



Netherlands organisation
for international cooperation
in higher education

MINT webtool questionnaire

Central part

General user data

| | |
|-------------------|--|
| Institution: | |
| Unit: | |
| Name of the unit: | |
| Name: | |
| Position: | |

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

Comments

| | |
|-------------------|--|
| Institution: | Official name of university (of applied sciences). |
| Unit: | A unit could be any organisational level within an institute of higher education as long as it is on a higher hierarchical level than the programme level. |
| Name of the unit: | Full official name of the unit. |
| Name: | Of person (mainly) filling out this questionnaire. |
| Position: | Of person (mainly) filling out this questionnaire. |
| Reference date : | Date to which the data you will enter relate (could be a date, an academic year or a calendar year) |

Internationalisation policy and internationalisation goals

This part of the questionnaire focuses in more detail on the internationalisation policy and goals. It includes questions on:

- the presence of an internationalisation policy
- the organisational level where this policy is set
- the type of goals
- how important the individual goals are
- the quality assurance cycle

1.1. Have internationalisation goals been set for the unit?

- ☐ yes
- ☐ no

1.2. Who is responsible for the internationalisation policy? *(Multiple answers allowed)*

| | |
|---|--|
| Member of the Board | |
| Dean | |
| Head of institution | |
| Head of International Office | |
| Policy advisor for internationalisation | |
| Internationalisation Committee | |
| Others - please specify: | |

| | Always | Sometimes | Never | No answer |
|--|--------|-----------|-------|-----------|
| 1.3. Does the person who is responsible for internationalisation report directly to the Executive Board? | | | | |
| 1.4. Is internationalisation a regular item on the agenda during Executive Board meetings? | | | | |
| 1.5. Are internal and external stakeholders involved in setting up the internationalisation strategy? | | | | |

1.6. In which international networks and/or consortia does the unit participate?

...

1.7. What sources does the unit use to fund its internationalisation activities? *(Multiple answers allowed)*

- ☐ National internationalisation programmes
- ☐ EU programmes
- ☐ Institutional allocated internationalisation budget
- ☐ Foundation funding of internationalisation programmes
- ☐ Industry funding of internationalisation programmes
- ☐ Others - please specify:

Internationalisation policy and internationalisation goals

Comments

| | |
|--|---|
| Goals: | Goals could be <ol style="list-style-type: none"> International and intercultural competencies for students Improving quality of education Continuity Service to the community Reputation enhancement Improving quality of research |
| Member of the Board: | In Dutch: bestuur (e.g. college van bestuur, faculteitsbestuur of domeindirectie) |
| Dean: | The head of a faculty or school. |
| Committee: | This could for instance be made up of a combination of the stakeholders mentioned in this question. |
| Internal stakeholders: | for instance students, teaching, management and/or administrative staff, research departments |
| External stakeholders: | for instance representatives of industry, government, partner institutions, sectoral organisation and/or NGO's |
| Networks: | Set group of partners and/or peers. |
| Consortia: | Group of partners participating in a common activity or pooling resources for achieving a common goal. |
| National internationalisation programmes: | For instance, a scholarship scheme or international research funding from the Ministry of Education, or that of Economic Affairs |
| EU programmes: | For instance the Lifelong Learning programme |
| Institutional allocated internationalisation budget: | For instance a scholarship programme funded by the institution itself |
| Foundation funding of internationalisation programmes: | For instance a cooperation agreement with national or international industry to finance a scholarship scheme for outgoing or incoming students. |
| Industry funding of internationalisation programmes: | Privately funded international mobility programmes or research programmes. For instance a cooperation agreement with international industry to finance a scholarship scheme for outgoing or incoming students. |
| Others - please specify: | Other funding, for instance the development of a study programme, a cooperation agreement or a research project. |

Internationalisation policy and internationalisation goals

1.8. Which of the following possible goals of internationalisation are actively pursued by the unit?

| | Yes | No |
|---|-----|----|
| International and intercultural competencies for students | | |
| Improving quality of education | | |
| Continuity | | |
| Service to the community | | |
| Reputation enhancement | | |
| Improving quality of research | | |
| Other, please specify: | | |

1.9. How important are these goals to the unit on a scale of 1 to 5?
(1 = not important at all and 5 = extremely important)?

| | Importance |
|---|------------|
| International and intercultural competencies for students | |
| Improving quality of education | |
| Continuity | |
| Service to the community | |
| Reputation enhancement | |
| Improving quality of research | |
| Other, please specify: | |

1.10a. How is achievement of the goal “International and intercultural competencies for students” monitored?

| | Yes (fully) | Partly | No |
|---|-------------|--------|----|
| a) This goal is an explicit element in a strategic plan | | | |
| b) Key indicators have been set for this goal | | | |
| c) The level of achievement of this goal is evaluated in a structured process | | | |
| d) Evaluation results are used as input to improve policies. | | | |

1.10b. How is achievement of the goal “Improving quality of education” monitored?

| | Yes (fully) | Partly | No |
|--|-------------|--------|----|
| This goal is an explicit element in a strategic plan | | | |
| Key indicators have been set for this goal | | | |
| The level of achievement of this goal is evaluated in a structured process | | | |
| Evaluation results are used as input to improve policies. | | | |

1.10c. How is achievement of the goal “Continuity” monitored?

| | Yes (fully) | Partly | No |
|--|-------------|--------|----|
| This goal is an explicit element in a strategic plan | | | |
| Key indicators have been set for this goal | | | |
| The level of achievement of this goal is evaluated in a structured process | | | |
| Evaluation results are used as input to improve policies. | | | |

1.10d. How is achievement of the goal “Service to the community” monitored?

| | Yes (fully) | Partly | No |
|--|-------------|--------|----|
| This goal is an explicit element in a strategic plan | | | |

Internationalisation policy and internationalisation goals

| | | | |
|--|--|--|--|
| Key indicators have been set for this goal | | | |
| The level of achievement of this goal is evaluated in a structured process | | | |
| Evaluation results are used as input to improve policies. | | | |

1.10e. How is achievement of the goal “Reputation enhancement” monitored?

| | Yes (fully) | Partly | No |
|--|-------------|--------|----|
| This goal is an explicit element in a strategic plan | | | |
| Key indicators have been set for this goal | | | |
| The level of achievement of this goal is evaluated in a structured process | | | |
| Evaluation results are used as input to improve policies. | | | |

1.10f. How is achievement of the goal “Improving quality of research” monitored?

| | Yes (fully) | Partly | No |
|--|-------------|--------|----|
| This goal is an explicit element in a strategic plan | | | |
| Key indicators have been set for this goal | | | |
| The level of achievement of this goal is evaluated in a structured process | | | |
| Evaluation results are used as input to improve policies. | | | |

1.11g. How is achievement of the goal “other” monitored?

| | Yes (fully) | Partly | No |
|--|-------------|--------|----|
| This goal is an explicit element in a strategic plan | | | |
| Key indicators have been set for this goal | | | |
| The level of achievement of this goal is evaluated in a structured process | | | |
| Evaluation results are used as input to improve policies. | | | |

Comments

International and intercultural competencies for students:

Examples of these competencies are:

- Student is aware of both his own culture and the values attached to it as well as other cultures and the fact that they have other values.
- Student knows that intercultural topics are relevant when working in another culture.
- Student uses international sources of information to find solutions for any work related problems.
- Student shows compassion for different cultural backgrounds when working with colleagues or clients from other countries or cultures.

Continuity:

Internationalisation is a means to increase the budget of the unit. Which can be used to guarantee continuity of the core activities of the unit.

Service to the community:

Internationalisation which is not aimed at the core goals of education or research but rather aims to have a community impact. Both in community in the home country (e.g. contributing to solving multicultural issues) and abroad (e.g. capacity building/development cooperation)

Internationalisation policy and internationalisation goals

| | |
|-------------------------|--|
| Reputation enhancement: | Increasing the reputation through international activities and partnerships. |
| Other, please specify: | Make sure you only use this option for a goal which does not fit in any of the other options. |
| Fully monitored: | Monitoring covers the full scope of the topic not leaving out anything and is structural rather than ad hoc. |
| Partly monitored: | Any situation that is in between no monitoring and full monitoring. This could for instance meant that part of the activities are monitored only over a limited period of time. It could also mean that monitoring takes place in an unconstructed manner. |
| No monitoring: | There is no monitoring at all. |
| Strategic plan: | A long term plan of action at unit level designed to achieve a particular goal in which internationalisation plays a role. It may or may not be a plan specifically focused on internationalisation |

Internationalisation activities

This part of the questionnaire focuses in greater detail on activity clusters. It includes questions on:

- the type of activity clusters facilitated by the institution;
- how important each activity is from the institution's point of view;
- the relationship between the activity cluster and the goals pursued; and finally
- the quality assurance of the activity clusters offered.

Activity clusters consist of a range of similar activities that the unit employs to achieve its internationalisation goals.

2.1. Please indicate below which activity clusters are organised by the institution:

| | Yes | Planned | No | Organised at a more decentralised level | Organised at a more centralised level | No answer |
|---|-----|---------|----|---|---------------------------------------|-----------|
| Education offered in a foreign language | | | | | | |
| Student mobility/Credit mobility | | | | | | |
| Recruitment of foreign students | | | | | | |
| Internationalisation of the curriculum | | | | | | |
| Internationalisation of staff | | | | | | |
| International knowledge sharing | | | | | | |
| International research activities | | | | | | |
| Transnational education | | | | | | |
| Other, please specify: | | | | | | |

2.2. How important are these activity clusters on a scale of 1 to 5?

(1 = not important at all and 5 = extremely important)

| | Importance |
|--|------------|
| Education in English or another foreign language | |
| Student mobility/Credit mobility | |
| Recruitment of foreign students | |
| Internationalisation of the curriculum | |
| Internationalisation of staff | |
| International knowledge sharing | |
| International research activities | |
| Transnational education | |
| Other, please specify: | |

Comments

Activity clusters:

A set of activities that are closely related.

At a more decentralised level:

At a lower level in the organisation.

Education offered in a foreign language:

for instance programme elements taught entirely in English, or another foreign language. Programme elements organised abroad, preparatory school, summer school.

Student mobility/Credit mobility:

Study abroad programmes, work placements, international projects, graduation projects, research projects.

Recruitment of foreign students:

Participation in education fairs abroad

Internationalisation activities

| | |
|---|--|
| | Alumni or partner institutions helping out with recruitment Agents cooperating in recruitment International visitors to the website Ads placed in international media International school visits Social media Ambassadors |
| Internationalisation of the curriculum: | <p>Content:</p> <ul style="list-style-type: none">- Courses in Intercultural skills- English language courses for students- Dutch language courses for foreign students- Other foreign language courses for students- Programme elements aimed at the study of an international subject such as European Social Legislation- Programme elements that include the international comparison of a subject such as International Comparative Education.- Programme elements focused on a particular country or region. <p>Style:</p> <ul style="list-style-type: none">- Virtual mobility- International (research) project- Using foreign literature- Joint/double/multiple degree programmes- Cases in an international context- Local knowledge of (foreign) students is used explicitly |
| Internationalisation of staff: | <p>Activities:</p> <ul style="list-style-type: none">- Members of staff recruited with international experience- Members of staff recruited on the international job market- Foreign visiting professors- Members of staff taking intercultural skills training- Professors taking 'Didactics in the International Classroom' training- Members of staff taking English language training- Members of staff with permanent residence abroad- Members of staff with structural contacts with foreign colleagues |
| Internationalisation knowledge sharing: | <p>Activities:</p> <ul style="list-style-type: none">- Capacity building (development cooperation) projects- International consulting assignments- International conferences organized by the unit- Training programmes for staff of partner institutes abroad- Shared supervisions or co-tutelles |
| International research activities: | <p>Activities</p> <ul style="list-style-type: none">- Research centres focused on an explicitly international research topic |

Internationalisation activities

- Researchers with a foreign nationality
- Researchers with a foreign higher education degree
- Scientific (peer-reviewed) publications published in English or another foreign language
- Professional publications published in English or another foreign language
- Patents filed outside the country

Other, please specify:

Make sure you only use this option for an activity cluster which does not fit in any of the other options.

Internationalisation activities

2.3. You have indicated one or more internationalisation goals and activity clusters. Please indicate below which activity cluster is used to reach which goal.

2.3a. The following activity clusters are used specifically for the goal “International and intercultural competences for students”:

- ☐ Education in English or another foreign language
- ☐ Credit mobility
- ☐ Recruitment of foreign students
- ☐ Internationalisation of the curriculum
- ☐ Internationalisation of staff
- ☐ International knowledge sharing
- ☐ International research activities
- ☐ Transnational education

2.3b. The following activity clusters are used specifically for the goal “Improving the quality of education”:

- ☐ Education in English or another foreign language
- ☐ Credit mobility
- ☐ Recruitment of foreign students
- ☐ Internationalisation of the curriculum
- ☐ Internationalisation of staff
- ☐ International knowledge sharing
- ☐ International research activities
- ☐ Transnational education

2.3c. The following activity clusters are used specifically for the goal “Continuity”:

- ☐ Education in English or another foreign language
- ☐ Credit mobility
- ☐ Recruitment of foreign students
- ☐ Internationalisation of the curriculum
- ☐ Internationalisation of staff
- ☐ International knowledge sharing
- ☐ International research activities
- ☐ Transnational education

2.3d. The following activity clusters are used specifically for the goal “Service to the community”:

- ☐ Education in English or another foreign language
- ☐ Credit mobility
- ☐ Recruitment of foreign students
- ☐ Internationalisation of the curriculum
- ☐ Internationalisation of staff
- ☐ International knowledge sharing
- ☐ International research activities
- ☐ Transnational education

2.3e. The following activity clusters are used specifically for the goal “Reputation enhancement”:

- ☐ Education in English or another foreign language
- ☐ Credit mobility
- ☐ Recruitment of foreign students
- ☐ Internationalisation of the curriculum

Internationalisation activities

- ☐ Internationalisation of staff
- ☐ International knowledge sharing
- ☐ International research activities
- ☐ Transnational education

2.3f. The following activity clusters are used specifically for the goal “Improving quality of research”:

- ☐ Education in English or another foreign language
- ☐ Credit mobility
- ☐ Recruitment of foreign students
- ☐ Internationalisation of the curriculum
- ☐ Internationalisation of staff
- ☐ International knowledge sharing
- ☐ International research activities
- ☐ Transnational education

2.4. Indicate per activity cluster which activities the unit carries out:

2.4a. In the activity cluster "Education taught in a foreign language" the programme offers:

| | Yes (fully) | Partly | No |
|---|-------------|--------|----|
| Programme elements entirely taught in English | | | |
| Programme elements taught in another foreign language | | | |
| Programme elements organised abroad | | | |
| Preparatory school | | | |
| Summer school | | | |
| Other, please specify: | | | |

2.4b. In the activity cluster "Credit mobility" the programme offers:

| | Yes (fully) | Partly | No |
|-------------------------|-------------|--------|----|
| Study abroad programmes | | | |
| Work placements | | | |
| International projects | | | |
| Graduation projects | | | |
| Research projectss | | | |
| Other, please specify: | | | |

Comments

International projects
Research projects

For instance an assignment for a company abroad or with foreign students
This will typically, though not exclusively, be fundamental research at research universities and applied research at universities of applied sciences.

2.4c. In the activity cluster “Recruitment of foreign students” the programme:

| | Yes (fully) | Partly | No |
|---|-------------|--------|----|
| Participates in education fairs abroad | | | |
| Has alumni help out with recruitment | | | |
| Has partner institutions helping out with recruitment | | | |
| Co-operates with recruiting agencies. | | | |
| Attracts international visitors to the website | | | |
| Places ads in international media | | | |
| Makes international school visits | | | |

Internationalisation activities

| | | | |
|--------------------------------------|--|--|--|
| Uses social media | | | |
| Has ambassadors (students and staff) | | | |
| Other, please specify: | | | |

Comments

Places ads in international media: both online and in print

2.4d. For reasons of readability we cut the activity cluster internationalisation of the curriculum in two. We observed that some items referred to didactical style whereas others were more content related. We decided to use style and content as categories as these represent two different, yet equally important, dimensions of education.

2.4.d1. In the activity “Internationalisation of the curriculum” the programme offers:

Content:

| | Yes (fully) | Partly | No |
|---|-------------|--------|----|
| Courses in Intercultural skills | | | |
| English language courses | | | |
| Dutch language courses for foreign students | | | |
| Other foreign language courses | | | |
| Programme elements aimed at the study of an international subject | | | |
| Programme elements that include the international comparison of a subject | | | |
| Programme elements focused on a particular country or region. | | | |
| Other, please specify: | | | |

Comments

an international subject Such as European Social legislation
international comparison of a subject Such as International Comparative Education

2.4.d2. In the activity “Internationalisation of the curriculum” the programme offers:

Style:

| | Yes (fully) | Partly | No |
|---|-------------|--------|----|
| Uses virtual mobility | | | |
| Participates in international (research) project | | | |
| Uses foreign literature in its programmes | | | |
| Offers joint/double/multiple degree programmes | | | |
| Uses cases in an international context | | | |
| Uses local knowledge of (foreign) students is used explicitly | | | |
| Other, please specify: | | | |

Comments

Virtual mobility International transfer of skills and knowledge by use of ICT facilities to obtain the same benefits as one would have with physical mobility but without the need to travel

2.4e. In the activity cluster “Internationalisation of staff” the programme:

| | Yes (fully) | Partly | No |
|--|-------------|--------|----|
| Has members of staff with international experience | | | |
| Has members of staff recruited on the international job market | | | |
| Makes us of foreign visiting professors | | | |
| Organises exchange of non-teaching staff | | | |
| Has members of staff taking intercultural skills training | | | |

Internationalisation activities

| | | | |
|---|--|--|--|
| Had professors taking 'Didactics in the International Classroom' training | | | |
| Had members of staff taking foreign language training | | | |
| Has members of staff with permanent residence abroad | | | |
| Has members of staff with structural contacts with foreign colleagues | | | |
| Other, please specify: | | | |

2.4f. In the cluster "International knowledge sharing" the programme:

| | Yes (fully) | Partly | No |
|---|-------------|--------|----|
| Carries out development cooperation assignments | | | |
| Carries out international consulting assignments | | | |
| Organises international conferences | | | |
| Has articles published internationally | | | |
| Offers training programmes for staff of partner institutes abroad | | | |
| Shared supervisions | | | |
| Other, please specify: | | | |

2.4g. In the cluster "International research activities" the programme:

| | Yes (fully) | Partly | No |
|--|-------------|--------|----|
| Has research centres focused on an explicitly international research topic | | | |
| Employs researchers with a foreign nationality | | | |
| Employs researchers with a foreign higher education degree | | | |
| Publishes scientific (peer-reviewed) publications in a foreign language | | | |
| Publishes professional publications in a foreign language | | | |
| Has patents filed outside the country | | | |
| Other, please specify: | | | |

2.4h. In the cluster "Transnational Education" the programme:

| | Yes (fully) | Partly | No |
|---|-------------|--------|----|
| Offers distance education | | | |
| Offers locally supported distance education | | | |
| Offers twinning programmes | | | |
| Locally offers articulation programmes | | | |
| Is involved in franchising | | | |
| Has validation agreements | | | |
| Has branch campuses | | | |

Comments

Validation agreements Agreement whereby a partner university offers validated programmes for the unit. Particular aspects of the curriculum, style of teaching, delivery of teaching and assessment are not determined by the unit but by the partner. The unit accredits the associated qualifications or learning

2.5a. How is the quality monitored of activities in activity cluster "Education offered in a foreign language"?

| | Yes (fully) | Partly | No |
|--|-------------|--------|----|
| Activities in this cluster are an explicit element of an operational plan | | | |
| Activities in this activity cluster are carried out as planned | | | |
| The performance of activities in this cluster is evaluated in a structured process | | | |
| Evaluation results are used as input to improve policies | | | |

Internationalisation activities

2.5b. How is the quality monitored of activities in activity cluster “Student mobility / Credit mobility”?

| | Yes (fully) | Partly | No |
|--|-------------|--------|----|
| Activities in this cluster are an explicit element of an operational plan | | | |
| Activities in this activity cluster are carried out as planned | | | |
| The performance of activities in this cluster is evaluated in a structured process | | | |
| Evaluation results are used as input to improve policies | | | |

2.5c. How is the quality monitored of activities in activity cluster “Recruitment of foreign students”?

| | Yes (fully) | Partly | No |
|--|-------------|--------|----|
| Activities in this cluster are an explicit element of an operational plan | | | |
| Activities in this activity cluster are carried out as planned | | | |
| The performance of activities in this cluster is evaluated in a structured process | | | |
| Evaluation results are used as input to improve policies | | | |

2.5d. How is the quality monitored of activities in activity cluster “Internationalisation of the curriculum”?

| | Yes (fully) | Partly | No |
|--|-------------|--------|----|
| Activities in this cluster are an explicit element of an operational plan | | | |
| Activities in this activity cluster are carried out as planned | | | |
| The performance of activities in this cluster is evaluated in a structured process | | | |
| Evaluation results are used as input to improve policies | | | |

2.5e. How is the quality monitored of activities in activity cluster “Internationalisation of staff”?

| | Yes (fully) | Partly | No |
|--|-------------|--------|----|
| Activities in this cluster are an explicit element of an operational plan | | | |
| Activities in this activity cluster are carried out as planned | | | |
| The performance of activities in this cluster is evaluated in a structured process | | | |
| Evaluation results are used as input to improve policies | | | |

2.5f. How is the quality monitored of activities in activity cluster “International knowledge sharing”?

| | Yes (fully) | Partly | No |
|--|-------------|--------|----|
| Activities in this cluster are an explicit element of an operational plan | | | |
| Activities in this activity cluster are carried out as planned | | | |
| The performance of activities in this cluster is evaluated in a structured process | | | |
| Evaluation results are used as input to improve policies | | | |

2.5g. How is the quality monitored of activities in activity cluster “International research activities”?

Internationalisation activities

| | Yes (fully) | Partly | No |
|--|-------------|--------|----|
| Activities in this cluster are an explicit element of an operational plan | | | |
| Activities in this activity cluster are carried out as planned | | | |
| The performance of activities in this cluster is evaluated in a structured process | | | |
| Evaluation results are used as input to improve policies | | | |

2.5h. How is the quality monitored of activities in activity cluster “Transnational Education”?

| | Yes (fully) | Partly | No |
|--|-------------|--------|----|
| Activities in this cluster are an explicit element of an operational plan | | | |
| Activities in this activity cluster are carried out as planned | | | |
| The performance of activities in this cluster is evaluated in a structured process | | | |
| Evaluation results are used as input to improve policies | | | |

Comments

Operational plan: A plan at unit level which describes short-term ways of achieving milestones and explains how and/or what portion of a strategic plan will be put into operation during a given operational period. Other words used are for instance activity plan, year plan etc.

As planned: Activities are carried out exactly as has been stated in the operational plan. No ad hoc changes or additional activities have been undertaken.

Improve policies: To improve the operational plan for the next period.

Internationalisation Facilities

This part of the questionnaire focuses in more detail on the **facilities**, including partnerships, that are available to the unit to help it achieve its internationalisation goals (and to support the activity clusters). There are questions on:

1. the **type** of facilities offered at unit level
2. the **importance** of these facilities
3. the **target groups** that may use these facilities
4. the extent to which the unit monitors the quality of the facilities offered (**quality assurance**)

3.1. Which of the following facilities are available to support the unit's international activities?

| | Always | Partly/sometimes | Never | Not applicable |
|--|--------|------------------|-------|----------------|
| Practical | | | | |
| Accommodation | | | | |
| Visa/residence/work permit application service | | | | |
| Information | | | | |
| Multilingual communication | | | | |
| Organisation of travel | | | | |
| Academic | | | | |
| Advice | | | | |
| Information | | | | |
| Preparation programme | | | | |
| Diploma Supplement | | | | |
| Financial | | | | |
| Scholarships | | | | |
| Subsidies | | | | |
| Advice on/help with application | | | | |
| Social | | | | |
| Guidance | | | | |
| Activities | | | | |
| Crisis team/procedure | | | | |
| Re-entry programme | | | | |

Comments

| | |
|-----------------------------|--|
| Available: | Possibly with assistance from an external organisation. |
| Always: | For anybody at any time during working hours. |
| Accommodation: | Student or staff housing. |
| Information: | Practical information on accommodation, visa, travel, route description etc. |
| Multilingual communication: | In English or another foreign language spoken by the target group. |
| Advice: | On which programme elements to study. How to apply etc. |
| Information: | On the programme (elements), prerequisites, teaching style, degree etc. |
| Preparation programme: | To overcome deficits in any relevant subject in order to (better) meet the requirements. |
| Scholarships: | Offered through the programme's offices not necessarily financed by the programme. |

Internationalisation Facilities

| | |
|----------------------------------|---|
| Subsidies: | Financial aid from national or international bodies used by the programme to support its international activities. |
| Advice on/help with application: | Application for a subsidy or a scholarship. |
| Guidance: | Counselling of students or staff with social difficulties like home sickness, culture shock, depression etc. |
| Crisis team/procedure: | Crisis being a serious threat to the health or even death of a foreign student or staff member or a national student/staff member abroad. |
| Re-entry programme: | Preparing of foreign staff and students for returning to and integrating in their home country. |

Internationalisation Facilities

3.2. How important are these facilities on a scale of 1 to 5?

(1=not important at all and 5=extremely important)

| | Importance |
|--|------------|
| Practical | |
| Accommodation | |
| Visa/residence/work permit application service | |
| Information | |
| Multilingual communication | |
| Organisation of travel | |
| Academic | |
| Advice | |
| Information | |
| Preparation programme | |
| Diploma supplement | |
| Financial | |
| Scholarships | |
| Subsidies | |
| Advice on/help with application | |
| Social | |
| Guidance | |
| Activities | |
| Crisis team/procedure | |
| Re-entry programme | |

3.3. For which target groups are the facilities primarily offered?

(more than one answer may be selected)

| | Degree seeking foreign students | Incoming credit mobile students | Outgoing credit mobile students | Permanent foreign staff | Incoming foreign staff | Outgoing staff |
|--|---------------------------------|---------------------------------|---------------------------------|-------------------------|------------------------|----------------|
| Practical | | | | | | |
| Accommodation | | | | | | |
| Visa/residence/work permit application service | | | | | | |
| Information | | | | | | |
| Multilingual communication | | | | | | |
| Organisation of travel | | | | | | |
| Academic | | | | | | |
| Advice | | | | | | |
| Information | | | | | | |
| Preparation programme | | | | | | |
| Diploma supplement | | | | | | |
| Financial | | | | | | |
| Scholarships | | | | | | |
| Subsidies | | | | | | |
| Advice on/help with | | | | | | |

Internationalisation Facilities

| | Degree seeking foreign students | Incoming credit mobile students | Outgoing credit mobile students | Permanent foreign staff | Incoming foreign staff | Outgoing staff |
|-----------------------|---------------------------------|---------------------------------|---------------------------------|-------------------------|------------------------|----------------|
| application | | | | | | |
| Social | | | | | | |
| Guidance | | | | | | |
| Activities | | | | | | |
| Crisis team/procedure | | | | | | |
| Re-entry programme | | | | | | |

3.4. Does the unit have partner institutions?

- ☐ Yes
- ☐ No

3.5. How important is the partner network on a scale of 1 to 5?

(1 = not important at all and 5 = extremely important)?

...

3.6. For which activity clusters does the unit use its partnerships?

- ☐ Education taught in a foreign language
- ☐ Student mobility/Credit mobility
- ☐ Recruitment of foreign students
- ☐ Internationalisation of the curriculum
- ☐ Internationalisation of staff
- ☐ International knowledge sharing
- ☐ International research activities
- ☐ Transnational education

Comments

| | |
|-----------------------------------|--|
| Degree seeking foreign students: | Students who are registered in degree programmes with the intention of obtaining the degree. |
| Incoming credit mobile students: | Foreign students who intend to study/ do research or a work placement for a limited period of time before returning to their home institute. |
| Outgoing credit mobile students: | Students who intend to study/ do research or a work placement abroad for a limited period of time before returning to their home institute. |
| Incoming temporary foreign staff: | Exchange. |
| Outgoing temporary staff: | Exchange. |
| Plan: | As stated in the policy plan. |
| Improvement of facilities: | As will be stated again in the next policy plan. |

Internationalisation Facilities

3.7a. How is the quality of the practical facilities assured?

| | Yes (fully) | Partly | No |
|--|-------------|--------|----|
| The facilities are an explicit element of a policy plan | | | |
| The availability of facilities is according to plan | | | |
| The facilities are evaluated in a structured process | | | |
| Evaluation results are used as input for the improvement of facilities | | | |

3.7b. How is the quality of the academic facilities assured?

| | Yes (fully) | Partly | No |
|--|-------------|--------|----|
| The facilities are an explicit element of a policy plan | | | |
| The availability of facilities is according to plan | | | |
| The facilities are evaluated in a structured process | | | |
| Evaluation results are used as input for the improvement of facilities | | | |

3.7c. How is the quality of the financial facilities assured?

| | Yes (fully) | Partly | No |
|--|-------------|--------|----|
| The facilities are an explicit element of a policy plan | | | |
| The availability of facilities is according to plan | | | |
| The facilities are evaluated in a structured process | | | |
| Evaluation results are used as input for the improvement of facilities | | | |

3.7d. How is the quality of the social facilities assured?

| | Yes (fully) | Partly | No |
|--|-------------|--------|----|
| The facilities are an explicit element of a policy plan | | | |
| The availability of facilities is according to plan | | | |
| The facilities are evaluated in a structured process | | | |
| Evaluation results are used as input for the improvement of facilities | | | |

3.7e. How is the quality of the partner institutions assured?

| | Yes (fully) | Partly | No |
|--|-------------|--------|----|
| The partner network is an explicit element of a policy plan | | | |
| The availability of the partner network is according to plan | | | |
| The partner network is evaluated in a structured process | | | |
| Evaluation results are used as input for the improvement of the partner network. | | | |

Comments

Practical: Accomodation, visa/residence/work permit application service, information, multilingual communication, organization of travel.

Internationalisation Facilities

Plan: As stated in the policy plan.
Improvement of facilities: As will be stated again in the next policy plan.

Internationalisation Key Figures

This part of the questionnaire focuses on the quantitative data including results of the Internationalisation activities and facilities. If the activity or service is organised at a more central level, please fill out the data to the extent to which they apply to your unit.

If you intend to carry out a comparison or benchmark exercise it is especially important at this stage to agree with your partner(s) on a common set of definitions of generic terms (such as "international student", "incoming student", "staff", etc.)

4.1. What are the unit's core details?

| | Bachelor's phase | Master's phase | PhD phase | Other | Total |
|----------------------|------------------|----------------|-----------|-------|-------|
| Number of FTEs | | | | | |
| Number of students | | | | | |
| Number of programmes | | | | | |

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

4.2. How many funding is available for internationalisation?

| | euros |
|---|-------|
| National internationalisation programmes | |
| EU programmes | |
| Institutional allocated internationalisation budget | |
| Foundation funding of internationalisation programmes | |
| Industry funding of internationalisation programmes | |

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

4.3. What is the number of participating students, number of participating staff and the budget spent per activity?

| | Number of participating students | Number of participating staff | Budget concerned |
|---|----------------------------------|-------------------------------|------------------|
| National internationalisation programmes | | | |
| EU programmes | | | |
| Institutional allocated internationalisation budget | | | |
| Foundation funding of internationalisation programmes | | | |
| Industry funding of internationalisation programmes | | | |

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

4.4. How many programmes does the unit offer taught in a foreign language?

Internationalisation Key Figures

| Language | Number of Bachelor programmes | Number of Master programmes | Number of PhD programmes |
|-----------------|-------------------------------|-----------------------------|--------------------------|
| English | | | |
| Other language: | | | |
| Other language: | | | |

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

4.5. Is the student group composition in line with the following goals?

| | Yes (fully) | Partly | No |
|---|-------------|--------|----|
| International and intercultural competencies for students | | | |
| Improving quality of education | | | |
| Continuity | | | |
| Service to the community | | | |
| Reputation enhancement | | | |
| Improving quality of research | | | |

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

4.6. How many of the following programmes or elements does the unit offer?

| | Number of (elements of) programmes | Total number of European credits offered |
|---|------------------------------------|--|
| Programme elements taught in a foreign language | | |
| Preparatory schools | | |
| Summer schools | | |
| Double or joint programmes | | |
| Programmes organised abroad | | |
| Tailor-made programmes | | |
| Non-degree programmes | | |
| Refresher courses/programmes | | |
| E-learning programmes | | |
| Other, please specify: | | |

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

4.7. Which percentage of all programme elements, within a programme taught in the national language, is in English or in another foreign language?

...

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

Internationalisation Key Figures

Comments

| | |
|--------------------------------------|--|
| FTEs: | Full time equivalent. |
| elements of: | A programme element is a part of a programme like a course, module, subject, minor etc. |
| Participating staff: | Staff benefiting from the activity, not including staff in charge of organising the activity |
| Programme elements: | A programme element is a part of a programme like a course, module, subject, minor etc. |
| Programme elements organised abroad: | Not including joint, double or multiple degree programmes |
| Foreign language: | This may be English or any other foreign language. |
| Preparatory schools: | The prep school prepares students academically and/or socially for studying in the Netherlands. The preparation is meant to increase the level of the students at least up to the entrance standards of the programme of their choice. |
| Double or joint programmes: | This programme is set up in close cooperation between two or more partners. Successful conclusion of the programme leads to diploma's of both the home institute and the partner institute (s). |
| Organised abroad: | not being joint/double/multiple degree programmes |
| Non-degree programmes: | Courses not leading to a Bachelor Master or PhD degree. |
| Programme element: | A programme element is a part of a programme like a course, module, subject, minor etc. |

Internationalisation Key Figures

4.8. How many programmes taught in the national language explicitly include internationalisation in their educational objectives?

| Number of Bachelor programmes | Number of Master programmes | Number of PhD programmes | Total |
|-------------------------------|-----------------------------|--------------------------|-------|
| | | | |

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

4.9. What is the number of students registered for the following degree programmes?

| | National students | Foreign degree seeking students | Incoming exchange students | Total number of students |
|--|-------------------|---------------------------------|----------------------------|--------------------------|
| Bachelor programmes taught in English | | | | |
| Master programmes taught in English | | | | |
| PhD programmes taught in English | | | | |
| Bachelor programmes taught in another foreign language | | | | |
| Master programmes taught in another foreign language | | | | |
| PhD programmes taught in another foreign language | | | | |
| Total | | | | |

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

4.10. What is the number of students (including any double degree students) registered for the following types of education?

| | Number of National students | Number of Foreign students |
|--|-----------------------------|----------------------------|
| a. Programme elements taught in a foreign language | | |
| b. Preparatory schools | | |
| c. Summer schools | | |
| d. Double or joint degree programmes | | |
| e. Programmes organised abroad | | |
| f. Tailor-made programmes | | |
| g. Non-degree programmes | | |
| h. Refresher courses/programmes | | |
| i. E-learning programmes | | |
| j. Other, please specify: | | |

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Internationalisation Key Figures

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

Comments

Percentage of outgoing students:

Calculated on the basis of total number of students from the earlier question.

Percentage of incoming students:

Calculated on the basis of total number of students from the earlier question.

International project:

Not being a graduation project.

Graduation project:

Not being research for any of the former categories.

International school visits:

To international schools in the home country and abroad and to local schools abroad.

FTE:

Full Time Equivalent.

Internationalisation Key Figures

4.11. What is the number of credit mobile students?

| | Number of outgoing students | Percentage of outgoing students | Number of incoming students | Percentage of incoming students |
|---------------------------|-----------------------------|---------------------------------|-----------------------------|---------------------------------|
| a. Study abroad | | | | |
| b. Work placement | | | | |
| c. International project | | | | |
| d. Graduation project | | | | |
| e. Research | | | | |
| f. Other, please specify: | | | | |

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

4.12. In the past academic year, what was at the central level, the number of...

| | |
|--|--|
| | |
| Participations in fairs abroad | |
| Alumni helping out with recruitment | |
| Partner institutions helping out with recruitment | |
| Agents recruiting foreign students for the institution | |
| International visitors to website | |
| Ads placed in international media | |
| International school visits | |
| 'Ambassadors' | |
| Engaged users of the units' social media page(s) | |

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

4.13. Which positions related to internationalisation (filled or not) are available at unit level?

| | Number of FTE | Number of staff |
|---|---------------|-----------------|
| International Officer | | |
| Policy Advisor for Internationalisation | | |
| Head of International Office | | |
| Foreign Alumni coordinator | | |
| International Marketeer | | |
| Visa application officer | | |
| Study abroad advisor | | |
| Mentor/dean for social guidance to foreign students | | |
| Total | | |

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

Internationalisation Key Figures

Comments

| | |
|---|--|
| International school visits: | To international schools in the home country and abroad and to local schools abroad |
| Ambassadors: | A select group of knowledgeable, motivated and enthusiastic students who assist with university recruitment and public relations activities |
| Engaged users of the units' social media page(s): | Users who actively participate in the social media pages(s) of the unit for instance by forwarding posts or contributing to discussions. |
| Members of staff: | Member of staff means all kinds of employees in an institution for higher education, i.e. educators, researchers, support staff, management etc. |
| Professors: | Staff member with teaching tasks. |
| Co-tutelles: | Shared tutoring. |
| Percentage: | Related to the total number of respectively a. research centres, b. researchers, c. researchers, d. scientific publications, e. professional publications, f. patents filed. |
| Research centres: | Including Lectoraten/'knowledge circles' in Dutch UAS. Focussing on e.g. a specific region in the world, a specific international dimension or on issues like globalisation and regionalisation. |
| International experience: | Members of staff include all kinds of employees in an institution for higher education, i.e. educators, researchers, support staff, management, etc. |

Internationalisation Key Figures

4.14. In the past academic year, what was the number of...

| | |
|---|--|
| members of staff with international experience | |
| members of staff recruited on the international job market | |
| foreign visiting professors | |
| members of staff taking intercultural skills training | |
| professors taking 'Didactics in the International Classroom' training | |
| members of staff taking English language training | |
| members of staff with permanent residence abroad | |
| members of staff with structural contacts with foreign colleagues | |

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

4.15. In the past academic year, what was the number of...

| | Number | Number of staff involved | Number of students involved |
|--|--------|--------------------------|-----------------------------|
| Capacity building assignments | | | |
| International consulting assignments | | | |
| International conferences organised by the institution | | | |
| Internationally published articles | | | |
| Training programmes for staff of partner institutes abroad | | | |
| Shared supervisions | | | |

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

4.16. In the past academic year, what was the number and percentage of...

Number 0-25% 25-50% 50-75% 75-100%

research centres focused on an explicitly international research topic
researchers with a foreign nationality

researchers with a foreign higher education degree
scientific (peer-reviewed) publications published in English or another foreign language
professional publications published in English or another foreign language
Patents filed outside the country

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Internationalisation Key Figures

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

4.17. In the past academic year, what was the number of...

| | Number | Number of staff involved | Number of students involved |
|---|--------|--------------------------|-----------------------------|
| Distance education programmes | | | |
| Locally supported distance education programmes | | | |
| Twinning programmes | | | |
| Articulation programmes (locally offered) | | | |
| Franchising agreements | | | |
| Validation agreements | | | |
| Branch campuses | | | |

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

4.18. What budget is available (excluding personnel costs) for internationalisation?

...

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

4.19. How many research fellowships does the unit offer specifically for foreign researchers or PhD students?

...

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

4.20. What is the total amount of these research fellowships in euro's?

...

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

4.21a. How many students and staff have used the following facilities in the past academic year?

| | Degree seeking foreign students | Incoming credit mobile students | Outgoing credit mobile students | Permanent foreign staff | Incoming foreign staff | Outgoing staff |
|---------------------|---------------------------------|---------------------------------|---------------------------------|-------------------------|------------------------|----------------|
| Practical | | | | | | |
| Accommodation | | | | | | |
| Visa/residence/work | | | | | | |

Internationalisation Key Figures

| | Degree seeking foreign students | Incoming credit mobile students | Outgoing credit mobile students | Permanent foreign staff | Incoming foreign staff | Outgoing staff |
|----------------------------|---------------------------------|---------------------------------|---------------------------------|-------------------------|------------------------|----------------|
| permit application service | | | | | | |
| Information | | | | | | |
| Multilingual Communication | | | | | | |
| Organisation of travel | | | | | | |

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

4.21b. How many students and staff have used the following services in the past academic year?

| | Degree seeking foreign students | Incoming credit mobile students | Outgoing credit mobile students | Permanent foreign staff | Incoming foreign staff | Outgoing staff |
|-----------------------|---------------------------------|---------------------------------|---------------------------------|-------------------------|------------------------|----------------|
| Academic | | | | | | |
| Advice | | | | | | |
| Information | | | | | | |
| Preparation programme | | | | | | |
| Diploma supplement | | | | | | |

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

4.21c. How many students and staff have used the following services in the past academic year?

| | Degree seeking foreign students | Incoming credit mobile students | Outgoing credit mobile students | Permanent foreign staff | Incoming foreign staff | Outgoing staff |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|-------------------------|------------------------|----------------|
| Financial | | | | | | |
| Scholarships | | | | | | |
| Subsidies | | | | | | |
| Advice on/help with application | | | | | | |

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

4.21d. How many students and staff have used the following services in the past academic year?

Internationalisation Key Figures

| | Degree seeking foreign students | Incoming credit mobile students | Outgoing credit mobile students | Permanent foreign staff | Incoming foreign staff | Outgoing staff |
|-----------------------|---------------------------------|---------------------------------|---------------------------------|-------------------------|------------------------|----------------|
| Social | | | | | | |
| Guidance | | | | | | |
| Activities | | | | | | |
| Crisis team/procedure | | | | | | |
| Re-entry programme | | | | | | |

Please select the date or period to which these data refer.

Reference date: (DD-MM-YYYY)

Academic year: (YYYY-YYYY)

Calendar year: (YYYY)

Internationalisation Key Figures

How many partner institutes does the unit have in each region of the world?

| | Number of partner institutes |
|-------------------|------------------------------|
| European Union | |
| Europe outside EU | |
| Africa | |
| Asia | |
| North America | |
| South America | |
| Pacific | |
| Total | |

Comments

European Union: Including all Erasmus countries.
North America: Including Canada, US and Mexico.
South America: Including all countries between Guatemala and Argentina.

Outcomes of internationalisation

Given the limited usefulness of basic outputs (key figures) on the one hand and the increasing demand for accountability on the other hand, this section will focus on outcomes of internationalisation. Outcomes (which can be classed as more mid-term effects) are needed for the very real challenge of accurately predicting long-term impact.

- short-term effects may be understood as more immediate "outputs";
- longer-term effects may be considered as the enduring "impact", which can also be understood as achievement or substantial movement toward one or more of the fundamental goals of internationalisation; and
- outcomes should be situated at a point along this continuum between the more immediate and more long-term results.

Outcomes can be considered proof that certain actions have led to changes that are relevant to a central goal for internationalisation. Examples of such outcomes include: student learning outcomes (including but not limited to those of an international or intercultural nature), joint curriculum development, increased number of scientific publications and reputation enhancement.

Outcomes of internationalisation

5.1. Have outcomes of internationalisation been defined?

- ☐ Yes
- ☐ No

5.2. Can the institution demonstrate assessment or achievement of international or intercultural learning outcomes?

- ☐ Yes
- ☐ No

Please describe how:

...

5.3. Have other outcomes of internationalisation been measured and if so which ones and how?

...

- ☐ No

5.4. To what extent (%) have the goals of internationalisation been reached?

| | % |
|---|---|
| International and intercultural competencies for students | |
| Improving quality of education | |
| Continuity | |
| Service to the community | |
| Reputation enhancement | |
| Improving quality of research | |

Comments

| | |
|--|---|
| International and intercultural competencies for students: | Examples of these competencies are: a) Student is aware of both his own culture and the values attached to it as well as other cultures and the fact that they have other values. b) Student knows that intercultural topics are relevant when working in another culture. c) Students uses international sources of information to find solutions for any work related problems. Student shows compassion for different cultural backgrounds when working with colleagues or clients from other countries or cultures. |
| Continuity: | Continuity in the sense that internationalization is used to increase the budget of the programme and thereby guarantee continuity of the activities. |
| Service to the community: | Internationalisation which is not aimed at the core goals of education or research but rather aims to have a community impact. Both in the community in the home country (e.g. contributing to solving multicultural |

Outcomes of internationalisation

Reputation enhancement:

issues) and abroad (e.g. Capacity building)

Increasing the reputation through international activities and partnerships.