Magazine on China and Kazakhstan.
- All Higher Education Institutions have transcripts in English.
- 9/11 have applications form in English.
- 9/11 have change of courses and diploma/diploma supplement in English.
- 7/11 have their Strategic plan in English.
- 6/11 have their FAQ's in English, only EU institutions.
- 6/11 have their FAQ's in English, only EU institutions.
- Regarding the most important improvement to internationalization model indicated by each school, 5 were related to Organization/Structural improvements, 1 was related to Activities implementation and another was under Cultural improvements.

Part III. Academic Offer and Training

Students are the main target of mobility and also as indicated in I.3. Facts and Figures, they are the major mobility group. For that matter, staff training is a relevant aspect, since academic and non-academic staff will be the groups dealing with all the incoming students.

The present chapter will present the results regarding the international training offered to the community and the academic offer that each school presents.

III.1 International Training

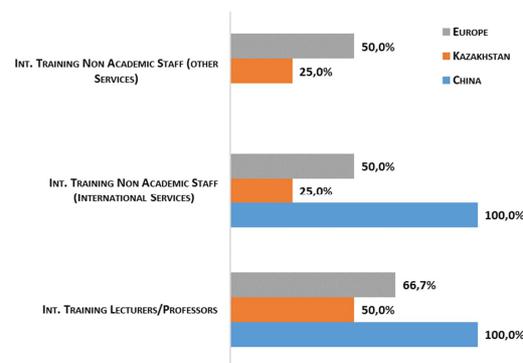


Figure 13: Specific training to adapt to internationalization among the WELCOME Consortium

Regarding the specific training to adapt to internationalization displayed on Figure 13 it is possible to observe that most of the internationalization training is being provided to lectures and Professors, a tendency that is general to all three regions. Nonacademic staff working on International Services are the second most trained category of professionals on internationalization.

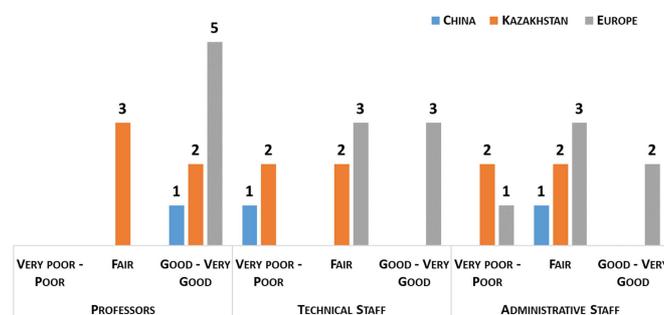


Figure 14: Staff members communication in English with international students among the WELCOME Consortium

Figure 14 shows the perception of each of the responders regarding their staff communication skills in English, globally teachers have the better communication skills. Administrative and technical staff need a reinforcement in their English skills, especially considering the fact that all of them are in direct contact with the international community.

Regarding the offer of summer internships opportunities for the students, only 4 among the 11 institutions does it, being 3 of them European institutions. The internships offered in Europe are provide by BEST Association; Summer School PlasmaSurf; KIC Summer/Winter/Spring Short Courses; IAESTE; AIESEC, Archimedes Foundation and Partial Differential Equations.

The internships offered in China are summer research internships supervised by Beihang Professors.

Regarding staff training, the average number of staff members that have participated in related activities in the last 2 years were in 77 in Europe region, 30 in Kazakhstan and 10 in China.

Since 100% of the institutions declared that they promote staff mobility among their institutions, the most common ways to it are through Erasmus + activities, own funded programmes and promoting staff mobility training events and support to everyone interested in a mobility opportunity.

III.2 General Training

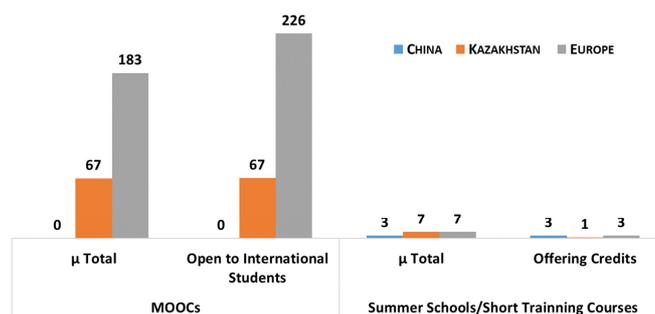


Figure 15: Average offer of MOOCs and short training courses among the WELCOME Consortium

MOOCs are not very common in China (n=0) when compared to Europe (n=183) and Kazakhstan (n=67) Institutions. When comparing the existing MOOCs, it is possible to observe that all KZ MOOCs are available to International Students, but only 81% of the EU MOOCs are so.

Summer schools or short training courses are far less frequent among all the partners, registering a residual value among all the 3 regions, Europe (n=7; 42.9% offering credits), Kazakhstan (n=7; 14.3% offering credits) and China (n=3, 100% offering credits).

The offer of new pedagogical models (ICT / E-learning) for international students was also under assessment, 83.3% of the European Institutions, 25.0% of the Kazakh and none of the Chinese Institutions offer this kind of pedagogical models to international students. The e-learning methodology is the dominant model among all institutions.

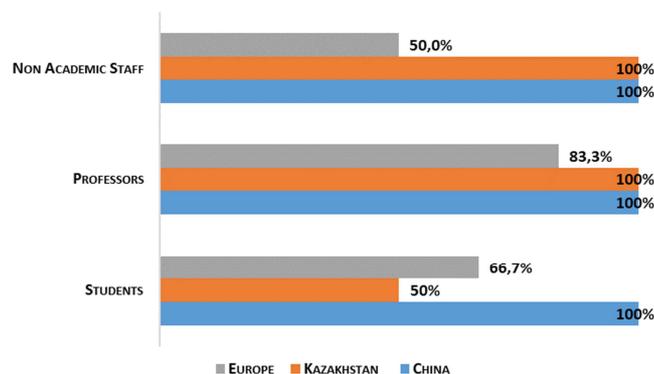


Figure 16: English beginners and advance language courses offered by the WELCOME Consortium

Figure 16 shows that the majority of the Institutions in the 3 regions offer beginners and advanced English courses, the main beneficiaries are the Professors (100% in KZ and CN and 83.3% in EU), followed by the Non Academic Staff (100% in KZ and CN and 50.0% in EU). Among the less beneficiated group are the students in KZ with only 50.0% of the Institutions offering English courses. English courses are a pre-condition for outgoing mobility and an enabler for mobility.

Besides the offer of English courses, a question regarding the offer of Portuguese, Spanish, French and Russian was also questioned, however the results were not solid enough.

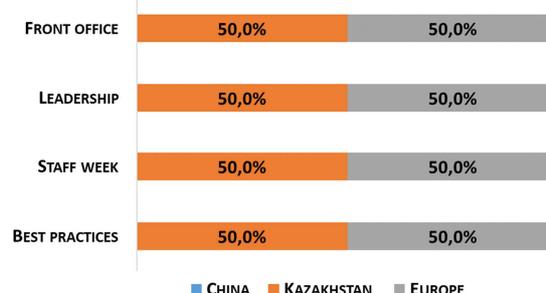


Figure 17: Training regularly offered to service providers/Technical Staff among the WELCOME Consortium

General training on front office, leadership, staff week and best practices are provided by half of the Institutions in Europe and Kazakhstan, but none is provided in China.

The access to a multinational work environment, such as job shadowing, is mainly provided by the European and Chinese partners, but only one of the Kazakh partners offers these opportunities to their international students. The initiatives are the following:

- International students are involved in project courses with the companies and can have their master thesis carried out at a company.
- The opportunities exist, however they are not mandatory and the participation is up to the student.
- Problem oriented learning has been an essential part of academic studies.
- Mandatory international internship for specific trainings.
- Students in Centrale Pekin (Beihang Sino-French Engineer School) must fulfill the requirement of industry internship in order to get the French engineer diploma. Many of them finish their internships in transnational companies.
- Implementing the programs to apply global best practices of entrepreneurship education. Students with the best business ideas and promising business models will receive mentorship and support from Business Incubator MOST. 60 teams trained 10 teams have attracted investments, 2000 projects in the database.

III.3 International Innovative Programmes

The partners were asked to describe innovative programmes with a strong international component. The following were the elected among European partners:

- Vehicle engineering. Sustainable energy engineering. Sustainable technology.
- EIT/KIC InnoEnergy: this programme makes mobility mandatory for all students, who must be enrolled in 2 different Schools in different countries. Having an international perspective and a network of international contacts are key factors for success.
- Cyber security programs.
- Technology governance and government and e-state programs.
- 2 European masters: one in renewable energy (EUREC) and one Erasmus Mundus master degree coordinated by the UPVD.
- Professional Master in Tourism Cultural called MIRO, multi-degrees (France, Spain, Andorra) and multilingual (French, Castilian, Catalan, English), adapted to the evolutions of sectors of tourism, training through the use of digital tools.

The following was selected among Chinese partners:

- Double master's degree programs with ENAC, Cranfield University., and Polimi, respectively. Each program focuses on a specific engineering subject that caters to the strategic need of the country's development.

The following were selected among Kazakhstan partners:

- World Economy, IT, management
- Strengthening the international/intercultural content of the curriculum. Narxoz introduces a model of educational programs management through benchmarking and assessment of their compliance with international best practice, updates the content of the programs in cooperation with business partners.
- Educational program is built to develop the competences of students required to pass the exams to get professional certificates (e.g., CFA for Finance, ACCA for accounting, PMI for Project Management, ABACUS for tourism, etc.).
- Launch of new specialties like data science/big data, event management, real estate management jointly with leading European universities to attract more students from Central Asian and CIS countries.
- Launch of franchise with Coventry University: BBA (Bachelor in Business Administration), MBA and Master of Entrepreneurship in September 2016. All programmes are fully taught at Narxoz University by local faculty in English. In the end students get a Coventry University degree and a Narxoz University degree.
- Programme of academic mobility for academic and administrative staff and for students.
- Trinity of languages - Initiative of the Government - Results in the number of students studying in so-called "polylingual groups"

III.4. Overview

- There's few specific training provided to staff and faculty are the main beneficiary of the international training.
- In average 30% of the Kazakh HEI's Staff have participated in Staff Training
- In average less than 10% of the Chinese and EU HEI's Staff have participated in Staff Training
- 11/11 HEI's promote Teaching Staff Mobility
- Staff Mobility is promoted by organizing and offering support to all participants; promoting special staff mobility training events; ERASMUS+: ICM - International Mobility Credits; increased funding for academic mobility for academic staff and by integrating the activity as part of the Institution Strategic Plan.

Part IV. Student Support Services

Student support services are the vital part of the student-institution interaction. They are the non-academic institutional part of every student life and the way these perform their job is determinant for the students' adequate integration as also perception of a welcoming environment.

Chapter IV focuses on the types and extension of student support services but also on the types of contacts and communication that these services establish with the international students.

IV.1 Services and Support



Figure 18: Top Common Student Support Services among the WELCOME Consortium (11/11 HEI's)

Figure 18 presents the student support services that all the 11 schools in the Consortium offer to their international students. All of these services are, in majority, run by staff.



Figure 19: Second most common Student Support Services among the WELCOME Consortium (10/11 HEI's)

Figure 19 resumes the second most common student support services offered by 10 of the 11 schools that answered the survey. Again, the majority of these services are, in all schools, run by staff, except for the General Information Services and Sports activities and facilities that are, in majority, run by staff and students.

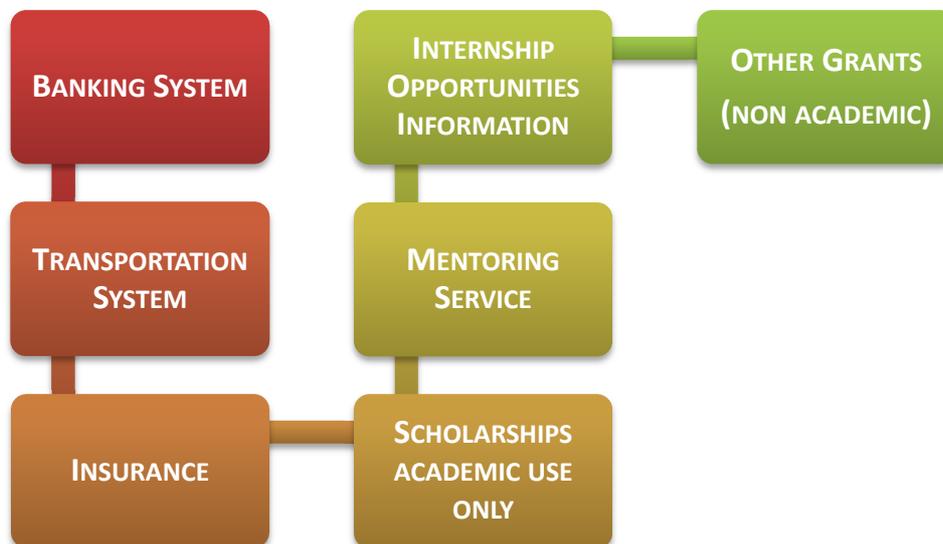


Figure 20: Third most common Student Support Services among the WELCOME Consortium (9/11 HEI's)

Figure 20 presents all the student support services that 9 out of the 11 schools in WELCOME offer to our international students. All of the presented service are, in majority, run by staff except the Mentoring service, which is in majority, run by staff and students.

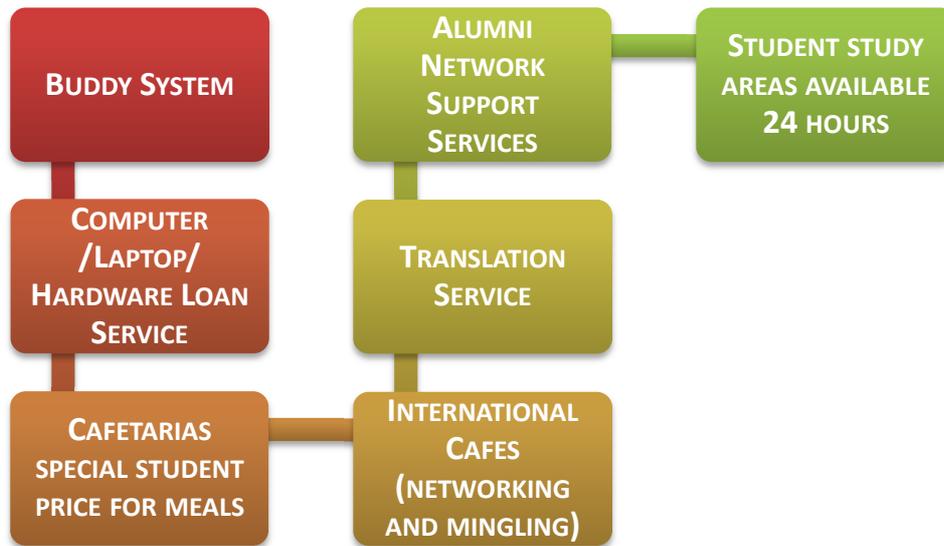


Figure 21: Less common Student Support Services among the WELCOME Consortium

The above 7 services are the ones less available for the international students among the WELCOME Consortium. These services have a mixed management, Buddy System, International Cafes and Student study areas available 24 hours are managed by staff and students.

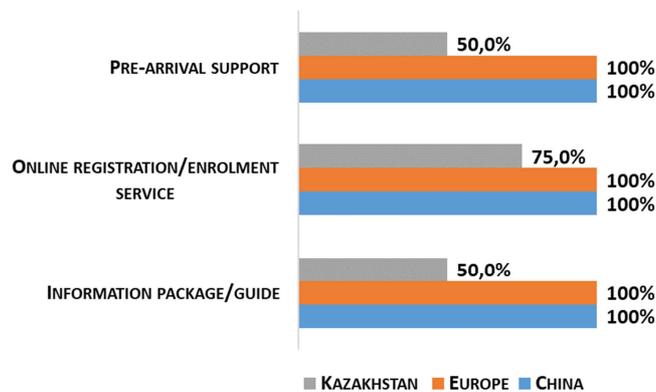


Figure 22: Pre-arrival support to international students among the WELCOME Consortium

100% of China and Europe institutions offer pre-arrival support, on-line registration and enrolment service and information package or guides to international students. 50% of the Kazakhstan offer pre-arrival support and information package or guides and 75% offer on-line registration and enrolment service. Although the panorama is good, some work still needs to be developed in the Kazakh institutions regarding pre-arrival support to international students.

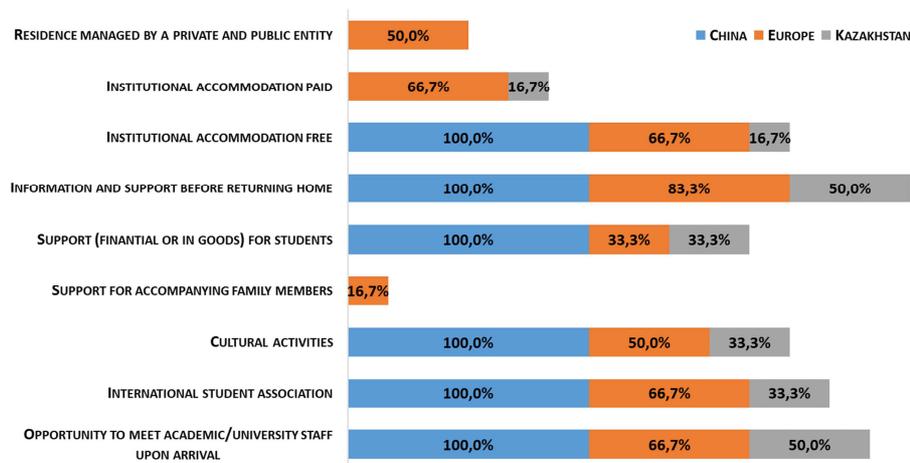


Figure 23: Activities offered to the international community among the WELCOME Consortium

Information and support before returning home (CN = 100%; EU = 83.3%; UZ = 50.0%) and the Opportunity to meet academic or university staff upon arrival (CN = 100%; EU = 66.7%; UZ = 50.0%) are the 2 activities that the 3 regions most offer to their international students.

Followed by the existence of an International student association (CN = 100%; EU = 66.7%; UZ = 33.3%), Cultural activities (CN = 100%; EU = 50.0%; UZ = 33.3%) and Free Institutional Accommodation (CN = 100%; EU = 66.7%; UZ = 16.7%).

IV.2 Contact and Communication

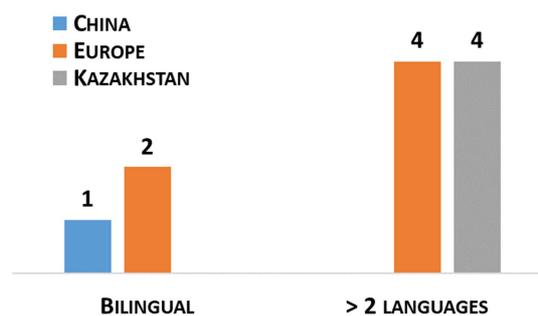


Figure 24: Number of languages in the Institution website

The majority of HEI's in Europe and the total of HEI's in Kazakhstan have their websites in more than 2 languages, the remaining institutions have their website bilingual.

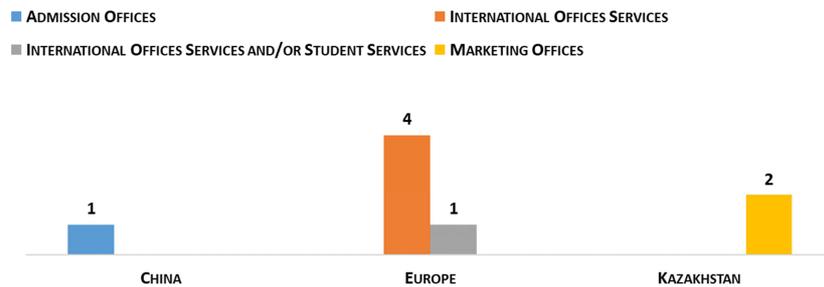


Figure 25: First person to communicate with prospective international students among the WELCOME Consortium

Figure 25 presents 3 different realities in each region, in China the first person to contact with prospective international students is the admission offices, in Europe are the International offices services and in Kazakhstan are the marketing offices.

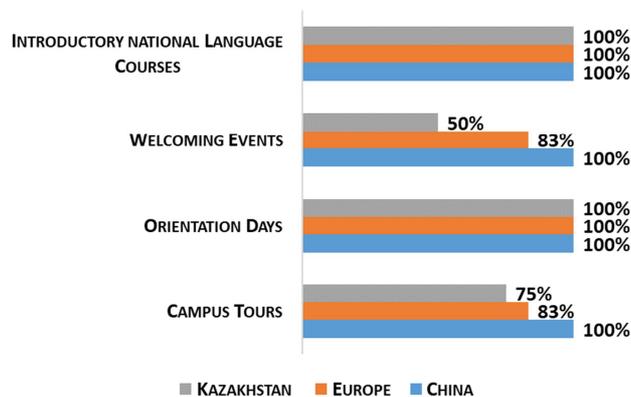


Figure 26: Activities organized for international students among the WELCOME Consortium

Regardless the region, the total of the members of the WELCOME Consortium organize introductory national language courses and orientation days to the incoming international students.

The grand majority, between 50% and 100% offers Welcoming Events and Campus Tour.

If an emergency occurs at the campus, the total of the Institutions in the Consortium stated that would know where to go or to contact.

IV.3 Overview

- Several services are provided by all Institutions to the International students.
- Regarding the first contact with international students, in Europe this task is performed mainly by the international services while in China and Kazakhstan other services perform it, admission and marketing offices.

- Regarding pre-arrival support to the international students, almost the totality of the Institutions in the WELCOME Consortium offer a set of activities.
- After arriving, the most frequent activities organized are National language courses, Welcoming Events and Orientation Days.

Part V. International Promotion and Visibility

To attract more students, staff, researchers and Professors recruitment must be made, promotion as to be worked out and visibility or public image is a factor to take into consideration. In this chapter focus will be put on the services that are responsible for the Universities international promotion.

V.1 International Promotion Activities

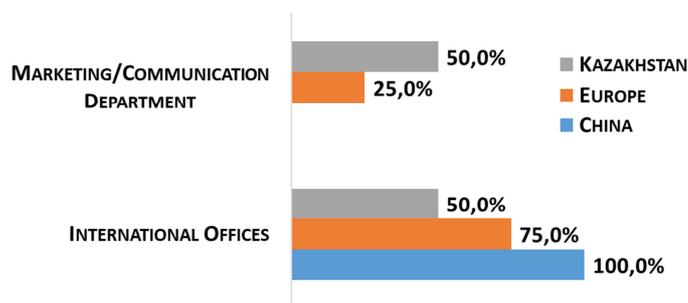


Figure 27: Services responsible for international promotion among the WELCOME Consortium

Regarding the international promotion among European partners, 75% of it is under the International Offices responsibility and 25% under the Marketing/Communication Department; among the Chinese partners, 100% is under the International Offices and among the Kazakh, 75% is under the International offices and 25% under the Marketing/Communication Department.

When talking about the proactivity towards international promotion, it was possible to observe that 55.6% of the Consortium has programmes to encourage international visibility, the high majority of them taking place in the European universities.

Some examples of such programmes in Europe are:

- ALUMNI, student organisations like IAESTE, BEST, AIESEC, student magazine, sports and cultural club activities are the traditional.
- Ambassador Programme: mobility students are trained at IST so that when they return home, they can promote Técnico Lisboa and attract prospective students; national students who go on a mobility period abroad, are trained

with the same objective: to promote Técnico Lisboa and attract prospective students"

- I-Networks grant
- Programme for international alumni

An in Kazakhstan is:

- Keeping active International students club Organising annual International week jointly with partner- universities and international. Providing opportunities for social and cultural integration and engagement through student led events and activities.

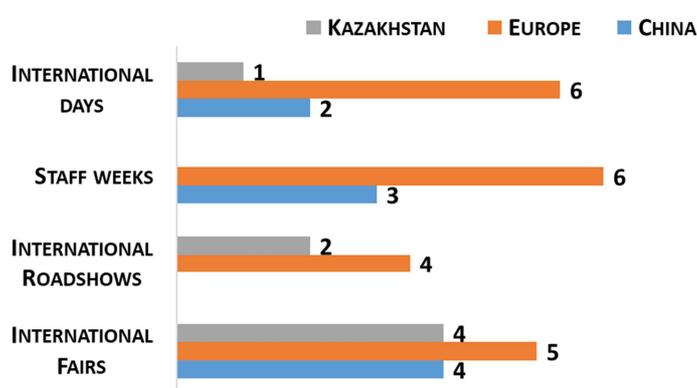


Figure 28: Average number of participants in international activities among the WELCOME Consortium

Considering the number of international affairs workers, presented in II.2 General Aspects, it is possible to conclude that a high number of the staff working in international affair offices participates in some kind of international activity. This statement is particularly valid in the European context, where the average number of employees' in international affairs is between 1 and 17 (depending on the structure where they work), but less valid for the Kazakh reality, where the average number of employees' is between 2 and 64. To get a better understanding of this reality, more information is needed, namely the information of where to this participants' work, if at the University, Faculty or Department level.

V.2 External Links

The totality of the partners stated that they have contacts with foreign Embassies and do collaborate with them, mainly in the following actions:

- We work closely with the Swedish Embassies abroad to make smooth issuing of the permits to incoming student. We work with the foreign embassies in Sweden with promotion of Sweden as a place to study and doing research.
- Active Diplomacy Programme, where Técnico Lisboa works closely with local embassies and acts as liaison between Embassy and university departments in the exchange of information and promotional initiatives. On the other hand, IST organized

INFO-DAYS for our students in which the Embassies participate with information about academic offer in their country as well as other relevant information

- Foreign embassies are directly related to the university and student organizations due to the small country communication channels.
- For visas' application: The UPVS is running an Erasmus mundus master course and offer a special support service for students within their mobility framework to help them to get visas.
- We started Beihang Lectures – the Ambassador Series in November 2011. The Ambassadors to China of eight countries (Switzerland, Belgium, Finland, Canada, Germany, Brazil, Turkey, and the UK) came to Beihang and shared their unique views on culture, economy, politics and diplomacy. The Ambassador Series effectively facilitated the development of an internationalized campus and strengthened the University's ties with relevant countries.
- To celebrate the 65th anniversary of the establishment of diplomatic relations between China and Switzerland, from July 6 to 7, 2015, Beihang, the Swiss Embassy in China and the Swiss Federal Government Science and Technology Cultural Center jointly organized the second "Switzerland Day".
- International week; Guest lecture; Embassy hour.
- As needed the Department of International Cooperation and Bologna Process cooperates with Foreign Embassies.
- Cultural events, Information Days (Promotion of International Programs), Assistance to resident students of the respective country.

The participation in twinning programmes was also questioned but they are not a very common activity among the partners:

	<i>Virtual campus</i>	<i>Local activities</i>	<i>Local offices</i>
<i>Europe</i>	0,0%	0,0%	0,0%
<i>Kazakhstan</i>	33,3%	33,3%	16,7%
<i>China</i>	0,0%	0,0%	0,0%

Figure 29: Participation in twinning programmes among the WELCOME Consortium

V.3 Overview

- International Marketing and Promotion is not a priority, only 20% of the HEI's in China and Kazakhstan have specific programmes for International promotion.
- Among international appearances and participation in Fairs, Roadshows and International, the Roadshows are the less favorite international appearance for all partners.
- Contacts with Embassies are well established and several conjoint activities are promoted.

VI. Marketing and Communication

Marketing and communication are part of the internationalization strategy. Communication should be regarded externally but also internally, taking in consideration all the previous chapters and the importance of an internationalization-at-home approach.

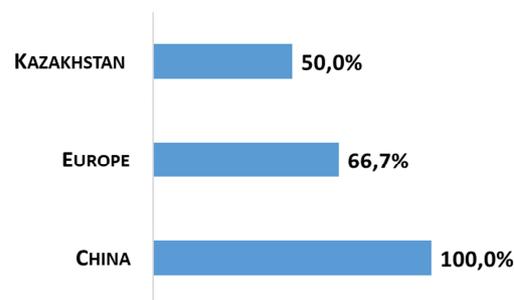


Figure 30: Institutions who have a Brand or Identify among the WELCOME Consortium

The majority of the Institutions have a brand or a defined identity, that can be described as the following in China:

- Our identity features an emphasis on knowledge and application, perseverance, and a strong capacity for high-level technological research.

In Europe:

- KTH Communication carries out information activities on all elements of the KTH brand.
- Official logo, mascot, symbols for marketing and official documentation.

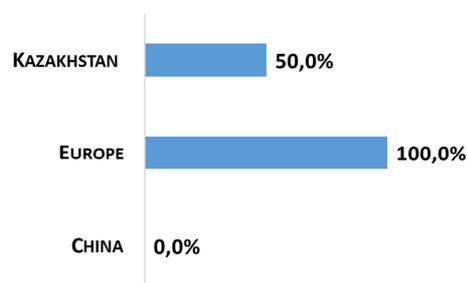


Figure 31: Marketing and Communication plan in force

100% of the European Institutions have marketing and communication plans defined and in force, however China (0.0%) and Kazakhstan (50.0%) institutions don't have them, in their majority. Regarding the existence of marketing offices in the consortium schools, the

majority of the Institutions (62,5%) have Marketing and Communication Offices – only 1 Institution in each region doesn't have such an office.

Regarding the promotion of events, 75.0% of all the Institutions organize international events and activities to promote mobility among students and staff. Some examples of activities are displayed below:

- **China:** Since 2013, the Study Abroad Fair has been held every year in October, which intends to offer guidance to students interested in going abroad for exchange or for further study. In 2015, we organized our first Global Partner Days, inviting more than 30 overseas partners, in combination with our traditional Study Abroad Fair.
- **Europe:** All activities are open to international community both in Estonia and abroad. Annual event on promotion of exchange possibilities KTH Global. International Mobility day. Branch events for specific subject area. Master Programme Day.
- **Kazakhstan:** seminars, panels, sessions.

VI.I Website and Social Networks

Institutional Website is one of the first places where all prospective international students, staff and professors search for information regarding their University of choice. The availability and quality of the information are important factors for the mental image that the international community starts constructing from the Institutions. Also, the immediate or quick response to the inquiries, questions or doubts, either by e-mail, social networks or telephone are sometimes a key aspect for the decision of the prospective student to choose the institution where to go.

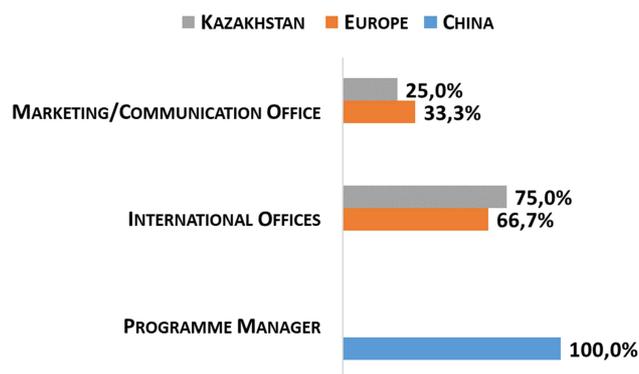


Figure 32: International affairs website information Manager among the WELCOME Consortium

Regarding the responsibility for the information management in the International Affairs website, it is possible to observe in Figure 32 that in Europe and Kazakhstan this is done by the Marketing/Communication Offices (KZ=25.0%; EU=33.3%) and by the International Offices (KZ=66.7%; EU=75.0%). In China the website information is managed by the Programme Manager.

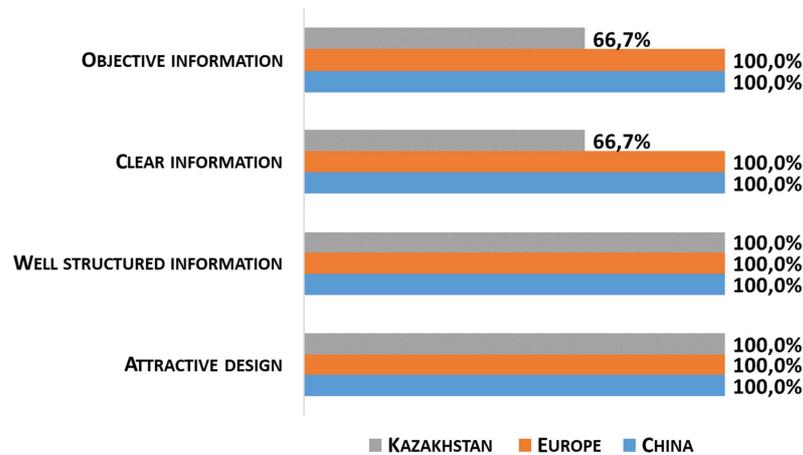


Figure 33: Own website self-perception

Figure 33 clearly show that the Consortium self-perception regarding the information provided on their website is very positive, the totality of the participants in the Survey considers their website information well structure and having an attractive design. The totality of the European and Chinese partners and the majority (66.7%) of the Kazakh partners consider that their websites have objective and clear information.

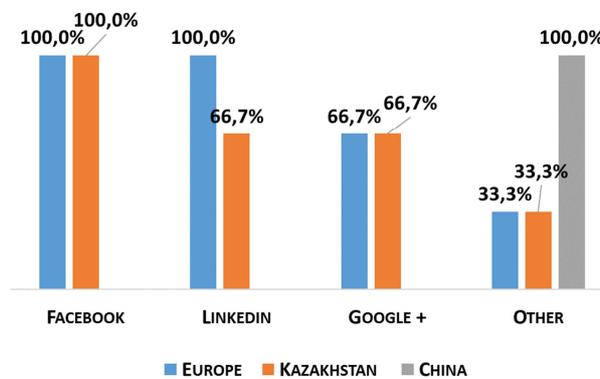


Figure 34: Website link to social media

It is possible to observe that the websites from the WELCOME Consortium Institutions are linked to the three most common social media networks:

- 100% of the European and Kazakh institutional websites are linked to Facebook;
- 100% of the European and 66.7% of the Kazakh institutional websites are linked to LinkedIn;
- 66.7% of the European and Kazakh institutional websites are linked to Google +;
- The Chinese Institutions use other social media networks in their website, such as WeChat.

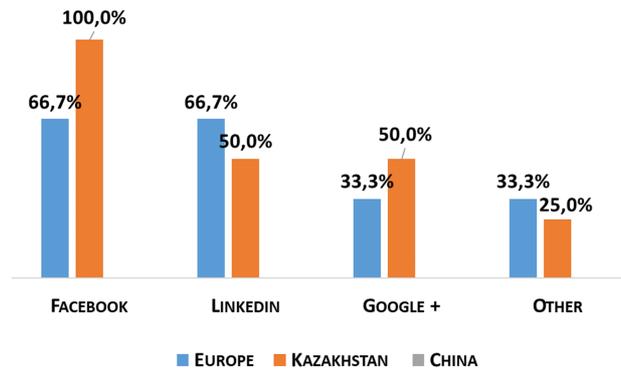


Figure 35: Institutional promotion via Social media among the WELCOME Consortium

When it comes to the use of social media to promote the Institutions, the values present different approaches regarding the type of social network. Therefore, Facebook gathers the majority of the preferences, 100% of the Kazakh Institutions use it and 667% also prefer it to promote their Institutions. LinkedIn and Google + are less frequent means for external promotion, LinkedIn is more used in Europe (66.7%) and Google + in Kazakhstan (50.0%).

VI.2 Cooperation and Resources

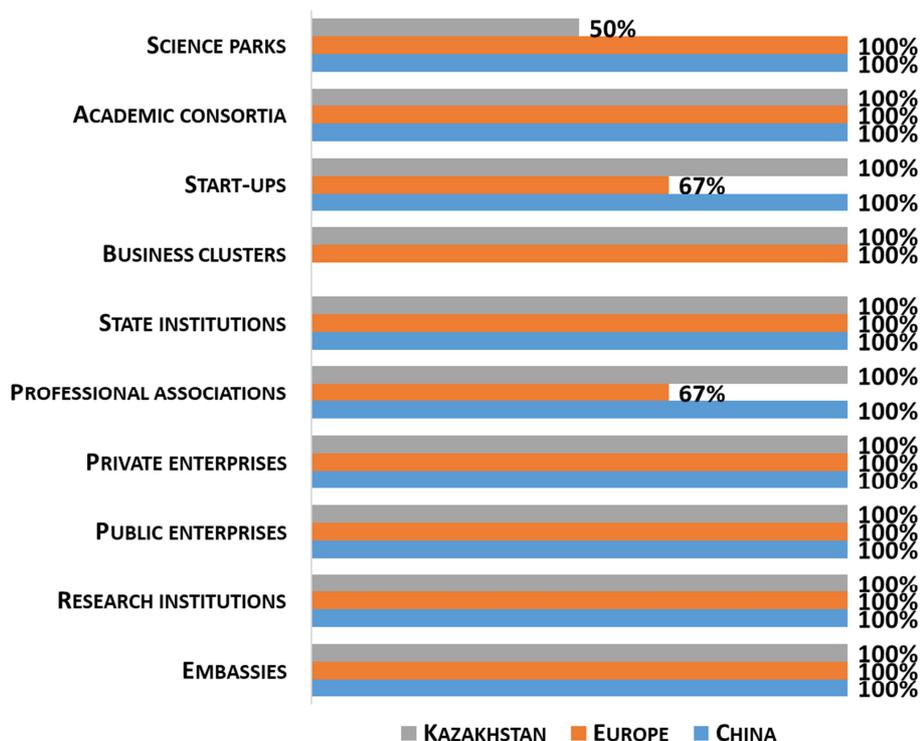


Figure 36: Institutions with which the WELCOME Consortium Cooperates

From the indicated list of Institutions with which the WELCOME Consortium uses to cooperate with and collaborate it is possible to observe that the Institutions that answer to this question already cooperate with Academia Consortia, State Institutions, Private and Public Enterprises, Research Institutions and Embassies. The majority of the Institutions also cooperate with Science Parks, Start-Ups, Business Clusters and Professional Associations.

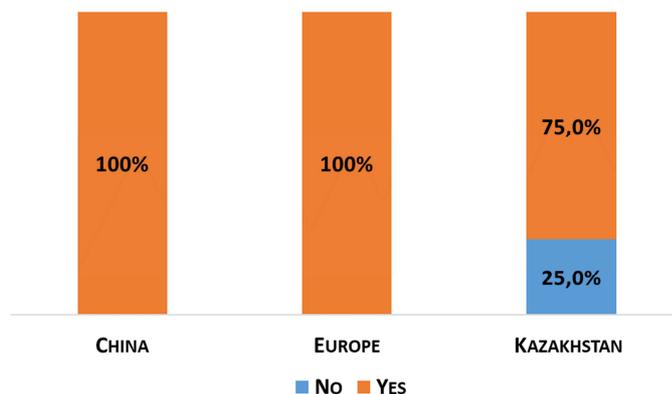


Figure 37: Availability of electronic version of guides/brochures

The large majority of the Consortium members have their guides and brochures available on-line. Only 25.0% of the Kazakh Institutions don't have this promotional and support materials in an electronic version.

Also regarding the availability of merchandise on campus for sale, 100% of the Institutions who answered the question said that it's available on campus and on-line, except for one Kazakh institutions that doesn't sell merchandise.

Considering each school measures with relevant impact on Marketing and Communication, the following were implemented and described:

- KTH Global (annually); Research Assessment Exercise; Administration Assessment Exercise (EU)
- University campus and internationalization activities open to the society (EU)
- Public library with open services and student club activities (KZ)
- New English-language websites of the University, the International Division, and the International School (CN)
- English brochures of the University (CN)
- WeChat account of the University targeting Chinese-language audience (CN)

VI. Overview

- > 70% of the Institutions have an Identity or brand
- > 60% of the Institutions have a Marketing and Communication Plan in force
- > 80% of the Institutions have a Marketing and Communication Office

- > 70% of the Institutions organize international events to promote mobility to students and staff
- > 70% of the Institutions Have electronic version of guides and support documents

Part IV. Final Remarks

Regarding recruitment and attraction of students, China and Kazakhstan need to develop strategies to enroll more international students at all levels: Bachelor, Master, PhD and Post-Doc. In order to achieve this, Kazakhstan needs to offer its Programmes in English language and China needs to offer more Bachelor level programmes in English.

Bachelor students are the largest average number of students in each region, so it may be wise to increase the attraction of bachelor mobility and offering scholarships can be the starting point for a change, since the incoming numbers in both regions (China and Kazakhstan) are significantly lower than the European values. Each incoming student, staff or professor that comes for a mobility period has to be seen as a potential and unofficial ambassador and promoter of the HEI's and the country that can influence others.

Agreements, participation on networks and rankings are more general aspects that must be taken in consideration by China and Kazakhstan, if all of them are used correctly they can contribute positively for the internationalization process and international visibility of the schools.

Internationalization at home measures must also be implemented and not only in the International Affairs offices or directed to International Affairs staff. In fact all the school structures and communication must take in account that internationalization is a goal and the commitment must be global: training as to be available to everyone, English courses have to be offered and international training must be stimulated among staff and professors.

Students are already the main target of the Higher Education Institutions actions and strategies, therefore a large set of services is already provided and the basic welcome and integration activities are already offered by the large majority of the WELCOME consortium schools.

International promotion, including students recruitment, is often divided under the responsibility of international marketing offices, however there are no specific programmes for international promotion in the majority of the HEI's, although the majority have marketing and communication plans in force, just not specifically focused on internationalization.

Annexes

1. Survey on Benchmark Analysis on Internationalization Practices

Benchmark Analysis on Internationalization Practices



The following survey has been elaborated in the context of the ERASMUS+ Programme, TOWARDS INCOMING INTERNATIONAL COMMUNITIES – WELCOME (Capacity building KA2). The project will identify the state of the art in internationalization practices of the Welcome Partners. The different types of HEIs will be analyzed, as will the different internationalization indicators and figures, in light of Mobility and International cooperation, academic output, facts and figures and organizational models.

The outcome will be a report that will be released during the Work Package Study Tour, held in Lisbon at Tecnico Lisbon from May 29th to June 2nd, 2017.

There are 90 questions in this survey

Identification (Facts and Figures)

Please consider the year of 2016 (academic year 15/16). In case of absence, use the most recently data and indicate the year and the questions where you haven't use 2016 data (last question of this group)

1 [] Number of students in your organization

Only numbers may be entered in these fields.

	Total (with International Students)	International Students
Bachelor	<input type="text"/>	<input type="text"/>
MSc	<input type="text"/>	<input type="text"/>
PhD	<input type="text"/>	<input type="text"/>
Post-Doc	<input type="text"/>	<input type="text"/>

2 [] Number of programmes

Only numbers may be entered in these fields.

	Total	Taught in english
Bachelor	<input type="text"/>	<input type="text"/>
Msc	<input type="text"/>	<input type="text"/>
Phd	<input type="text"/>	<input type="text"/>
Double Degree Programmes	<input type="text"/>	<input type="text"/>

3 [] Mobility Indicators

Only numbers may be entered in these fields.

	Incoming	Outgoing
Number of Students	<input type="text"/>	<input type="text"/>
Number of Teachers/Professors	<input type="text"/>	<input type="text"/>
Number of Non academic Staff	<input type="text"/>	<input type="text"/>

Considering only the students in mobility programmes in order to obtain credits (not a degree)

4 [] Number of International agreements

Only numbers may be entered in this field.

Please write your answer here:

5 [] Number of international networks

Only numbers may be entered in this field.

Please write your answer here:

6 [] Number of grants available for International students

Please write your answer(s) here:

institutional	<input type="text"/>
regional	<input type="text"/>
national	<input type="text"/>
international funding sources	<input type="text"/>

Please indicate the estimated number of grants

7 [] Research Units

Please write your answer(s) here:

Number of Research Units	<input type="text"/>
Number of Research Units with International Evaluation	<input type="text"/>

8 [] Scientific publications (ISI-WoS) - Articles, Journals, number of highly cited papers, % publications with/ international collaboration

Please write your answer(s) here:

Articles

Journals

Number of highly cited papers

% publications with international collaboration

9 [] Innovation Indicators

Please write your answer(s) here:

Number of new patent applications - National

Number of new patent applications - International

Number of Spin Offs

10 [] How many Human Resources are part of your University

Only numbers may be entered in these fields.

	Total	International
Teaching Faculty	<input type="text"/>	<input type="text"/>
Researchers	<input type="text"/>	<input type="text"/>
Non Academic Staff	<input type="text"/>	<input type="text"/>

11 [] Budget

Only numbers may be entered in these fields.

	Millions of Euros	% of Total
Total	<input type="text"/>	<input type="text"/>
From Private sector	<input type="text"/>	<input type="text"/>
From Public sector	<input type="text"/>	<input type="text"/>
For Research Activities	<input type="text"/>	<input type="text"/>
For International Operations	<input type="text"/>	<input type="text"/>

12 [] How does your Institution Rank (#)?

Only numbers may be entered in these fields.

	WORLD	EUI	NATIONAL
Academic Ranking of World Universities (Shanghai)	<input type="text"/>	<input type="text"/>	<input type="text"/>
U.S. News Best Global Universities Ranking	<input type="text"/>	<input type="text"/>	<input type="text"/>
Times Higher Education Ranking	<input type="text"/>	<input type="text"/>	<input type="text"/>

<http://groups.isi.utl.pt/~gop.demonin@uevix/index.php?admin/printablesurvey/index/survey/955/207>

3/25

5/9/2017

Técnico Lisboa | Plataforma de Inquéritos Online - Benchmark Analysis on Internationalization Practices

Structure/models

13 [] Type of institution

Please choose only one of the following:

Private Institution

Public Institution

Mixed

Other

14 [] Are you international affairs represented in the managing board (Board of Directors) of your Institution?

Please choose only one of the following:

Yes

No

15 [] International activities management model

Please choose only one of the following:

Top Down Decision/Centralized

Bottom UP Decisions/Decentralized

Mixed

Other

16 [] Describe the model:

Only answer this question if the following conditions are met:
Answer was 'Top Down Decision/Centralized' or 'Bottom UP Decisions/Decentralized' or 'Mixed' or 'Other' at question '15 []' (international activities management model)

Please write your answer here:

17 [] How many units/employees involved in international operations of your institution?
Only numbers may be entered in these fields.

	Number of Offices	Number of employees
Rectory/University level	<input type="text"/>	<input type="text"/>
Faculty/School level	<input type="text"/>	<input type="text"/>
Department level	<input type="text"/>	<input type="text"/>
Other level	<input type="text"/>	<input type="text"/>

18 [] Can you describe briefly the model?
Please write your answer here:

19 [] Rate your internal infrastructures and how they reflect your level of internationalization: 1 is Poor and 5 is Very Well
Please choose the appropriate response for each item:

	1-Very Poor	2	3	4	5-Very Well
On Campus English Signage	<input type="radio"/>				
On Campus Help Desk	<input type="radio"/>				
Internal Communication in English	<input type="radio"/>				
University Newsletter or Magazine	<input type="radio"/>				
Merchandise Shop	<input type="radio"/>				

20 [] Do you have a transparent grading system: formal document in English explaining the system?
Please choose only one of the following:

Yes
 No

21 [] Do you have an institutional information system?
Please choose all that apply and provide a comment:

<input type="checkbox"/> Computed assisted System	<input type="text"/>
<input type="checkbox"/> Academic Platform	<input type="text"/>
<input type="checkbox"/> Mobility Students	<input type="text"/>
<input type="checkbox"/> HR Platform	<input type="text"/>
<input type="checkbox"/> Internal Communication	<input type="text"/>
<input type="checkbox"/> Other(s)	<input type="text"/>

22 [] Is your International strategy and annual OBJECTIVES discussed throughout the University community?
Please choose all that apply and provide a comment:

Yes

No

Please describe

23 [] Is Internationalization formally acknowledged in your institutions Strategic Plan?
Please choose all that apply and provide a comment:

Yes

No

Please describe

24 [] Do you have a minimum English language Requirement?
Please choose all that apply and provide a comment:

Yes

No

Please describe

25 [] Has there been a formal restructuring of your organization resulting from the internationalization process?
Please choose only one of the following:

Yes
 No

26 [] Is your organization certified for Quality Assurance

Please choose only one of the following:

Yes
 No

27 [] What % of your programmes are accredited by int'l organizations (Eg: "ENAAE, EUR-ACE", etc)

Only answer this question if the following conditions are met:
Answered with "Yes" at question 26 (Q26): Is your organization certified for Quality Assurance)
Only numbers may be entered in this field.

Please write your answer here:

28 [] Does your organization have an emergency plan in English available to the international community?

Please choose only one of the following:

Yes
 No

29 [] Does your organization have a manager focused on international Rankings?

Please choose only one of the following:

Yes
 No

30 [] Does your institution have criterion for international partnerships/protocols?

Please choose all that apply and provide a comment:

Yes
 No

If yes, describe the criterion in the box.

31 [] Do you have bilingual forms or other important documents (National language and English)?

Please choose the appropriate response for each item:

	Yes	No
Application Forms	<input type="radio"/>	<input type="radio"/>
Change of Courses Form	<input type="radio"/>	<input type="radio"/>
Equivalence Request Forms or related Transcripts	<input type="radio"/>	<input type="radio"/>
Diploma or Diploma Supplement (or Equivalent)	<input type="radio"/>	<input type="radio"/>
Strategic Plan	<input type="radio"/>	<input type="radio"/>
Internationalization Plan or Strategy	<input type="radio"/>	<input type="radio"/>
FAQs	<input type="radio"/>	<input type="radio"/>

http://groups.ist.utl.pt/~gep_daemon/inqw/index.php/admin/printablesurvey/sa/index/survey/d951267

725

5/6/2017

Técnico Lisboa | Plataforma de Inquéritos Online - Benchmark Analysis on Internationalization Practices

32 [] Is the funding allocated to international operations in agreement with the internationalization strategy?

Please choose only one of the following:

Yes
 No

33 [] In your opinion, what would be the single most important change/improvement to your internationalization model?

Please write your answer here:

Explain/Describe criteria

Academic Offer / Training

34 [] Do you offer free online courses/Moocs?

Please write your answer(s) here:

Total Number

Open to International Students

35 [] Do you offer summer schools or short training courses?

Please write your answer(s) here:

Total Number

offering credits

36 [] Do you have specific training to adapt to internationalization?

Please choose the appropriate response for each item:

	Yes	No
Lecturers/Professors	<input type="radio"/>	<input type="radio"/>
Non Academic Staff (International Services)	<input type="radio"/>	<input type="radio"/>
Non Academic Staff (other Services)	<input type="radio"/>	<input type="radio"/>

37 [] Do you offer language courses to:

	English - Beginner	English - Advanced	French	Chinese	Spanish	Portuguese	Russian
Students	<input type="checkbox"/>						
Lecturers/Professors	<input type="checkbox"/>						
Non Academic Staff	<input type="checkbox"/>						

38 [] Is training regularly offered to service providers/Technical Staff in the following areas:

Please choose the appropriate response for each item:

	Yes	No
Best practices	<input type="radio"/>	<input type="radio"/>
Staff week	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>
Front office	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>

39 [] If other, please describe:
Only answer this question if the following conditions are met:
Answer was 'Yes' at question 38 [P06R] (Is training regularly offered to service providers/Technical Staff in the following areas: (Other?))
Please write your answer here:

40 []
Please indicate how well the staff members from your institution communicate in English with international students:
Please choose the appropriate response for each item:

	Very poor	Poor	Fair	Good	Very good
Professors	<input type="radio"/>				
Technical Staff	<input type="radio"/>				
Administrative Staff	<input type="radio"/>				

41 [] Do you offer international summer internship opportunities for students in your organization?
Please choose only one of the following:
 Yes
 No

42 [] If yes, please describe:
Only answer this question if the following conditions are met:
Answer was 'Yes' at question 41 [P07U] (Do you offer international summer internship opportunities for students in your organization?)
Please write your answer here:

43 [] What percentage of your staff members have participated in Staff Training opportunities in the last 2 years?
Only numbers may be entered in this field.
Please write your answer here:

In this question, please consider as staff members the academic and non-academic staff.

44 [] Is teaching staff mobility promoted within your institution?
Please choose only one of the following:
 Yes
 No

45 [] If yes, please explain:
Only answer this question if the following conditions are met:
Answer was 'Yes' at question 44 [P07Z] (Is teaching staff mobility promoted within your institution?)
Please write your answer here:

46 [] Does your institution offer new pedagogical models (ICT / E-learning) for international students?
Please choose only one of the following:
 Yes
 No

47 [] If yes, please describe:
Only answer this question if the following conditions are met:
Answer was 'Yes' at question 46 [P07S] (Does your institution offer new pedagogical models (ICT / E-learning) for international students?)
Please write your answer here:

48 [] Do your students have access to a multinational work environment at some period/time, during their academic path (Eg. Job shadowing in an international company)?
Please choose only one of the following:
 Yes
 No

49 [] If yes, please describe:
Only answer this question if the following conditions are met:
Answer was 'Yes' at question 48 [P074] (Do your students have access to a multinational work environment at some period/time, during their academic path (Eg. Job shadowing in an international company?))
Please write your answer here:

50 [] In your opinion, describe innovative programmes (up to 3) with a strong international component
Please write your answer here:

Student Support Services

51 [] Select the support services offered by your institution to the international community:

Please choose the appropriate response for each item:

	Run by Staff	Run by Students	Run by Staff & Students
Library Services and facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health Services and facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General Information Services (Living locally)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visa information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Banking System	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation System	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counselling Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language Courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insurance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internship Opportunities Information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sports Activities and Facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accommodation Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International mobility Advising (Where to go, when and how to apply)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutoring Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Buddy System	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer (Laptop/ipad) (Hardware) Loan Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study Areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student study areas available 24 hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coffee-Shops and Cafeterias special student price for meals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Cafes (International student networking and mingling)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alumni Network Support Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholarships/Grants for study/academic use only	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Grants (non academic)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conference Facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer Rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Publishing/Printing Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Translation Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

52 [] In how many languages is your Institution website available:

Please choose only one of the following:

Only in local language

Bilingual

In more than two languages

52 [] In how many languages is your Institution website available:

Please choose only one of the following:

Only in local language

Bilingual

In more than two languages

53 [] Who is the 1st person in your organization to communicate with the prospective international student or researcher?

Please write your answer here:

54 [] Pre-arrival support:

Please choose the appropriate response for each item:

	Yes	No
Do you have an "Information package/guide"?	<input type="radio"/>	<input type="radio"/>
Do you have an online registration/enrolment service?	<input type="radio"/>	<input type="radio"/>
Do you offer pre-arrival support?	<input type="radio"/>	<input type="radio"/>

55 [] Activities organized for international students:

Please choose the appropriate response for each item:

	Yes	No
Campus Tours	<input type="radio"/>	<input type="radio"/>
Orientation Days	<input type="radio"/>	<input type="radio"/>
Welcoming Events	<input type="radio"/>	<input type="radio"/>
Introductory national Language Courses	<input type="radio"/>	<input type="radio"/>

56 [] In case of an emergency, would the international student or researcher know where to go, or who to contact?

Please choose only one of the following:

Yes

No

57 [] What do you offer to your international community?

Please choose all that apply:

- The opportunity to meet academic and other university staff upon arrival
- An international student association
- Cultural activities
- Support for accompanying family members
- Support (financial or in goods) for students
- Information and support before returning home
- Institutional accommodation managed by your institution, own/Residence, no charge/free
- Institutional accommodation managed by a private entity, Residence, Paid
- Residence, Managed in a mixed format by a private as well as a public entity

58 [] Which internal structure deals with Prospective international students?

Please write your answer here:

59 [] In your opinion, describe innovative activities (up to 3) with an international focus, carried out by the support services:

Please write your answer here:

International Visibility

60 [] Which internal service(s) are focused and responsible for International promotion?
Please write your answer here:

61 [] Do you have programmes to encourage international visibility (Eg Ambassador's Programme)?
Please choose only one of the following:
 Yes
 No

62 [] If yes, please describe:
Only answer this question if the following conditions are met:
Answer was 'Yes' at question 61 [P100] (Do you have programmes to encourage international visibility (Eg Ambassador's Programme)?)
Please write your answer here:

63 [] Please indicate, from 2016, your number of participations in:
Only numbers may be entered in these fields.

	Number
International Fairs	<input type="text"/>
International Roadshows	<input type="text"/>
Staff weeks organized by your partners	<input type="text"/>
International Days organized by your partners	<input type="text"/>

If the data for 2016 is not available, please use the most recent available data.

<http://groups.ist.utl.pt/~gop.daemon/inqweb/index.php/admin/printablesurvey/ta/index/survey/d951267>

1625

5/9/2017

Técnico Lisboa | Plataforma de Inquéritos Online - Benchmark Analysis on Internationalization Practices

64 [] Do you have the contacts of local Foreign Embassies and collaborate with them?
Please choose only one of the following:
 Yes
 No

65 [] If yes, please describe:
Only answer this question if the following conditions are met:
Answer was 'Yes' at question 64 [P103] (Do you have the contacts of local Foreign Embassies and collaborate with them?)
Please write your answer here:

66 [] Describe your role in your most relevant international networks (NAME of Network) belong to decision making; student mobility activities; research activity; ?

	Network name	Decision making	Student mobility activities	Research activity	Other
A					
B					
C					
D					
E					
F					
G					
H					
I					
J					
L					

67 [] Do you participate in any twinning programme?
Please choose all that apply:
 Virtual campus
 Local activities
 Local offices
 Other

<http://groups.ist.utl.pt/~gop.daemon/inqweb/index.php/admin/printablesurvey/ta/index/survey/d951267>

1725

5/9/2017

Técnico Lisboa | Plataforma de Inquéritos Online - Benchmark Analysis on Internationalization Practices

68 [] If other, please describe:

69 [] In your opinion, what activities (up to 3) should be implemented to foster international visibility of HEIs
Please write your answer here:

Marketing, Communication and Management

70 [] Does your institution have an identity, or a Brand ?

Please choose only one of the following:

Yes

No

71 [] If yes, please describe:

Only answer this question if the following conditions are met:
Answer was 'Yes' at question 70 [P107] (Does your institution have an identity, or a Brand ?)

Please write your answer here:

72 [] Is there a Marketing and Communication Plan in force at your institution?

Please choose only one of the following:

Yes

No

73 [] Do you have a marketing and Communication Office

Please choose only one of the following:

Yes

No

74 [] If no, describe the office that does this:

Only answer this question if the following conditions are met:
Answer was 'No' at question 72 [P109] (Do you have a marketing and Communication Office)

Please write your answer here:

75 [] Do you have any staff member tied to the media?

Please choose only one of the following:

Yes

No

76 [] If yes, explain in a few words which media (tv, newspapers, social, others):

Only answer this question if the following conditions are met:
Answer was 'Yes' at question 75 [P111] (Do you have any staff member tied to the media?)

Please write your answer here:

77 [] Who/What office is responsible for internal communication?

Please write your answer here:

78 [] Who/What office is responsible for external communication?

Please write your answer here:

79 [] Who/What office is responsible for International communication?

Please write your answer here:

80 [] Do you organize international events and activities in your institution to promote mobility to students and staff?

Please choose only one of the following:

Yes

No

81 [] If yes, explain and provide a few examples (if applicable):

Only answer this question if the following conditions are met:
Answer was 'Yes' at question 80 [P115] (Do you organize international events and activities in your institution to promote mobility to students and staff?)

Please write your answer here:

82 [] Who manages the international affairs information in your Website?

Please write your answer here:

83 [] Regarding your website, do you consider that:

Please choose the appropriate response for each item:

- | | Yes | No |
|------------------------------------|-----------------------|-----------------------|
| The design is attractive | <input type="radio"/> | <input type="radio"/> |
| The information is well structured | <input type="radio"/> | <input type="radio"/> |
| The information is clear | <input type="radio"/> | <input type="radio"/> |
| The information is objective | <input type="radio"/> | <input type="radio"/> |

84 [] What social networks do you use to promote your institution?

Please choose the appropriate response for each item:

- | | Website link to social media | | Social media used for institutional promotion | |
|----------|------------------------------|-----------------------|---|-----------------------|
| | Yes | No | Yes | No |
| Facebook | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| LinkedIn | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Google+ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ozone | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Orkut | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

85 [] If other, please describe:

86 [] Please indicate the institutions with which you cooperate outside the University environment:

Please choose all that apply:

- Embassies
- Research institutions
- Public enterprises
- Private enterprises
- Professional associations
- State institutions
- Business clusters
- Start-ups
- Academic consortia
- Science parks
- Others

87 [] If other, please describe:

Only answer this question if the following conditions are met:
Answer was at question 86 [P123] (Please indicate the institutions with which you cooperate outside the University environment)

Please write your answer here:

88 [] Do you have electronic versions of your brochures, guides, etc.

Please choose only one of the following:

- Yes
- No

89 [] Do you have merchandise for sale on campus?

Please choose only one of the following:

- Only on campus
- Only on-line
- On campus and on-line
- We don't sell merchandise

90 [] In your opinion, describe activities (up to 3) that were implemented in the last few years with relevant marketing and communication impact

Please write your answer here: